

**NOTICE OF PUBLIC MEETING  
ARIZONA STATE BOARD FOR CHARTER SCHOOLS**

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Bianca Ulibarri at (602) 364-3080. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 30th day of November 2018.

By  \_\_\_\_\_

**Andrea Leder**

**Assistant Director of Operations & Finance**

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS**

**Monday, December 10, 2018 and**

**Tuesday, December 11, 2018<sup>1</sup>**

**Regular Session**

**9:00 AM**

**Arizona State Board of Education Board Room**

**1535 West Jefferson Street**

**Phoenix, Arizona 85007**

**The Board's meeting room is located on the first floor of the Arizona Department of Education's building. Available parking in the garage located on 15<sup>th</sup> Avenue, south of Jefferson Street.**

**ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS. A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE CHARTER BOARD (WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC INSPECTION AT THE CHARTER BOARD'S OFFICE AT 1616 W. ADAMS, SUITE 170, PHOENIX, ARIZONA 85007 AND ONLINE AT [asbcs.az.gov](http://asbcs.az.gov).**

<sup>1</sup> The meeting will begin on December 10, 2018 and resume on December 11, 2018 if there are additional agenda items requiring consideration and action.

- A. Pledge of Allegiance**
- B. Moment of Silence**
- C. Roll Call**
- D. Superintendent's Report** - Update on current events and/or activities of the Department of Education
- E. Executive Director's Report** - Introduction to the agenda items and discussion and possible action:
  - 1. Status of Board actions and legal matters
  - 2. Staffing changes
- F. Call to the Public**

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.
- G. Consent Agenda** - All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.
  - 1. Consideration to approve the proposed Voluntary Surrender and Charter Termination Agreement for Camino Montessori
  - 2. Consideration to approve a change in legal status for LEAD Charter Schools dba Leading Edge Academy Queen Creek.
    - a. Executive Summary
    - b. Amendment Request and Support Materials
    - c. Required Documentation
- H. Charter Amendment** - Discussion and possible action on the expansion amendment requests from the following charter holders:
  - 1. Arizona Montessori Charter School at Anthem – Grade Level Change and Enrollment Cap Increase
    - a. Executive Summary
    - b. Amendment Request and Support Materials
    - c. Required Documentation
  - 2. BASIS Charter Schools, Inc. (90841) – Enrollment Cap Increase
    - a. Executive Summary
    - b. Amendment Request and Support Materials
    - c. Financial Performance Response
    - d. Required Documentation
    - e. Associated Schools
  - 3. Heritage Academy, Inc. – New School, Grade Level Change and Enrollment Cap Increase
    - a. Executive Summary
    - b. Amendment Request and Support Materials
    - c. Required Documentation



- I. **Financial Performance Framework** - Presentation, discussion and possible action on moving forward with administrative rulemaking for implementing the financial performance framework proposed by the Board's Financial Framework Subcommittee.
- J. **Transparency Recommendations** - Presentation, discussion and possible action on recommendations to promote transparency.
- K. **Compliance Matters** - The Board will receive information to determine whether evidence exists that the charter holders listed below are in breach of one or more provisions of their charter contract, federal, state, or local laws regarding their failure to meet the timeframes established for the timely submission of the annual financial audit in accordance with A.R.S. § 15-183(E)(6).  
If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H).

First Year Late

- 1. Center for Creative Education, Inc.
  - 2. Flagstaff Montessori, L.L.C.
  - 3. Montessori Day Public Schools, Chartered
  - 4. Park View School, Inc.
  - 5. PLC Arts Academy at Scottsdale, Inc.
  - 6. Vision Charter School, Inc.
- L. **New Charter Applications** - Discussion and possible action on the following application packages and requests for a charter.
    - 1. A+ Charter Schools
      - a. Executive Summary
      - b. Recommendation Report & Scoring Rubric
      - c. Application
      - d. Interview Recording
    - 2. Abraham Lincoln Preparatory School: A Challenge Foundation Academy
      - a. Executive Summary
      - b. Recommendation Report & Scoring Rubric
      - c. Application
      - d. ESP Additional Information
      - e. Interview Recording
    - 3. Alexander Hamilton Community School: A Challenge Foundation Academy
      - a. Executive Summary
      - b. Recommendation Report & Scoring Rubric
      - c. Application
      - d. ESP Additional Information
      - e. Interview Recording
    - 4. ARCHES Academy
      - a. Executive Summary
      - b. Recommendation Report & Scoring Rubric
      - c. Application

- d. Interview Recording
- 5. Arizona Online Academy, Inc.
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 6. Copper State Academy of Business and Design
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 7. Educational Models for Learning, Inc.
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 8. Integrated Education Foundation, Inc.
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 9. New Learning Ventures, Inc.
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 10. Phoenix International Academy
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. Interview Recording
- 11. Somerset Academy Arizona, Inc.
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application
  - d. ESP Additional Information
  - e. Interview Recording
- 12. Valor Preparatory Academy, LLC
  - a. Executive Summary
  - b. Recommendation Report & Scoring Rubric
  - c. Application

- d. Arizona Online Instruction Application & Scoring Rubric
- e. Interview Recording

**M. Discussion and possible action regarding Legacy Education Group, et al. v. Arizona State Board for Charter Schools (1 CA-CV 17-0023).**

Pursuant to A.R.S. § 38-431.03(A)(3) and (4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this item or for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

**N. Summary of Current Events, Future Meeting Dates and Items for Future Agendas -** The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

**O. Adjournment**

## On-going Board Actions

### Withholding

Charter Holder Name	Date of Board Action	Violation	Notes	Date Issue, If Unresolved, Will Come Back Before the Board
<b>Desert Springs Academy, Inc.</b>	11/13/18	<ul style="list-style-type: none"> <li>Failure to amend its charter to make changes to its corporate board</li> </ul>		
<b>Friendly House, Inc.</b>	11/13/18	<ul style="list-style-type: none"> <li>Failure to timely submit fiscal year 2018 AFR</li> </ul>		
<b>Pointe Educational Services</b>	11/13/18	<ul style="list-style-type: none"> <li>Failure to administer AIMS Science in fiscal year 2018</li> </ul>	The parties entered into a Settlement Agreement under which Pointe Educational Services must report information to the Board regarding its preparation for and administration of the statewide assessments. The Agreement also provided for the Board to submit a request to ADE to withhold 10% of Pointe Educational Services' monthly apportionment of state aid until the Board receives verification from ADE that Pointe has administered all State standardized assessments for the 2018-2019 school year. Based on the agreement's execution date, the withholding will begin with the January 2019 payment.	

## Legal Matters

Case Number and Parties	Date of Initial Filing	Issue	Status
<p><b>CV2016-051845</b> Legacy Education Group et al vs. Arizona State Board for Charter Schools</p> <p><b>1 CA-CV 17-0023</b></p>	<p>Complaint for Declaratory Judgment filed March 22, 2016</p> <p>Notice of Appeal filed December 13, 2016</p>	<ul style="list-style-type: none"> <li>• Whether the Board’s Performance Frameworks must be promulgated as rules under the Administrative Procedures Act</li> <li>• Whether the superior court correctly determined that the Administrative Procedures Act does not apply to the Performance Frameworks adopted by charter school sponsors under A.R.S. § 15-183(R)</li> </ul>	<p>On November 14, 2016, the Superior Court granted the Board’s Motion to Dismiss.</p> <p>The Court of Appeals vacated the Superior Court’s judgment dismissing the case and remanded the case for further proceedings consistent with its May 8, 2018 decision. A telephonic status conference is set December 14, 2018.</p>

---

**AGENDA ITEM: Surrender Agreement – Camino Montessori**

**Issue**

Camino Montessori has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

**Background**

Camino Montessori operates a school with the same name serving grades K through 6. On September 27, 2018, the charter representative notified the Board that at its October 2, 2018 meeting Camino Montessori’s governing board would consider closure of the school on October 5, 2018. On October 2, 2018, the governing board passed a motion to voluntarily surrender the charter. For fiscal year 2019, Camino Montessori reported an estimated count of 66 students.

The Arizona Department of Education (“Department”) determined Camino Montessori had been overpaid \$5,279.48. Camino Montessori repaid the Department on November 19, 2018.

On October 12, 2018, the Board became the custodian of Camino Montessori’s student records.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

## Appendix A

## **VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT**

This Voluntary Surrender and Charter Termination Agreement (“Agreement”) is made by and between Camino Montessori (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona, and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties”.

### **RECITALS**

1. The Charter Operator operates Camino Montessori (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on January 11, 2013 between the Charter Operator and the Board.
3. Judith Webster is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
4. On September 27, 2018, the Charter Representative notified the Board that at its October 2, 2018 meeting, the Charter Operator’s governing board would consider closure of the School on October 5, 2018.
5. As of October 1, 2018, the Charter Operator had received state equalization payments totaling \$126,633.26.
6. For the 2018-2019 school year, the Charter Operator provided 42 days of instruction.
7. On October 2, 2018, the Charter Operator’s Board of Directors passed a motion at a public meeting to voluntarily surrender the Charter.
8. On October 3, 2018, on behalf of the Charter Operator, Judith Webster signed a Voluntary Surrender and Charter Termination Agreement in which she agreed that if the Arizona



Department of Education (“Department”) determined that the Charter Operator had been overpaid, the Charter Operator would repay the amount owed to the Department; the Charter Operator agreed that its failure to repay the full amount identified by the Department within three days of receipt of notice from the Department or to fully resolve the overpayment by October 24, 2018, whichever date occurred later, would result in the Charter Operator being placed on a subsequent Board agenda for consideration of a notice of intent to revoke the Charter Operator’s Charter.

9. The Board’s acceptance of the Voluntary Surrender and Charter Termination Agreement was conditioned upon the Charter Operator having fully satisfied the terms stated in paragraph 8 of this Agreement.

10. On November 6, 2018, the Department notified the Charter Operator of its determination that the Charter Operator had been overpaid state equalization assistance for the 2018-2019 school year in the amount of \$5,279.48.

11. The Charter Operator failed to meet the terms stated in paragraph 8 of this Agreement; the Department advised the Board that it received the Charter Operator’s repayment in the amount of \$5,279.48 on November 19, 2018.

## **AGREEMENT**

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on November 19, 2018.

2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective 11:59 p.m. on November 19, 2018.

4. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

5. The Charter Operator delivered a complete copy of each student's educational record to the student's parent or legal guardian for each student enrolled in the School in the 2018-2019 school year.

6. The Charter Operator delivered the School's student records and a list of the records to the Board. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona State Library, Archives and Public Records division of the Arizona Secretary of State's Office.

7. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

8. The Charter Operator authorizes the Department to update the School's student level data in the Arizona Education Data Standards ("AzEDS") system for the purposes of facilitating student enrollment upon closure of the School.

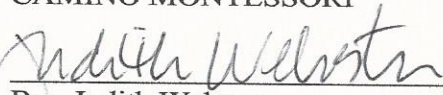
9. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

10. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

\_\_\_\_\_  
By: Kathy Senseman  
President, Arizona State Board for Charter Schools  
Date: \_\_\_\_\_

CAMINO MONTESSORI

  
\_\_\_\_\_  
By: Judith Webster  
Charter Representative, Camino Montessori  
Date: 11/29/18

COPY mailed this  
\_\_\_\_\_ day of \_\_\_\_\_, 2018 to:

Camino Montessori  
Attention: Judith Webster, Charter Representative  
2118 East La Donna Drive  
Tempe, AZ 85283

By \_\_\_\_\_

**AGENDA ITEM EXECUTIVE SUMMARY: Charter Holder Status Change in Legal Status Amendment Request**

**Request**

LEAD Charter Schools dba Leading Edge Academy Queen Creek (“Charter Holder”) has submitted a request to change the legal status of LEAD Charter Schools dba Leading Edge Academy Queen Creek, a Not for Profit corporation to Leading Edge Academy Queen Creek, a Not for Profit corporation. This change will be effective after approval by the Board. The conversion documents include the Articles of Incorporation, Bylaws, Organizational Chart, and filings with IRS.

*See Appendix A: Amendment Request Materials and Support Materials.*

**Profile**

The Charter Holder was granted a renewal charter in 2016.

The change from one non-profit corporation to a different non-profit corporation is due to board members of the current charter holder, LEAD Charter Schools, Inc., primarily residing in Gilbert and Mesa. Transferring the charter to a new corporation will allow more localized stakeholder involvement in the Queen Creek community and “greater community and campus specific decisions, focus, and policies better serving the students and community.” The corporation change will also provide “more opportunities to receive grants and funding not available to larger charter systems.” In addition, the new corporation will have a Corporate Board and School Governing Body that will be one and the same and will consist of five members. The school under the new charter holder will continue to operate under the current name Leading Edge Academy Mountain View.

**Governance**

Current Governance of LEAD Charter Schools dba Leading Edge Academy Queen Creek

<b>Corporate Board Members</b>
<b>Delmer Geesey</b>
<b>Rick Howard</b>
<b>Vicky Schildgen</b>
<b>Daniel Sleezer</b>
<b>Jeremiah Womack</b>

<b>School Governing Body Members</b>	<b>Type</b>
<b>Delmer Geesey</b>	Charter Organization
<b>Rick Howard</b>	Charter Organization
<b>Vicky Schildgen</b>	Charter Organization
<b>Daniel Sleezer</b>	Charter Organization
<b>Jeremiah Womack</b>	Charter Organization

Governance of Leading Edge Academy Queen Creek if Request is Approved

<b>Corporate Board Members</b>
<b>Joey Bilbrey</b>
<b>Steve Butcher</b>
<b>Jessica Darley</b>
<b>Mark Leuning</b>
<b>Daniel Sleezer</b>

<b>School Governing Body Members</b>	<b>Type</b>
<b>Joey Bilbrey</b>	Unknown
<b>Steve Butcher</b>	Unknown
<b>Jessica Darley</b>	Unknown
<b>Mark Leuning</b>	Unknown
<b>Daniel Sleezer</b>	Unknown



## School Profile

School Name	Leading Edge Academy Mountain View		
Date Open	September 2005		
Location	Queen Creek		
Grades Served	K-8		
FY 18 Letter Grade	C		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	45%	53%	42%
Math AzMERIT (41% <sup>+</sup> )	45%	49%	31%
Science AIMS (52% <sup>+</sup> )	71%	59%	68%

<sup>+</sup>FY 18 State Average Passing

## Schools Associated with LEAD Charter Schools dba Leading Edge Academy Queen Creek

Schools operated by the same charter holder but under different charter contracts						
Charter Holder Name	LEAD Charter Schools			LEAD Charter Schools		
School Name	Leading Edge Academy Gilbert Elementary			Leading Edge Academy Gilbert Early College		
Date Open	July 2002			August 2005		
Location	Gilbert			Gilbert		
Grades Served	K-6			7-12		
FY 2018 Letter Grade	B			B		
	FY 16	FY 17	FY 18	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	50%	63%	56%	45%	42%	46%
Math AzMERIT (41% <sup>+</sup> )	46%	60%	58%	47%	64%	54%
Science AIMS (52% <sup>+</sup> )	81%	75%	62%	52%	65%	74%

Schools operated by the same charter holder but under different charter contracts						
Charter Holder Name	LEAD Charter Schools			LEAD Charter Schools		
School Name	Leading Edge Academy at East Mesa			Leading Edge Academy Online		
Date Open	July 2007			July 2012		
Location	Mesa			Gilbert		
Grades Served	K-8			6-12		
FY 2018 Letter Grade	B			NR		
	FY 16	FY 17	FY 18	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	70%	58%	53%	17%	27%	33%
Math AzMERIT (41% <sup>+</sup> )	62%	64%	54%	6%	31%	16%
Science AIMS (52% <sup>+</sup> )	76%	57%	60%	36%	39%	27%

Schools operated by the same charter holder but under different charter contracts			
Charter Holder Name	Leading Edge Academy Maricopa		
School Name	Leading Edge Academy Maricopa		
Date Open	August 2010		
Location	Maricopa		
Grades Served	K-8		
FY 2018 Letter Grade	B		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	46%	45%	53%

<sup>+</sup> FY 18 State Average Passing

ASBCS, December 10, 2018

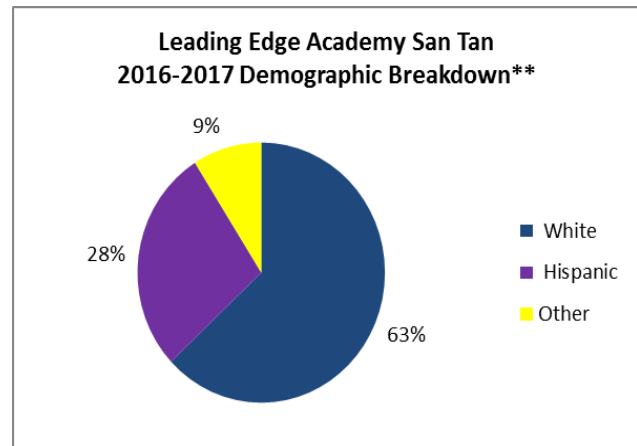
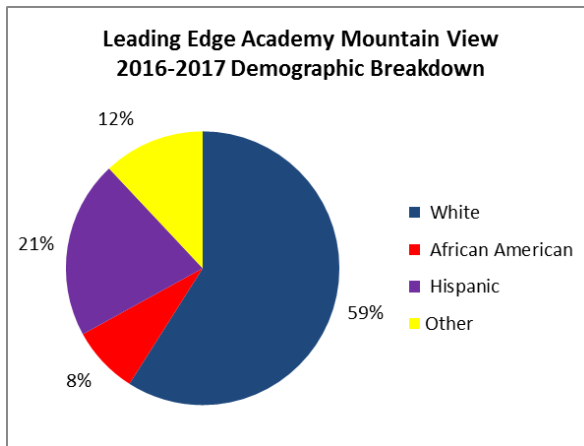
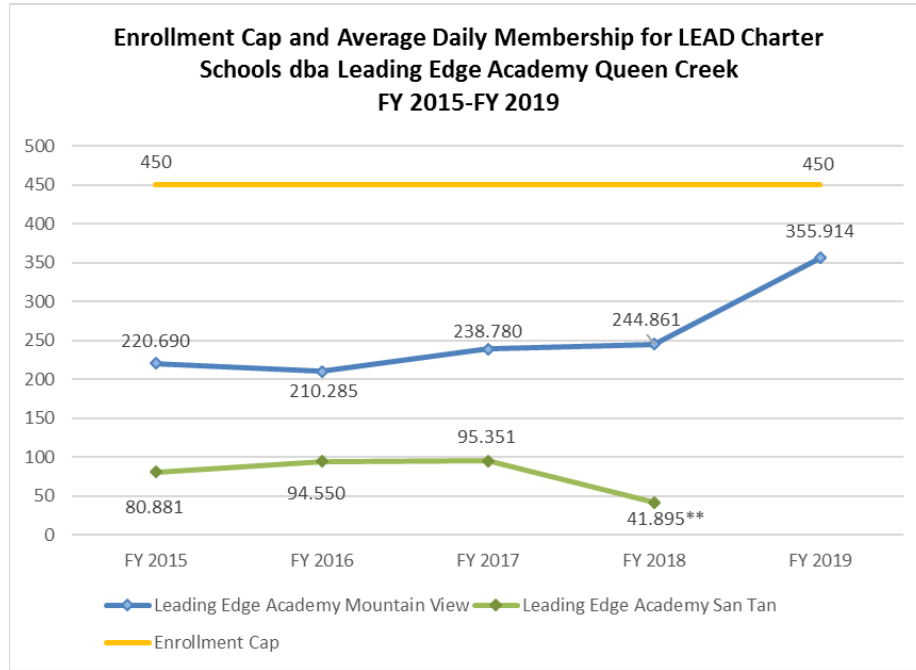


Math AzMERIT (41% <sup>†</sup> )	49%	50%	49%
Science AIMS (52% <sup>†</sup> )	67%	52%	53%

<sup>†</sup> FY 18 State Average Passing

### Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2015–FY 2018, and FY 2019 ADM as of November 28, 2018.



\*\*Effective FY2018 Leading Edge Academy San Tan (6-8) closed and consolidated with Leading Edge Academy Mountain View (K-5) creating one school, Leading Edge Academy Mountain View (K-8).

2016-2017 Subgroup Data-Leading Edge Academy Mountain View	
Free and Reduced Lunch	52%
English Language Learners	*
Special Education	16%

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

2016-2017 Subgroup Data-Leading Edge Academy San Tan	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	*

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

# **APPENDIX A**

## **AMENDMENT REQUEST MATERIALS**

1. CHARTER HOLDER STATUS AMMENDMENT REQUEST
2. AMENDMENT DOCUMENTS



# Charter Holder Status Amendment Request

## Charterholder Info

### Charter Holder

**Name:**

LEAD Charter Schools dba  
Leading Edge Academy Queen  
Creek

**CTDS:**

07-81-01-000

**Mailing Address:**

633 E. Ray Road  
Ste. 132  
Gilbert, AZ 85296

> [View detailed info](#)

### Representative

**Name:**

Delmer Geesey

**Phone Number:**

## Downloads

 [Download all files](#)

## Status Type

### Type of status change

Change in legal status of the Charter Holder

- Delmer Geesey
- Daniel Sleezer
- Jeremiah Womack
- Vicky Schildgen
- Rick Howard

### New Officers, Directors, Members, or Partners

Mark Leuning

Email: [pm@thespringschurch.net](mailto:pm@thespringschurch.net)

SSN: 2353

DOB: 04/28/1957

Files:

 [Fingerprint Clearance Card](#)

 [Affidavit](#)

 [Resume](#)

Jessica Darley

Email: [jdarley17@gmail.com](mailto:jdarley17@gmail.com)

SSN: 1780

DOB: 05/01/1967

Files:

 [Fingerprint Clearance Card](#)



 [Affidavit](#)

 [Resume](#)

Daniel Sleezer

Email: dsleezer@maddyspoolstore.net

SSN: 3510

DOB: 11/18/1960

Files:

 [Fingerprint Clearance Card](#)

 [Affidavit](#)

 [Resume](#)

Joey Bilbrey

Email: joebilbrey@yahoo.com

SSN: 8371

DOB: 03/08/1970

Files:

 [Fingerprint Clearance Card](#)

 [Affidavit](#)

 [Resume](#)

Steve Butcher

Email: born2soar2@gmail.com

SSN: 3535

DOB: 11/11/1951

Files:

 [Fingerprint Clearance Card](#)

 [Affidavit](#)

 [Resume](#)

---

Remove Officers, Directors, Members, or Partners

- Delmer Geesey
- Jeremiah Womack
- Vicky Schildgen
- Rick Howard

## Description of Changes

**Change From:**

Charter Holder LEAD Charter Schools Inc (an Arizona non-profit corporation - 501(c)3)

**Change To:**


Charter Holder Leading Edge Academy Queen Creek (an Arizona non-profit corporation - 501(c)3)


**Will the charter contract be held by the entity of the receiving charter holder?\***

*(No Response)*


## Attachments

**Board Minutes**

 [Download File](#) – LEAD Charter Schools Board Minutes approving the transfer of the Charter to Leading Edge Academy Queen Creek corporation.

 [Download File](#) – Leading Edge Academy Queen Creek Board Minutes accepting the transfer of the LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter.

Narrative –  [Download File](#)

Copy of amendment to Articles of Incorporation filed with the Arizona Corporation Commission –  [Download File](#)

Provide information regarding any payment, benefit or consideration received or to be received by any party in the transition –  [Download File](#)

Additional Supporting Materials –  [Download File](#)

**Additional Information\***

No documents were uploaded.

## Signature

**Charter Representative Signature**

Delmer Geesey 10/03/2018

## Charter Holder Status Amendment Request

### *Narrative*

LEAD Charter Schools, Inc. is submitting a Charter Holder Status Amendment Request to transfer the LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter to a new Charter Holder, Leading Edge Academy Queen Creek.

**1. Provide the rationale for the request:**

LEAD Charter Schools, Inc currently holds two Charters: LEAD Charter Schools and LEAD Charter Schools dba Leading Edge Academy Queen Creek. Also, the Sole Member of the LEAD Charter Corporation recently voted on and approved changing the corporate structure to a Member Board for the LEAD Charter Schools corporation. This Board Structure change also provided for the Corporate and Governing Boards to be the same for the two Charters.

The LEAD Charter Board has recently approved relinquishing the Leading Edge Academy Queen Creek Charter to a new Corporation (Leading Edge Academy Queen Creek). The LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter has one campus in Queen Creek, AZ. Since most of the LEAD Charter Schools, Inc. Board Members reside in Gilbert or Mesa it was decided that transferring the Charter to a new corporation will allow for more localized stakeholder involvement for both Charters. This will allow for greater community and campus specific decisions, focus, and policies better serving the students and community. There is also some added liability protection that comes with having separate corporations. Additionally, this reduces the possibility of board decisions that may favor one Charter over the other. There is also the possibility that as a smaller single site school there will be more opportunities to receive grants and funding not available to larger Charter systems.

**APPENDIX B**

**REQUIRED**

**DOCUMENTATION**

LEAD Charter Corporate Board  
(LEAD Charter and Leading Edge Academy Queen Creek Charter)

633 E. Ray Road, Ste 132, Gilbert, AZ 85296

**MINUTES**  
**September 20, 2018**

All items on this Agenda were open for discussion and possible action, including reports and action items.

**CALL TO ORDER: 1:00 PM**

**ROLL CALL:** Delmer Geesey, Dan Sleezer, Jeremiah Womack, Vicky Schildgen, Rick Howard

**PRESENT:** Delmer Geesey, Jeremiah Womack, Vicky Schildgen, Rick Howard

**ABSENT:** Dan Sleezer

**Also Present:** Lori Anderson (Executive Director), Becki Krueger(Recorder)

It was noted that a quorum was present.

1. Minutes of the August 16, 2018, Board meeting were distributed. No edits were made after distribution and review by the Board.

**Vicky Schildgen moved to approve the August 16, 2018 meeting minutes as presented. Rick Howard seconded. Delmer Geesey, Jeremiah Womack, Vicky Schildgen and Rick Howard all voted in favor of the Motion. Motion carried 4-0.**

2. Discussion and possible action on transferring the LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter Contract to Leading Edge Academy Queen Creek corporation: Lori Anderson led the discussion concerning the transfer of the Charter. LEAD Charter Schools, Inc currently holds two Charters: LEAD Charter Schools and LEAD Charter Schools dba Leading Edge Academy Queen Creek. Also, the Sole Member of the LEAD Charter Corporation recently voted on and approved changing the corporate structure to a Member Board for the LEAD Charter Schools corporation. This Board Structure change also provided for the Corporate and Governing Boards to be the same for the two Charters.

It was noted that transferring the Charter to a new corporation will allow for more localized stakeholder involvement for both Charters. This will allow for greater community and campus specific decisions, focus, and policies better serving the students and community. There is also some added liability protection that comes with having separate corporations and entities for the Charters. Additionally, this reduces the possibility of board decisions that may favor one Charter over the other. There is also the possibility that as a smaller single site school there will be more opportunities to receive grants and funding not available to larger Charter systems.

**Delmer Geesey motioned to approve the Transfer of the LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter to the Leading Edge Academy Queen Creek corporation, effective immediately. Vicky Schildgen seconded. Delmer Geesey, Jeremiah Womack, Rick Howard, and Vicky Schildgen all voted in favor of the motion. Motion carried 4-0**

Call to Public: No public was present

Next Meeting Date: October 3, 2018 at 3:30 PM

Adjournment

**There being no further business, Delmer Geesey, adjourned the meeting at 1:06 pm.**

# Leading Edge Academy Queen Creek

633 E. Ray Road, Ste 132, Gilbert, AZ 85296

## MINUTES September 20, 2018

All items on this Agenda were open for discussion and possible action, including reports and action items.

### **CALL TO ORDER: 1:33 PM**

**ROLL CALL:** Mark Leuning, Dan Sleezer, Steve Butcher, Joe Bilbrey, Jessica Darley

**PRESENT:** Mark Leuning, Dan Sleezer, Steve Butcher, Joe Bilbrey

**ABSENT:** Jessica Darley

**Also Present:** Lori Anderson (Presenter), Becki Krueger (Recorder)

It was noted that a quorum was present.

1. Election of Corporate Officers: This item was tabled until the next meeting in order to give the Board more time to interview potential officers (Vice President, Treasurer, etc).
2. Discussion and possible action on accepting the transfer of LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter to Leading Edge Academy Queen Creek corporation from LEAD Charter Schools, Inc. : Lori Anderson led the discussion concerning the transfer of the Charter. LEAD Charter Schools, Inc. recently agreed to transfer the Charter to this corporation. The Sole Member of the LEAD Charter Corporation (Arizona Charter Solutions) recently voted on and approved changing the corporate structure to a Member Board for the LEAD Charter Schools corporation. This Board Structure change also provided for the Corporate and Governing Boards to be the same for the two Charters until the transfer of one of the Charter. LEAD Charter Schools rationale for transferring the Charter was discussed. Transferring the Charter to a new corporation will allow for more localized stakeholder involvement for both Charters. This will allow for greater community and campus specific decisions, focus, and policies better serving the students and community. There is also some added liability protection that comes with having separate corporations and entities for the Charters. Additionally, this reduces the possibility of board decisions that may favor one Charter over the other. There is also the possibility that as a smaller single site school there will be more opportunities to receive grants and funding not available to larger Charter systems.

**Dan Sleezer motioned to accept the Transfer of the LEAD Charter Schools dba Leading Edge Academy Queen Creek Charter to the Leading Edge Academy Queen Creek corporation, effective immediately. Joe Bilbrey seconded. Mark Leuning, Dan Sleezer, Steve Butcher, and Joe Bilbrey all voted in favor of the motion. Motion carried 4-0**

Call to Public: Public was present but no comments were made.

Next Meeting Date: October 3, 2018 at 3:00 PM

Adjournment

**There being no further business, Mark Leuning, adjourned the meeting at 1:38 pm.**

**ARTICLES OF INCORPORATION  
OF A TAX-EXEMPT CORPORATION**

**LEADING EDGE ACADEMY QUEEN CREEK**

**ARTICLE I  
NAME**

The name of the Corporation is

**LEADING EDGE ACADEMY QUEEN CREEK**

**ARTICLE II  
PURPOSE**

This Corporation is organized and will operate as a nonprofit corporation under the laws of the State of Arizona, exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including, but not limited, to the operation of a charter school in the State of Arizona under A.R.S. § 15-181.

**ARTICLE III  
CHARACTER OF AFFAIRS**

The character of affairs of the Corporation will be to manage, operate, guide, direct and promote public charter schools in the State of Arizona under A.R.S. §15-181, and such other educational activities as the Board of Directors may determine from time to time.

**ARTICLE IV  
TAX-EXEMPT STATUS**

No part of the net earning of the Corporation will inure to the benefit of, or be distributable to its members, directors, officers, or otherwise private persons, except that the Corporation will be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II. No substantial part of the activities of the Corporation will carry on of propaganda, or otherwise attempt to influence legislation, and the Corporation will not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation will not carry on any other activities not permitted to be carried on: (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Laws); or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the United



States Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Laws).

#### ARTICLE V DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors will, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all its assets exclusively for the purposes of the Corporation in such a manner, or to such organizations organized and operated exclusively for charitable, educational, religious, or scientific purpose as will at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the United States Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Laws) as the Board of Directors may determine. Any such assets not disposed of will not be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purpose or to such organization or organizations, as said Court may determine, which are organized and operated exclusively for such purpose.

#### ARTICLE VI INDEMNIFICATION

The Corporation will indemnify its directors, officers, employees and agents against all expenses incurred by them, including but not limited to legal fees, judgments, penalties, and amounts paid in settlement or compromise, which may arise from or be incurred, rendered, or levied in any legal action brought or threatened against them for or on account of any action or omission alleged to have been committed while acting within the scope of employment as a director, officer, employee or agent of the Corporation, whether or not any action is or has been filed against them and whether or not any settlement or compromise is approved by a court. Indemnification will be made by the Corporation whether the legal action brought or threatened is by or in the right of the Corporation or by any other person. Whenever any director, officer, employee or agent reports to the Board of Directors of the Corporation that he or she has incurred or may incur expense, including, but not limited to, legal fees, judgments, penalties, and amounts paid in settlement or compromise in a legal action brought or threatened against him or her for or on account of any action or omission alleged to have been committed by him or her while acting in the scope of his or her authority as a director, officer, employee or agent of the Corporation, the Board of Directors will, at the next regular or at a special meeting held within a reasonable time thereafter, determine in good faith whether, in regard to the matter involved in the action or contemplated action, that person acted, failed to act, or refused to act willfully or with gross negligence or with fraudulent or criminal intent. If the Board of Directors determines in good faith that the person did not act, fail to act, or refuse to act willfully or with gross negligence or with fraudulent or criminal action, indemnification will be mandatory and will automatically extend as specified herein; provided that the Corporation will have the right to refuse indemnification in any instance in which the person to whom the indemnification would

otherwise have been applicable unreasonably refuses to permit the Corporation, at its own expense and through counsel of its own choosing, to defend him or her in the action.

**ARTICLE VII**  
**BOARD OF DIRECTORS**

The initial Board of Directors will consist of five (5) directors. The names and addresses of the persons who are to serve as the directors until the first annual meeting of directors or until their successors are elected and qualified are:

Mark Leuning  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

Dan Sleezer  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

Steve Butcher  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

Joseph Bilbrey  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

Jessica Darley  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

The number, term, qualifications, and method of election of the directors are as specified in the Bylaws of the Corporation.

**ARTICLE VIII**  
**OFFICERS**

The Officers of the Corporation will consist of a President and Secretary. The names and addresses of the persons who are to serve each respective office are:

**President:**

Mark Leuning  
633 E. Ray Road, Suite 132

Gilbert, AZ 85296

**Secretary:**

Dan Sleezer  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

**ARTICLE IX**  
**KNOWN PLACE OF BUSINESS**

The street address of the known place of business of the Corporation is:

633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

**ARTICLE X**  
**STATUTORY AGENT**

The name and address of the initial statutory agent of the Corporation will be:

Becki Krueger  
633 E. Ray Road, Suite 132  
Gilbert, AZ 85296

**ARTICLE XI**  
**INCORPORATOR**

The name and address of the incorporator of the Corporation will be:

WILLIAM J. GELM, ESQ.  
Buchalter Nemer, P.C.  
16435 N. Scottsdale Rd., Suite 440  
Scottsdale, AZ 85254

**ARTICLE XII**  
**DISCRIMINATION**

The Corporation will not practice or permit discrimination on the basis of sex, race, national origin, religion, physical handicap or disability.

**ARTICLE XIII**  
**MEMBERS**

The Corporation will not have membership.

**ARTICLE XIV**  
**LIMITATION OF LIABILITY**

To the fullest extent permitted by the Arizona Revised Statutes, as the same exists or may hereafter be amended, a director of the Corporation will not be liable to the Corporation for monetary damages for any action taken or any failure to take any action as a director. No repeal, amendment or modification of this Article XIV, whether direct or indirect, will eliminate or reduce its effect with respect to any act or omission of a director of the Corporation occurring prior to such repeal, amendment or modification.

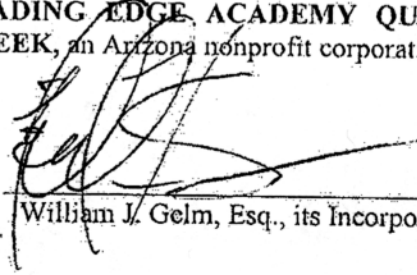
*[Remainder of page intentionally left blank]*



IN WITNESS WHEREOF, the undersigned, as incorporator, has executed the Articles of Incorporation for and on behalf of the Corporation this 10th day of July, 2018.

LEADING EDGE ACADEMY QUEEN  
CREEK, an Arizona nonprofit corporation

By:



William J. Gelm, Esq., its Incorporator

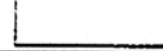
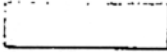
**STATE OF ARIZONA  
CONSENT TO ACT AS STATUTORY AGENT**

The undersigned, Becki Krueger, has been and is a bona fide resident of the State of Arizona for at least three years, is over the age of 18, and consents to act as Agent for service of process of Academy of Distinction, Inc., an Arizona nonprofit corporation, until he is remove or he submits his resignation in accordance with Arizona Revised Statutes.

DATED this 27 day of July, 2018.

By: 

Becki Krueger



DO NOT WRITE ABOVE THIS LINE; RESERVED FOR ACC USE ONLY.

**CERTIFICATE OF DISCLOSURE**

Read the Instructions C003i

RECEIVED

AUG 28 2018

ARIZONA CORP. COMMISSION  
CORPORATIONS DIVISION

1. ENTITY NAME – give the exact name of the corporation in Arizona:

LEADING EDGE ACADEMY QUEEN CREEK

<b>2. FELONY/JUDGMENT QUESTIONS :</b>		
Has any person (a) who is currently an officer, director, trustee, or incorporator, or (b) who controls or holds over ten per cent of the issued and outstanding common shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation been:		
2.1	Convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the seven year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2.2	Convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses or restraint of trade or monopoly in any state or federal jurisdiction within the seven-year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2.3	Subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the seven-year period immediately preceding the signing of this certificate, involving any of the following: a. The violation of fraud or registration provisions of the securities laws of that jurisdiction; b. The violation of the consumer fraud laws of that jurisdiction; c. The violation of the antitrust or restraint of trade laws of that jurisdiction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2.4	If any of the answers to numbers 2.1, 2.2, or 2.3 are YES, you MUST complete and attach a Certificate of Disclosure Felony/Judgment Attachment form C004.	

<b>3. BANKRUPTCY QUESTION:</b>		
3.1	Has any person (a) who is currently an officer, director, trustee, incorporator, or (b) who controls or holds over twenty per cent of the issued and outstanding common shares or twenty per cent of any other proprietary, beneficial or membership interest in the corporation, served in any such capacity or held a twenty per cent interest in <b>any other corporation</b> (not the one filing this Certificate) on the bankruptcy or receivership of the other corporation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3.2	If the answer to number 3.1 is YES, you MUST complete and attach a Certificate of Disclosure Bankruptcy Attachment form C005.	



**IMPORTANT:** If within 60 days of the delivery of this Certificate to the A.C.C. any person not included in this Certificate becomes an officer, director, trustee or person controlling or holding over ten per cent of the issued and outstanding shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation, the corporation must submit a SUPPLEMENTAL Certificate providing information about that person, signed by all incorporators or by a duly elected and authorized officer.

SIGNATURE REQUIREMENTS:	
Initial Certificate of Disclosure:	This Certificate must be signed by all incorporators. If more space is needed, complete and attach an Incorporator Attachment form C084.
Foreign corporations:	This Certificate may be signed by a duly authorized officer or by the Chairman of the Board of Directors.
Credit Unions and Loan Companies:	This Certificate must be signed by any 2 officers or directors.

William J. Gelm, Esq.

Name  
c/o Buchalter

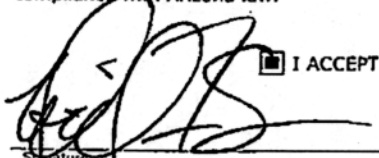
Address 1  
16435 N. Scottsdale Road, Suite 440

Address 2  
Scottsdale AZ 85254

City State Zip  
Country UNITED STATES

**SIGNATURE - see Instructions C003i:**

By typing or entering my name and checking the box marked "I accept" below, I acknowledge *under penalty of law* that this document together with any attachments is submitted in compliance with Arizona law.

  I ACCEPT

Signature  
William J. Gelm, Esq. 08/28/2018  
Printed Name Date

**REQUIRED - check only one:**

- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
- Officer** - I am an officer of the corporation submitting this Certificate
- Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
- Director** - I am a Director of the credit union or loan company submitting this Certificate.

Name

Address 1

Address 2

City State Zip

Country

**SIGNATURE - see Instructions C003i:**

By typing or entering my name and checking the box marked "I accept" below, I acknowledge *under penalty of law* that this document together with any attachments is submitted in compliance with Arizona law.

I ACCEPT

Signature  
Printed Name Date

**REQUIRED - check only one:**

- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
- Officer** - I am an officer of the corporation submitting this Certificate
- Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
- Director** - I am a Director of the credit union or loan company submitting this Certificate.

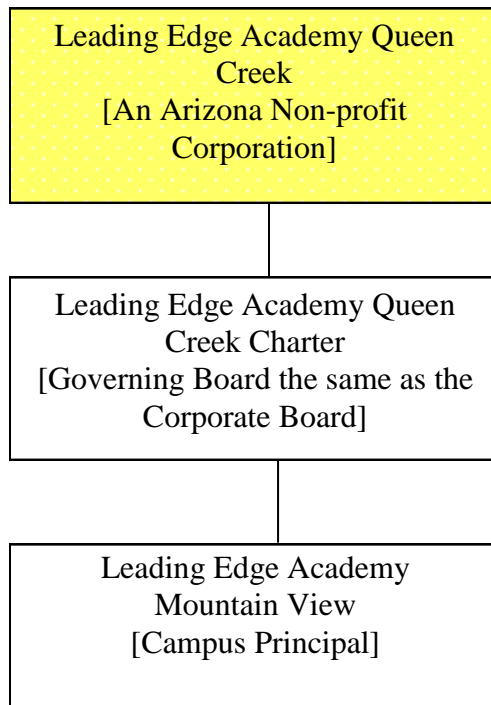
Filing Fee: None All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
--	---

Please be advised that A.C.C. forms reflect only the minimum provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business. All documents filed with the Arizona Corporation Commission are public record and are open for public inspection. If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

# Leading Edge Academy Queen Creek Organizational Chart

## Governance Structure Narrative:

The Leading Edge Academy School Corporate Board and Governing Body are one and the same and have the responsibilities as described in the Corporate Bylaws.



BYLAWS  
OF  
LEADING EDGE ACADEMY QUEEN CREEK,  
an Arizona nonprofit corporation

ARTICLE 1  
NAME

Section 1.1 *Name*. The name of this nonprofit corporation will be LEADING EDGE ACADEMY QUEEN CREEK (the “Corporation”).

ARTICLE 2  
PURPOSES AND DEDICATION

Section 1.1 *Purposes*. This Corporation is organized and will operate as a nonprofit corporation under the laws of the State of Arizona, exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including, but not limited to, the operation of charter schools in the State of Arizona (each school will be individually referred to hereinafter as a “charter school” or collectively as “charter schools”).

Section 1.2 *Not-for-profit Corporation; Nonpartisan Activities*. This Corporation has been formed under the Arizona Nonprofit Corporation Act (Arizona Revised Statutes (“A.R.S.”) § 10-3101 *et seq.*) for the purposes described above, and it will be nonprofit and nonpartisan. The Corporation will neither directly nor indirectly perform any act or transact any business that would jeopardize its status as a charter school in the State of Arizona or that would jeopardize any tax-exempt status of the Corporation under the Arizona Nonprofit Corporation Act and any Internal Revenue laws, including the tax-exempt status of the Corporation under Section 501(c)(3) of the Internal Revenue Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials with the purpose of attempting to influence legislation. The Corporation will not participate or intervene in any political campaign on behalf of any candidate for public office, or for or against any cause or measure being submitted to the people for a vote.

Section 1.3 *Dedication of Assets*. This Corporation’s assets are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the Corporation will, during the Corporation’s existence or upon dissolution or otherwise, inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment of all debts and liabilities of the Corporation will be distributed to entities, trusts, funds, or corporations that are organized and operated exclusively for charitable purposes and that have established exempt status under Section 501(c)(3) of the Internal Revenue Code.

Section 1.4 *Prohibition against Private Inurement and Excess Benefit.*

a. No director, officer, employee of the Corporation, member of any committee of the Corporation, or any other private individual will receive at any time, any of the net earnings or pecuniary profit of the Corporation, except that the Corporation may pay reasonable compensation for services rendered in accordance with these Bylaws; provided, however, that compensation will not be paid if such payment would constitute an unreasonable act of self-dealing, or would result in the termination of the Corporation's tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

b. In the event of the Corporation's dissolution, no Director, officer, employee of the Corporation, member of a committee of the Corporation, or any other private individual will be entitled to share in the distribution of any of the corporate assets. All Directors will be deemed to have expressly consented and agreed that upon such dissolution or winding up of the Corporation's affairs, whether voluntary or involuntary, all of the Corporation's assets remaining after all debts have been satisfied will be distributed exclusively to other tax-exempt corporations that operate with similar purposes as the Corporation's purposes provided in these Bylaws and in the Articles of Incorporation.

Section 1.5 *Non-Discrimination Policy.* The Corporation, in its operation as a charter school that is non-sectarian and publicly funded, will admit students of any gender, religion, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school. Any charter school managed or operated by the Corporation will not discriminate on the basis of gender, religion, race, color, sexual orientation, or national and ethnic origin in the charter school's administration of its educational policies, admissions policies, or charter school administered programs.

ARTICLE 3  
MEMBERSHIP

Section 3.1 *No membership.* Unless and until these Bylaws are amended to provide otherwise, the Corporation will have no membership.

ARTICLE 4  
BOARD OF DIRECTORS

Section 4.1 *Board of Directors.* The corporate board of the Corporation will be known and described as the "Board of Directors" or the "Board" and each member of the Board of Directors will be known and described as a "Director" of the Corporation.

Section 4.2 *General Powers.* Subject to the limitations of the Arizona Nonprofit Corporation Act, the Corporation's Articles of Incorporation, and these Bylaws, the activities and affairs of the Corporation will be conducted and all corporate powers will be exercised by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the Corporation will be managed and all corporate powers will be

exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation will preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4.3 *Specific Powers.* Without prejudice to its general powers, but subject to the same limitations set forth in Section 1.4 above, the Board will have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

a. To select and remove all of the officers, agents, and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation or these Bylaws, and to fix their compensation;

b. To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations therefor that are not inconsistent with the law, the Corporation's Articles of Incorporation or these Bylaws as it deems best;

c. To adopt, make, and use a corporate seal, and to alter the form of the seal from time to time as it deems best;

d. To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

f. To act as trustee under any trust incidental to the principal object of the Corporation, and receive, hold, administer, exchange, and expend funds and property subject to such trust;

g. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;

h. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and

i. To carry out such other duties as are described in the Charter.

Section 4.4 *Number; Composition; Qualifications.* The number of Directors on the Board of Directors will be no less than three (3) and no more than ten (10). All Directors will be designated by the existing Board of Directors at the Corporation's annual meeting of the Board of Directors. The initial Board of Directors will serve staggered terms of three years. Thereafter, each Director will hold office for a term of three years with approximately one-third of the Directors being elected at each annual meeting. Each Director will hold office until the annual meeting when his or her term expires, or until the Board of Directors designates and qualifies a successor Director. A majority of the Board of Directors must reside in the United States of America.

Section 4.5 *Restriction on Interested Persons as Directors.* No more than 20% of the persons serving on the Board of Directors may be interested persons. An “interested person” is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, and (b) any spouse, child, grandchild, parent, grandparent, brother or sister by whole or half-blood of the Board of Director’s member, or the child, grandchild, parent, grandparent, brother, or sister by whole or half-blood of the Board of Director’s member’s spouse. However, any violation of this Section 4.5 will not affect the validity or enforceability of transactions entered into by the Corporation. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

Section 4.6 *Events Causing Vacancies.* A vacancy or vacancies on the Board of Directors will occur in the following instances: (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Arizona Nonprofit Corporation Act; or (c) the increase of the authorized number of Directors.

Section 4.7 *Resignation of Directors.* Except as provided below, any Director may resign by giving written notice to the Chairperson of the Board of Directors of the Corporation, if any, or to the President or the Secretary. The resignation will be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director’s resignation is effective at a later time, the Board of Directors may elect a successor Director to take office as of the date when the resignation becomes effective. The Board of Directors of the Corporation need not “accept” a resignation for it to be effective.

Section 4.8 *Removal of Directors.* Any Director may be removed, with or without cause, by vote of the Board of Directors of the Corporation at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal issue is given in compliance with the applicable law. Any vacancy caused by the removal of a Director will be filled as provided in Section 5.5, herein.

Section 4.9 *Place of Meetings.* Meetings will be held at a place within the State of Arizona designated by the Board of Directors that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 4.10 *Annual and Regular Meetings.* The Directors will meet at least once in each fiscal year for the purpose of the election of Directors, appointment of officers, review and approval of the corporate budget and transaction of other business. The Board of Directors may hold such other meetings from time to time at such time and place fixed by the Board of Directors by resolution, or stated in the notice of the meeting. If the scheduled date falls on a legal holiday, the meeting will be held on the next full business day. At the meeting, officers may be appointed and other proper business may be transacted. Including the annual meeting, the Directors will meet not less than three times per fiscal year at such places and times as will be determined by the Board of Directors.

Section 4.11 *Special Meetings*. Special meetings of the Board of Directors may be called at any time by the Chairperson of the Board of Directors, if any, or by any two Directors. The party or parties calling a special meeting will determine the place, date, and time thereof.

Section 4.12 *Notices of Meetings*. The notice must state the time and place for the meeting, and must include an agenda of matters to be discussed.

Section 4.13 *Quorum*. A majority of the voting Board of Directors then in office will constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum.

Section 4.14 *Actions Without a Meeting; Teleconference Meetings*.

(a) Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any action required or permitted to be taken by the Board may be taken without a meeting if a majority of the Directors consent in writing. Such consent may be communicated to the Chairperson of the Board of Directors, if any, the President, or the Secretary through fax, mail, or electronic mail. Consents must be filed with the minutes of the proceedings of the Board of Directors to memorialize the action of the Board of Directors.

(b) Directors on the Board of Directors may participate in teleconference meetings.

Section 4.15 *Adjournment*. The Board of Directors may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place will be given, prior to the time schedule for the continuation of the meeting, to any Director who was not present at the time of the adjournment.

Section 4.16 *Non-Liability of Directors*. No Director or Officer of the Corporation will be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 4.18 *Standard of Care*. A Director will perform all duties customarily performed by a director of a corporation, including duties as a member of any committee of the Board of Directors of the Corporation on which the Director may serve, in good faith, in a manner that the Director believes to be in the best interests of the Corporation, and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board of Directors upon which the Director does not serve as to matters within that committee's designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

## ARTICLE 5 GOVERNING BOARDS

Section 5.1 *Establishment of Governing Boards.* For each charter school or charter contract (each, a “Charter”), as required by applicable law or as determined by the Board, the Board of Directors may establish a local “Governing Board,” to perform such duties and acts as required by applicable law or established in writing by the Board of Directors. The Corporate Board will serve as the Governing Board until and unless it determines to establish a separate Governing Board. Each member of the Governing Board will also be known and described as a “Governing Board Director.”

Section 5.2 *Name.* Each such Governing Board, if established, will be known and described as the “Governing Board of [the name of the school established by the Corporation]”.

Section 5.3 *General Powers; Express Limitation to Act.* Except as otherwise provided for herein, the Governing Board will be responsible for the ratification of the acts of the charter school administrators and the performance of any and all other acts required to be performed by a governing board of a charter school by state or federal statute and/or by the Charter contract entered into by the Corporation and the Arizona State Board for Charter Schools, including acts associated with the normal day-to-day operations of the school, but not including acts reserved for the Board of Directors of the Corporation described in Article 4, above. Notwithstanding the foregoing, the Governing Board will not under any circumstances, except by resolution of the Governing Board and with the authorization, approval, or ratification of the Board of Directors: (a) enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation; (b) enter into any loan in the name of and on behalf of the Corporation and no indebtedness may be issued in its name; (c) acquire, own, sell, lease, contract or otherwise dispose of the Corporation’s business assets; or (d) recast, modify, consolidate, or extend any debt obligations of the Corporation. Except as authorized by the Corporation, no member of the Governing Board will have any power to bind the Corporation by any contract or engagement or pledge the Corporation’s credit, or to render the Corporation liable for any purpose in any amount. Notwithstanding anything set forth herein to the contrary, the Board of Directors will have the absolute right to amend, modify, reject, or overturn any decision made by the Governing Board in its sole and absolute discretion of the Board of Directors.

Section 5.4 *Number; Composition; Qualifications.* The number of directors on the Governing Board (each, a “Governing Board Director”) will be no less than five (5) and no more than nine (9). All Governing Board Directors will be designated by the existing Board of Directors of the Corporation. All Governing Board Directors will be designated at the Corporation’s annual meeting of the Board of Directors. Each Governing Board Director will hold office unless otherwise removed from office in accordance with these Bylaws, or until a successor director has been designated and qualified. The Board of Directors will endeavor that the Governing Board be comprised of: (i) parents of students currently enrolled at the charter school; (ii) community members; (iii) full-time certificated employees; (iv) the principal of the school as a non-voting member; and (v) a current member of the Board of Directors as a non-voting member. Each Governing Board Director must: (a) be over the age of eighteen (18); (b) pass a background check or other regulatory inquiries as required by Arizona law, federal law, or



regulations of governmental agencies having regulatory authority over the affairs of the school or charter contract, which will include, at a minimum, a fingerprint check showing that there exists no criminal records that could adversely affect the Corporation or its operation of the charter school; and (c) establish that each Governing Board Director possesses significant experience and qualifications to further the educational and charitable purposes of the Corporation as set forth herein, including, without limitation, educational, business, managerial, or fund-raising skills.

*Section 5.5 Voting Restrictions on Employee Governing Board Members.* Governing Board Directors who are employed by the charter school are deemed to have a disqualifying interest for purposes of personnel actions, budget adoption, and employee evaluation issues. The requirements of the school conflict of interest code, including disclosure and recusal, must be followed for any disqualifying interest. The above enumerated disqualifying interests are not exclusive and are in addition to any disqualifying interests that may be determined on a case-by-case basis.

*Section 5.6 Director Term.* Each Governing Board Director will hold office for three (3) years, not to exceed two successive terms, or until a successor director has been designated and qualified. Directors are encouraged to serve two consecutive terms. The “term” of service is defined as either the completion of three (3) years of service, or the end of the relationship with the charter school, which means, for employee representative directors, termination or resignation of employment with the charter school, and for parent representative directors, the failure to have at least one child attending charter school, whichever occurs first.

*Section 5.7 Events Causing Governing Board Vacancies.* A vacancy or vacancies on the Governing Board will occur in the following instances: (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Arizona Nonprofit Corporation Act; (c) the increase of the authorized number of Directors; or (d) for employee representative Directors, termination, or resignation of employment with the charter school; and (e) for parent representative Directors, the failure to have at least one child attending the charter school.

*Section 5.8 Resignation of Governing Board Directors.* Except as provided below, any Governing Board Director may resign by giving written notice to the Chairman of the Board of Directors of the Corporation, if any, or to the President or Secretary of the Corporation, or to the Chairperson of the Governing Board, if any. The resignation will be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Governing Board Director’s resignation is effective at a later time, the Governing Board of Directors may elect a successor to take office as of the date when the resignation becomes effective. Neither the Governing Board nor the Board of Directors of the Corporation must “accept” a resignation for it to be effective.

*Section 5.9 Removal of Governing Board Directors.* Any Governing Board Director may be removed, with or without cause, by vote of the Board of Directors of the Corporation at a

special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal issue is given in compliance with the applicable law. Any vacancy caused by the removal of a Director will be filled as provided in Section 5.10, herein.

Section 5.10 *Vacancies Filled by the Board.* Vacancies on the Governing Board may be filled by the recommendation of the other Governing Board Directors and approval of the Board of Directors.

Section 5.11 *Place of Meetings.* Meetings will be held at the principal office of the Corporation, unless otherwise designated by the Governing Board. The Governing Board may designate that a meeting be held at any place within Arizona that has been designated by resolution of the Governing Board or in the notice of the meeting.

Section 5.12 *Meetings; Annual Meetings.* At a minimum, the Governing Board will meet eight times a year for the purpose of organization and the transaction of such other business as may properly be brought before the Governing Board. Governing Board meetings will be held at times, dates, and places as may be specified and noticed by resolution of the Governing Board. All meetings of the Governing Board will be called, held, and conducted in accordance with the terms and provisions of A.R.S. § 38-431 *et seq.* (“Open Meeting Law”). In the event that an action is taken in violation of Open Meeting Law, such action will be null and void, unless such action has been ratified by the Board of Directors in accordance with the provisions of Open Meeting Law.

Section 5.13 *Regular Meetings.* Regular meetings of the Governing Board will be held during the months of August, October, November, January, March, April, June, and July, unless: (i) another date is designated by such Governing Board and notice is properly given; or (ii) the Governing Board votes to cancel a regular meeting.

Section 5.14 *Special Meetings.* Special meetings of the Governing Board may be called at any time by the Chairperson of the Governing Board, if any, or by any two (2) Governing Board Directors. The party or parties calling a special meeting will determine the place, date, and time thereof.

Section 5.15 *Notice of Meetings.* The notice must state the time and place for the meeting, and must include an agenda of matters to be discussed in compliance with Meeting Law.

Section 5.16 *Quorum.* A majority of the voting Governing Board Directors then in office will constitute a quorum. All acts or decisions of the Governing Board will be by majority vote based upon the presence of a quorum.

Section 5.17 *Teleconference Meetings.* Members of the Governing Board may participate in teleconference meetings so long as the public may also attend, and so long as the requirements under Open Meeting Law are satisfied.

Section 5.18 *Executive Session*. The Governing Board may hold private executive sessions in accordance with Open Meeting Law. Legal action involving a final vote or decision will not be taken at an executive session, except that the Governing Board may instruct the Corporation's attorneys or representatives as provided for under the Open Meeting Law. A public vote taken in accordance with Open Meeting Law will be taken before any legal action binds the Governing Board in accordance with A.R.S. Section 38-431.03(D). Notice and/or agendas for an executive session will state the provision of law authorizing the executive session; provided, however, that the notice and/or agenda will in no event include information that would defeat the purpose of the executive session. Minutes of executive sessions must be kept confidential except from (a) the Governing Board members; (b) officers, appointees or employees who were the subject of discussion or consideration of such executive session; (c) the auditor general on a request made in connection with an audit authorized by law; and (iv) a county attorney or the attorney general when investigating alleged violations of Open Meeting Law.

Section 5.19 *Adjournment*. The Governing Board may adjourn any Governing Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place will be given, prior to the time schedule for the continuation of the meeting, to any Governing Board Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Open Meeting Law.

Section 5.20 *Compensation and Reimbursement*. Governing Board Directors may not receive compensation for their services as members of the Governing Board. However, reimbursement of expenses, as the Board of Director of the Corporation may establish to be just and reasonable, may be provided.

Section 5.21 *Non-Liability of Governing Board Directors*. No Governing Board Director will be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 5.22 *Standard of Care*. A Governing Board Director will perform all duties of a Director, including duties as a member of any committee of the Governing Board on which the Governing Board Director may serve, in good faith, in a manner such Governing Board Director believes to be in the best interests of the charter school, and with such care, including the duty to make a reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances. In performing the duties of a Governing Board Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Governing Board upon which the Director does not serve as to matters within that committee's designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 5.23 *Compliance with Laws Governing Student Records*. The charter school, the Board of Directors, and the Governing Board will comply with all applicable provisions of the

Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE 6 OFFICERS

Section 6.1 *Officers.* The officers of the Corporation will consist of a President and Secretary, and any such other officers as the Board of Directors may appoint, including, without limitation, a Treasurer and/or any number of Vice-Presidents. A person may hold more than one of these offices at one time; provided, however, that the offices of President and Secretary may not be held by the same person. Officers may be elected for three (3) consecutive terms. Except as authorized by the Board of Directors, no officer will have any power to bind the Corporation by any contract or engagement or pledge its credit or to render it liable for any purpose in any amount.

Section 6.2 *Appointment and Qualification.* The Board will appoint all officers of the Corporation for terms of one (1) year, or until their successors are appointed and qualified.

Section 6.3 *Removal.* Subject to the rights, if any, of the officer under any contract of employment, any officer of the Corporation may be removed with or without cause by the Board at any time.

Section 6.4 *Resignation.* Any officer may resign at any time by giving written notice to any member of the Board. Any such notice of resignation will take effect at the date of the receipt of that notice or at any later time specified by that notice and unless otherwise specified in that notice, the acceptance of the resignation will not be necessary to make it effective. The Board does not have to “accept” a resignation for it to be effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party.

Section 6.5 *Vacancies.* In the event of a vacancy in any office other than the President, or one appointed in accordance with these Bylaws, such vacancy will be filled temporarily by appointment by the Chairperson of the Board, or if non, the President of the Corporation. The appointee will remain in office for sixty (60) days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board. After the next regular meeting of the Board or sixty days, whichever comes first, the Board will fill the vacant office in the manner prescribed in these Bylaws for regular appointments to that office. If the vacancy is in the office of the President, the Board will fill the vacant office in the manner prescribed in these Bylaws for regular appointments to that office.

### Section 6.6 *Chairman of the Board*

The Chair of the Board (if there be such an officer) shall, if present, preside at all meetings of the Board and the Executive Committee, act as a liaison between the Board and the President to help ensure the Board’s directives and resolutions are carried out, and exercise and perform such other powers and duties as may be from time to time prescribed by the Board. More specifically, the Chair of the Board shall be responsible for:

- Leading the Board and Executive Committee to carry out its governance functions
- Ensuring the Board has approved policies to help ensure sound and compliant governance and management of the organization
- Assessing the performance of the Board and its committees
- Assuring ongoing recruitment, development, and contributions of Board members
- Partnering with the President/CEO to help ensure the Board's directives, policies, and resolutions are carried out
- Coordinating an annual performance review of the President/CEO
- Setting priorities and creating agendas for meetings of the Board
- Presiding over meetings of the Board
- Serving as an ambassador of the organization and advocating its mission to internal and external stakeholders

**Section 6.7 *President.*** The President is the chief executive officer of this corporation and has, subject to the control of the Board, general charge of the Corporation's business, activities, officers (other than the Chair of the Board), and supervision of its affairs. The President will exercise and perform such other powers and duties as may be from time to time assigned to him by the Board or prescribed by the Bylaws. The President has the general powers and duties of the management usually vested in the office of president of a corporation and such other powers and duties as may be prescribed by the Board. The President will be an ex-officio member of all committees, countersign all financial certificates, and enforce the Bylaws. Among other things, the President shall be responsible for:

- Ensuring the organization's activities are compliant and in furtherance of its mission
- Leading, managing, and developing the organization's employees, volunteers, and organizational culture
- Developing, informing, and supporting the board and the board committees to carry out their governance functions
- Partnering with the Chair of the Board to help ensure the Board's directives, policies, and resolutions are carried out
- Developing and maintaining beneficial relationships with stakeholders
- Championing the organization and advocating its mission to internal and external stakeholders
- Keeping informed and the organization's leadership informed of significant developments and changes in the internal and external environment
- Leading the organization's planning processes

**Section 6.8 *Secretary.*** The Secretary will keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings will include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and, if special, how authorized; the notice given; the names of persons present at the meetings. The Secretary will keep or cause to be kept, at the principal office of the Corporation, a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary will give, or cause to be given, notice of all meetings of the Board, and of committees

of the Board that these Bylaws require to be given. The Secretary will keep the corporate seal, if any, in safe custody and will have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 6.9 *Treasurer*. The Treasurer, if such an office exists, will send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account will be open to inspection by any Board Director at all reasonable times. The books of account dealing with issues related to the charter school will be open to inspection by any Governing Board director of that charter school at all reasonable times. The Treasurer will (a) deposit or cause to be deposited all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, the Board, or the Board of Directors, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board or the Bylaws may require.

Section 6.10 *Compensation*. Officers may receive salaries paid by the Corporation. The salaries of officers, if any, will be fixed from time to time by resolution of the Board or by the person or committee to whom the Board has delegated this function, and no officer will be prevented from receiving such salary by reason of the fact that he or she is also a Director. In all cases, any salaries received by officers will be reasonable and given in return for services actually rendered for the Corporation that relate to the performance of the public benefit purposes of the Corporation. No salaried officer serving as a Director will be permitted to vote on his or her own compensation as an officer. The Board will periodically review the fairness of compensation, including benefits paid to a specific officer (a) once the officer is hired, (b) upon any extension or renewal of the officer's term, and (c) when the officer's compensation is modified, unless all employees are subject to the same general modification of compensation.

## ARTICLE 7 COMMITTEES

Section 7.1 *Board Committees*. The Board may create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the direction of the Board. Appointments to such Board committees will be by majority vote of the Directors then in office, and the Chairperson of such Board committees will be appointed by the Chairperson of the Board, if any, or the President. The Governing Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Unless otherwise provided in these Bylaws or by the laws of the State of Arizona, each committee will have all of the authority of the Board to the extent delegated by the Board, except that no committee, regardless of Board resolution, may:

- a. Fill vacancies on the Board or on any committee that has the authority of the Board;
- b. Fix compensation of Directors for serving on the Board or any committee;

- c. Amend or repeal Bylaws or adopt new Bylaws;
- d. Amend or repeal any resolution of the Board;
- e. Appoint committees of the Board or the members thereof; or
- f. Take any action for which Arizona law requires the approval of the Board.

Section 7.2 *Meetings and Action of Board Committees.* The Board will have the power to prescribe the manner in which proceedings of any such Board committee will be conducted. In the absence of any such prescription, the committee will have the power to prescribe the manner in which its proceedings will be conducted. Unless the Board or such committee will otherwise provide, meetings and actions of Board committees will be governed by, held and taken in accordance with, the provisions of Article 4 of these Bylaws that concern meetings of the Board, with such changes in those provisions as necessary to substitute the committee and its members for the Board and its members, except that the time of regular meetings of the committees may be determined either by resolution of the Board, or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board or by resolution of the committee. Notice of special meetings of Board committees will be given to any and all alternate members who will have the right to attend all meetings of the committee. The Board may adopt rules for the government of any Board committee not inconsistent with the provisions of these Bylaws.

Section 7.3 *Other Committees.*

a. The President, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board that do not have the powers of the Board. The President will appoint members to serve on such committees, and will designate the committee chairperson. Each member of a committee will continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the President of the Board, the Chairperson of the committee, or a majority of the committee's voting members. Each committee will meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee will constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and will report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or to the President of the Board. Such resignation will take effect upon the date of receipt or at any later time specified in the notice. The committee does not have to "accept" a resignation for it to be effective. The President may, with the Board's approval, remove any appointed member of a committee. The President, with the Board's

approval, will appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

## ARTICLE 8 SELF-DEALING TRANSACTIONS

Section 8.1 *Definition of Self-Dealing Transaction.* A self-dealing transaction is a transaction to which the Corporation is a party and in which one or more of the Directors (each an “Interested Director”) has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

a. An action by the Board fixing the compensation of a Director as a Director or officer of the Corporation; a Director whose compensation is being address must, however, recuse himself or herself from all deliberations and voting on the issue;

b. A transaction that is part of a public or charitable program of the Corporation if the transaction is (1) approved or authorized by the Corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefited by the program;

c. A transaction of which the interested Directors have no actual knowledge, and which does not exceed one percent (1%) of the Corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or, One Hundred Thousand Dollars (\$100,000), whichever amount is smaller.

Section 8.2 *Action of the Board.* If the transaction appears to be a self-dealing transaction, the Interested Director must demonstrate the following in order to sustain the validity of the transaction:

a. That, prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the Directors then in office excluding the vote of the interested Director(s) and with knowledge of the material facts concerning the transaction and the interested Director’s interest in it. Except as provided in Section 7.2, action by a committee of the Board will not satisfy this requirement; and

b. That either:

(1) prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation that the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; or

(2) the Corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; and



- c. That the Corporation entered into the transaction for its own benefit; and
- d. That the transaction was fair and reasonable as to the Corporation at the time the Corporation entered into the transaction.

Section 8.3 *Interested Director's Vote*. In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested Directors may be counted to determine the presence of a quorum, but an interested Director's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 8.4 *Committee Approval*. A Board committee may approve a self-dealing transaction in a manner consistent with the standards prescribed for approval by the Board if (i) it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; (ii) the Board determines in good faith that the committee met the same requirements the Board would have had to meet in approving the transaction; and (iii) and the Board ratifies the transaction at its next meeting by a vote of a majority of the Directors then in office, excluding the vote of the Interested Director(s).

Section 8.5 *Persons Liable and Extent of Liability*. If a self-dealing transaction has not been approved as provided above, the Interested Director(s) may be required to do such things and pay such damages as a court, or federal or state agency with jurisdiction over the issue may provide as an equitable and fair remedy to the Corporation, considering any benefit received by it and whether or not the Interested Director(s) acted in good faith and with the intent to further the best interests of the Corporation.

Section 8.6 *Corporate Loans and Advances*. The Corporation will not make any loan of money or property to, or guarantee the obligation of any Director or officer, provided, however, that the Corporation may advance money to a Director or officer of the Corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Director, if, in the absence of such advance, that Director or officer would be entitled to be reimbursed for those expenses by the Corporation, its parent or any subsidiary.

Section 8.9 *Annual Statement of Certain Transactions*. An annual statement will be furnished to the Directors for any fiscal year in which a transaction or indemnification of the kind described in a. or b., below, took place:

- a. A transaction in which the Corporation, a parent, or subsidiary was a party and a Director or officer of the Corporation, a parent, subsidiary, or holder of more than ten percent (10%) of the voting power of the Corporation, a parent, or subsidiary had a direct or indirect material financial interest and which involved fifty thousand dollars (\$50,000) or more, or that was one of a number of transactions that involved the same Director, and that amounted in the aggregate to Fifty Thousand Dollars (\$50,000) or more; or
- b. Any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year to any officer or Director of the Corporation or a parent or subsidiary.

Such statement will be mailed or delivered to the Directors within one hundred twenty (120) days after the close of the Corporation's fiscal year.

## ARTICLE 9 INDEMNIFICATION

Section 9.1 *Definitions.* For the purposes of this Article,

“*Agent*” means any person who is or was a Director, officer, employee, or other agent of the Corporation or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise;

“*Proceeding*” means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative, or investigative; and

“*Expenses*” includes, without limitation, all attorneys' fees, costs, and any other expenses incurred in the defense of any claims or Proceedings against an Agent by reason of his or her position or relationship as Agent, and all attorneys' fees, costs, and other expenses incurred in establishing a right to indemnification under this Article 9.

Section 9.2 *Successful Defense by Agent.* To the extent that an Agent of the Corporation has been successful on the merits in the defense of any Proceeding referred to in this Article 9, or in the defense of any claim, issue, or matter therein, the Agent will be indemnified against Expenses actually and reasonably incurred by the Agent in connection with the claim. If an Agent either settles any such claim or sustains a judgment rendered against him or her, then the provisions of Article 9, Sections 9.3 through 9.5 below will determine whether the Agent is entitled to indemnification.

Section 9.3 *Actions Brought by Persons Other than the Corporation.* Subject to the required findings to be made pursuant to Section 9.5 below, the Corporation will indemnify any person who was or is a party, or is threatened to be made a party to any Proceedings (other than an action brought by or on behalf of the Corporation, or by an officer, Director, or person granted related status by the Attorney General, or by the Attorney General on the ground that the defendant Director was or is engaging in self-dealing within the meaning of A.R.S. Section 10-2006), or by the Attorney General or a person granted related status by the Attorney General for any breach of duty relating to assets held in charitable trust, by reason of the fact that such person is or was an Agent of the Corporation, for all Expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 9.4 *Action Brought by or on behalf of the Corporation.* The Corporation will indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action brought by or on behalf of the Corporation by reason of the fact that the person is or was an Agent of the Corporation, for all Expenses actually and reasonably incurred in connection with the defense of that action, provided that both of the following conditions are met:

(i) The determination of good faith conduct required by Section 9.5, below, must be made in the manner provided for in that Section; and

(ii) Upon application, the court, administrative agency, administrative law judge, or arbitrator before whom the action was brought must determine that, in view of all of the circumstances of the case, the Agent is entitled to indemnity for the Expenses incurred. If the Agent is found to be so entitled, the court, administrative agency, administrative law judge, or arbitrator will determine the appropriate amount of Expenses to be reimbursed.

Section 9.5 *Determination of Agent's Good Faith Conduct.* The indemnification granted to an Agent in Sections 9.3 and 9.4, above, is conditioned on the following:

a. **Required Standard of Conduct.** The Agent seeking reimbursement must be found, in the manner provided below, that he or she acted in good faith, in a manner he or she believed to be in the best interest of the Corporation, and with such care, including reasonable inquiry as an ordinarily prudent person in a like position would use in similar circumstances. The termination of any Proceeding by judgment, order, settlement, conviction, or on a plea of nolo contendere or its equivalent will not, of itself, create a presumption that the person did not act in good faith or in a manner that he or she reasonably believed to be in the best interest of the Corporation, or that he or she had reasonable cause to believe that his or her conduct was unlawful. In the case of a criminal Proceeding, the person must have had a reasonable cause to believe that his or her conduct was unlawful.

b. **Manner of Determination of Good Faith Conduct.** The determination that the Agent acted in a manner complying with subsection (1) above will be made by:

(i) The Board, by a majority of Directors who are not or were not parties to the Proceeding; or

(ii) The court, administrative agency, administrative law judge, or arbitrator before whom the Proceeding is or was pending. Such determination may be made on application brought by the Corporation, the Agent, or the attorney or other person rendering a defense to the Agent, without regard of whether the application by the Agent, attorney, or other person is opposed by the Corporation.

c. **Limitations.** No indemnification or advance will be made under this Article 9, except as otherwise provided for herein, in any circumstance where it appears:

(i) That the indemnification or advance would be inconsistent with a provision of the Articles of Incorporation, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the Proceeding in which the Expenses were incurred, or other amounts were paid that prohibits or otherwise limits indemnification; or

(ii) That the indemnification would be inconsistent with any condition expressly imposed by a court, administrative agency, administrative law judge, or arbitrator in approving a settlement.

Section 9.6 *Advance of Expenses.* Expenses incurred in defending any Proceeding may be advanced by the Corporation before the final disposition of the Proceeding on receipt of an undertaking by or on behalf of the Agent to repay the amount of the advance, unless it is determined ultimately that the Agent is entitled to be indemnified as authorized in this Article 9.

Section 9.7 *Contractual Rights of Non-Directors and Non-Officers.* Nothing contained in this Article 9 will affect any right to indemnification to which persons other than Directors and officers of the Corporation may be entitled by contract or otherwise.

Section 9.8 *Insurance.* The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Agent of the Corporation against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against that liability under the provisions of this Section 9.8.

## ARTICLE 10 OTHER PROVISIONS

Section 10.1 *Validity of Instrument.* Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other written instrument, and any assignment or endorsement thereof executed or entered into between the Corporation and any other person will be valid and binding on the Corporation when signed by the President and Secretary of the Corporation, unless the other person has actual knowledge that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time will be determined by the Board and, unless so authorized by the Board, no officer, agent or employee will have any power or authority to bind the Corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

Section 10.2 *Construction and Definitions.* Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the General Provisions of the Arizona Nonprofit Corporation Act (A.R.S. Title 10, Chapter 24) will govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws will be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the Corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 10.3 *Fiscal Year.* The fiscal year of the Corporation will be July 1 to June 30 of each calendar year.

Section 10.4 *Financial Statements.* Financial statements will be prepared as soon as reasonably practicable after the close of the fiscal year. The financial statements will contain, but not be limited to, the following information in reasonable and appropriate detail:

- a. The assets and liabilities of the Corporation as of the end of the fiscal year;

- b. The principal changes in assets and liabilities during the fiscal year;
- c. The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and
- d. The expenses or disbursements of the Corporation, for both general and restricted purposes during the fiscal year; and

Financial statements will be prepared in accordance with generally accepted accounting principles. Such financial statements will be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the Corporation that those statements were prepared without audit from the books and records of the Corporation. A report including the financial statements prescribed above will be furnished annually to all Directors of the Corporation.

*Section 10.5 Conflict of Interest.* Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification will make a prompt, full, and frank disclosure of his or her interest to the Board or committee prior to acting on such contract or transaction. Such disclosure will include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made will thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, that person will not vote on, use his or her personal influence on, or participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to such contract or transaction. The minutes of the meeting will reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

- a. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and
- b. Corrective and disciplinary actions with respect to violations of the policies.

For the purpose of this Section 10.5, a person will be deemed to have an "interest" in a contract or other transaction if the person or the person's spouse, child, grandchild, parent, grandparent, brother or sister by whole or half-blood, or the child, grandchild, parent, grandparent, brother, or sister by whole or half-blood of the person's spouse is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee, or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

*Section 10.6 Interpretation of Charter.* In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Charter, the provisions of the Charter will control.

## ARTICLE 11

## AMENDMENTS

Section 11.1 *Amendment to Bylaws.* These Bylaws may be adopted, amended, or repealed by the Board. Such power is subject to the following limitations: (a) where any provision of these Bylaws requires the vote of a larger proportion of the Directors than otherwise is required by law, such provision may not be altered, amended or repealed except by the vote of such greater number; (b) no amendment may extend the term of a Director beyond that for which such Director was elected; and (c) if these Bylaws are adopted, amended, or repealed at a meeting of the Board, that action may be authorized only at a duly called and held meeting for which notice of such meeting, setting forth the proposed revisions with explanations therefore, is given in accordance with these Bylaws, unless the notice is waived in accordance with these Bylaws.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of LEADING EDGE ACADEMY QUEEN CREEK, an Arizona nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such Corporation as adopted by Unanimous Written Consent of the Board of Directors, dated as of August 1, 2018.

---

Dan Sleezer, Secretary

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 25 2007**

LEAD CHARTER SCHOOLS  
459 N GILBERT ROAD SUITE D165  
GILBERT, AZ 85234

Employer Identification Number:  
74-3027316  
DLN:  
17053310022046  
Contact Person:  
ANDREA SPECK ID# 95044  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
March 2, 2001  
Contribution Deductibility:  
Yes  
Addendum Applies:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)



LEAD CHARTER SCHOOLS

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi". The signature is written in a dark ink and is positioned above the typed name.

Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Publication 4221-PC

Date of this notice: 09-12-2018

Employer Identification Number:  
83-1885613

Form: SS-4

Number of this notice: CP 575 A

LEADING EDGE ACADEMY QUEEN CREEK  
% BECKI KRUEGER  
633 E RAY RD STE 132  
GILBERT, AZ 85296

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-1885613. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	04/30/2019
Form 940	01/31/2020

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.





## EIN Assistant

Your Progress: 1. Identity ✓ 2. Authenticate ✓ 3. Addresses ✓ 4. Details ✓ 5. EIN Confirmation

### Summary of your information

Please review the information you are about to submit. If any of the information below is incorrect, you will need to [start a new application](#).

Click the "Submit" button at the bottom of the page to receive your EIN.

#### Organization Type: Non-Profit/Tax-Exempt Organization

##### Non-Profit/Tax-Exempt Organization Information

Legal name: LEADING EDGE ACADEMY  
 QUEEN CREEK  
 County: MARICOPA  
 State/Territory: AZ  
 Start date: JULY 2018

##### Addresses

Physical Location: 633 E RAY RD STE 132  
 GILBERT AZ 85296  
 Phone Number: 480-633-0414  
 Mail directed to: BECKI KRUEGER

##### Responsible Party

Name: REBEKAH KRUEGER  
 SSN/ITIN: XXX-XX-9064

##### Employee Information

Date wages or annuities will be paid: JANUARY 2019  
 Number of agricultural employees: 0  
 Number of other employees: 25  
 Tax Liability of \$1000 or less during calendar year: NO

##### Principal Business Activity

What your business/organization does: SOCIAL ORG  
 Principal products/services: EDUCATION

##### Additional Non-Profit/Tax-Exempt Organization Information

Owns a 55,000 pounds or greater highway motor vehicle: NO  
 Involves gambling/wagering: NO  
 Involves alcohol, tobacco or firearms: NO  
 Files Form 720 (Quarterly Federal Excise Tax Return): NO  
 Has employees who receive Forms W-2: YES  
 Reason for Applying: STARTED A NEW BUSINESS

We strongly recommend you print this summary page for your records as this will be your only copy of the application. You will not be able to return to this page after you click the "Submit" button.



Click "Submit" to send your request and receive your EIN.

Submit

Once you submit, please wait while your application is being processed. It can take up to two minutes for your application to be processed.



# Arizona State Board for Charter Schools

## Declaration of Payment, Benefit or Consideration

Complete form for each individual listed in the request. Have each form signed and dated by the individual listed below or the Charter Representative and upload as described in the appropriate instructions.

Charter Holder Information	
Name of Charter Holder Entity	Leading Edge Academy Queen Creek
Name of individual(s) being added/removed	Mark Leuning

Check box below to indicate the type of request	
<input type="checkbox"/>	Adding Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input checked="" type="checkbox"/>	Adding Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Adding School Governing Body Member
<input type="checkbox"/>	Removing Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input type="checkbox"/>	Removing Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Removing School Governing Body Member

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	For the specific request listed above, I have received <b>no</b> payment, benefit, or consideration in the transition.
<input type="checkbox"/>	For the specific request listed above, I have received payment, benefit, or consideration in the transition. Explain:

Signature	
Individual/Charter Representative's Signature: <u>Delmer Deasey</u>	Date: <u>9-14-18</u>



## Arizona State Board for Charter Schools

### Declaration of Payment, Benefit or Consideration

Complete form for each individual listed in the request. Have each form signed and dated by the individual listed below or the Charter Representative and upload as described in the appropriate instructions.

Charter Holder Information	
Name of Charter Holder Entity	Leading Edge Academy Queen Creek
Name of individual(s) being added/removed	Dan Sleezer

Check box below to indicate the type of request	
<input type="checkbox"/>	Adding Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input checked="" type="checkbox"/>	Adding Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Adding School Governing Body Member
<input type="checkbox"/>	Removing Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input type="checkbox"/>	Removing Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Removing School Governing Body Member

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	For the specific request listed above, I have received <b>no</b> payment, benefit, or consideration in the transition.
<input type="checkbox"/>	For the specific request listed above, I have received payment, benefit, or consideration in the transition. Explain:

Signature	
Individual/Charter Representative's Signature: <u>Delmer Hoasey</u>	Date: <u>9-14-18</u>





## Arizona State Board for Charter Schools

### Declaration of Payment, Benefit or Consideration

Complete form for each individual listed in the request. Have each form signed and dated by the individual listed below or the Charter Representative and upload as described in the appropriate instructions.

Charter Holder Information	
Name of Charter Holder Entity	Leading Edge Academy Queen Creek
Name of individual(s) being added/removed	Joe Bilbrey

Check box below to indicate the type of request	
<input type="checkbox"/>	Adding Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input checked="" type="checkbox"/>	Adding Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Adding School Governing Body Member
<input type="checkbox"/>	Removing Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input type="checkbox"/>	Removing Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Removing School Governing Body Member

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	For the specific request listed above, I have received <b>no</b> payment, benefit, or consideration in the transition.
<input type="checkbox"/>	For the specific request listed above, I have received payment, benefit, or consideration in the transition. Explain:

Signature	
Individual/Charter Representative's Signature: <u>Delmer Heesey</u>	Date: <u>9-14-18</u>





## Arizona State Board for Charter Schools

### Declaration of Payment, Benefit or Consideration

Complete form for each individual listed in the request. Have each form signed and dated by the individual listed below or the Charter Representative and upload as described in the appropriate instructions.

Charter Holder Information	
Name of Charter Holder Entity	Leading Edge Academy Queen Creek
Name of individual(s) being added/removed	Jessica Darley

Check box below to indicate the type of request	
<input type="checkbox"/>	Adding Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input checked="" type="checkbox"/>	Adding Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Adding School Governing Body Member
<input type="checkbox"/>	Removing Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input type="checkbox"/>	Removing Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Removing School Governing Body Member

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	For the specific request listed above, I have received <b>no</b> payment, benefit, or consideration in the transition.
<input type="checkbox"/>	For the specific request listed above, I have received payment, benefit, or consideration in the transition. Explain:

Signature	
Individual/Charter Representative's Signature: <u>Dolmer Steese</u>	Date: <u>9-14-18</u>



# Arizona State Board for Charter Schools

## Declaration of Payment, Benefit or Consideration

Complete form for each individual listed in the request. Have each form signed and dated by the individual listed below or the Charter Representative and upload as described in the appropriate instructions.

Charter Holder Information	
Name of Charter Holder Entity	Leading Edge Academy Queen Creek
Name of individual(s) being added/removed	Steve Butcher

Check box below to indicate the type of request	
<input type="checkbox"/>	Adding Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input checked="" type="checkbox"/>	Adding Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Adding School Governing Body Member
<input type="checkbox"/>	Removing Charter Representative <i>(An individual with the power to bind a Charter Holder contractually and the primary point-of-contact for communications regarding the Charter Holder)</i>
<input type="checkbox"/>	Removing Charter Principal <i>(Any officer, director, partner, or member of the corporate board of the Charter Holder)</i>
<input type="checkbox"/>	Removing School Governing Body Member

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	For the specific request listed above, I have received <b>no</b> payment, benefit, or consideration in the transition.
<input type="checkbox"/>	For the specific request listed above, I have received payment, benefit, or consideration in the transition. Explain:

Signature	
Individual/Charter Representative's Signature: <u>Delmer Hayes</u>	Date: <u>9-14-18</u>



<b>First Church of the Nazarene</b> , Long Beach, CA Children's Pastor	1985 – 1995
<b>McKinney School</b> , Long Beach, CA Principal	1983 – 1985
<b>Light &amp; Life Christian School</b> , Sylmar, CA Administrator/Principal	1979 – 1983
<b>Pasadena Wesleyan Church</b> , Pasadena, CA Youth Pastor	1976 – 1979
<b>Bethany Christian School</b> , Whittier, CA Teacher (6 <sup>th</sup> grade, elementary music, Jr High Math, typing, Library Skills)	1974 – 1976

### **Administrative Leadership Experience**

Anaheim District Church of the Nazarene

Chair – Christian Schools Committee

Member – District Advisory Board

Member – District Sunday School Ministries Board

Member – Youth Camps Board

Director – District Children's Summer Camps

Member – District Board of Ministerial Credentials

Delegate – 2005 General Assembly

Delegate – 2005 General Sunday School Ministries Convention

Workshop Presenter – 2005 General Assembly “Church/School Relations”

Elementary Schools Representative on the General Board of Nazarene International  
Education Association

President of Wesleyan Youth – Southern California District of the Wesleyan Church

Executive Committee Member of Children's Christian Ministries Association (CCMA)

Assistant Director of Youth Camps, Southern California District of the Wesleyan Church

Accreditation Visitation Team Member for Association of Christian Schools, International  
(ACSI) and Free Methodist Christian Schools Southern California Conference

Christian Education Director, Sunday School Teacher, and Member of Christian Education  
Committee in each church I have

## **Professional Affiliations**

1979 – 2011	Association of Christian Schools, International
1992 – 2010	Nazarene International Education Association
1986 – 1999	Children’s Christian Ministries Association
1990 - Present	Ordained elder, Church of the Nazarene

## **Personal**

Date of Birth: November 11, 1951	Married: April 22, 1972
Spouse: Laura Realtor, Retired Elementary School Teacher	Family: Five Adult children Ten Grandchildren
	Interests: Jogging, E-bay, Parrots, Technology

## **Core Values**

<b>Family</b>	<b>Leadership</b>
<b>Personal Commitment</b>	<b>Team Work</b>
<b>People</b>	<b>Faith</b>
<b>Church Fellowship</b>	<b>Community</b>

**References available upon Request**



## AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change with Enrollment Cap Amendment Request

### Request

Arizona Montessori Charter School at Anthem (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades K-10 to grades K-12, beginning in FY 2020, and an enrollment cap expansion request to increase the enrollment cap from 730 to 998, beginning in FY 2020. This enrollment cap accounts for 3 years of projected student enrollment.

*See Appendix A: Amendment Request Materials and Support Materials.*

The Charter Holder currently operates a 6-10 secondary program that serves approximately 242 students, according to their amendment request materials. The narrative reports that families have expressed continuing the high school program through to 12<sup>th</sup> grade. The Charter Holder also reports approximately 30% growth every year for the past four years. The elementary program is currently at capacity at 328 students and will not require additional staff, students or facilities. The Charter Holder currently leases a nearby church for the secondary program, but is in the process of building a new building with an estimated completion date of August 2019. If the building is not finished by the target start date, the Charter Holder indicates in their narrative that they may continue the lease for another year, if needed. The Charter Holder plans to hire an additional 8 middle and high school teachers and plans to hire through job fairs, the ADE website, Arizona universities and other online job platforms.

### Three Year Plan

	FY 2019	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-10	K-11	K-12	K-12
<b>Enrollment</b>	563	553	973	998

### Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
<b>In operation for three years.</b>	The Charter Holder has been in operation for 14 years.
<b>“Meets Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.</b>	The Charter Holder “Meets” the Board’s Operational Performance Expectations.
<b>“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.</b>	The Charter Holder “Meets” the Board’s Financial Performance Expectations.
<b>Grade level cohorts are at capacity and could fill enrollment for new grades requested.</b>	Grade level cohorts are at capacity. Enrollment can be filled for the new grades requested.

<b>ADM is within 85% of current enrollment cap.</b>	According to ADE School Finance, the Charter Holder currently has an ADM of 517.345. The Charter Holder is currently operating at 71% of its current enrollment cap of 730. When calculations are adjusted to account for Kindergarten as 1.0, the ADM is 541.397, or 74% of the current enrollment cap.
<b>Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school's location.</b>	AMCS at Anthem dba Caurus Academy performs at or above the average performance of nearby schools in Math. AMCS at Anthem dba Caurus Academy does not perform at or above the average performance of nearby schools in ELA.  Information regarding nearby schools is provided on pages 2-3.
<b>Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.</b>	ADM in FY2017 was 294.864, FY 2018 was 378.644, and FY 2019 was 535.839 (as of November 7, 2018). Based on these growth trends, the charter will likely exceed its enrollment cap in FY 2021.

## Profile

The Charter Holder was granted a renewal charter in 2018.

### Governance

Corporate Board Members
Gaurav Auditya
Dameon Blair
Kristy Frame
Sawana Grimmett
Gregory Harmon
Kevin Mountain
Faith Taylor

### School Profile

School Name	AMCS at Anthem dba Caurus Academy		
Date Open	August 2004		
Location	Anthem		
Grades Served	K-10		
FY 18 Letter Grade	B		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	56%	59%	58%
Math AzMERIT (41% <sup>+</sup> )	48%	65%	63%
Science AIMS (52% <sup>+</sup> )	83%	75%	85%

<sup>\*</sup>FY 18 State Average Passing

### Additional School Choices Serving Grades K-12 within 5 Miles of AMCS at Anthem dba Caurus Academy

Total Schools	FY 17 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>41%)	Math (>41%)	Science (>52%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
6	A	1	6	6	6	0	*	4
2	B	0	2	2	1	0	*	1

<sup>\*</sup>Because the percentage of ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

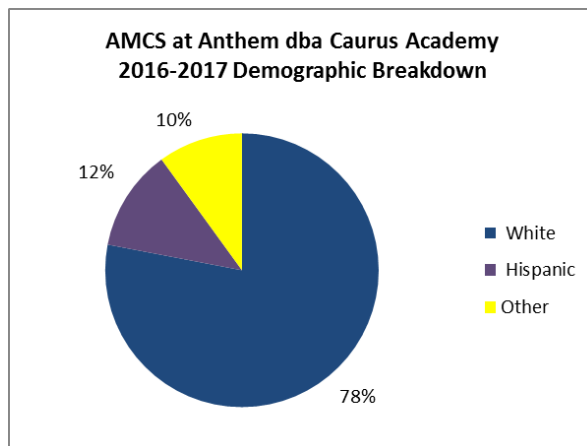
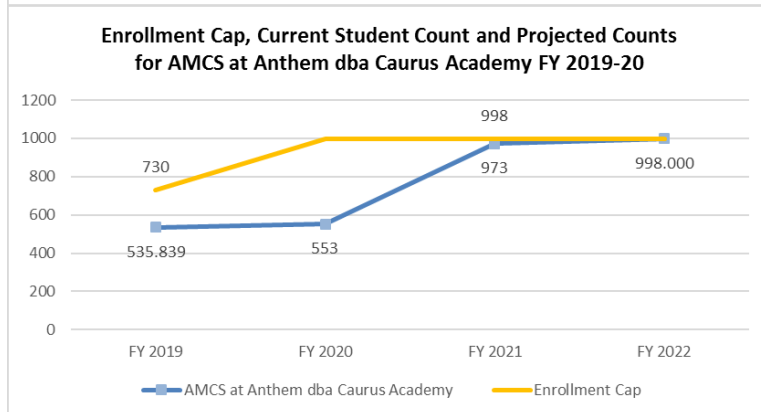
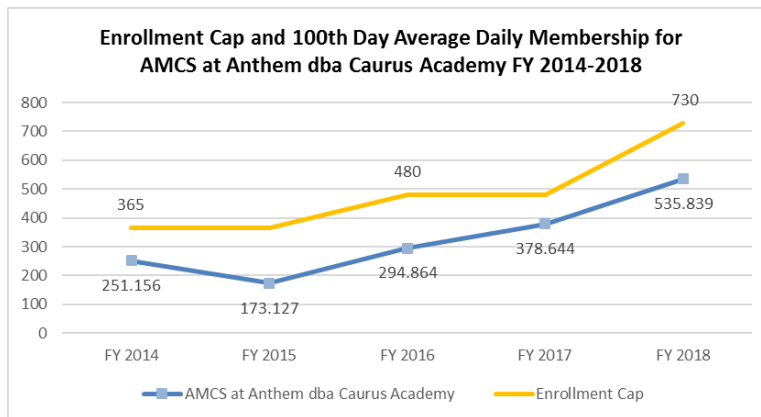


### Comparison of Nearby Schools to AMCS at Anthem dba Caurus Academy

Total Schools	FY 17 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than AMCS at Anthem dba Caurus Academy		
			AzMERIT ELA (58%)	AzMERIT Math (63%)	AIMS Science (85%)
6	A	1	6	4	6
2	B	0	0	0	0
<b>Total Number of Schools Performing Better than AMCS at Anthem dba Caurus Academy (Percentage of Total)</b>					
8		1 (13%)	6 (75%)	4 (50%)	6 (75%)

### Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2015–FY 2018, and FY 2019 ADM as of November 7, 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	21%
English Language Learners	*
Special Education	12%

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*





# **APPENDIX A**

## **AMENDMENT REQUEST AND SUPPORT MATERIALS**



Arizona State  
Board for  
Charter Schools



[Dashboard](#) [Alerts](#) [Bulletin Board](#) [Charter Holder](#) [DMS](#) [Email](#) [Tasks](#) [Search](#) [Reports](#) [Help](#) [Other](#)

## Grade Level Change to Charter Amendment Request

### Charterholder Info

#### Charter Holder

**Name:**  
Arizona Montessori Charter  
School at Anthem

**CTDS:**  
07-89-91-000

**Mailing Address:**  
41900 N 42nd Ave  
Anthem, AZ 85086

[View detailed info](#)

#### Representative

**Name:**  
Dameon Blair

**Phone Number:**  
6235515083

### Downloads

 [Download all files](#)

### Current Grade Levels

#### Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade

### New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

#### New Grade Levels Served

Kindergarten  
1st Grade  
2nd Grade  
3rd Grade  
4th Grade  
5th Grade  
6th Grade  
7th Grade  
8th Grade  
9th Grade  
10th Grade  
11th Grade

12th Grade

**Curriculum Samples**


No documents were uploaded.

**Effective Date**

08/06/2019














## Attachments

**Board Minutes**

 [Download File](#) — Attached are the Arizona Montessori Charter School at Anthem dba Caurus Academy Governing Board minutes for the addition of grades 11 and 12 and an enrollment cap increase.

**Narrative** —  [Download File](#)

**Additional Information**

-  [Download File](#) — Occupancy Documentation:Current 6-10 Facility Drawings 42101 N 41st Drive Phoenix AZ 85086
-  [Download File](#) — Occupancy Documentation:Current 6-10 Facility Certificate of Occupancy 42101 N 41st Dr Phoenix AZ 85086
-  [Download File](#) — Occupancy Documentation:Fire Marshal Report
-  [Download File](#) — Occupancy Documentation:Occupancy Compliance Assurance and Understanding Form
-  [Download File](#) — Occupancy Documentation: Agricultural Land Regulation Assurance and Understanding Form
-  [Download File](#) — Occupancy Documentation: Caurus Academy High School New Building Floor Plan
-  [Download File](#) — Occupancy Documentation: Caurus Academy High School New Building 1st Floor
-  [Download File](#) — Occupancy Documentation: Caurus Academy High School New Building 2nd Floor
-  [Download File](#) — Occupancy Documentation: Caurus Academy Purchase and Sale Agreement
-  [Download File](#) — Occupancy Documentation: Fire Marshal Report K-5 Campus
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy 6-10 Current Enrollment Matrix
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy 6-12 Future Enrollment Matrix
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy K-5 Campus Current and Future Enrollment Matrix
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy Staffing Chart 6-10 Current
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy Staffing Chart 6-12 Future
-  [Download File](#) — Arizona Montessori Charter School at Anthem dba Caurus Academy Staffing Chart K-5 Current and Future

## Enrollment Cap

**Is an Enrollment Cap Increase being added to this request?**


Yes, an Enrollment Cap Increase is also being requested.

**From:**

730

**To:**

998

**Occupancy Documentation** —  [Download File](#)

## Feedback

**Feedback**

The use of the Additional Information section to submit additional occupancy documentation was helpful. Substantive revisions completed 11/26/18.

## Signature

**Charter Representative Signature**

Dameon Blair 11/26/2018

## **Arizona Montessori Charter School at Anthem**

### **dba Caurus Academy**

#### **Narrative**

#### **Rationale**

Arizona Montessori Charter School at Anthem, dba “Caurus Academy” has been serving the Anthem community for 14 years as a K-8 charter school, then with the addition of grades 9 and 10, as a K-10 charter school since August 7, 2018. The Arizona State Board for Charter Schools approved a Grade Level Change Amendment for the addition of grades 9 and 10 to the Caurus Academy charter on February 12, 2018. Caurus opened the doors to forty-six 9<sup>th</sup> grade students and forty 10<sup>th</sup> grade students. To continue serving families who have chosen Caurus Academy as their high school option, Caurus Academy is requesting a Grade Level Change Amendment for the addition of grades 11 and 12. Caurus Academy will add grade 11 for the 2019-2020 school year and grade 12 for 2020-2021 school year.

In addition to Caurus Academy, there are only two other high school options in Anthem; one traditional district high school (Deer Valley Unified School District, Boulder Creek) and one K-12 charter school (Great Hearts, Anthem Prep). According to Anthem print media, the local district high school is projected to be over capacity at 102% enrollment for the 2018-2019 school year with no intention of opening a new high school at this time. Feasibility studies indicate a need for more high school options in Anthem and the surrounding communities; the five-year projection for the population in the area is increasing at a rate of 1.34% annually from 2015 to 2020. Additionally, the recent and near-future building of eight new neighborhoods, such as Arroyo Norte, Stoneledge, and Circle Mountain Ranch, resulting in 1200 single family homes within a 10-mile radius of Caurus Academy will contribute to an increase in prospective students.

A Caurus Academy stakeholder survey administered in Spring, 2017 revealed a desire to add a third high school choice in Anthem. Caurus students and parents requested a continuation of the Caurus commitment to student success by offering an option that would serve students in grades 9-12. Following the stakeholder survey, a town hall meeting was held on May 18, 2017 with over 100 stakeholders in attendance. Taking this information into consideration, and to maintain sustainable growth, Caurus Academy added grades 9 and 10 for the 2018-2019 school year with the intention of adding grades 11 and 12 in subsequent years thus becoming a K-12 charter school. The decision to amend the charter to add grades 9 and 10 and then to submit an additional Grade Level Change Amendment to add grades 11 and 12 was based on awaiting the finalization of A-F School Letter Grades.

The past four years, Caurus Academy has experienced a 223% growth in student enrollment, increasing from 173 students in August 2014, to 558 students in August 2018. Caurus Academy is also requesting an Enrollment Cap Increase from 730 students to 998 students to accommodate the addition of grades 11 and 12. This growth, along with increased test scores that include AzMERIT and AIMS Science, more community visibility, increased advertising and word of mouth, has contributed to the school exceeding the student enrollment goals of the Caurus Academy Five-Year Plan, all indicating support for the addition of grades 11 and 12. In addition, Caurus Academy has maintained the A-F School Letter Grade of an “A.”

## Staffing Plan

There are three matrices for staffing to reflect the current K-5<sup>th</sup> grade campus which will remain a K-5<sup>th</sup> grade campus, the current 6<sup>th</sup>-10<sup>th</sup> grade campus, and the future 6<sup>th</sup>- 12<sup>th</sup> grade campus. The Staffing Plan demonstrates that Caurus Academy administration currently includes a Director/Principal and three Assistant Principals (K-5 Assistant Principal, 6-10 Assistant Principal: Academics/Registrar; and 6-10 Assistant Principal: Conduct, Human Resources, and Marketing). Kindergarten through 5<sup>th</sup> grade staffing will remain the same as those grade levels have reached capacity. The Staffing Plan for the 2019-2020 school year and beyond includes two additional teachers for grades 6-8, one for Spanish and one for Elective courses (Creative Writing, Life Skills, and Music, etc.) based on increased enrollment in grades 6-8. The Staffing Plan for the 2019-2020 school year and beyond also includes the addition of five high school content specific teachers consisting of one English teacher, one Science teacher, one Social Studies teacher, and two Elective teachers (Art, Music, PE, etc.) for the 9<sup>th</sup>-12<sup>th</sup> grade as noted on the Staffing Chart, to offer the courses listed in the Caurus Academy High School Course Offering Guide. The number of Special Education staff and paraprofessionals at Caurus Academy reflect the needs of the students enrolled. Based on past trends of Special Education enrollment, it is projected that we will need one additional staff member in this area (currently there are three Special Education staff and paraprofessionals on the 6-10 campus). For the 2021 academic year, Caurus Academy plans to increase personnel by one additional business office staff and one additional lunch room staff.

**Recruitment** efforts and plans to hire highly qualified and effective teachers are executed early in order to acquire the best candidates for Caurus Academy. **Recruitment** is done through attending the Northern Arizona and University of Arizona recruitment fairs; receiving recommendations from current professionals in the field of education; posting with the Arizona Department of Education job board and attending "The Great Arizona Teach In." Active search engines such as Teachers-Teachers.com and Indeed.com will also be utilized, along with a dedicated employment page on Caurus Academy's own website. Caurus Academy actively partners with Arizona State University, Rio Salado, and Grand Canyon University by opening classrooms to accommodate college students in education as they obtain practicum hours or fulfill student teaching requirements which has contributed to the hiring of effective teachers for Caurus. The rigorous **hiring process** for new teachers, instructional staff, and additional staff consists of a one-hour introductory interview, a two-hour second round interview, a teaching demonstration, and a meal with the search committee. The first interview takes place with the administrative team. The second, involves an interview team consisting of administration, select grade level teachers, and office personnel. Applicants are asked to prepare a teaching demonstration that is presented to grade appropriate students and the administrative team. Having a meal with applicants is Caurus Academy's way of interviewing for social-emotional intelligence and to ensure the applicants' ability to develop relationships with students and their families. Positions were filled early in the hiring cycle; over forty applicants showed interest for posted openings and after conducting a national search, Caurus yielded teachers from all over the United States as well as one internationally based educator.

Teachers, instructional, and additional staff receive **professional development** beginning in July and August as well as throughout the school year. This **training** includes, but is not limited to areas such as, Galileo and formative assessment, new math and ELA curricula, the employee handbook, Responsive Classroom techniques, key laws in Special Education, differentiation, and other required trainings. The Assistant Principals, Grade level mentors, PLC (Professional Learning Community) groups, and peer observation opportunities provide support to ensure new teacher success. Staff is also afforded

# **APPENDIX B**

## **REQUIRED DOCUMENTATION**



# Caurus Academy

Learners today. Leaders tomorrow.

**Caurus Academy Board Meeting Minutes**  
**42101 N. 4<sup>th</sup> Drive**  
**Phoenix, AZ 85086**

August 15, 2018  
9:30 AM

Meeting was called to order at 10:07AM by Dameon Blair

Pledge of Allegiance

**Board Members Present:**

Dameon Blair, President/Director  
Gaurav Auditya, Director

**Board Members present via Conference Call:**

Kevin LaMountain, Director

**Board Members Absent:**

Leah Parker, Director  
William Wendt, Director

**Others Present:**

Greg Harmon, Community Member  
Kristy Frame, Community Member  
Kimberly Curcio, Staff Member  
Heather Campbell, Staff Member  
Wendy Davison, Staff Member

No Public Comment

**Report from Dameon Blair:**

- Amendment to add grades 11 and 12
- Enrollment Cap Increase from 730 to 998

**Next board meeting date: Monday, August 27th at 6:00 PM**

**Motions:**

- Dameon Blair moved to apply for Grade Level Change Amendment – addition of grades 11 and 12 for the next two subsequent years. Gaurav Auditya seconded the motion. The motion passed unanimously.



## Caurus Academy

Learners today. Leaders tomorrow.

- Dameon Blair moved to apply for an Enrollment Cap Increase based on charter capacity to ASBCS from 730 to 998 to accommodate K-12. Gaurav Auditya seconded the motion. The motion passed unanimously.
- Dameon Blair moved to adjourn at 10:13 AM. Gaurav Auditya seconded the motion. The motion passed unanimously.

**Caurus Academy K-10<sup>th</sup> Grade**

**41900 N. 42<sup>nd</sup> Ave., Anthem, AZ 85086**

**Tel: (623) 551-5083 • Fax (623) 551-5679**

**[www.caurusacademy.org](http://www.caurusacademy.org)**





## Arizona State Board for Charter Schools Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

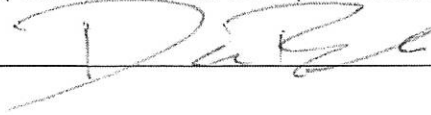
Charter Holder Information	
Name of Charter Holder Entity	Arizona Montessori Charter School at Anthem dba Caurus Academy
School Location(s) for which the request applies	44112 N. Black Canyon Highway Phoenix, AZ 85087

Signature 

By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.

I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.

Charter Representative Signature: \_\_\_\_\_



Date: 8-13-18

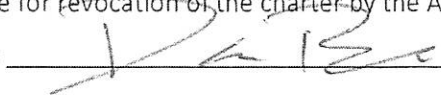


## Arizona State Board for Charter Schools Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

Charter Holder Information	
Name of Charter Holder Entity	Arizona Montessori Charter School at Anthem dba Caurus Academy
Name of Charter School	Arizona Montessori Charter School at Anthem dba Caurus Academy

Check box below to indicate which statement applies	
<input checked="" type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

Signature
By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools. Charter Representative Signature: <u></u> Date: <u>8-13-18</u>

## PURCHASE AND SALE AGREEMENT

### (WITH ESCROW INSTRUCTIONS)

THIS PURCHASE AND SALE AGREEMENT (WITH ESCROW INSTRUCTIONS) (this "*Agreement*") is made as of the 20<sup>th</sup> day of July, 2018 (the "*Effective Date*"), by and between NP NOTE 7, LLC, an Arizona limited liability company ("*Seller*") and ARIZONA MONTESSORI CHARTER SCHOOL AT ANTHEM, an Arizona nonprofit corporation ("*Buyer*").

### RECITALS

A. Seller is the owner of approximately 436,907 square feet of unimproved land (436,757 square feet per the existing survey) located in the City of Phoenix, County of Maricopa, State of Arizona, Assessor's Parcel Number 202-22-007, with a current street address of 44112 N. Black Canyon Highway, Phoenix, Arizona 85087, and more fully described or depicted in Exhibit A attached hereto and incorporated herein by reference (the "*Land*").

B. Buyer desires to purchase the Land from Seller, which purchase shall include all of the "Property" as described below, and Seller desires to sell the Property to Buyer, all upon the terms and conditions set forth herein.

### AGREEMENT

NOW, THEREFORE, in consideration of the obligations and undertakings hereinafter set forth, and in consideration of the sums to be paid by Buyer, and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, Seller and Buyer agree as follows:

### ARTICLE I

#### PURCHASE AND SALE OF THE PROPERTY

Section 1.1 *Purchase*. For the consideration hereinafter set forth, but subject to the terms, provisions, covenants, and conditions contained herein, Seller hereby agrees to sell and convey to Buyer, and Buyer agrees to purchase from Seller, all of the following (collectively, the "*Property*"):

- (a) all of Seller's right, title, and interest in and to the Land;
- (b) good and marketable fee simple title to the Land; and
- (c) all right, title, and interest of Seller in and to all governmental permits, licenses, certificates, and authorizations, including, without limitation, certificates of occupancy, relating to the use or operation of the Land (if any), to the extent that they are assignable.

Section 1.2 *Purchase Price*. The purchase price for the Property (the "*Purchase Price*") shall be Two Million One Hundred Thousand and 00/100 Dollars

(\$2,100,000.00), to be paid as set forth below subject to the pro-rations and adjustments set forth herein, payable as follows:

(a) Within one (1) business day after the Opening of Escrow (hereafter defined), Buyer will deposit with the Escrow Agent (hereinafter defined) earnest money (the "***Earnest Money Deposit***") in cash, check or other immediately available funds in the amount of Ten Thousand and 00/100 Dollars (\$10,000.00).

(b) Buyer will pay the remaining portion of the Purchase Price, subject to adjustment in accordance with Section 4.5 below, in cash or other immediately available funds at the closing (the "***Closing***") of the purchase of the Property contemplated hereby, and the Earnest Money Deposit shall be credited against the Purchase Price to Buyer at Closing.

Except for a termination of this Agreement as provided for under Section 2.1(c), Section 2.2(c), Section 2.2(e), Section 4.7, Section 4.8, and Section 5.1 (collectively, the "***Excepted Termination Provisions***"), the Earnest Money Deposit shall become non-refundable upon the expiration of the Inspection Period (hereinafter defined), as the same may be extended pursuant to Section 2.2(a). Notwithstanding anything contained herein to the contrary, in the event that this Agreement is terminated pursuant to one or more of the Excepted Termination Provisions and such termination occurs after the expiration of the Inspection Period, the Earnest Money Deposit shall be fully refunded to Buyer.

Section 1.3 *Intentionally Omitted.*

Section 1.4 *Escrow Agent; Title Insurance; Escrow Provisions.*

(a) Seller and Buyer hereby appoint Fidelity National Title, 60 E. Rio Salado Parkway, #1102, Tempe, Arizona 85281 (Attention: Christine Hughes), as the escrow agent and the title agent for the transaction contemplated by this Agreement (the "***Escrow Agent***"), with escrow to be opened as of the date of delivery of a fully-executed copy of this Agreement to the Escrow Agent (the "***Opening of Escrow***"). Upon the request of Buyer, Escrow Agent shall promptly deposit the Earnest Money Deposit in a segregated federally insured, interest-bearing account, subject to immediate withdrawal, and in such event Seller and Buyer shall cooperate with Escrow Agent to obtain any and all necessary authorizations or directions to open such interest-bearing account.

(b) The Escrow Agent shall issue and underwrite the Owner's Policy (as hereinafter defined) in accordance with this Agreement.

(c) The Escrow Agent, as the party designated as the person responsible for closing the transaction contemplated hereby within the meaning of Section 6045(a)(2)(A) of the Internal Revenue Code (the "***Code***"), shall file all necessary information, reports, returns, and statements regarding this transaction as required by the Code, including, without limitation, any tax reports required pursuant to Section 6045 of the Code.

(d) If Closing fails to occur for any reason, including, but not limited to, a termination under the Excepted Termination Provisions, including, without limitation, the failure

to satisfy the Bond Financing Conditions in accordance with Section 2.2(f), Seller and Buyer shall split equally any expenses, fees, cancellation charges of the Escrow Agent.

(e) If any funds in excess of \$5,000.00 are to be held by any entity not wholly-owned by the Escrow Agent, then the Escrow Agent shall provide Buyer and Seller with a "Closing Protection Letter" issued by Fidelity National Title Insurance Company with respect to the performance by such entity of its obligations, and shall provide such letter to Buyer and Seller upon Opening of Escrow or, if later, upon the transfer of funds to such entity.

(f) The parties agree to the following general provisions regarding the Escrow Agent's duties hereunder, provided that nothing set forth below shall in any way limit or modify the Escrow Agent's obligations under the Closing Protection Letter or otherwise:

(i) For the purpose of closing adjustments and prorations (such as are addressed in Section 4.5 hereof) as of "Closing" or the "Closing Date," Escrow Agent shall consider that "Closing" and the "Closing Date" occur on the date that the instrument transferring title to the Land is delivered to Buyer.

(ii) Funds due Seller (if any) shall be disbursed by wire transfer pursuant to such instructions as Seller or Seller's counsel may provide in writing to the Escrow Agent prior to or at Closing.

(iii) Any change of these escrow instructions must be given in writing signed by all parties hereto. In the event conflicting demands are made or notices served upon the Escrow Agent with respect to the escrow in a situation where this Agreement does not expressly grant one party or the other the exclusive right to direct the Escrow Agent or does not expressly specify the action to be taken by the Escrow Agent, such that the Escrow Agent is reasonably unsure how it is obligated to proceed, the parties hereto agree that the Escrow Agent shall have the right at the Escrow Agent's election to do either or both of the following: (A) withhold and stop all further proceedings in, and performance of, the escrow; or (B) file a suit in interpleader and obtain an order from the court requiring the parties to interplead and litigate in such court their several claims and rights among themselves. In the event such interpleader suit is brought, the Escrow Agent shall thereupon be fully released and discharged from all obligations to further perform any and all duties or obligations imposed upon the Escrow Agent in the escrow, and the parties jointly and severally agree to pay all reasonable costs, expenses, and reasonable attorneys' fees expended or incurred by the Escrow Agent, the amount thereof to be fixed and a judgment therefor entered by the court in such suit.

(iv) Notwithstanding anything set forth herein to the contrary, in the event of any conflict or inconsistency between the provisions of the escrow instructions and this Agreement or any deed, instrument, or document executed or delivered in connection with the transaction contemplated hereby, the provisions of this Agreement or such deed, instrument, or document shall control.

(v) Except for the Escrow Agent's breach of contract, willful misconduct or negligence, or as provided under applicable law, the Escrow Agent shall not be held liable for the identity, authority, or rights of any person executing any document deposited

in the escrow, or for Seller or Buyer's failure to comply with any of the provisions of any agreement, contract, or other instrument deposited in the escrow, and the Escrow Agent's duties hereunder shall be limited to the safekeeping of such money, instruments, or other documents received by the Escrow Agent as escrow holder, and for the disposition of same in accordance with the written instructions accepted by the Escrow Agent in the escrow.

(vi) Except for the Escrow Agent's breach of contract, willful misconduct, or negligence, Seller and Buyer agree, jointly and severally, to pay on demand, as well as to indemnify and hold the Escrow Agent harmless from and against all costs, damages, judgments, attorneys' fees, expenses, obligations, and liabilities which in good faith the Escrow Agent may, consistent with this Agreement, reasonably incur or sustain in connection with or arising out of the escrow.

Section 1.5 Title Insurance. Escrow Agent shall issue at Closing, or to unconditionally commit at Closing to issue, the Escrow Agent's most recent form of an ALTA extended owner's policy (the "**Owner's Policy**") insuring Buyer's title to the Land in the amount of the Purchase Price (or, at Buyer's election, the Loan), and the most recent form of an ALTA extended loan policy (the "**Lender's Policy**") in the amount of the Loan (hereinafter defined). Seller shall pay the premium charge for the standard coverage portion of the Owner's Policy and, if further coverage or endorsements are desired by Buyer, Buyer shall order same directly from the Escrow Agent and pay all additional premiums and all other costs which may be required as a condition to the issuance of such further coverage or endorsements.

## ARTICLE II

### INVESTIGATION OF THE PROPERTY

Section 2.1 Title Report and Objections; Survey.

(a) Within five (5) business days after the Opening of Escrow, Escrow Agent shall furnish to Buyer a preliminary commitment for title insurance concerning the Land, together with copies of all instruments referred to therein (collectively, the "**Title Report**") prepared by the Escrow Agent. The Title Report is preliminary to the Owner's Policy to be issued by the Escrow Agent. Buyer shall have until the date which is sixty (60) days following the Opening of Escrow (such 60-day period referred to as the "**Title Review Period**") in which to advise Seller, in writing, either: (i) that the condition of title to the Land as evidenced by the Title Report is acceptable; or (ii) to object to any easements, liens, encumbrances or other items, exceptions or requirements in the Title Report (collectively, the "**Buyer's Title Objections**"), except for (A) any financing liens which are to be released of record at Seller's cost at the Closing (the "**Existing Financing Liens**"); (B) matters (such as taxes and assessments not yet delinquent) which will be prorated between the parties at Closing; and (C) standard printed exceptions. If Buyer shall not have notified Seller of Buyer's Title Objections within such time specified above, Buyer shall be deemed to have approved of the condition of title of the Land as shown by the Title Report.

(b) Seller shall have five (5) days after Seller's receipt of Buyer's Title Objections (if any) within which to advise Buyer, in writing, whether Seller will attempt to cure

any or all of Buyer's Title Objections by Closing (the "*Seller's Title Notice*"). If Seller does not so notify Buyer within the time specified, Seller will be deemed to have delivered Seller's Title Notice to Buyer on the fifth (5<sup>th</sup>) day after receiving Buyer's Title Objections stating that Seller is unwilling or unable to cure Buyer's Title Objections.

(c) On or before the fifth (5<sup>th</sup>) day after Buyer's receipt (or deemed receipt) of Seller's Title Notice, if Seller shall not have agreed to cure or attempt to cure all of Buyer's Title Objections, Buyer shall either: (i) waive, in writing, the curing of such Buyer's Title Objections as Seller shall have been unwilling or unable to cure, and proceed to Closing on or before the Closing Date; or (ii) elect to terminate this Agreement by giving written notice to Seller, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3 hereof. If Buyer fails to so provide such notice, Buyer shall conclusively be deemed to have elected to proceed to Closing rather than terminate. If Seller shall elect to attempt to cure Buyer's Title Objections and should Seller thereupon fail to cure Buyer's Title Objections by Closing, Buyer shall either (A) waive, in writing, the curing of such Buyer's Title Objections as Seller shall have been unable to cure, and proceed to close on or before the Closing Date; or (B) elect to terminate this Agreement by giving written notice to Seller, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3 hereof.

(d) If, at any time prior to Closing, Escrow Agent shall issue an amendment or supplement to the Title Report which discloses additional matters (other than matters created by or with the written consent of Buyer or arising as a result of any work performed by or other activities of Buyer regarding the Property), the provisions set forth above in this Section 2.1 shall govern the review, objection and resolution obligations of the parties with respect to such additional matters; *provided*, that Buyer shall have only ten (10) days after Buyer's receipt of such amended or supplemental title report and copies of any additional documents disclosed therein to deliver any objection to Seller.

(e) All matters which are either approved or deemed approved pursuant to this Section 2.1, together with the standard printed exceptions in the Title Report, shall be referred to as the "*Permitted Exceptions*".

(f) During the Inspection Period, Buyer shall have the right to conduct a survey of the Land (the "*Survey*"), which Survey shall be prepared by a surveyor reasonably acceptable to Buyer, and such Survey shall be certified to Buyer, Seller, the Escrow Agent, the Lender (hereinafter defined) and such other related parties as may be requested by Buyer. The Survey shall conform to the following requirements: is made in compliance with the "Minimum Standard Detail Requirements for Land Title Surveys" established by the American Land Title Association and currently in effect; shows the boundaries of the Land; discloses that the Land comprises a single parcel or parcels of land with no strips, gores or gaps within its boundaries; discloses the actual size of the land in terms of gross acreage and net acreage; does not disclose any material encroachments of any improvements located primarily on adjoining premises onto the Land; locates any recorded set back lines or boundaries, whether created by recorded instrument or by law, and does not disclose any material encroachment by any of the improvements or any other structures located on the Land in violation of any such setbacks; contains a legal description of the Land which conforms to the legal description thereof



contained in the Title Report and on Exhibit A hereto; shows the location of any adjacent public streets, disclosing access, if any, to the Land therefrom; contains a certificate of the surveyor attesting to the accuracy of such survey and its conformity to the requirements of the aforesaid Minimum Standard Detail Requirements, which certificate is directed to the parties referred to above; contains the certificate of the surveyor that no part of the depicted premises are located in any area designated as a flood prone area under the National Flood Insurance Program; and otherwise is in form and substance sufficient to enable the Escrow Agent to issue its special endorsement insuring over its general exception for matters of survey and to issue its location endorsement as aforesaid.

Section 2.2 *Inspection of Property; Financing.*

(a) Buyer shall have until the date which is ninety (90) days following the Opening of Escrow (such 90-day period referred to as the “*Inspection Period*”) to investigate the Property and all matters relevant to its acquisition, development, usage, occupancy, operation or marketability; *provided*, however, that, for the limited purposes hereinafter stated, Buyer shall have two (2) options to extend the Inspection Period for periods of up to thirty (30) additional days each, by giving written notice to Seller and Escrow Agent on or before the date which is ten (10) days prior to the date then scheduled as the last day of the Inspection Period. Such right of investigation shall include, without limitation, the right to enter upon the Land by Buyer and its consultants at any reasonable time to have made any surveys, architectural and engineering studies, environmental studies, soil studies, physical site inspections, zoning, utilities, drainage, marketability and economic feasibility studies, and similar examinations, tests, studies, and inspections of the Property as Buyer may deem necessary or appropriate (collectively, the “*Inspections*”). Seller agrees to cooperate reasonably with any such Inspections made by Buyer or at Buyer’s direction. In addition, Seller will provide Buyer with access to and/or copies of all relevant documents concerning or affecting the Property within the possession or control of Seller, as Buyer shall reasonably request. Notwithstanding the foregoing general right of entry and investigation, Buyer (i) shall provide Seller with not less than twenty-four (24) hours’ prior notice of any entry on to the Property (which notice may be given by email to [dandiethelm@gmail.com](mailto:dandiethelm@gmail.com) and/or [rusty@rbrownlaw.com](mailto:rusty@rbrownlaw.com)), and (ii) shall obtain Seller’s written consent, which consent may be granted or withheld in Seller’s sole but reasonable discretion, prior to performing or authorizing the performance of any invasive, “Phase II” type, environmental tests, borings, samplings or investigations; *provided*, however, that Seller’s written consent shall not be required for the collection of soils samples for pesticides testing, and for avoidance of doubt, Seller’s written consent shall not be required for a “Phase I” environmental site assessment. Buyer shall and does hereby agree to repair any damage to the Property resulting from the Inspections and to indemnify, defend, protect and hold harmless Seller from any and all liabilities, claims, losses, costs, damages, and expenses, including, but not limited to, court costs and reasonable attorneys’ fees and any liens placed upon the Property, which may be incurred by Seller because of the Inspections (but not because of any condition which may be discovered during the course of the Inspections). Any provision of this Agreement to the contrary notwithstanding, the indemnity of Buyer set forth in this Section 2.2(a) shall survive the Closing or any earlier termination of this Agreement. By extending the Inspection Period as hereinabove provided, Buyer thereby agrees – whether or not expressly so stated in Buyer’s extension notice – that Buyer has approved of the title, the physical condition

and all other aspects of the Property and is extending the Inspection Period solely for the purposes of satisfying the Bond Financing Conditions (pursuant to Section 2.2(f)).

(b) Seller previously delivered to Buyer, and Buyer acknowledges having received from Seller, the following items pertaining to the Property (collectively, the "**Property Information**"): (i) ALTA/ACSM Land Title Survey prepared for a prior owner of the Land by Alliance Land Surveying, LLC dated September 18, 2007, (ii) Cultural Resources Survey prepared for a prior owner of the Land by Archaeological Consulting Services, Ltd. dated March 20, 2008, and (iii) Staff Report prepared by the City of Phoenix Planning Department in connection with a 2007 zoning case.

(c) On or before the expiration of the Inspection Period as scheduled pursuant to Section 2.2(a) above, Buyer may provide Seller written notice setting forth Buyer's dissatisfaction with the condition of the Property for any reason whatsoever, in its sole discretion (collectively, the "**Buyer's Inspection Objections**"). If Buyer expressly elects in such written notice to terminate this Agreement, the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3. If Buyer fails to provide any written notice, then Buyer will conclusively be deemed to be dissatisfied with the condition of the Property, and this Agreement shall terminate as provided in Section 2.3 hereof, and the Earnest Money Deposit shall be returned to Buyer.

(d) If Buyer provides notice of Buyer's Inspection Objections and does not therein elect to terminate this Agreement, Seller will have five (5) days after Seller's receipt of Buyer's Inspection Objections within which to advise Buyer, in writing, whether Seller will attempt to cure any or all of Buyer's Inspection Objections by the Closing (the "**Seller's Inspection Notice**"). If Seller does not so notify Buyer within the time specified, Seller will be deemed to have delivered Seller's Inspection Notice to Buyer on the fifth (5<sup>th</sup>) day after receiving Buyer's Inspection Objections stating that Seller is unwilling or unable to cure Buyer's Inspection Objections.

(e) On or before the fifth (5th) day after Buyer's receipt (or deemed receipt) of Seller's Inspection Notice, if Seller shall not have agreed to cure or attempted to cure all of Buyer's Inspection Objections, Buyer shall either: (i) waive, in writing, the curing of such Buyer's Inspection Objections as Seller shall have been unwilling or unable to cure; or (ii) elect to terminate this Agreement by giving written notice to Seller, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3 hereof. If Buyer fails to so provide such notice, Buyer shall conclusively be deemed to have elected to proceed to Closing rather than terminate. If Seller shall elect to attempt to cure Buyer's Inspection Objections and should Seller thereupon fail to cure Buyer's Inspection Objections by the Closing, Buyer shall either (A) waive, in writing, the curing of such Buyer's Inspection Objections as Seller shall have been unable to cure; or (B) elect to terminate this Agreement by giving written notice to Seller, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3 hereof.

(f) Buyer shall have until the Closing Date to secure financing for the purchase and development of the Property from a lender of Buyer's choice and upon such terms and conditions as are acceptable to Buyer in Buyer's sole and absolute discretion. Buyer shall

use commercially reasonable efforts to secure such financing and shall periodically update Seller on the status of such efforts. If Buyer is unable to secure financing satisfactory to Buyer, in its sole and absolute discretion, including, without limitation, the inability, for any reason whatsoever, to obtain (i) approval by any qualified issuer of tax-exempt education facility revenue bonds, nationally recognized underwriter of tax-exempt education facility revenue bonds, and/or rating agency of tax-exempt education facility revenue bonds with terms and conditions acceptable to Buyer in Buyer's sole discretion ("*Buyer's Lender*" or the "*Lender*") on or before the end of the Inspection Period (as the same may be extended pursuant to Section 2.2(a) above), and (ii) the issuance and funding of such tax exempt education facility revenue bonds to fund a loan (the "*Loan*") to Buyer for financing the purchase of the Property and construction of improvements thereon for Buyer's use of the Property as a charter school on or before the Closing Date (collectively, the "*Bond Financing Conditions*"), then Buyer may terminate this Agreement by giving written notice to Seller in which event this Agreement shall terminate as provided in Section 2.3 hereof, the parties acknowledging and agreeing that the Earnest Money Deposit shall be paid to Seller upon such termination unless Buyer terminates this Agreement before the end of the Inspection Period (as the same may be extended pursuant to Section 2.2(a) above), in which case the Earnest Money Deposit shall be returned to Buyer. Seller agrees to reasonably cooperate with the Lender and provide the Lender or its agents with such documents as the Lender reasonably requests in order for the Lender to fund the Loan.

Section 2.3 Termination. Upon any termination by either of the parties hereto as expressly allowed under this Agreement: (a) Buyer shall return to Seller any informative materials concerning the Property previously delivered by Seller to Buyer; (b) any funds held by the Escrow Agent shall be delivered by the Escrow Agent to the party which this Agreement specifies is entitled thereto; and (c) the parties shall thereafter be relieved from further liability hereunder, except with respect to any obligations under this Agreement, including without limitation indemnity obligations of Buyer and/or Seller, which are expressly stated to survive any termination of this Agreement. A copy of any notice of termination allowed under this Agreement must also be sent to the Escrow Agent by the party electing to terminate.

### ARTICLE III

#### REPRESENTATIONS AND WARRANTIES; INDEMNIFICATION

Section 3.1 Seller's Representations and Warranties. Seller represents and warrants to Buyer as follows:

(a) *Authority.* Seller is a limited liability company duly organized and existing and in good standing under the laws of the State of Arizona, and is duly authorized to transact business in the State in which the Property is located. Seller has the full right and authority to enter into this Agreement and consummate the transaction contemplated by this Agreement. All requisite action has been and will be taken by and on behalf of Seller in connection with the entering into of this Agreement, the instruments referenced herein and the consummation of the transaction contemplated hereby. The persons and/or entities signing this Agreement on behalf of Seller are authorized to do so. Seller shall furnish to Buyer such documentation to evidence such authority as Buyer shall reasonably request.

(b) *Title.* To Seller's knowledge, Seller holds good and marketable fee simple title to the Property.

(c) *Consents; Binding Obligations.* Any third-party approvals or consents which may be required for Seller to enter into this Agreement or to consummate the transaction contemplated hereby have been, or will prior to Closing be, obtained by Seller. This Agreement and all documents required hereby to be executed by Seller are and shall be valid, legally binding obligations of Seller, enforceable against Seller in accordance with their terms. The execution, delivery, and performance by Seller of this Agreement and any other instruments and documents to be executed and delivered in connection with this Agreement do not, and will not, result in any violation of, or conflict with, or constitute a default under, the organizational documents of Seller, the provisions of any mortgage, deed of trust, indenture, lease, security agreement, or other instrument or agreement or any law, regulation, rule, requirement, agreement, restriction, order, writ, decree, or judgment to which Seller or the Property or by which Seller or the Property is bound or to which Seller is subject.

(d) *Contracts and Leases.* Exhibit B attached hereto and incorporated herein by reference contains a complete list of all contracts (the "*Contracts*") and leases (the "*Leases*"), respectively, currently in effect with respect to the Property, if any. All Contracts and Leases (if any) shall be terminated at or prior to the Closing unless otherwise agreed to in writing by the parties.

(e) *Violations.* As of the date of this Agreement, Seller has not received any notice of any violation of any law, ordinance, order, or requirement of any governmental authority, agency, or officer having jurisdiction against or affecting the Property or with respect to the operation of the Property for its currently intended purpose. To the knowledge of Seller, the Property is in full compliance with all applicable federal, state, and local statutes, laws, ordinances, orders, and requirements of any governmental authority, agency, or officer having jurisdiction against or affecting the Property.

(f) *Pending Proceedings.* Seller has not received any notice of any actions, investigations, suits, or proceedings (including arbitrations, grievances, judicial proceedings, administrative proceedings, and tax contests) pending, or to the best knowledge of Seller, threatened, against Seller or with respect to the Property. To Seller's knowledge, there is no litigation, investigation or proceeding pending or, to Seller's knowledge, contemplated or threatened against Seller that would impair or adversely affect Seller's ability to perform its obligations under this Agreement or under any contract, instrument or document related hereto.

(g) *Condemnation, Zoning, or Other Governmental Actions.* Seller has not received any notice of any pending or threatened requests, applications or proceedings to take any portion of the Land or to alter or restrict the zoning or other use restrictions applicable to the Land by eminent domain proceedings or otherwise.

(h) *Insurance Notices.* Seller has not received any written notice from any insurance carrier nor does Seller have any knowledge of any defects or inadequacies in the Land which, if not corrected, would result in a termination of insurance coverage or increase its cost.

(i) *Foreign Person Affidavit.* In order to induce Buyer to waive the requirement of withholding tax under Section 1445 of the Internal Revenue Code of 1986, as amended, Seller represents and warrants (and will confirm by sworn affidavit delivered at the Closing) that it is not a foreign person for purposes of said Section 1445.

(j) *Hazardous Material.* Other than as may be disclosed in the Property Information, Seller has not received any notice that (i) the Land, any part thereof, or any adjacent property has ever been used as a dump site for any Hazardous Material (as hereinafter defined); (ii) underground storage tanks are now or have ever been present at or under the Land; (iii) the Land is not in compliance with all Environmental Laws (as hereinafter defined); and (iv) there are administrative, regulatory or judicial proceedings pending or threatened against Seller with respect to the Land pursuant to, or alleging any violation of, any Environmental Laws. Seller has heretofore delivered or caused to be delivered to Buyer true, correct, legible and complete copies of all environmental reports, audits, investigations, and notices in the possession of Seller relating to the presence of Hazardous Materials on the Land. As used herein, (I) the term "*Hazardous Materials*" shall mean and include any hazardous, toxic or dangerous waste, substance or material (including without limitation petroleum and asbestos) defined as such in (or for purposes of) any Environmental Laws, and (II) the term "*Environmental Laws*" shall mean and include the comprehensive term "Environmental Response, Compensation and Liability Act", any so-called "superfund" or "superlien" law, or any other applicable federal, state or local statute, law, ordinance, code, rule, regulation, order, decree, or other requirement of any governmental authority regulating, relating to, or imposing liability or standards of conduct concerning any hazardous, toxic or dangerous waste, or substance or material, as now or hereafter in effect.

(k) *Subsurface Reports.* The Property Information includes true, correct, legible and complete copies of all engineering and other reports and studies, if any, in the possession of Seller, its contractors, agents or consultants relating to the condition of the Land, including without limitation all such reports and studies relating to any subsurface condition on the Land.

(l) *Reports.* The Property Information includes copies of all contracts, agreements, leases, documents, plans, drawings, specifications, environmental reports and other documents of material significance relating to the Property, if any, which are in the possession of Seller, its contractors, agents or consultants.

(m) *Possessory Rights.* Neither Seller nor, to the best of Seller's knowledge, any other party has entered into, and there are no outstanding offers to enter into, any contract, agreement, or understanding regarding the sale, transfer, lease, or exchange of the Property, or any part thereof, including, without limitation, purchase options, contracts for sale, or rights of first refusal, other than as set forth in this Agreement.

(n) *Utilities.* Seller makes no representation with respect to the installation or availability of any utilities and utility equipment, facilities, and services to the Land.

(o) *Encroachments.* To Seller's knowledge, there are no encroachments on the Land, and the improvements situated upon the Land, if any, do not encroach any adjoining property, easements or public or private streets.

(p) *Liens.* Seller shall not cause any liens or other encumbrances to be placed upon the Property from the Effective Date of this Agreement through the Closing and thereafter.

(q) [Intentionally Omitted].

(r) *Seller's Broker.* Except for Seller's Broker (identified in Section 6.1), Seller has not engaged any real estate broker or any other individual, corporation, limited liability company, partnership association or other business entity who is or may be entitled to a payment of a commission or other compensation arising out of the transaction contemplated hereby.

(s) *Bankruptcy.* Seller is not bankrupt or insolvent under any applicable Federal or State standard, has not filed for protection or relief under any applicable bankruptcy or creditor protection statute, and has not been threatened by creditors with an involuntary application of any applicable bankruptcy or creditor protection statute. There are no attachments, levies, executions, assignments for the benefit of creditors, receiverships, conservatorships or voluntary or involuntary proceedings in bankruptcy or pursuant to any other debtor relief laws contemplated or filed by Seller, or pending in any current judicial or administrative proceeding against Seller. Seller is not entering into the transactions described in this Agreement with an intent to defraud any creditor or to prefer the rights of one creditor over any other. Seller and Buyer have negotiated this Agreement at arms-length and the consideration paid represents fair value for the assets to be transferred. To Seller's knowledge, there are no attachments, executions, assignments for the benefit of creditors, receiverships, conservatorships, or voluntary or involuntary proceedings in bankruptcy or pursuant to any other laws for relief of debtors affecting or involving the Property.

Any reference in this Agreement to "Seller's knowledge", "the knowledge of Seller" or words of similar import shall be deemed to mean the actual knowledge, without investigation or inquiry, of Daniel D. Diethelm (the "*Designated Knowledge Party*") and shall not be construed, by imputation or otherwise, to refer to the knowledge of any property manager or broker or to any other officer, agent, manager, representative or employee of Seller, or to impose upon the Designated Knowledge Party any duty to investigate the matter to which such actual knowledge, or the absence thereof, pertains. There shall be no personal liability on the part of the Designated Knowledge Party arising out of any of the Seller's representations and warranties.

Seller shall promptly notify Buyer in writing of any material change with respect to the Property or of any event or circumstance which makes any representation or warranty of Seller under this Agreement untrue or misleading, or any covenant of Seller under this Agreement incapable or unlikely of being performed. Should Seller notify Buyer of any such change, event or circumstance, or should Buyer discover any such change, event or circumstance through its own investigations, then the impacted representation, warranty or covenant of Seller shall for all purposes be deemed modified as of (i) the date of such written notice or discovery if occurring

prior to the end of the Inspection Period, or (ii) the Closing if such notice or discovery occurs after the end of the Inspection Period.

Section 3.2 Buyer's Representations and Warranties. Buyer represents and warrants to Seller as follows:

(a) *Authority.* Buyer is a non-profit corporation duly organized and existing and in good standing under the laws of the State of Arizona, and is duly authorized to transact business in the State in which the Property is located. Buyer has the full right and authority to enter into this Agreement and consummate the transaction contemplated by this Agreement. All requisite action has been and will be taken by and on behalf of Buyer in connection with the entering into of this Agreement, the instruments referenced herein and consummating the transaction contemplated hereby. The persons and/or entities signing this Agreement on behalf of Buyer are authorized to do so.

(b) *Consents; Binding Obligations.* Any third-party approvals or consents which may be required for Buyer to enter into this Agreement or to consummate the transaction contemplated hereby have been, or will prior to Closing be, obtained by Buyer. This Agreement and all documents required hereby to be executed by Buyer are and will be valid, legally binding obligations of Buyer, enforceable against Buyer in accordance with their terms.

(c) *Investigations; Furnished Materials.* Buyer has examined and investigated, or will have examined and investigated prior to the Closing Date, to Buyer's full satisfaction the physical condition of the Property. Except as expressly set forth in this Agreement, Buyer has not relied and will not rely on, and Seller is not liable for, any information in any materials, representations or information pertaining to the Property or relating thereto made or furnished by any person representing or purporting to represent Seller, to whomever made or given, directly or indirectly, verbally or in writing.

(d) *Limited Representations.* Except as expressly set forth in this Agreement, Buyer agrees that neither Seller nor any representative of Seller has made any representations or given any warranties whatsoever regarding this transaction or any fact relating thereto, including, without limitation, any representations or warranties concerning the physical condition of the Property, access, zoning laws, environmental matters, utilities, or any other matter affecting the Property or the use thereof; and Buyer acknowledges and agrees that Seller hereby disclaims all implied warranties including any implied warranties of merchantability, habitability or fitness for a particular purpose.

(e) *"AS IS" Sale.* Except as expressly set forth in this Agreement, Buyer shall be deemed to have accepted the Property in its "as is," "where is" condition at Closing "with all faults" and Buyer hereby releases Seller from any and all liability, cost, expense, claim, obligation or judgment arising or accruing after the Closing, related to the physical condition of the Property or any work or improvement related thereto and from all obligations of Buyer that may arise or accrue after the Closing under any and all applicable state, federal or local law concerning the Property, including without limitation Environmental Laws, except to the extent caused by Seller or its agents.

Section 3.3 Indemnification. Seller shall pay, defend, protect, indemnify, and hold harmless Buyer, its officers, directors, agents, employees, contractors and consultants for, from and against any and all claims, liabilities, damages, losses, causes of action, and obligation and expenses (including reasonable attorneys' fees) incurred as a result of, or arising in connection with: (i) any acts or omission of Seller or its agents, employees, contractors or consultants, tenant, licensees or invitees occurring or arising out of events occurring with respect to the Property prior to the Closing or any liability or obligation of Seller which Buyer is not required to assume hereunder or which accrues prior to the Closing; and (ii) subject to any limitations set forth herein or therein, any misrepresentation or breach of any warranty, representation or covenant made herein or in any document, certificate or exhibit given or delivered pursuant hereto.

## ARTICLE IV

### CLOSING

Section 4.1 Time of Closing. The Closing shall take place in escrow in the offices of the Escrow Agent, on or before the date which is thirty (30) days after the expiration of the Inspection Period (the "**Closing Date**"), unless otherwise agreed in writing by Seller and Buyer at their sole discretion; *provided*, however, that Buyer may elect to proceed to Closing on an earlier date by giving written notice to Seller and Escrow Agent on or before the date which is five (5) days prior to such earlier date on which Buyer anticipates the Closing to occur.

Section 4.2 Buyer's Obligation to Close. Buyer shall not be obligated to close hereunder unless each of the following conditions shall exist on the Closing Date, or as noted otherwise:

(a) *Title Policy.* The Escrow Agent shall be prepared to issue (or be prepared to unconditionally commit to issue) the Owner's Policy (as defined in Section 1.5) and the Lender's Policy (as defined in Section 1.5), subject to the Permitted Exceptions and the other matters set forth in Section 4.4(a).

(b) *Accuracy of Representations.* Seller's representations and warranties made by Seller in Article III or in any agreement, certificate or other instrument delivered pursuant to hereto or in connection with the transaction herein contemplated must be true and correct in all material respects on and as of the Closing Date with the same force and effect as if made on and as of the Closing Date.

(c) [Intentionally Omitted].

(d) *Performance.* Seller shall have performed all covenants and obligations and satisfied all conditions required by this Agreement to be performed or satisfied by Seller on or before the Closing Date.

(e) *Notices.* On the Closing Date, Seller shall not have received notice of any pending or threatened litigation, administrative proceeding, investigation, or other form of governmental enforcement, executive or legislative proceeding which, if determined adversely, would prevent the consummation of any of the transactions herein described.



(f) *Taxes.* If, under applicable provisions of local law, the transaction herein contemplated requires notification to any state or local taxing authorities, or a clearance from such authorities, in order to permit the transfer of the Property as herein contemplated without liability to Buyer for any state or local taxes required to be paid or collected by Seller prior to the Closing Date, it shall be a further condition precedent to the obligations of Buyer hereunder that all such notification and clearance requirements shall have been complied with, and that Buyer shall have received appropriate clearances and releases of further liability, or that portions of the Purchase Price, as directed by the applicable governmental authorities, shall have been deposited in an escrow to secure payment thereof by Seller when due.

(g) *Bond Financing.* Upon terms and/or conditions satisfactory to Buyer, final approval shall have been obtained from the Lender to fund the Loan and the Loan shall have been closed and funded.

Section 4.3 *Seller's Obligation to Close.* Seller shall not be obligated to close hereunder unless each of the following conditions shall exist on the Closing Date, or as noted otherwise:

(a) *Accuracy of Representations.* Buyer's representations and warranties made by Buyer in Article III or in any agreement, certificate or other instrument delivered pursuant to hereto or in connection with the transaction herein contemplated must be true and correct in all material respects on and as of the Closing Date with the same force and effect as if made on and as of the Closing Date.

(b) *Performance.* Buyer shall have performed all covenants and obligations and satisfied all conditions required by this Agreement to be performed or satisfied by Buyer on or before the Closing Date.

Section 4.4 *Closing Deliveries.* At the Closing the following shall occur:

(a) Seller shall deliver to Escrow Agent a duly executed and acknowledged special warranty deed (the "*Deed*") in the form attached hereto as Exhibit C or otherwise acceptable to Buyer conveying good and marketable fee simple title to the Land to Buyer or Buyer's assignee or nominee subject only to (i) current (non-delinquent) taxes, assessments, improvement liens, and similar matters to be prorated between the parties at Closing; and (ii) the Permitted Exceptions.

(b) Buyer shall pay the Purchase Price as provided in Section 1.2, subject to the adjustments described in Section 4.5.

(c) Seller shall execute and deliver to Escrow Agent an affidavit that evidences that Seller is exempt from the withholding requirements of Section 1445 of the Internal Revenue Code.

(d) Seller shall deliver to Buyer original copies, executed by or on behalf of Seller, of any required real estate transfer tax declarations, or any similar documentation required to evidence the payment of any tax imposed by the state, county, and municipality on the transactions contemplated hereby.

(e) Seller and Buyer shall each deliver to the other such instruments, documents, or certificates (including certificates of public officials to the extent the same are reasonably available) as the other party or its counsel or the Escrow Agent may reasonably request in order to attest to the organization and existence of such party, its authority to execute and deliver this Agreement and to effect the transactions herein contemplated, and attesting to the taking of all necessary action to authorize the herein contemplated transactions.

(f) Seller shall deliver to Buyer such other documents, instruments, or agreements which Seller is required to deliver to Buyer pursuant to the provisions of this Agreement or any other agreement between Seller and Buyer, provided that Seller shall not, in connection with the execution and delivery of any such other documents, instruments, or agreements be obligated to incur any liabilities or obligations in addition to those otherwise herein in this Agreement contemplated.

(g) Buyer shall deliver to Seller such other documents, instruments, or agreements which Buyer may be required to deliver to Seller pursuant to the provisions of this Agreement or which may be necessary to consummate the transactions contemplated by this Agreement, provided that Buyer shall not, in connection with the execution and delivery of any such other documents, instruments, or agreements be obligated to incur any liabilities or obligations in addition to those otherwise herein in this Agreement contemplated.

(h) Seller shall have delivered to Buyer executed terminations of all Contracts and Leases set forth on Exhibit B attached hereto (if any).

Section 4.5 Closing Adjustments. The funds due at Closing pursuant to Section 1.2 shall be subject to adjustment as of the Closing Date in accordance with the following provisions:

(a) *Taxes and Assessments.* Current (non-delinquent) taxes, assessments, improvement liens, and similar matters affecting the Property shall be prorated as of the Closing Date based upon the current year's figures, or the most recent figures available, which, in such event, the parties shall adjust consistent with the current year's figures and the party to which any excess payment is due shall be reimbursed by the other party the overage within ten (10) days following demand. Prior to or at the Closing, Seller shall pay all such prorated charges prior to their becoming delinquent.

(b) *Liens and Encumbrances.* An amount sufficient to obtain the release of the Property from any Existing Financing Liens and any other monetary encumbrance placed upon the Property, which will not be assumed by Buyer or prorated between the parties, shall be paid by Seller. Seller shall not be obligated to pay, remove, or release any liens or encumbrances placed upon the Property by Buyer or arising as a result of any work performed by or other activities of Buyer regarding the Property.

(c) *Utilities.* Seller shall pay or cause to be paid all charges for utility services, if any, that are provided to the Property prior to the Closing Date.

(d) *Brokerage Commissions.* The Brokerage Commissions shall be paid by Seller at, and conditioned upon, Closing.

(e) *Closing Costs.* Seller shall pay all documentary transfer taxes (if any), one-half (½) of the escrow fees, the cost of the premium for the standard coverage portion of the Owner's Policy as set forth in Section 1.5 hereof, the costs of the recording the Deed, the cost of recording any instruments required to discharge any liens or encumbrances against the Property which Seller is obligated hereunder to discharge, and the fees and expenses of Seller's attorneys. Buyer shall pay one-half (½) of the escrow fees, the cost of any excess premium for the extended portion of the Owner's Policy, together with any endorsements that Buyer or Buyer's Lender has required, the cost of the Lender's Policy, the direct and indirect fees and costs of the Loan, the fees and costs of any surveys, appraisals, feasibility studies, engineering, soils and other reports Buyer obtains, and the fees and expenses of Buyer's attorneys.

Section 4.6 Settlement Statement. At the Closing, Seller and Buyer shall execute a closing settlement statement to reflect the credits, prorrations, and adjustments contemplated by or specifically provided for in this Agreement.

Section 4.7 Eminent Domain. If prior to the Closing all of the Land or a material portion thereof shall be taken by any governmental authority under a power of eminent domain, or if a suit relating thereto shall be filed or overtly threatened, then Buyer shall elect, by written notice to Seller not later than five (5) days following Buyer's receipt of notice from Seller of such taking or pending action, either to: (i) proceed to Closing, whereupon Seller shall assign Seller's rights to any condemnation award to Buyer, and Buyer shall not then be able to seek any other damages or compensation from Seller; or (ii) terminate this Agreement, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3. If Buyer fails to so provide such notice, Buyer shall conclusively be deemed to have elected to proceed to the Closing rather than terminate. If other than all or a material portion of the Property shall be taken, the parties shall proceed to the Closing, whereupon Seller shall assign Seller's rights to any condemnation award to Buyer, and Buyer shall not be able to seek any other damages or compensation from Seller. For purposes of this paragraph, "*material portion*" shall mean a portion, the loss of which prevents or substantially interferes with the use of the Property as a charter school facility.

Section 4.8 Casualty; Risk of Loss. If the Property is damaged by fire or other casualty prior to the Closing to the extent that it will require Ten Thousand Dollars (\$10,000) or more to repair such damage, as determined by an adjustor reasonably acceptable to Buyer and Seller (such determination being the "*Repair Estimate*"), then Buyer shall elect, by written notice to Seller within five (5) days following Buyer's receipt of the Repair Estimate, either to: (i) proceed to the Closing, whereupon (A) Seller shall assign to Buyer Seller's right to receive any casualty insurance proceeds payable as a result of such casualty damage, up to the amount of the Repair Estimate; (B) Seller shall pay to Buyer any amount, up to the deductible amount on Seller's casualty policy, by which the Repair Estimate exceeds the insurance proceeds; and (C) Buyer shall not then be able to seek any other damages or compensation from Seller; or (ii) terminate this Agreement, in which event the Earnest Money Deposit shall be returned to Buyer and this Agreement shall terminate as provided in Section 2.3. If Buyer fails to so provide such notice, Buyer shall conclusively be deemed to have elected to proceed to the Closing rather than terminate. In the event of any casualty resulting in damage that will require less than Ten Thousand Dollars (\$10,000) to repair, the parties shall proceed to the Closing, whereupon (X) Seller shall assign to Buyer Seller's right to receive any casualty insurance

proceeds payable as a result of such casualty damage, up to the amount of the Repair Estimate, (Y) Seller shall pay to Buyer any amount, up to the deductible amount on Seller's casualty policy, by which the Repair Estimate exceeds the insurance proceeds, and (Z) Buyer shall not then be able to seek any other damages or compensation from Seller. Notwithstanding the foregoing, until the Closing, all risk of loss as to the Property shall remain with Seller.

## ARTICLE V

### BREACH; REMEDIES

Section 5.1 *Breach by Seller.* Time is of the essence of Seller's obligations hereunder. If Seller, by reason of any breach or default by Seller, fails to comply with any of its obligations hereunder and such failure shall continue for a period of five (5) days after Seller's receipt of written notice from Buyer of such breach or default, and provided that Buyer is not then in breach or default of its obligations hereunder, then, Buyer, at Buyer's option, shall be entitled to (i) terminate this Agreement by written notice to Seller, in which event this Agreement shall terminate as provided in Section 2.3, and Seller shall reimburse Buyer its reasonable actual and documented out-of-pocket costs up to a maximum of \$10,000.00, and the Earnest Money Deposit shall be returned to Buyer; (ii) waive such breach and proceed to the Closing; or (iii) seek specific performance of the conveyance of the Property against Seller. Notwithstanding the foregoing, if specific performance is not available as a remedy due to an act of Seller, Buyer may exercise any rights or remedies available at law or in equity, including, without limitation, a claim for Buyer's actual and documented out-of-pocket costs and other actual damages.

Section 5.2 *Breach by Buyer.* Time is of the essence of Buyer's obligations hereunder. If Buyer fails to complete the acquisition on the Closing Date as herein provided that constitutes a breach or default hereunder, and such failure shall continue for a period of five (5) days after Buyer's receipt of written notice from Seller of such breach or default, and provided that Seller is not then in breach or default of its obligations hereunder, then, Seller, as Seller's sole and exclusive remedy, shall be entitled to terminate this Agreement by written notice to Buyer, in which event this Agreement shall terminate as provided in Section 2.3 and to retain as liquidated damages the Earnest Money Deposit, in full and complete satisfaction of all damages suffered by reason of Buyer's default. Notwithstanding any such termination, Seller shall have the continuing right to enforce any surviving obligations provided for in this Agreement.

## ARTICLE VI

### GENERAL PROVISIONS

Section 6.1 *Commissions.* Seller represents and warrants to Buyer, and Buyer represents and warrants to Seller, that no broker, finder or consultant has been engaged by them, respectively, other than Commercial Properties Inc. (Bob Deininger) (the "**Seller's Broker**"), representing Seller, as Seller's agent, and Eisenberg Company (Ryan Amato) (the "**Buyer's Broker**"), representing Buyer, as Buyer's agent (collectively, the "**Brokers**") in connection with the execution of this Agreement or the consummation of the transaction

contemplated hereby. The parties agree that, if any person other than the Brokers ("**Claimant**") asserts a claim to a finder's fee, brokerage commission, or other compensation on account of alleged employment as a finder, broker, or other consultant or agent in connection with the transaction embodied by this Agreement, it will indemnify and hold the other party harmless from and against any such claim and all costs, expenses, and liabilities incurred in connection with such claim or any action or proceeding brought on such claim, including, but not limited to, counsel and witness fees and court costs in defending against such claims. This indemnity obligation shall survive the Closing or any earlier termination of this Agreement. The commissions to the Brokers shall be payable as follows: (i) three percent (3%) of the Purchase Price to Seller's Broker; and (ii) three percent (3%) of the Purchase Price to Buyer's Broker (collectively, the "**Broker Commissions**"). The Broker Commissions shall be payable at the Closing if and when the escrow closes and Seller receives the full net proceeds of the sale.

Section 6.2 Notices. All notices, demands, requests, consents, approvals, or other instruments required or permitted to be given pursuant hereto shall be in writing and shall, subject to Section 6.5, be deemed to have been given and received upon: (i) receipt, if hand delivered; (ii) transmission, if delivered by facsimile transmission; (iii) the next business day, if delivered by a nationally recognized overnight courier service; (iv) the third business day following the day of deposit with the United States Postal Service of such notice as registered or certified mail, return receipt requested; or (v) transmission, if delivered by e-mail and received prior to 5:00 p.m., Phoenix, Arizona time on a business day (provided the person sending same received confirmation of delivery of such transmission by the intended party) and immediately followed by one of the other methods described herein. Notices shall be provided to the addresses (or facsimile numbers, as applicable) specified below:

If to Seller: NP Note 7, LLC  
Attn: Dan Diethelm  
6109 North Palo Cristi  
Paradise Valley, AZ 85253  
Telephone: (480) 425-0101 x101  
Facsimile: NA  
Email: [dandiethelm@gmail.com](mailto:dandiethelm@gmail.com)

with a copy to: Rusty Brown, Esq.  
245 West Berridge Lane  
Phoenix, AZ 85013  
Telephone: (602) 265-8085  
Facsimile: (602) 265-8087  
Email: [rusty@rbrownlaw.com](mailto:rusty@rbrownlaw.com)

If to Buyer: Arizona Montessori Charter School at Anthem  
Attention: Dameon Blair  
41900 N. 42<sup>nd</sup> Avenue  
Phoenix, AZ 85086  
Telephone: (623) 551-5083  
Email: [dameon.blair@caurusacademy.org](mailto:dameon.blair@caurusacademy.org)

and

Gaurav Auditya  
c/o Arizona Montessori Charter School at Anthem  
41900 N. 42<sup>nd</sup> Avenue  
Phoenix, AZ 85086  
Email: [Gaurav.Auditya@AssetMark.com](mailto:Gaurav.Auditya@AssetMark.com)

With a copy to: Buchalter  
Attention: William Gelm, Esq. and Donna Ong, Esq.  
16435 N. Scottsdale Road, Suite 440  
Scottsdale, AZ 85254  
Telephone: 480-383-1800  
Facsimile: 480-824-9400  
Email: [wgelm@buchalter.com](mailto:wgelm@buchalter.com) and [dyong@buchalter.com](mailto:dyong@buchalter.com)

If to the Escrow Agent: Fidelity National Title  
60 E. Rio Salado Parkway, #1102  
Tempe, AZ 85281  
Attention: Christine Hughes  
Telephone: (480) 214-4548  
Facsimile: (480) 214-1752  
Email: [Christine.Hughes@fnf.com](mailto:Christine.Hughes@fnf.com)

Seller or Buyer may at any time change its address for such notices by delivering to the other, as aforesaid, a notice of such change.

Section 6.3 Further Assurances. Each of the parties hereto undertakes and agrees to execute and deliver such documents, writings and further assurances as may reasonably be required to carry out the intent and purpose of this Agreement, which obligation shall survive the Closing.

Section 6.4 Amendment; Waiver; Entire Agreement. No change or modification of this Agreement will be valid unless the same is in writing and signed by the parties hereto. No waiver of any of the provisions of this Agreement will be valid unless in writing and signed by the party against whom it is sought to be enforced. This Agreement contains the entire agreement between the parties relating to the purchase and sale of the Property. All prior negotiations between the parties are merged in this Agreement, and there are no promises, agreements, conditions, undertakings, warranties, or representations, oral or written, express or implied, between the parties other than as herein set forth.

Section 6.5 Dates and Times. Time is of the essence of this Agreement. Unless expressly stated otherwise, all time periods shall be measured in calendar days. If any date set forth in this Agreement for the delivery of any document or notice or the happening of any event (such as, for example, the expiration of the Inspection Period) should, under the terms hereof, fall on a weekend or a federal holiday or a holiday recognized in the State of Arizona, then such date shall be automatically extended to the next succeeding business day. Deliveries

or events occurring subsequent to 5:00 p.m. Phoenix, Arizona time on a business day in the location of occurrence shall be deemed to have occurred on the next business day (e.g., notices due on a certain date must be received by 5:00 p.m. Phoenix, Arizona time on such date).

Section 6.6 *Governing Law.* This Agreement shall be construed and enforced in accordance with the laws of the State of Arizona. Any and all recitals or disclosures required by such laws or necessary thereunder to effectuate the expressed intent of the parties herein are hereby deemed incorporated into this Agreement by this reference; provided that should any such incorporated provision conflict with the express printed provisions hereof, the latter shall in all respects be controlling.

Section 6.7 *Headings.* The section headings, which appear in some of the Sections of this Agreement, are for purposes of convenience and reference and are not in any sense to be construed as modifying the Sections in which they appear.

Section 6.8 *Assignment.* Except as otherwise provided in this Section 6.8, Buyer shall not have the right to assign this Agreement, and Buyer's rights and obligations hereunder, without the prior written consent of Seller, which consent Seller shall not unreasonably withhold, condition or delay. Notwithstanding the foregoing, Buyer may, at least five (5) days prior to the Closing Date, assign this Agreement and Buyer's interest under this Agreement to an affiliated entity of Buyer that controls, is controlled by, or is under common control with Buyer, without Seller's prior written consent. Unless agreed to in writing by Seller, no assignment shall relieve the named Buyer herein from its obligations under this Agreement. Seller acknowledges that Buyer intends to change its corporate name prior to the Closing Date, and such change in corporate name will not constitute an assignment or require Seller's consent.

Section 6.9 *Successors and Assigns.* Subject to Section 6.8 herein, this Agreement is binding upon and shall inure to the benefit of the parties and their respective heirs, personal representatives, successors, and assigns.

Section 6.10 *Survivability.* All covenants and agreements of the parties, including, but not limited to, all indemnity obligations, which, by the context of this Agreement, are to be performed after or are to survive the termination of this Agreement or the Closing, will, as the case may be, survive the Closing or the termination of this Agreement.

Section 6.11 *Counterparts.* This Agreement may be executed in one or more counterparts, each of which shall constitute an original but all of which together shall constitute one and the same agreement. A manual signature on this Agreement, an image of which shall be transmitted electronically, will constitute an original signature for all purposes. The delivery of copies of this Agreement, including executed signature pages where required, by electronic transmission will constitute effective delivery of this Agreement.

Section 6.12 *Nonrecording.* The parties hereto agree that neither this Agreement nor any notice or memorandum thereof will be recorded in any public records. Violation of this provision will constitute a default hereunder by the party violating this provision.

Section 6.13 Attorneys' Fees. In the event of any action at law or in equity between Seller and Buyer to enforce any of the provisions and/or rights under this Agreement or on account of a breach of any term or provision hereof, the unsuccessful party to such litigation agrees to pay to the prevailing party all costs and expenses, including reasonable attorneys' fees, incurred therein by such prevailing party, including any such costs and expenses incurred in any appeal, and if such prevailing party shall recover judgment in any action or proceeding, such costs, expenses and fees shall be included in and as a part of such judgment. As used herein the term "*prevailing party*" means the party to such litigation that receives, whether by settlement or judgment, substantially the relief prayed for in such litigation. This provision will survive the Closing or any termination of this Agreement.

Section 6.14 Construction. The terms and provisions of this Agreement represent the results of negotiations between Seller and Buyer, each of which are financially sophisticated parties and each of which has been represented or been given the opportunity to be represented by counsel of its own choosing, and neither of which has acted under any duress or compulsion, whether legal, economic or otherwise. Consequently, the terms and provisions of this Agreement shall be interpreted and construed in accordance with their usual and customary meanings, and Seller and Buyer each hereby waive the application of any rule of law which would otherwise be applicable in connection with the interpretation and construction of this Agreement that ambiguous or conflicting terms or provisions contained in this Agreement shall be interpreted or construed against the party whose attorney prepared the executed Agreement or any earlier draft of the same. The parties agree that, regardless of which party provided the initial form of this Agreement, drafted or modified one or more provisions hereof, or compiled, printed or copied this Agreement, this Agreement shall be construed solely as an offer to purchase from Buyer, executed by Buyer and provided to Seller for acceptance on the terms set forth herein, which acceptance and the existence of a binding agreement between Buyer and Seller shall be evidenced by the execution hereof by Seller.

Section 6.15 No Personal Liability; Indemnity. Seller and Buyer agree that: (a) there will be absolutely no personal liability on the part of any shareholder, director, officer, employee or agent of Buyer or Seller with respect to any of the terms, covenants and conditions of this Agreement; and (b) any indemnity obligations in this Agreement running in favor of either Buyer or Seller shall also run in favor of the respective shareholders, directors, officers, members, partners, employees and agents of Buyer or Seller.

Section 6.16 Liabilities Not Assumed. Except as otherwise herein expressly provided, Buyer will not, and will not by virtue of the transactions herein set forth, be deemed to have assumed or agreed to pay, perform, or discharge any liabilities of Seller, whether or not the same relate to the Property or were incurred in connection with the ownership, use, management or, operation thereof by Seller or by any person acting through, or on behalf of Seller, it being the understanding and agreement of the parties hereto that Buyer will assume only those liabilities of Seller with respect to the Property expressly herein provided for.

Section 6.17 No Agency. None of the provisions herein shall be construed to establish an agency, partnership or joint venture relationship between Seller and Buyer for any purpose.



Section 6.18 Survival of Covenants, Agreements, Representations and Warranties. All covenants, agreements, representations and warranties set forth in this Agreement shall survive the Closing and shall not merge into the Deed or any other instrument executed and delivered in connection with the transactions herein contemplated; provided, however, that the representations of Seller set forth in Section 3.1 hereof shall survive the Close of Escrow for a period of twelve (12) months only.

Section 6.19 Recitals Incorporated. The recitals set forth at the beginning of this Agreement are hereby incorporated into this Agreement as if fully set forth herein.

Section 6.20 Confidentiality. Except as otherwise required by law, Buyer and Seller agree to keep the terms and conditions of this Agreement and the transactions described herein confidential and not disclose the contents of this Agreement or such transactions to any third party other than attorneys, accountants or professional advisors hired in connection with the transaction and/or the bond financing, except with the written consent of the other party. This confidentiality obligation shall terminate upon the Closing of this transaction.

**[The remainder of this page intentionally left blank.]**

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives as of the date first written above.

SELLER:

NP NOTE 7, LLC, an Arizona limited liability company

By: 

Its: Manager

BUYER:

ARIZONA MONTESSORI CHARTER SCHOOL AT ANTHEM, an Arizona nonprofit corporation

By: \_\_\_\_\_

Its: \_\_\_\_\_

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives as of the date first written above.

SELLER:

NP NOTE 7, LLC, an Arizona limited liability company

By: \_\_\_\_\_

Its: \_\_\_\_\_

BUYER:

ARIZONA MONTESSORI CHARTER SCHOOL AT ANTHEM, an Arizona nonprofit corporation

By:           *Dan Blum*          

Its:           *President / Director*

Escrow Agent's Acceptance

Accepted and agreed to this 20<sup>th</sup> day of July, 2018, which shall be deemed the date of "*Opening of Escrow*" for the foregoing Purchase and Sale Agreement, by:

FIDELITY NATIONAL TITLE

By: Cristine J. Nyles

Its: VP

**EXHIBIT A**  
**TO PURCHASE AND SALE AGREEMENT**  
**LEGAL DESCRIPTION**

*(To Be Confirmed on Title Commitment)*

THE NORTH HALF OF THE NORTH HALF OF THE NORTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 10, TOWNSHIP 6 NORTH, RANGE 2 EAST OF THE GILA AND SALT RIVER BASE AND MERIDIAN, MARICOPA COUNTY, ARIZONA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHWEST CORNER OF SAID SECTION 10;

THENCE SOUTH 00 DEGREES 04 MINUTES 00 SECONDS EAST, 349.00 FEET ALONG THE WEST LINE OF SAID SECTION 10;

THENCE EAST 1254.18 FEET ALONG A LINE PARALLEL TO THE NORTH LINE OF SAID SECTION 10 TO A POINT ON THE WEST RIGHT OF WAY LINE OF THE PHOENIX-ROCK SPRINGS HIGHWAY;

THENCE NORTH 01 DEGREES 10 MINUTES WEST 349.07 FEET (CHORD LENGTH OF CURVE) ALONG SAID WEST RIGHT OF WAY LINE TO A POINT ON THE NORTH LINE OF SAID SECTION 10;

THENCE WEST 1247.47 FEET TO THE POINT OF BEGINNING;

EXCEPT ALL COAL AND OTHER MINERALS AS RESERVED IN THE PATENT OF SAID LAND.

MARICOPA COUNTY APN: 202-22-007

**EXHIBIT B**  
**CONTRACTS AND LEASES**  
NONE

EXHIBIT C

SPECIAL WARRANTY DEED

WHEN RECORDED RETURN TO:

BUCHALTER  
16435 N. Scottsdale Road, Suite 440  
Scottsdale, Arizona 85254  
Attn: William J. Gelm, Esq.  
A7617-9

---

*(Space above this line for Recorder's use)*

SPECIAL WARRANTY DEED

FOR AND IN CONSIDERATION of the sum of Ten and No/100 Dollars and other good and valuable consideration, NP NOTE 7, LLC, an Arizona limited liability company ("**Grantor**"), does hereby grant, sell and convey to \_\_\_\_\_ ("**Grantee**") the following real property situated in Maricopa County, Arizona, together with all improvements thereon and all rights and privileges appurtenant thereto, including, but not limited to, all right, title, and interest of Grantor in and to all governmental permits, licenses, certificates, and authorizations, including, without limitation, certificates of occupancy, relating to the use or operation of the real property and improvements thereon (if any), to the extent that they are assignable to Grantee (the "**Property**");

*See Exhibit "A" attached hereto and made a part hereof;*

to have and to hold the same, together with all and singular the rights and appurtenances thereto in anywise belonging unto Grantee, its successors and assigns forever.

SUBJECT TO: current (non-delinquent) taxes, assessments, reservations in patents and all easements, rights-of-way, encumbrances, covenants, conditions, and restrictions as may appear of record;

And the Grantor hereby binds itself and its successors to warrant the title to the Property as against all acts of the Grantor herein and no other, subject to the matters above set forth.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Grantor has executed this Special Warranty Deed this  
\_\_\_\_ day of \_\_\_\_\_, 201\_\_\_\_.

“GRANTOR”:

NP NOTE 7, LLC, an Arizona limited liability  
company

By: \_\_\_\_\_

Its: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

STATE OF ARIZONA        )  
  ) ss.  
COUNTY OF MARICOPA    )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_,  
201\_\_, by \_\_\_\_\_, the \_\_\_\_\_ of NP NOTE 7, LLC, an  
Arizona limited liability company, on behalf of said corporation, whose identity was proved to  
me on the basis of satisfactory evidence to be the person whose name is subscribed to this  
document, and who acknowledged that he signed the above document.

\_\_\_\_\_  
Notary Public

My Commission Expires:

STATE OF ARIZONA        )  
  ) ss.  
COUNTY OF MARICOPA    )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_,  
201\_\_, by \_\_\_\_\_, the \_\_\_\_\_ of NP NOTE 7, LLC, an  
Arizona limited liability company, on behalf of said corporation, whose identity was proved to  
me on the basis of satisfactory evidence to be the person whose name is subscribed to this  
document, and who acknowledged that he signed the above document.

\_\_\_\_\_



Notary Public

My Commission Expires:

EXHIBIT "A" TO SPECIAL WARRANTY DEED  
LEGAL DESCRIPTION



City of Phoenix

## CERTIFICATE OF OCCUPANCY

**MAIL TO:**

AZ SHADE DESIGN & CONSULTING LLC  
2416 W CLEARVIEW TRL  
ANTHEM, AZ 85086

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

**SUBJECT ADDRESS:** 42101 N 41ST DR  
**OWNER:** K2H DESERT NORTH LLC  
348-1917 W 4TH AVE  
VANCOUVER BC, BC V6J 1M7

**CERTIFICATE #:** 1401322      **BUILDING PERMIT:** S 14003686  
**ISSUED:** 28-MAR-2014      **PERMIT DESC:** VALLEY CHRISTIAN- STE 101 SHADE CAN  
**PROJECT:** AFP I-0563 - K2H DESERT NORTH - AFP

**FLOOR AREA:** 722

**AUTHORIZED USE AND OCCUPANCY:** I:E

phrp0101 rev 1.11.XI

**EFFECTIVE BUILDING CODES:** 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.

**TYPE OF BUSINESS:** SCHOOL- STE 101      **LOG#:** LPRM 1406027      **PROJECT#:** AFP I-563

**SITE INSP(N) SPECIAL EGRESS CONTROL (N)**

**SERINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)**

**DEFERRED SUBMITTAL (N)**

**SPEC PER PCC SEC. 1704 (Y: PIER FOUNDATIONS, SOILS, INSPECTION OF FABRICATORS, STEEL CONSTRUCTION, CONCRETE CONSTRUCTION, EXPANSION/EPOXY ANCHOR BOLTS) FIELD PROCESS CERTIFICATE      STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N)**

**ELEC OBS PCC SEC. 2704 (N) WATER METERS: SECONDARY BACKFLOW (N)**

**SCOPE OF WORK:** BLDG STRUC      **ZONING:** C-2      **REVIEWER:** JLIN  
**INSPECTOR:** RICHARD ROSS 602-591-1136

**DESCRIPTION OF WORK:** CONSTRUCTION OF A 19'X28' SHADE SAIL USED FOR CHILDREN TO PLAY UNDER OCCUPYING 8-10 YOUNG CHILDREN ALONG THE EAST WALL OF SUITE 101.

**OCC:E INDOOR SQUARE FOOTAGE:** 14,940 SF = 479 OCC - EXT. CANOPY 722/50= 15 OCC



City of Phoenix

# CERTIFICATE OF OCCUPANCY

MAIL TO:  
 C 3 CONSTRUCTION INC  
 3335 E INDIAN SCHOOL RD  
 PHOENIX, AZ 85018

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 42101 N 41ST DR 101  
 OWNER: GUST ROSENFELD HOLDING COMPANY V LLC  
 2535 ROUNDHILL DR  
 BLOOMINGTON, IN 47408

CERTIFICATE #: 1002270                      BUILDING PERMIT: BLD 10006411  
 ISSUED: 03-JUN-2010                      PERMIT DESC: GREAT HEARTS ACADEMIES-STE 101  
 PROJECT: 98-9277 - ANTHEM

FLOOR AREA: 14,874  
 AUTHORIZED USE AND OCCUPANCY: I/E

phcp0101 rev 1.1.01

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IEBC, 2006 IBC, 2009 NEC, 2006 IMC, 2006 UPC, 2006 IPC, 2006 IFGC

TYPE OF BUSINESS: SCHOOL SUITE 101 LOG#: LPRR 1000197  
 PROJECT#: 98-9277      SITE INSP (N) SPECIAL EGRESS CONTROL (N) SPRINKLERS (Y)  
 FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N) DEFERRED SUBMITTAL (N)  
 SFBC PER PCC SEC. 1704 (N) STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N)  
 ELEC OBS PCC SEC. 2704 (N)  
 WATER METERS: N/A      SECONDARY BACKFLOW (N)

SCOPE OF WORK: BLDG ELMS MECH ELEC  
 ZONING: C-3 PCD  
 REVIEWER: KAL/CJL

DESCRIPTION OF WORK: COMBINING PREVIOUS APPROVED SUITES 101, 116, 124, & 122 FOR A CHANGE OF OCCUPANCY TO AN "E" OCCUPANCY SCHOOL AS SUITE 101. REMODEL EXISTING INTERIOR SPACE TO INCLUDE DEMO OF EXISTING INTERIOR PARTITIONS, CONSTRUCTION OF NEW INTERIOR PARTITIONS, AND M, P & E TO SUIT NEW FLOOR PLAN.

\*\*\*FIRE ALARM SYSTEM REQUIRED: \*\*A FIRE ALARM SYSTEM IS REQUIRED PER IRC 907.2.3. CONTACT THE PHOENIX FIRE DEPARTMENT AT (602)252-6771 TO DETERMINE THE SEPARATE FIRE DEPARTMENT PERMITS THAT MAY BE REQUIRED FOR THIS PROJECT PRIOR TO APPROVAL OF THE CERTIFICATE OF COMPLETION OR CERTIFICATE OF OCCUPANCY\*\*\*



City of Phoenix

## CERTIFICATE OF OCCUPANCY

**MAIL TO:**

C AND M HOMES L L C  
P O BOX 20456  
FOUNTAIN HILLS, AZ 85269

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

**SUBJECT ADDRESS:** 42101 N 41ST DR  
**OWNER:** K2H DESERT NORTH LLC  
348-1917 W 4TH AVE  
VANCOUVER BC, BC V6J 1M7

**CERTIFICATE #:** 1202811      **BUILDING PERMIT:** BLD 12011129  
**ISSUED:** 26-JUL-2012      **PERMIT DESC:** STE # 140 & 148  
**PROJECT:** AFP I-0563 - K2H DESERT NORTH - AFP

**FLOOR AREA:** 3,106

**AUTHORIZED USE AND OCCUPANCY:** I:E

phrp0101 rev 1.1 ki

**EFFECTIVE BUILDING CODES:** 2006 IRC, 2006 IECC, 2006 IBC, 2008 NEC, 2006 IMC, 2006 UPC, 2006 IFC, 2006 IFGC

**TYPE OF BUSINESS:** GREAT HEARTS ANTHEM      **LOG#:** LPRR 1201709      **PROJECT#:** I-563

~~SITE INSP (N) SPECIAL EGRESS CONTROL (N)~~

**SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)**

**DEFERRED SUBMITTAL (N)**

**SPEC PER PCC SEC. 1704 (N) STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N) ELEC OBS PCC SEC. 2704 (N)**

**WATER METERS: SECONDARY BACKFLOW (N)**

**SCOPE OF WORK:** BLDG PLMB MECH ELEC

**ZONING:**

**REVIEWER:** RICHARD ROSS 602-501-1136

**DESCRIPTION OF WORK:** SMALL TENANT IMPROVEMENT OF TWO SUITES IN EXISTING SHELL BUILDING. REWORK LIGHTING, GRID, AND MECHANICAL. INSPECTIONS TO BE DONE BY AFP INSPECTORS.



City of Phoenix

# CERTIFICATE OF OCCUPANCY

**MAIL TO:**

WILLMENG CONSTRUCTION  
2048 N 44TH ST SUITE 200  
PHOENIX, AZ 85008

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

**SUBJECT ADDRESS:** 42101 N 41ST DR  
**OWNER:** 42101 & 42105 N 41ST DR LLC  
42105 N 41ST DR # 120  
PHOENIX, AZ 85086

**CERTIFICATE #:** 1804740                      **BUILDING PERMIT:** BLD 18019312  
**ISSUED:** 13-AUG-2018                      **PERMIT DESC:** PBI - CAURUS ACADEMY-STE 101 REMO  
**PROJECT:** 98-9277 - ANTHEM

**FLOOR AREA:** 7,370

**AUTHORIZED USE AND OCCUPANCY:** I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.

TYPE OF BUSINESS: PBI - CAURUS ACADEMY-STE 101 REMODEL/EXPANSION LOG#: LPBI 1803847 PROJECT#: 98-9277

SPRINKLERS: (Y) FIRE ALARM: (Y) EMERGENCY LIGHTING: (Y) ELEVATORS: (N)

SPECIAL EGRESS CONTROL: (N) SPECIFIC BUILDING INFO: (N) DEFFERED SUBMITTAL: (N)

SPECIAL INSPECTIONS (1705): STRUCTURAL (N), ELECTRICAL (N), MECHANICAL (N), PLUMBING (N)

OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL(N) MECHANICAL (N) PLUMBING (N)

WATER SUPPLY: SECONDARY BACKFLOW: (N)

ZONING: C-2 PCD

REVIEWER: JASON LINDSEY/PBI

DESCRIPTION OF WORK: TENANT IMPROVEMENT TO EXPAND EXISTING SCHOOL INTO FOUR ADJACENT VACANT SUITES. MINOR IMPROVEMENTS TO EXISTING OFFICE TENANT SPACES TO CONVERT FOR NEW CLASSROOMS. IMPROVEMENTS INCLUDE: (2) NEW SINGLE OCCUPANT ACCESSIBLE RESTROOMS, NEW PARTITIONS TO CREATE A CORRIDOR TO ACCESS 6 NEW CLASSROOMS, MODIFY EXISTING MECHANICAL, ELECTRICAL AND PLUMBING FOR NEW LAYOUT.

OCC:E EXISTING OCCUPANCY: 479 EXPANSION OCCUPANCY: 254 TOTAL: 733

ALL WORK SUBJECT TO FIELD INSPECTOR'S APPROVAL. APPROVED PLANS MAY BE REQUIRED. \*\*\*INSPECTIONS REQUIRED PRIOR TO STARTING WORK. INSPECTION REQUEST PHONE NUMBER (602) 495-0800\*\*\*



City of Phoenix

# CERTIFICATE OF OCCUPANCY

**MAIL TO:**

MAGNUS GROUP INC  
10115 E BELL RD STE 107-480  
SCOTTSDALE, AZ 85260

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

**SUBJECT ADDRESS:** 41900 N 42ND AVE  
**OWNER:** SPV DEVELOPMENT INC  
7720 N 16TH ST STE 360  
PHOENIX, AZ 85020

**CERTIFICATE #:** 1100181                      **BUILDING PERMIT:** BLD 10010856  
**ISSUED:** 18-JAN-2011                      **PERMIT DESC:** SCHOOL BLDG  
**PROJECT:** 10-1471 - CAURUS ACADEMY

**FLOOR AREA:** 18,241

**AUTHORIZED USE AND OCCUPANCY:** I:E

php0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IECC, 2006 IBC, 2008 NEC, 2006 IMC, 2006 UPC, 2006 IFC, 2006 IFGC

TYPE OF BUSINESS: SCHOOL    LOG#: LPRX 1001148    PROJECT#:10-147    SITE INSP(N) SPECIAL EGRESS CONTROL (N)  
SPRINKLERS (Y)    FIRE ALARM (Y)    EMERGENCY LIGHTING (Y)    ELEVATORS (N)  
DEFERRED SUBMITTAL (Y)WOOD TRUSSES

SPEC PER PCC SEC. 1704 (Y)SOILS,STEEL,CONCRETE,MASONRY,ANCHORS    STR SEC. 1709 (N)    ELEC PCC SEC. 2703 (Y)    ELEC  
OBS PCC SEC. 2704 (N)    MECH PCC SEC. 2802 (Y-DUCT SMOKE DETECTOR TESTING)    MECH OBS PCC SEC. 2803 (N)    PLMG PCC  
SEC. 2903 (N)    PLMG OBS PCC SEC. 2904 (N)

WATER METERS: ONE NEW 1-1/2" PD DOMESTIC W/1-1/2" RPBFP & ONE NEW 1-1/2" LS IRRIGATION W/1-1/2" RPBFP    SECONDARY  
BACKFLOW (Y)

SCOPE OF WORK: BLDG STRUC PLMB MECH ELEC PLAT  
ZONING: CP/GCP  
REVIEWER: TM4- MSI

DESCRIPTION OF WORK: BUILD OUT OF A CHARTER SCHOOL TO ACCOMMODATE CLASSROOMS, ADMINISTRATIVE OFFICES AND A MULTI-  
USE SPACE. 650 TOTAL OCCUPANTS PRIMARILY E OCCUPANCY.

\*\*\* WATER SERVICES DEPARTMENT APPROVAL AND A BUILDING CODE MODIFICATION APPROVAL IS REQUIRED FOR THE SEWER  
CROSSING A PROPERTY LINE! UNTIL THIS IS COMPLETED, THE SEWER TAP INTO THE MANHOLE IS NOT PERMITTED, AND NO FINAL 1




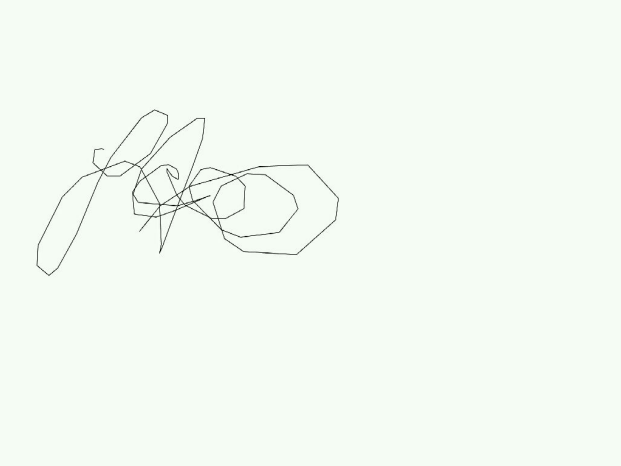
**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal



**ARIZONA STATE FIRE MARSHAL - Tuesday, March 28, 2017 10:08:04 AM (Jacob Avila)**

User Name	Jacob Avila	
User #	6027856942	
Form Started	3/28/2017 10:08:04 AM	
Form Submitted	3/28/2017 10:25:36 AM	
Inspection Date	Tuesday, March 28, 2017	
OSFM Facility ID	14336	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	K-8	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	CAURUS ACADEMY	
Facility Address	41900 N 42ND AVE	
City	ANTHEM	
County	Maricopa	
Contact for Inspection	LORI EVERSON	
Contact Phone Number	623-551-5083	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.364.1003
DEPUTY FIRE MARSHAL:	Jacob Avila: 81	



Inspector Signature	[Signature] 
Phone	(602) 785-8699
Permit Inspection	No
Type of Inspection	Scheduled
Inspection	Periodic Fire Safety Inspection
<b>Inspection Results</b>	
1 Violation Type	No Violations
Congratulations	At time of inspection this facility had no vilolations of the Arizona State Fire Code noted.,Approved for DES licensure for three years.,Approved for DHS licensure for three years. ,Approved for state licensure.
Violation Type	N/A
Comments	CAMPUS WIDE; DESKS, CHAIRS, ETC SHALL NOT BE IN HALLWAYS. ELECTRICAL ROOM BREAKER SHALL BE CLEAR. EVACUATION MAPS SHALL BE UPDATED.
Tag	Pass
Inspection Time	2.0
Travel Time	1.5
Mileage From Office	32.0
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
Report received by	[Signature] 
Send Email To:	LORI.EVERSON@CAURUSACADEMY.ORG
Date	Tuesday, March 28, 2017



**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Tuesday, August 07, 2018 2:05:30 PM (Virgil Esmont)

User Name	Virgil Esmont	
User #	6027620634	
Form Started	8/7/2018 2:05:30 PM	
Form Submitted	8/7/2018 2:14:57 PM	
Inspection Date	Tuesday, August 07, 2018	
OSFM Facility ID	15456	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	High School	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	Caucus Academy	
Facility Address	42101 N. 41st Drive	
City	Phoenix	
County	Maricopa	
Contact for Inspection	Firetrol Protection Systems	
Contact Phone Number	4802946970	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Virgil Esmont 86	

Inspector Signature

[Signature]



Phone

(602) 785-8699

Permit Inspection

No

Type of Inspection

Scheduled

Inspection

Periodic Fire Safety Inspection

Inspection Results

1 Violation Type

No Violations

Congratulations

At time of inspection this facility had no violations of the Arizona State Fire Code noted. Approved for DES licensure for three years. Approved for DHS licensure for three years. Approved for state licensure.

Violation Type

N/A

Comments

CHECKLIST SIGNED AND COMPLETED. (HEATHER CAMPBELL)

Tag

Pass

Inspection Time

2.0

Travel Time

1.0

Mileage From Office

31.0

Fire Code Compliance Status

The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Report received by

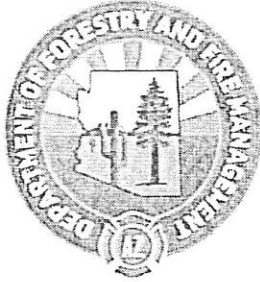
HEATHER CAMPBELL

Send Email To:

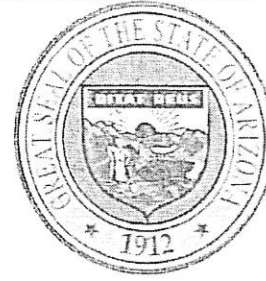
HEATHER.CAMPBELL@CAURUSACADEMY.ORG

Date

Monday, October 30, 2017



**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal



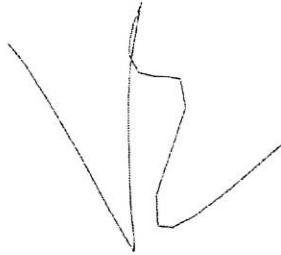
ARIZONA STATE FIRE MARSHAL - Monday, October 30, 2017 11:07:25 AM (Jacob Avila)

User Name	Jacob Avila
User #	6027856942
Form Started	10/30/2017 11:07:25 AM
Form Submitted	10/30/2017 11:11:30 AM
Inspection Date	Monday, October 30, 2017
OSFM Facility ID	15456
Occupancy Classification	E
Ownership	Public Property
Property Usage	School
School Type	Elementary
Fire Alarm Coverage	Full Coverage
Fire Alarm System Monitored	Yes
Fire Sprinkler Coverage	Full Sprinkler Coverage
Facility Name	CAURUS ACADEMY
Facility Address	42101 N 41ST DRIVE
City	PHOENIX
County	Maricopa
Contact for Inspection	HEATHER CAMPBELL
Contact Phone Number	623-466-8187
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007
DEPUTY FIRE MARSHAL:	Jacob Avila: 81

1110 West Washington St.  
(O) 602.771.1400

Inspector Signature

[Signature]



Phone (602) 620-4058

Permit Inspection Yes

Permit Number 19-82

Permit Type FA

Type of Inspection Construction

Inspection Fire Alarm Final

Inspection Results

1 Approved

Comments

This fire alarm system is approved as installed  
Fire Alarm System Approved, Small T.I. HORNS AND STROBES  
ONLY.

Tag Pass

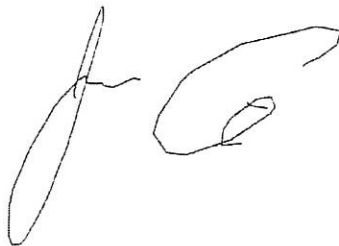
Inspection Time 1.0

Travel Time 1.0

Mileage From Office 32.0

Fire Code Compliance Status The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Report received by [Signature]



Final Inspection

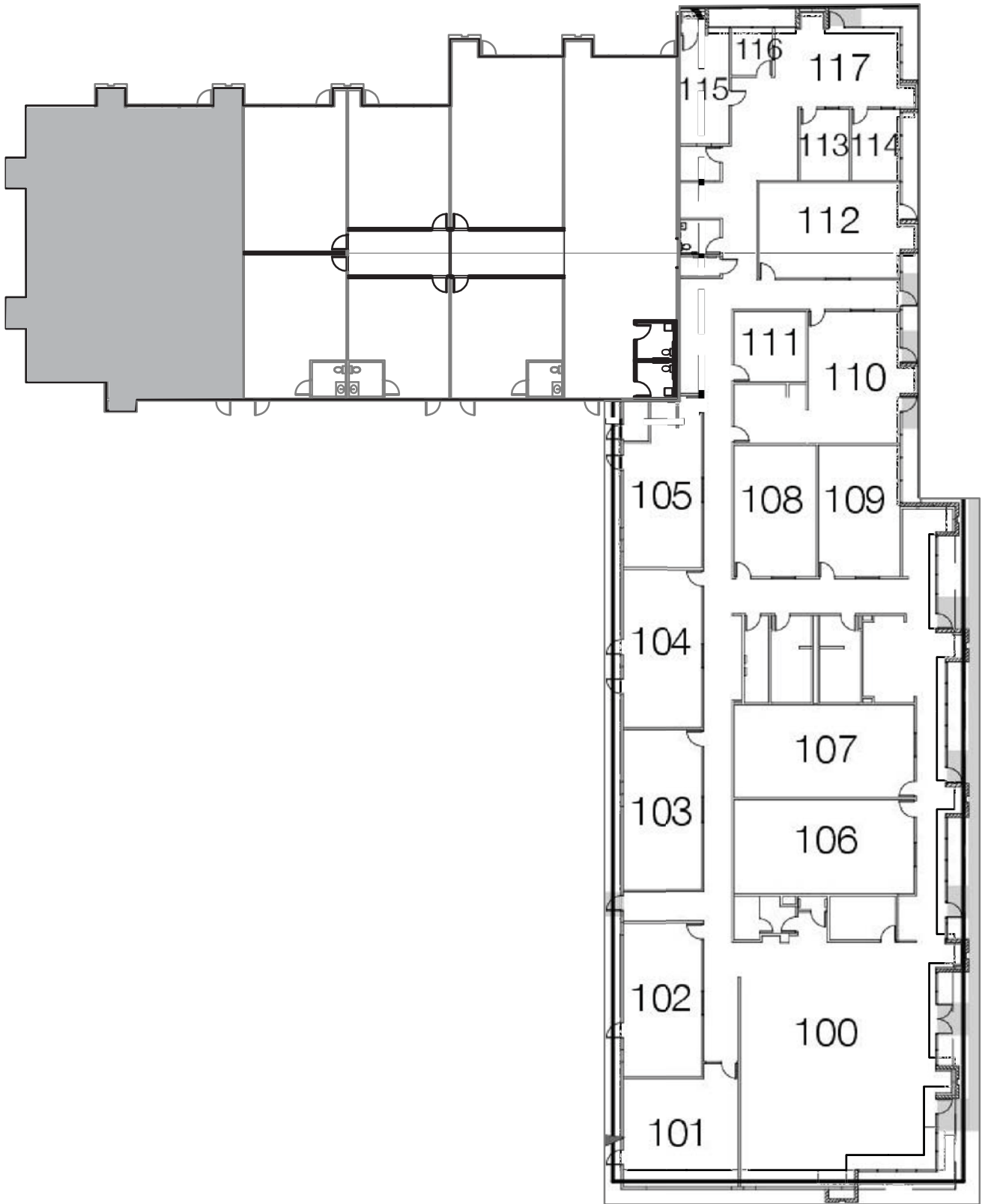
Send Email To:

Date

This Permit is Closed

Jcarito@FIREtrol.NET, Rgonzalez@Willmeng.COM

Tuesday, August 07, 2018



Existing Residential

W. CIRCLE MOUNTIAN ROAD

15' R of W DEDICATION

15' R of W DEDICATION

POPOSED LOT SPLIT  
APN 202-22-007

30' DRIVE

STUDENT ENTRY

10' Sidewalk

ENTRY

Admin.

Student Union

High School Classroom Building  
38,928 S.F. 23 rooms  
Two Story

Student Quad

Gym Building  
16,612 S.F.

RETENTION

334"

NORTH 43rd AVENUE

30' R of W DEDICATION

24' DRIVE

24' DRIVE

30' DRIVE

144 parking

625'

U.S. Post Office

1,224.22'

Vacant

Storage

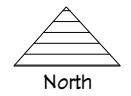
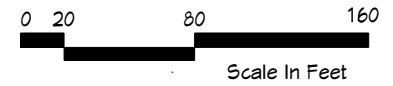
Grade Brake

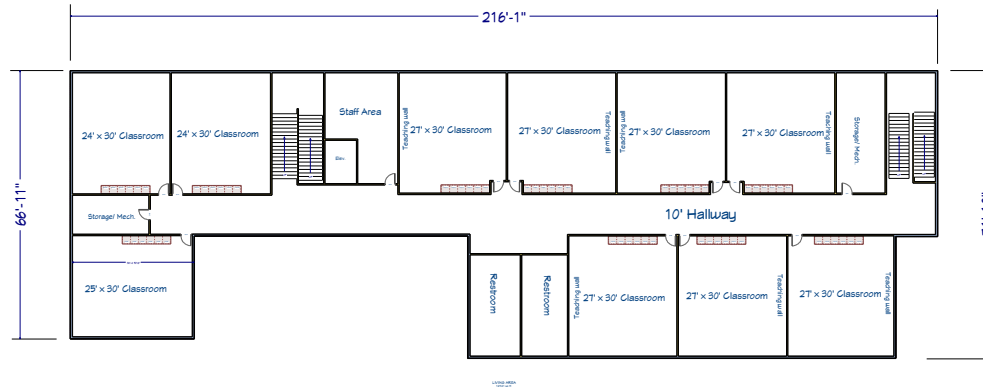
Grade Brake

I-17

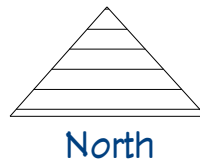
Interstate Highway

**CAURUS ACADEMY HIGH SCHOOL**  
**580 STUDENTS / 6th-12 th GRADES / 4.8 ACRES**

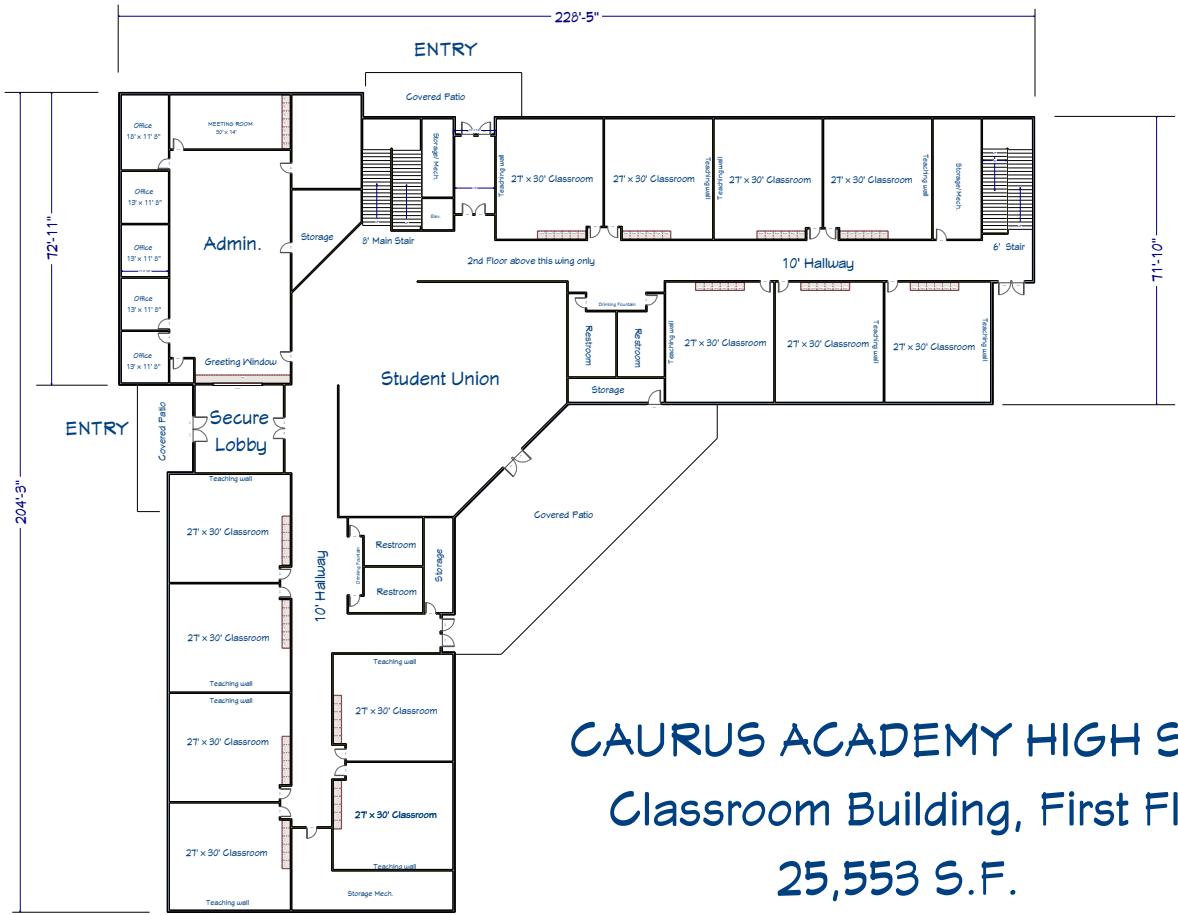




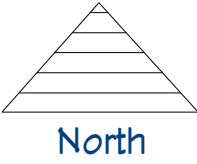
CAURUS ACADEMY HIGH SCHOOL  
 Classroom Building, Second Floor  
 12,921 S.F.







**CAURUS ACADEMY HIGH SCHOOL**  
**Classroom Building, First Floor**  
**25,553 S.F.**



opportunities to attend local and national conferences such as Eureka Math, Responsive Classroom, ELA Close Reading, and trainings related to their content area or high school educational best practices. Specifically, teachers of grades 9-12 will receive training in test taking strategies for students along with trainings in AIMS Science, AzMERIT, PSAT, and Arizona Civics Test.

**Recruitment of administrators** utilizes networking relationships including the Arizona Charter School Association, current professionals in the field who have an in-depth knowledge of Caurus Academy’s mission and vision, and the Anthem community. **Hiring** for an administrative position is an extensive process which includes multiple interviews with a team consisting of current administration, select teachers, non-instructional personnel, and community stakeholders. Caurus employees who demonstrate expertise and leadership may be promoted from within to an administrative position if they are the best candidate. New administration **training** includes the same on-boarding as new teacher training as well as training with the current administration team, as well as charter consultants. Additionally, leadership conferences such as the Arizona Charter School’s Association Business Summit, National Charter School Conference, Innovative Schools Summit, and Independent Charter School Symposium, along with mentorship where appropriate are utilized.

**Enrollment Justification**

Growth trend over the past four years are as follows:

Aug. 2014	173	Percentage Increase
Aug. 2015	225	30%
Aug. 2016	302	34%
Aug. 2017	400	32%
Aug. 2018	558	40%

There are three enrollment matrices submitted to the Arizona State Board for Charter Schools by Caurus Academy to reflect the current K-5<sup>th</sup> grade campus which will remain a K-5<sup>th</sup> grade campus, the current 6<sup>th</sup>-10<sup>th</sup> grade campus, and the future 6<sup>th</sup>- 12<sup>th</sup> grade campus. Caurus Academy currently occupies two facilities. One located at 41900 N. 42<sup>nd</sup> Avenue Phoenix, AZ 85068 which houses grades kindergarten through fifth grade and a member campus which Caurus leases from Crossroads Church and currently houses grades six through 10 (42101 N. 41<sup>st</sup> Drive Phoenix, AZ 85086). Caurus Academy has submitted documentation for the building of a new member campus located at 44112 N. Black Canyon Highway Phoenix, AZ 85087 for grades six-12 at which time the leased facility located at 42101 N. 41<sup>st</sup> Drive Phoenix, AZ 85086 will be vacated by Caurus Academy. The intention is to have the doors open to grades 6-11 by August 2019 at the new facility and then add grade 12 to the campus for the 2020-2021 school year; however, Caurus does have the option to remain in the leased facility for an additional year until the Certificate of Occupancy is completed for the new facility. Upon receiving the Certificate of Occupancy for the newly built campus, Caurus Academy will provide a Member Campus request for the addition of the new member campus (44112 N Black Canyon Highway Phoenix, AZ 85087) and closure of the existing member campus (42101 N 41<sup>st</sup> Drive Phoenix, AZ 85086).

**A plan for meeting each year’s enrollment targets** became known as the Caurus Governing Board Five-Year Plan which included a 10% increase in enrollment each school year. As previously indicated in the above chart, enrollment targets were surpassed. Enrollment has more than tripled over the past three years due to double digit increase in test scores on AzMERIT as a result of the addition of highly effective teachers who are trained annually on data driven instruction, a commitment to relationships, technology and higher-level learning. This can be attributed to a new Principal, Dameon Blair, being hired for the 2014-15 school year and becoming the charter holder in 2016. Mr. Blair and his team examined school issues and assessed the needs of the school. He recruited and solidified a five-member governing board. Mr. Blair hired highly qualified, experienced teachers, promoted Caurus Academy in the community and devoted resources to advertise in the community to increase the school’s visibility.

Monthly **advertisements** in local magazines (85086, In & Out, Tramonto Connects), and the regional newspaper (*Foothills Focus*), as well as a variety of articles written about Caurus Academy make the school visible and well known in the community. Caurus Academy students, staff, and families participate in community events such as the Anthem Veteran’s Day Parade and Anthem Community Days. Social media avenues such as Facebook, Instagram, YouTube, Twitter and a new school application, as well as a dedicated page to high school enrollment on the Caurus Academy web page, are used as advertising and recruitment tools by highlighting the celebrations of Caurus Academy. To extend efforts to reach the community, Caurus Academy hired Qual and Quant marketing firm for the fall of 2017. In addition, in 2018, Caurus Academy also worked with 12news.com on digital marketing; Lamar Advertising on a large billboard placed on the I-17 corridor; Times Media Group on an email marketing campaign; Work Hard Play Hard Marketing on print advertising pieces; Cliché Group on a national press release; and Great American Media and Marketing on a monthly radio advertisement campaign. Above all, data indicates that Caurus Academy word of mouth is the optimal way people learn about the school. As Caurus Academy has found success with the above-mentioned advertising and promotion, these efforts will continue and evolve to target the addition of grades 11 and 12.

To reach the enrollment target for grades 9-12 community recruitment plans include reaching out to local K-8 schools, current high school students, the Anthem Chamber of Commerce, and the Anthem Rotary Club. Caurus will strategically market to all eleven K-8 schools within a 10-mile radius of Caurus offering an infographic, campus tours, and invites to monthly community events including Family Science Night, Art Walk and Science Fair. In addition, as a member of the Anthem Chamber of Commerce the intent of Caurus Academy is to use the Chamber as a conduit to reach local businesses, community stakeholders, and organizations who hold educational school of choice in high regard. Taking into consideration the overpopulation of the local district high school and the Anthem communities demand for a personal high school educational climate that values safety, smaller class sizes, rigorous academic standards, fostering of meaningful relationships, and experiential learning Caurus is poised to fill that need in the community.

With approximately 94% retention rates and continued growth the past four years, Caurus Academy currently has waiting lists in grades K-5 and has opened an additional homeroom in 6<sup>th</sup> grade. The below chart indicates current enrollment and **returning students** for 9<sup>th</sup> and 10<sup>th</sup> grade as of August 2018.

Grade Level	Current Enrollment	Returning Students	New Enrollment
9 <sup>th</sup>	46	30	16
10 <sup>th</sup>	40	15 *	25

\* These students were 8<sup>th</sup> grade graduates from Caurus and returned for 10<sup>th</sup> grade after attending another local high school.

The enrollment trends and retention rates indicate that families will continue to progress through Caurus Academy from grades kindergarten through twelve. With the 223% enrollment growth, **anticipated new student enrollment** places Caurus Academy at capacity by 2021.

## Resources

In order to provide updated and quality **curriculum**, the 2016-17 school year brought a plethora of new resources to Caurus Academy which have been successfully implemented and renewed for the current, 2018-2019 school year, as well as subsequent school years. New math curricula, Eureka Math (K-12) and Performance Coach (3-12) were introduced and continued professional development on both are offered at the start of the school year as well as throughout the school year. ThinkCERCA (3-12), a reading and writing blended learning platform coupled with Engage NY (3-12) provides Caurus Academy with a well-rounded 9-12 ELA program. A plan to purchase additional reading materials such as novel class sets, informational text, and additional primary sources will enhance the high school ELA curriculum. Somos Spanish and Senor Wooly curricula were purchased to enhance the Spanish curriculum offered in grades 6-12. Students in grades 11 and 12 will be afforded the opportunity to take College Board Advanced Placement courses and college concurrent enrollment courses through Paradise Valley Community College or Grand Canyon University.

Additional content specific resources will be thoroughly researched and vetted by the Assistant Principal of Academics along with grades 11 and 12 content specific teachers to ensure Arizona State Standards are being met. A variety of supplemental **resources for instruction** including math manipulatives, algebra tiles, lab equipment for Science, and SMART Software resources to be used in conjunction with current SMART Boards. Elective courses offered will require a unique set of resources including, but not limited to sports equipment for P.E., musical instruments and art supplies for fine art courses, and technological resources for the yearbook and broadcasting classes.

New Chromebooks were purchased to allow technology advances of a 2:1 student to computer ratio to serve the K-8 population. When grades 9 and 10 were added, additional Chromebooks were purchased to continue the 2:1 student to computer ratio. The purchase of further Chromebooks for the 11<sup>th</sup> and 12<sup>th</sup> grades will continue this dedication to technology integration in the classroom. **Galileo, a formative assessment** and practice software in the area of Math, ELA and Science, was purchased for student and teacher data driven instruction use. Additional licenses will be purchased to serve grades 11 and 12. From a resources standpoint, over the last two years Caurus Academy has experienced a high rate of enrollment growth and academic growth simultaneously and is prepared to meet and manage the challenges of continued growth.

## Courses

The **courses offered** at Caurus Academy in grades 11 and 12 will meet Arizona College and Career Readiness Standards as well as Arizona high school graduation requirements. Students will be prepared for success on State testing requirements including AZMERIT, AIMS Biology, Arizona Civics Test, along with standardized tests such as PSAT, ACT, SAT, and the ASVAB. Course descriptions for Math, English, Science, and Social Studies all align to Arizona state course codes for grade level specific descriptions and align to the Caurus Academy program of instruction by offering students exposure to experiences outside of the four walls of the classroom while still affording students a high level of academic rigor. Examples of these experiences include field trips both in state and out of state such as the Grand Canyon University Cadaver Lab, Arizona State Capitol, and eventually in grade 11 a trip to Washington, D.C. Anticipated elective courses were

selected based off results from stakeholder surveys, student and parent focus groups, and will also be offered based on staffing. With the addition of grades 11 and 12 Caurus Academy intends to offer West-MEC courses, Advanced Placement courses, and college dual enrollment courses.

## **Caurus Academy High School Course Guide**

<b>English Courses</b>
------------------------

### **English I 1 Credit**

Prerequisites: Meets eligibility criteria

English I builds upon student's prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and includes the four aspects of language use: reading, writing, speaking, and listening. This course introduces and defines various genres of literature, with writing exercises linked to reading selections. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **English II 1 Credit**

Prerequisites: Completion of English I

English II offers a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **English II H 1 Credit**

Prerequisites: Completion of English I with 80% or higher, Highly Proficient rating on English I AZ Merit Test

English II Honors is a course for advanced students with a focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **English III 1 Credit**

Prerequisites: Completion of English II

English III continues to develop students writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which form the backbone of the writing assignments. Literary conventions and stylistic devices receive greater emphasis than in previous courses. This course meets

Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **AP English Language and Composition H 1 Credit**

Prerequisites: Completion of English II with 80% or higher, Highly Proficient rating on English II AZ Merit Test

Following the College Board’s suggested curriculum designed to parallel college-level English courses, AP English Language and Composition exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. After completing this course, students will have the opportunity to take the Advanced Placement exam. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **English IV 1 Credit**

Prerequisites: Completion of English III

English IV blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Students primarily write multi-paragraph essays, but they may also write one or more major research papers. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **AP English Literature and Composition H 1 Credit**

Prerequisites: Completion of English III with 80% or higher, Highly Proficient rating on English III AZ Merit Test

Following the College Board’s suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition enables students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). After completing this course, students will have the opportunity to take the Advanced Placement exam. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Dual Enrollment English Composition (ENG 101 or ENG 102) 1 Credit**

Dual enrollment credit is offered for specific courses. These courses are offered at Caurus Academy high school and taught by high school teachers with college certification that allows students to earn both high school credit and college credit. Juniors and seniors may enroll in dual enrollment courses with prior approval and upon meeting dual enrollment admissions requirements.

College tuition fee associated with dual enrollment courses

### **Algebra I 1 Credit**

Prerequisites: Meets eligibility requirements

Algebra I includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Geometry 1 Credit**

Prerequisites: Completion of Algebra I

Geometry includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Geometry H 1 Credit**

Prerequisites: Completion of Algebra I with 80% or higher, Highly Proficient rating on Algebra I AZ Merit Test

Students apply alternate ways of reasoning mathematically, beyond Algebra 1, including analytical and spatial reasoning to more complex problems. They apply what they know about two-dimensional figures to three-dimensional figures in real-world context and deepen their understanding of shape and shape relationships. Students extend their understanding about linear functions and coordinate graphing to coordinate geometry. Students develop postulates, definitions, and theorems, as well as, deductive reasoning skills that can be applied to higher-level mathematical and real-world problems. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Algebra II 1 Credit**

Prerequisites: Completion of Algebra I and Geometry

Algebra II includes the study of field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Algebra II H 1 Credit**

Prerequisites: Completion of Algebra I and Geometry with 80% or higher, Highly Proficient rating on Algebra I and Geometry AZ Merit Test

Algebra II includes the study of field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. Students in honors Algebra 2 should have a very strong foundation in the mechanics and procedures of algebra. This honors course places a deeper emphasis on conceptual knowledge and application of concepts. It is designed for students committed to pursuing/studying the field of mathematics beyond high school. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Financial Algebra 1 Credit**

Prerequisites: Completion of Algebra I, Geometry, and Algebra II

Financial Algebra is designed to develop a strong foundation in logical thinking and problem solving that will enable students to make data informed decisions regarding matters of money and finance in their daily lives. This course furthers the development of functions, which include linear, exponential, piece-wise, quadratics, and step functions. Other topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets. This course meets Arizona high school graduation requirements.

### **Pre-Calculus 1 Credit**

Prerequisites: Completion of Algebra I, Geometry, and Algebra II

Pre-Calculus combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematic Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. This course meets Arizona high school graduation requirements.

### **Calculus 1 Credit**

Prerequisites: Completion of Pre-Calculus

Calculus includes the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Students have previously attained knowledge of pre-calculus topics (some combination of trigonometry, elementary functions, analytic geometry, and mathematic analysis). This course meets Arizona high school graduation requirements.

### **AP Calculus AB H 1 Credit**

Prerequisites: Completion of Pre-Calculus with 80% or higher, Highly Proficient rating on Algebra II AZ Merit Test

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience



with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral). This course meets Arizona high school graduation requirements.

## Science Courses

### **Integrated Science 1 Credit**

Prerequisites: Meets eligibility requirements

Integrated Science is a lab course that draws upon the principles of several scientific specialties including earth science, physical science, biology, chemistry, and physics and organizes the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. This course uses appropriate aspects from each specialty to investigate applications of the theme. This course meets Arizona high school graduation requirements.

### **Earth Science 1 Credit**

Prerequisites: Meets eligibility requirements

Earth Science is a lab course that offers insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students understanding of the dynamics and history of the earth, this course also explores oceanography, geology, astronomy, meteorology, and geography. This course meets Arizona high school graduation requirements.

### **Biology 1 Credit**

Prerequisites: Completion of Integrated Science or Earth Science

Biology is a lab course that is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered in this course include cell structure and function, general plant and animal physiology, genetics, and taxonomy. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **Chemistry 1 Credit**

Prerequisites: Completion of Biology and Algebra I

Chemistry is a lab science course that involves studying the composition, properties, and reactions of substances. This course focuses on the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied. This course meets Arizona high school graduation requirements.

### **Environmental Science 1 Credit**

Prerequisites: Completion of Biology

Environmental Science is an interdisciplinary lab science course that combines information from multiple disciplines including biology, chemistry, physics, and geology, to understand and evaluate the nature and scope of current environmental issues such as resource depletion, extinction, and pollution. Students will

utilize scientific principles and methods to explore and understand the interrelationships of the natural world, analyze local and global environmental issues, evaluate associated risks and examine alternative solutions. This course meets Arizona high school graduation requirements.

### **Human Anatomy and Physiology 1 Credit**

Prerequisites: Completion of Biology

This lab course presents the human body and biological systems in extensive detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous), and may dissect mammals. Students will visit the Grand Canyon University Cadaver lab as a part of this course. This course meets Arizona high school graduation requirements.

## **Social Studies Courses**

### **Geography 1 Credit**

Prerequisites: Meets eligibility requirements

World Geography is an overview of world geography, but may vary widely in the topics they cover. Topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. Students participate in service learning projects as an integral portion of this course. This is a social studies elective course.

### **World History 1 Credit**

Prerequisites: Meets eligibility requirements

World History is an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. This course includes geographical studies, but often these components are not as explicitly taught as geography. This course meets Arizona high school graduation requirements.

### **American/ Arizona History 1 Credit**

Prerequisites: Completion of World History

U.S. History is an overview of the history of the United States, examining time periods from discovery or colonialism through World War II and after. This course includes a historical overview of political, military, scientific, and social developments along with the history of the North American peoples before European settlement. Students have the opportunity to participate in a trip to Washington, D.C. upon completion of this course. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **AP United States History 1 Credit**

Prerequisites: Completion of World History and English II with 80% or higher

Following the College Board's suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to

address critically problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. Students have the opportunity to participate in a trip to Washington, D.C. upon completion of this course. This course meets Arizona high school graduation requirements and successfully prepares students for Arizona state standardized testing.

### **American Government ½ Credit**

Prerequisites: Completion of American/ Arizona History

American Government is an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. This course also examines the structure and function of state and local governments and will cover certain economic and legal topics. This course meets Arizona high school graduation requirements.

### **Economics ½ Credit**

Prerequisites: Completion of American/ Arizona History

Economics is an overview of economic principles with primary emphasis on the principles of microeconomics and the U.S. economic system. Topics covered include principles of macroeconomics, international economics, and comparative economics. Economic principles will be presented in formal theoretical contexts, and applied contexts. This course meets Arizona high school graduation requirements.

## **Fine Arts Courses**

### **Art 1 Credit**

Prerequisites: Meets eligibility requirements

This course provides students with the knowledge and opportunity to explore various art forms and to create individual works of art. This course also allows for discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although this course focuses on creation, students will also study major artists, art movements, and styles. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Music 1 Credit**

Prerequisites: Meets eligibility requirements

Students have the opportunity to explore the wide world of music including music theory, music technology, composition, and music appreciation. This course is individualized based on the experiences, skill sets, and desires of the students enrolled. Students will also work with professional musicians and shadow those in musical fields. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Contemporary Vocal Ensemble 1 Credit**

Prerequisites: Meets eligibility requirements

Contemporary Vocal Ensemble allows students to develop vocal techniques while focusing primarily on contemporary stage literature styles, such as traditional jazz, jazz improvisation, and rock. These courses may also focus on gospel, show choir, or barbershop choral group dynamics. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

**Drumline 1 Credit**

Prerequisites: Meets eligibility requirements

Students in the Drumline will study, practice, and perform a wide variety of percussion literature with emphasis on the continual development of technical facility, precision movement, and musical notation reading skills. Drumline performs frequently throughout the year at school, community and festival events. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

**Career and Technical Education Courses**

Career and Technical Education courses are offered through WESTMEC. Students may apply for WESTMEC beginning their sophomore year for programs to be taken during their junior and senior years. Programs include:

- |                                 |                                |
|---------------------------------|--------------------------------|
| Aesthetics                      | Air Conditioning Technician    |
| Automotive Collision Technology | Automotive Technology          |
| Aviation Maintenance Technology | Avionics / Electronics         |
| Coding                          | Cosmetology                    |
| Electrical Trade Specialties    | Emergency Medical Technician   |
| Energy & Industrial Technology  | Fire Science                   |
| General Construction Technology | IT Security                    |
| Law, Public Safety & Security   | Massage Therapy                |
| Medical Assisting               | Medium/Heavy Diesel Technology |
| Pharmacy Technician             | Physical Therapy Technician    |
| Plumbing Trade Specialties      | Precision Machining            |
| Veterinary Sciences             | Welding Technology             |

Entrance requirements and program specific fees for West-MEC Central Programs can be found at: <http://www.west-mec.org/>

**Elective Courses**

**Spanish I 1 Credit**

Prerequisites: Meets eligibility requirements

Designed to introduce students to Spanish language and culture, Spanish I prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking

and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. Students are introduced to the relationships among the products, practices, and perspectives of Spanish-speaking cultures. This course meets Arizona high school graduation requirements.

### **Spanish II I Credit**

Prerequisites: Completion of Spanish I

Spanish II builds upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course further explores the relationships among the products, practices, and perspectives of Spanish-speaking cultures. This course meets Arizona high school graduation requirements.

### **Spanish III Independent Study 1 Credit**

Prerequisites: Completion of Spanish II

This course places students in environments in which they interact with native Spanish speakers, in settings where Spanish is the main language spoken. These courses enable students to strengthen their skills in exchanging (speaking/listening and writing/reading), interpreting (reading, listening, and viewing), and presenting information and their ability to interact in culturally appropriate ways. Students will have the opportunity to travel to Spanish speaking locations. This course meets Arizona high school graduation requirements.

### **Spanish IV Independent Study 1 Credit**

Prerequisites: Completion of Spanish III

This course place students in environments in which they interact with native Spanish speakers, in settings where Spanish is the main language spoken. These courses enable students to strengthen their skills in exchanging (speaking/listening and writing/reading), interpreting (reading, listening, and viewing), and presenting information and their ability to interact in culturally appropriate ways. Students will have the opportunity to travel to Spanish speaking locations. This course meets Arizona high school graduation requirements.

### **French I Independent Study 1 Credit**

Prerequisites: Meets eligibility requirements

Designed to introduce students to French language and culture, French I prepares students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. Students are introduced to the relationships among the products, practices, and perspectives of French-speaking cultures. This course meets Arizona high school graduation requirements.

### **French II Independent Study 1 Credit**

Prerequisites: Completion of French I

French II builds upon skills developed in French I, preparing students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and

writing), and presenting (speaking, writing) information on concrete topics. This course further explores the relationships among the products, practices, and perspectives of French-speaking cultures. This course meets Arizona high school graduation requirements.

### **French III Independent Study 1 Credit**

Prerequisites: Completion of French II

French III places students in environments in which they interact with native French speakers, typically in settings where French is the main language spoken. This course enables students to strengthen their skills in exchanging (speaking/listening and writing/reading), interpreting (reading, listening, and viewing), and presenting information and their ability to interact in culturally appropriate ways. Students will have the opportunity to travel to French speaking locations. This course meets Arizona high school graduation requirements.

### **French IV Independent Study 1 Credit**

Prerequisites: Completion of French III

French IV places students in environments in which they interact with native French speakers, typically in settings where French is the main language spoken. This course enables students to strengthen their skills in exchanging (speaking/listening and writing/reading), interpreting (reading, listening, and viewing), and presenting information and their ability to interact in culturally appropriate ways. Students will have the opportunity to travel to French speaking locations. This course meets Arizona high school graduation requirements.

### **Physical Education/ Health 1 Credit**

Prerequisites: Meets eligibility requirements

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities. Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Strength and Conditioning 1 Credit**

Prerequisites: Meets eligibility requirements

This course help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Entrepreneurship 1 Credit**

Prerequisites: Meets eligibility requirements

This course prepares students for small business ownership through the development of a business plan, marketing strategies and a financial plan while also gaining an understanding of HR and Management functions within a small business. Students will work with local entrepreneurs and job shadow as a part of this course. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Journalism/ Creative Writing 1 Credit**

Prerequisites: Meets eligibility requirements

This course will prepare the student to integrate pre-production, production, post-production, Deliver/Distribute, Quality Assurance, and Presentation phases of Journalism. Creative Writing offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Yearbook 1 Credit**

Prerequisites: Meets eligibility requirements

This course provides students with the knowledge and skills necessary to produce the school yearbook. Students will gain experience in several components (writing, editing, layout, production, and so on) or may focus on a single aspect while producing the publication. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Speech and Debate 1 Credit**

Prerequisites: Meets eligibility requirements

This course offers students the opportunity to learn how to use oral skills in formal and informal situations. In these courses, students are able to develop such skills as logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body. This course introduces students to the methods, aims, and styles used in various kinds of debates (formal debate or Lincoln-Douglas). Participation in extra-curricular competition may be a component of this course. This course may be repeated for credit. This course meets Arizona high school graduation requirements.

### **Sociology 1 Credit**

Prerequisites: Meets eligibility requirements

Sociology courses introduce students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships among individuals and groups in society. This course meets Arizona high school graduation requirements.

### **Psychology 1 Credit**

Prerequisites: Meets eligibility requirements

Psychology introduce students to the study of individual human behavior. Course content includes an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. This course meets Arizona high school graduation requirements.

#### **Drivers Education 1 Credit**

Prerequisites: Meets eligibility requirements

Drivers Education provides students with the knowledge and experience to become safe drivers on America's roadways. Topics in these courses cover legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs). Experience in driving a vehicle is an essential component of this course. This course is contracted through an outside organization and awarded credit by Caurus Academy. This course meets Arizona high school graduation requirements.

#### **College and Careers 1 Credit**

Prerequisites: Meets eligibility requirements

Students will prepare for life after high school by researching possible career options and post-secondary paths. This course includes college visits, job shadowing, and ACT/SAT preparation.

#### **Sports Broadcasting 1 Credit**

Prerequisites: Completion of English 1

Students will learn the basic aspects of live play-by-play broadcasting; color commentary; and sports reporting, anchoring and producing for radio, TV and online communications. Emphasis will be on practical experience in helping to produce high school sports programming.

#### **Senior Seminar 1 Credit**

Prerequisites: Senior in good academic standing

Senior seminar is a culminating opportunity for Caurus students to create, propose, and present a topic of interest to them. Students will work collaboratively with peers and staff on an interdisciplinary topic which allows them to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Seminar Experience, students will have learned more about their topics, their community, and, most importantly, about themselves.

The **process for awarding credit** for all courses, core and elective, will be based on student assessment growth and performance as demonstrated in each course. The criteria for awarding credit is successful completion of course requirements and demonstration of mastery of standards and learning targets at or above a grade of 60% along with successful completion of the course final exam. Remediation in the form of peer tutoring, test retake opportunities, and teacher tutoring will provide students with additional opportunities to demonstrate mastery of a standard or topic.

The **policy on acceptance of transfer credit**, as approved by the Caurus Academy Governing Board states that: "All transfer credits are subject to review, regardless of issuing institution. Courses that meet Arizona state or national academic standards will be transferred as a core course to meet Caurus and Arizona



state high school graduation requirements. Elective courses and courses that do not meet Arizona state or national academic standards will be awarded elective credit only.”

**Graduation requirements** at Caurus Academy match the Arizona state requirements for number of credits in both core courses and elective courses as demonstrated in the below chart:

<b>Subject</b>	<b>Number of Credits</b>
English or English as Second Language	4
Mathematics	4
Science	3
Social Studies	3
Fine Arts/ Career & Technical Education	1
Additional Electives	7
Total number of credits	22

Caurus Academy will offer classes based on a traditional schedule model with students taking six classes per school year. This will allow students to obtain 24 possible high school credits over the course of four years. Students will meet all Arizona state testing requirements for graduation.



# 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.

<b>School Name:</b>				
Arizona Montessori Charter School at Anthem dba Caurus Academy K-5 <sup>th</sup> Grade Campus 41900 N. 42 <sup>nd</sup> Ave Phoenix, AZ 85086				
<b>Number of Staff Members</b>				
<b>Position</b>	<b>Current FY 19</b>	<b>Anticipated FY 20</b>	<b>Anticipated FY 21</b>	<b>Anticipated FY 22</b>
Administration	1.5	1.5	1.5	1.5
<b>Teachers/Instructional Staff</b>				
Kindergarten	2	2	2	2
1 <sup>st</sup> Grade	2	2	2	2
2 <sup>nd</sup> Grade	2	2	2	2
3 <sup>rd</sup> Grade	2	2	2	2
4 <sup>th</sup> Grade	2	2	2	2
5 <sup>th</sup> Grade	2	2	2	2
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				
9 <sup>th</sup> Grade				
10 <sup>th</sup> Grade				
11 <sup>th</sup> Grade				
12 <sup>th</sup> Grade				
Specialty Staff (Music, Art, PE, etc.)	4	6	6	6
Special Education	3	3	4	4
Paraprofessional	3	3	3	3
<b>Additional Staff</b>				
List title: Office Staff	2.5	2.5	2.5	2.5
List title: Business Office	1	1	1.5	1.5
List title: Lunch Staff	1	1	1.5	1.5

<b>Total Number of Staff Members</b>	28	30	32	32
--------------------------------------	----	----	----	----

**Continue on page 2: Leadership Staffing Chart**

For Use in Amendment Requests only

### 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.

<b>School Name:</b>				
<b>Caurus Academy</b>				
<b>Leadership Team</b>				
<b>Title</b>	<b>Current FY 19</b>	<b>Anticipated FY 20</b>	<b>Anticipated FY 21</b>	<b>Anticipated FY 22</b>
Director/Principal (.5)	Dameon Blair	Dameon Blair	Dameon Blair	Dameon Blair
Assistant Principal Kindergarten-5 <sup>th</sup>	Kim Curcio	Kim Curcio	Kim Curcio	Kim Curcio

\*To view an example of a completed Staffing Chart, review The Guide.

For Use in Amendment Requests only



# 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:				
Arizona Montessori Charter School at Anthem dba Caurus Academy Current 6 <sup>th</sup> - 10 <sup>th</sup> Grade Campus 42102 N. 41 <sup>st</sup> Drive Phoenix, AZ 85086				
Number of Staff Members				
Position	Current FY 19	Anticipated FY 20	Anticipated FY 21	Anticipated FY 22
Administration	2.5			
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade	2			
7 <sup>th</sup> Grade	2			
8 <sup>th</sup> Grade	2			
9 <sup>th</sup> Grade	4			
10 <sup>th</sup> Grade	4			
11 <sup>th</sup> Grade	-----			
12 <sup>th</sup> Grade	-----			
Specialty Staff (Music, Art, PE, etc.)	4			
Special Education	3			
Paraprofessional	4			
Additional Staff				
List title: Office Staff	2.5			
List title: Business Office	.5			
List title: Lunch Staff	.5			

<b>Total Number of Staff Members</b>	31			
--------------------------------------	----	--	--	--

**Continue on page 2: Leadership Staffing Chart**

For Use in Amendment Requests only

## 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.

<b>School Name:</b>				
<b>Caurus Academy</b>				
<b>Leadership Team</b>				
<b>Title</b>	<b>Current FY 19</b>	<b>Anticipated FY 20</b>	<b>Anticipated FY 21</b>	<b>Anticipated FY 22</b>
Director/Principal (.5)	Dameon Blair			
Assistant Principal 6 <sup>th</sup> -12 <sup>th</sup>	Heather Campbell			
Assistant Principal 6 <sup>th</sup> -12 <sup>th</sup>	Wendy Davison			

\*To view an example of a completed Staffing Chart, review The Guide.

For Use in Amendment Requests only



# 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:				
Arizona Montessori Charter School at Anthem dba Caurus Academy Future 6 <sup>th</sup> - 12 <sup>th</sup> Grade Campus 44112 N. Black Canyon Highway Phoenix, AZ 85087				
Number of Staff Members				
Position	Current FY 19	Anticipated FY 20	Anticipated FY 21	Anticipated FY 22
Administration		2.5	2.5	2.5
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade		2	2	2
7 <sup>th</sup> Grade		2	2	2
8 <sup>th</sup> Grade		2	2	2
9 <sup>th</sup> Grade		5	5	5
10 <sup>th</sup> Grade		5	5	5
11 <sup>th</sup> Grade		3	3	3
12 <sup>th</sup> Grade		-----	3	3
Specialty Staff (Music, Art, PE, etc.)		6	6	6
Special Education		4	4	4
Paraprofessional		4	4	4
Additional Staff				
List title: Office Staff		2.5	2.5	2.5
List title: Business Office		.5	1	1
List title: Lunch Staff		.5	1	1



<b>Total Number of Staff Members</b>		39	43	43
--------------------------------------	--	----	----	----

**Continue on page 2: Leadership Staffing Chart**

For Use in Amendment Requests only

## 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.

<b>School Name:</b>				
<b>Caurus Academy</b>				
<b>Leadership Team</b>				
<b>Title</b>	<b>Current FY 19</b>	<b>Anticipated FY 20</b>	<b>Anticipated FY 21</b>	<b>Anticipated FY 22</b>
Director/Principal (.5)		Dameon Blair	Dameon Blair	Dameon Blair
Assistant Principal 6 <sup>th</sup> -12 <sup>th</sup>		Heather Campbell	Heather Campbell	Heather Campbell
Assistant Principal 6 <sup>th</sup> -12 <sup>th</sup>		Wendy Davison	Wendy Davison	Wendy Davison

\*To view an example of a completed Staffing Chart, review The Guide.

For Use in Amendment Requests only



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Montessori Charter School at Anthem dba Caurus Academy <b>Current 6<sup>th</sup>- 10<sup>th</sup> Campus</b> 42101 N. 41 <sup>st</sup> Drive Phoenix, AZ 85086				
Number of Students				
Grade Level	Current – FY 2019	Target – FY 2020	Target – FY 2021	Target – FY 2022
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade	62			
7 <sup>th</sup> Grade	54			
8 <sup>th</sup> Grade	42			
9 <sup>th</sup> Grade	43			
10 <sup>th</sup> Grade	41			
11 <sup>th</sup> Grade				
12 <sup>th</sup> Grade				
<b>Total Enrollment</b>	242			

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).

For Use in Amendment Requests only



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Montessori Charter School at Anthem dba Caurus Academy <b>Future 6<sup>th</sup>- 12<sup>th</sup> Grade Campus</b> 44112 N. Black Canyon Highway Phoenix, AZ 85087				
Number of Students				
Grade Level	Current – FY 2019	Target – FY 2020	Target – FY 2021	Target – FY 2022
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade		90	90	90
7 <sup>th</sup> Grade		90	90	90
8 <sup>th</sup> Grade		60	90	90
9 <sup>th</sup> Grade		100	100	100
10 <sup>th</sup> Grade		100	100	100
11 <sup>th</sup> Grade		75	100	100
12 <sup>th</sup> Grade			75	100
<b>Total Enrollment</b>		515	645	670

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).

For Use in Amendment Requests only



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Montessori Charter School at Anthem dba Caurus Academy K-5 <sup>th</sup> Grade Campus 41900 N. 42 <sup>nd</sup> Ave Phoenix, AZ 85086				
Number of Students				
Grade Level	Current – FY 2019	Target – FY 2020	Target – FY 2021	Target – FY 2022
Kindergarten	49	48	48	48
1 <sup>st</sup> Grade	52	56	56	56
2 <sup>nd</sup> Grade	56	56	56	56
3 <sup>rd</sup> Grade	56	56	56	56
4 <sup>th</sup> Grade	55	56	56	56
5 <sup>th</sup> Grade	53	56	56	56
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				
9 <sup>th</sup> Grade				
10 <sup>th</sup> Grade				
11 <sup>th</sup> Grade				
12 <sup>th</sup> Grade				
<b>Total Enrollment</b>	321	328	328	328

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).

For Use in Amendment Requests only

## AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

### Request

BASIS Charter Schools, Inc.—Entity ID 90841 (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 780 to 929, beginning in FY 2019. This enrollment cap accounts for 3 years of projected student enrollment.

*See Appendix A: Amendment Request Materials and Support Materials.*

The Charter Holder is requesting this expansion to accommodate its current student population. The Charter Holder identified this issue during an internal compliance check and is requesting the increase to correct the discrepancy. Additional measures have been put in place by the Charter Holder to ensure that this situation does not occur again either with this charter or any others operated by BASIS Charters Schools, Inc. Staffing will increase in FY 2020 to add an additional teacher to both 7<sup>th</sup> grade and 11<sup>th</sup> grade. Additional resources will not be necessary to implement this expansion.

### Three Year Plan

	FY 2019	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	5-12	5-12	5-12	5-12
<b>Enrollment</b>	929	929	929	929

### Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
<b>In operation for three years.</b>	The Charter Holder has been in operation for 8 years.
<b>“Meets the Board’s Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.</b>	The Charter Holder received an Overall Rating of “Meets” the Board’s Operational Performance Expectations.
<b>“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.</b>	The Charter Holder “Does Not Meet” the Financial Performance Expectations.
<b>Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.</b>	ADM in FY2016 was 745.933, in FY 2017 was 765.175, and in FY 2018 was 825.072. The charter has exceeded its enrollment cap.
<b>ADM is within 85% of current enrollment cap</b>	According to ADE School Finance, the charter holder currently has an ADM of 926.788. The Charter Holder is operating at 119% of its enrollment cap.
<b>Each school operated by the charter holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location</b>	Board staff is unable to determine the performance of nearby schools due to a loss of functionality with the AZ Report Cards website. Therefore, a determination cannot be made for this criterion.

## Financial Performance

The Charter Holder was required to submit a Financial Performance Response (“FPR”) because it did not meet the Board’s Financial Performance Expectations. The table<sup>1</sup> below includes the Charter Holder’s financial data and financial performance for the last three audited fiscal years and reflects the charter contracts the Board had with BASIS Charter Schools, Inc., as well as schools operated in Texas and the District of Columbia (collectively, “BASIS”).<sup>2</sup>

Financial Data				
Statement of Financial Position	2017	2016	2015	2014
Cash	\$53,160,565	\$38,922,945	\$25,700,089	\$26,604,956
Unrestricted Cash	\$18,426,690	\$11,268,324	\$8,375,333	
Other Liquidity	-	-	-	
Total Assets	\$258,401,398	\$226,912,863	\$178,580,822	
Total Liabilities	\$290,554,500	\$249,902,287	\$191,893,048	
Current Portion of Long-Term Debt & Capital Leases	\$2,865,000	\$3,042,858	\$1,003,276	
Net Assets	(\$32,153,102)	(\$22,989,424)	(\$13,312,226)	
Statement of Activities	2017	2016	2015	
Revenue	\$116,256,051	\$93,422,513	\$84,472,972	
Expenses	\$125,419,729	\$103,099,711	\$92,076,281	
Net Income	(\$9,163,678)	(\$9,677,198)	(\$7,603,309)	
Change in Net Assets	(\$9,163,678)	(\$9,677,198)	(\$7,603,309)	
Financial Statements or Notes	2017	2016	2015	
Depreciation & Amortization Expense	\$6,191,912	\$5,172,169	\$6,688,551	
Interest Expense	\$12,274,983	\$9,774,140	\$10,979,720	
Lease Expense	-	-	-	
Financial Performance				
	2017	2016	2015	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity	53.63	39.89	33.20	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	(\$9,163,678)	(\$9,677,198)	(\$7,603,309)	N/A
Cash Flow	\$14,237,620	\$13,222,856	(\$904,867)	\$26,555,609
Fixed Charge Coverage Ratio	0.61	0.41	0.84	N/A

Staff’s evaluation of the FPR resulted in two “Acceptable” and zero “Not Acceptable” determinations. The FPR and staff evaluation are provided in Appendix B. A “Not Acceptable” means the measure’s response did not sufficiently address one or more of the questions identified in Appendix C of the Financial Performance Framework. An analysis of BASIS’ financial performance, focusing on those measures where BASIS failed to meet the Board’s target and using information from the Charter Holder’s FPR and related documents, is provided below.

<sup>1</sup> BASIS’ beginning net assets were restated in the fiscal year 2015 audit.

<sup>2</sup> For fiscal years 2015, 2016 and 2017, the Board had 13, 17 and 18 charter contracts with BASIS, respectively. ASBCS, December 10, 2018



### Net Income

BASIS continues efforts to refinance its existing, higher interest debt. The FY 2017 refinancing activities resulted in approximately \$4.1 million in loan issuance costs and prepayment penalties, which would have been spread out over the life of the original bonds, having to be recorded in one year (FY 2017) to comply with Generally Accepted Accounting Principles (GAAP). Prior to factoring in these expenses, which were paid using the bond proceeds, BASIS had a net loss of approximately \$5 million for FY 2017. Documentation submitted with the response shows the debt refinancing yielded positive net present value savings of approximately \$10 million. For 2018, the magnitude of BASIS's net loss is projected to decrease by approximately \$4.6 million before considering adjustments for extinguishment of debt.

### Fixed Charge Coverage Ratio

The magnitude of the net loss affected BASIS's performance in FY 2017. For FY 2018, BASIS's numeric performance on the ratio is projected to improve.

The Charter Holder was granted a new charter in 2010.

### Governance

Corporate Board Members
Craig Barrett
Donald Budinger
Shelly Esque
John Morton
Steve Twist
Mittida Raksanaves
DeAnna Rowe
Terry Sarvas

School Governing Body Members	Type
Michael Beaulieu	School Staff
David Hubalik	Charter Organization
Shashi Jasthi	Community Member
Hanqing Jiang	Community Member
Kristen Jordison	School Staff
Rizwan Safdar	Community Member
Mittida Raksanaves	Community Member
DeAnna Rowe	Charter Organization

### School Profile

School Name	BASIS Peoria		
Date Open	August 2011		
Location	Peoria		
Grades Served	5-12		
FY 18 Letter Grade	A		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	89%	88%	89%
Math AzMERIT (41% <sup>+</sup> )	84%	94%	94%
Science AIMS (52% <sup>+</sup> )	*	98%	>98%

<sup>+</sup>FY 18 State Average Passing

\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.

### School Choices Serving Grades 5-12 within 5 Miles of BASIS Peoria

Board staff is unable to provide information about the academic performance of nearby schools due to an issue with the AZ Report Cards website. Therefore, this information cannot be provided about additional school choices or a comparison to nearby schools.

### Schools Associated with BASIS Peoria

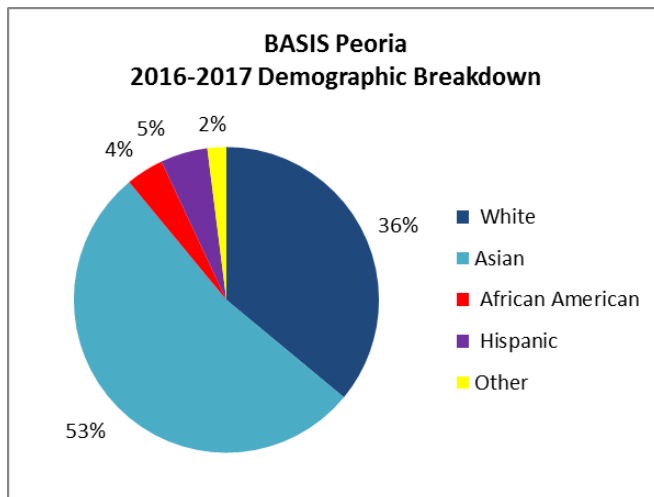
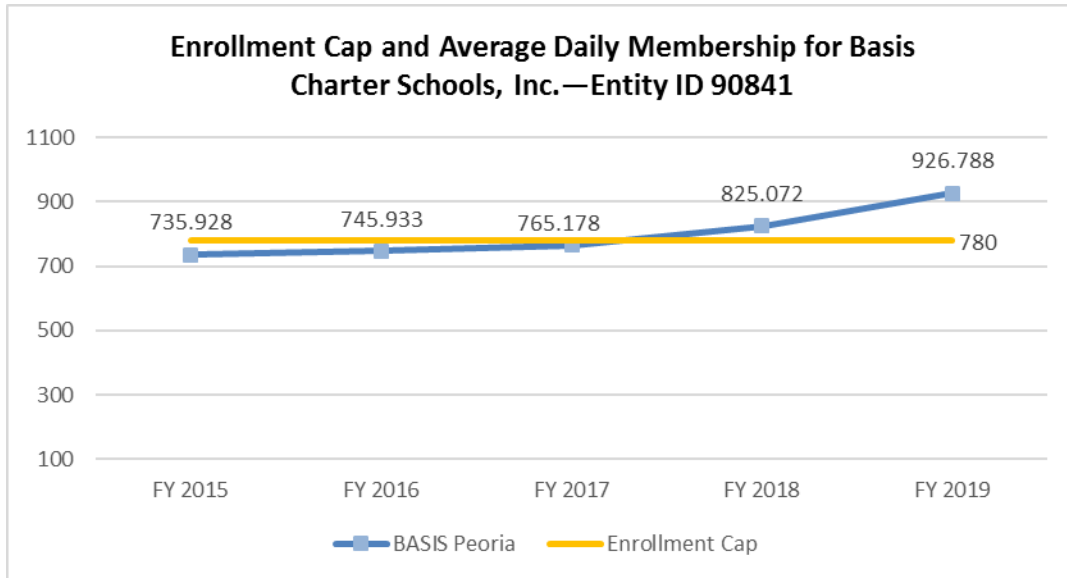
See Appendix D: Associated Schools for more information.





Enrollment and Demographic Data

100th Day Average Daily Membership (“ADM”) for FY 2015–FY 2018, and FY 2019 ADM as of November 16, 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	1%

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*



# **APPENDIX A**

## **AMENDMENT REQUEST MATERIALS**

1. GRADE LEVEL CHANGE WITH ENROLLMENT CAP AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS

# Enrollment Cap Request

## Charterholder Info

### Charter Holder

**Name:**  
BASIS Charter Schools, Inc.

**CTDS:**  
07-85-88-000

**Mailing Address:**  
7975 N. Hayden Rd, Suite B-100  
Scottsdale, AZ 85258  
> [View detailed info](#)

### Representative

**Name:**  
Anastasia Hawkins

**Phone Number:**  
480-767-7696

## Downloads

 [Download all files](#)

## Enrollment Cap

**From:**  
780

**To:**  
929

## Attachments

### Board Minutes

 [Download File](#) – Resolution approving enrollment cap increase\_Peoria

## Increase to Enrollment Cap Attachments





The following 2 attachments are only required if the enrollment cap is increasing.

### Occupancy Documentation (Increase Only)

 [Download File](#) – Certificate of Occupancy BASIS Peoria

**Narrative** –  [Download File](#)

### Additional Information

-  [Download File](#) – Financial Performance Response
-  [Download File](#) – Staffing Chart
-  [Download File](#) – Enrollment Matrix
-  [Download File](#) – Fire Marshal Inspection Documentation

## Feedback

Feedback  
NA

## Signature

Charter Representative Signature  
Anastasia Hawkins 11/28/2018

# BASIS Peoria Enrollment Cap Notification Request

## Narrative

BASIS Charter Schools, Inc. requests approval to increase the BASIS Peoria enrollment cap for the 2018-19 school year from 780 to serve the current student population of 929 students. Overwhelming demand from the 2017-2018 school year coupled with unprecedented demand for the current school year has led to BASIS Peoria exceeding its enrollment cap. Current enrollment as of September 4, 2018 can be found below.

Grade	Enrollment
5	197
6	193
7	154
8	134
9	87
10	60
11	54
12	50
Total	929

## Rationale

Beginning with the 2011-2012 school year, BASIS Peoria began serving students in grades 5-10 at its then-newly built school facility located in Peoria, AZ. For the 2017-2018 school year, BASIS Peoria opened its doors in another newly constructed building adjacent to the original building and served 825 students in grades 5-12. The original building was remodeled to serve grades K-4 to give students the opportunity to pursue a BASIS charter schools education from kindergarten through 12<sup>th</sup> grade between the two schools. The opening of the adjacent BASIS Peoria Primary campus, coupled with continued academic success including a Top Five ranking by U.S. News World and Reports, led to an increased demand for BASIS Peoria.

BASIS Peoria consistently receives an overwhelming amount of interest in new student enrollment, which results in applications that far exceed the capacity for students in each grade level during open enrollment and throughout the school year each academic year. This demand also results in a wait list for each grade level, which has been consistent since the school's inception.

Such overwhelming demand resulted in a zealous effort to provide access to as many students as possible safely and within acceptable staffing parameters. The unfortunate result of such zealousness is that BASIS Charter Schools, Inc. inadvertently enrolled students beyond its enrollment cap in both the 2017-18 and 2018-19 school years. The genesis of that oversight is further detailed below and, BASIS Charter Schools, Inc., is now belatedly and humbly seeking an enrollment cap increase to provide funding only for those 929 students currently enrolled for the 2018-2019 school year.

## Identifying the Issue.

BASIS Educational Group, LLC ("BASIS.ed"), the education management service provider for BASIS Charter Schools, Inc., has been diligently completing the Board's requested Self

Compliance Checks ("SCCs") since receiving the Board's directive on this matter. This includes reviewing grade levels served, corporate board membership alignment as well as alignment with the Arizona Corporation Commission, school contact information, school governing body membership alignment, mission statements and enrollment caps for all 22 Arizona BASIS charter schools and submitting proper amendment requests if and when discrepancies are found. Both BASIS.ed and BASIS Charter Schools, Inc. are committed to ensuring each school is in complete compliance with the Board's requirements in all respects.

In reviewing enrollment caps during the SCC process, the student count for BASIS Peoria was found to be above the stated 780 student enrollment cap for the 2018-19 academic year. Several BASIS.ed departments were then tasked with analyzing the numbers to confirm accuracy given the unexpected discrepancy. The numbers were confirmed for the current year, and it was further discovered that enrollment in the 2017-18 SY was 45 students above the enrollment cap. BASIS.ed immediately notified BASIS Charter Schools, Inc. and initiated an investigation.

The investigation revealed a breakdown in the BASIS.ed internal processes related to the BASIS Peoria school site location change amendment request submitted on August 13, 2017. This request was completed when the school moved into its new building to serve its upper school students while allowing BASIS Peoria Primary to move into the previous BASIS Peoria building. The school site change occurred at the beginning of the 2017-2018 school year. When the amendment for the school site location change was submitted through the ASBCS online portal, an enrollment cap increase should have been requested at that time. Indeed, the normal practice for a school site location change to a larger facility is to include an enrollment cap increase. Notably, the school site location change request included a Certificate of Occupancy demonstrating that the building occupancy is 2334.

At the time of the submission, there were several different employees transitioning in and out of the department compiling the information for the amendment request. While the Enrollment Matrix submitted with that amendment request included student enrollment numbers above the enrollment cap, those numbers were below the building capacity and, contrary to expected normal practices, the enrollment cap increase was not submitted with the amendment request. Because the transition of personnel and positions within the department continued throughout the year, the mistake was not identified until the initiation of the SCC process this year. BASIS Charter Schools, Inc. thus did not receive funding for the 45 additional students it served during the 2017-2018 school year.

After uncovering this issue at BASIS Peoria, BASIS.ed immediately reviewed all other BASIS charter schools' enrollment caps and enrollment numbers to ensure that no other school had the same issue. That review confirmed that the issue was limited to BASIS Peoria and the school site location change amendment request discussed above.

#### Responding to the Problem

BASIS.ed has undertaken a number of remedial measures. First, assuming that BASIS Charter Schools, Inc. is unable to recoup the money for the 2017-2018 school year, then BASIS.ed has agreed to make BASIS Charter Schools, Inc. whole for the losses incurred related to the 2017-18 school year. Second, a system of checks and balances has been designed and implemented to safe guard against future issues of this kind. Specifically, the process is two-fold: 1) Informed Planning; and 2) Accountability and Follow-Up.

Informed planning involves annual reporting by the Compliance department beginning in March. At that time, Compliance will provide the then-current enrollment caps for each school to the Growth and Enrollment teams. The Growth and Enrollment teams will notify Compliance of any necessary increases for the following school year as soon as is practicable after receiving the annual report. Enrollment cap increases will then be prepared and submitted for the Board's consideration prior to the start of the school year.

Accountability and follow up involves periodic checks of the CHAR 55 reports by the State Reporting Specialist and the Finance teams to confirm that the enrollment numbers do not exceed the applicable caps for that school year. These checks will be performed for each school at least twice per school year, once in the fall and once in the spring.

Finally, this process has been documented and disseminated to all relevant BASIS.ed departments and BASIS Charter Schools, Inc. This process document is stored on a shared drive so it is accessible to employees who are hired or transferred into a role with responsibilities in all of the relevant departments. Further, new employees hired with responsibilities related to student enrollment will be trained specifically on this issue.

### Supporting the Enrollment Cap Increase

BASIS Charter Schools, Inc. is thus requesting an enrollment cap increase to serve only those students that are currently enrolled at their school – a cap of 929 students. The failure to submit this request previously was the result of an unintentional oversight in connection with a school site location change amendment request during a time of significant staff transition.

Although this request is being made after the current school year has already started, the request is akin to requests made by other schools and approved by the Board. Most recently, the Board approved an enrollment cap increase for the Lemman Academy of Excellence, Inc. ("Lemman") at the September 10, 2018 Board meeting in which the school was over-enrolled by 300 students for the current year. Lemman's request, though admittedly deemed undesirable by the Board, was approved up to the schools' current enrollment number.

- At the October 10, 2017 Board meeting, Imagine Desert West Middle School sought and received an enrollment cap increase to 510 students when the then-current enrollment was 400 students despite an enrollment cap of 375. This request was on the consent agenda and the motion passed unanimously.
- During the July 11, 2011 Board meeting, E-Institute Charter Schools was granted an enrollment cap increase from 700 to 2000 students, while then enrolled at 790—90 students above their enrollment cap at the time. This motion passed with a 6-1 vote.
- At the May 12, 2014 Board meeting, the Odyssey Preparatory Academy was granted an enrollment cap increase from 1700 to 2000 students while then serving 2000 students. By majority vote, this increase was approved and granted by the Board to apply to both the *current and prior* school year.
- At the January 13, 2014 meeting, Phoenix Collegiate Academy was granted an enrollment cap increase from 385 to 750 with a then current enrollment of 440 students. This was approved by a majority vote due to one abstention.

Accordingly, Board precedent supports granting BASIS Charter Schools, Inc.'s request for an enrollment cap increase. Consistent with the outcome in Lemman, BASIS Charter Schools, Inc. is only seeking the increase to its current student count. The requested increase of 149 students is well within the range of previously approved increases. Further, the request is reasonable as it

narrowly focuses on the current year only, despite the fact that a 300-student increase was previously granted to Odyssey Preparatory Academy for a prior school year. Finally, BASIS Charter Schools, Inc. is holding BASIS.ed accountable for the mistake that, by all accounts was the result of a simple oversight during a time of transition. BASIS Charter Schools, Inc. is requesting that if approved, the enrollment cap increase be deemed retroactive to July 1 per the ADE policy linked here: <http://www.azed.gov/finance/files/2014/06/sf-0001-enrollment-cap-amendments-issued-7-1-14.pdf> .

### **Staffing**

As indicated on the chart, few changes to staffing are necessary, as BASIS Peoria has been adequately staffed to serve these students and will remain proactive in its hiring of excellent teachers. Demonstrated through both academic excellence and positive feedback, BASIS Peoria teachers and staff have proven effective over the previous years and we anticipate a similar level of high achievement this year. In the coming years, staff will be held to the same rigorous standards and any necessary hiring will be done with the same amount of care.

### **Concrete Resources**

The academic program and instruction is identical to that taught at BASIS Peoria for the previous seven years and consistent with the academic excellence across all BASIS Charter Schools. BASIS Peoria has now been nationally ranked for two consecutive years and the same resources that have enabled this success will be utilized. No changes will need to be made as the same resources will continue to be utilized.





# 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: BASIS Peoria				
Position	Number of Staff Members			
	Current—FY19	Anticipated—FY20	Anticipated—FY21	Anticipated—FY22
Administration	10	10	10	10
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>	6	6	6	6
6 <sup>th</sup>	6	6	6	6
7 <sup>th</sup>	5	6	6	6
8 <sup>th</sup>	5	5	5	5
9 <sup>th</sup>	4	4	4	4
10 <sup>th</sup>	3	3	3	3
11 <sup>th</sup>	2	3	3	3
12 <sup>th</sup>	2	2	2	2
Specialty Staff (Music, Art, PE, etc.)	6	6	6	6
Special Education	2	2	2	2
Paraprofessional	13	13	13	13
Additional Staff				
List title: Front Office Coordinator	1	1	1	1
List title: Front Office Coordinator Assistant	1	1	1	1
List title: Registrar	1	1	1	1
List title: College Counselor	1	1	1	1

**Staffing Chart**

<b>Total Number of Staff Members</b>	68	70	70	70
--------------------------------------	----	----	----	----

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

### 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.

<b>School Name: BASIS Peoria</b>				
<b>Leadership Team</b>				
<b>Title</b>	<b>Current—FY19</b>	<b>Anticipated—FY20</b>	<b>Anticipated—FY21</b>	<b>Anticipated—FY22</b>
Head of School	Jayme Dunn	Jayme Dunn	Jayme Dunn	Jayme Dunn
Head of Operations	Becky Trower	Becky Trower	Becky Trower	Becky Trower
Senior College Counselor	Tier Martin	Tier Martin	Tier Martin	Tier Martin
Director of Academic Programs	Nicholas Miller	Nicholas Miller	Nicholas Miller	Nicholas Miller
Director of Student Affairs	Brooks Charlton	Brooks Charlton	Brooks Charlton	Brooks Charlton
Dean of Students	Aaron Poggi	Aaron Poggi	Aaron Poggi	Aaron Poggi
Facilities Coordinator	Mark Alves	Mark Alves	Mark Alves	Mark Alves
Technology Coordinator	Joshua Brown	Joshua Brown	Joshua Brown	Joshua Brown
Auxiliary Program Coordinator	Pat Delfeld	Pat Delfeld	Pat Delfeld	Pat Delfeld
Curriculum Coordinator	Tyra Burton	Tyra Burton	Tyra Burton	Tyra Burton

## BASIS Peoria Enrollment Cap Notification Request

### Enrollment Cap Timeline for Implementation

BASIS Charter Schools, Inc. requests approval for an increase in the enrollment cap for the 2018-2019 school year.

School Name: BASIS Peoria				
Grade Level	Number of Students			
	Current—FY19	Target—FY20	Target—FY21	Target—FY22
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>	197	160	160	160
6 <sup>th</sup>	193	190	160	160
7 <sup>th</sup>	154	169	166	139
8 <sup>th</sup>	134	133	145	149
9 <sup>th</sup>	87	87	86	94
10 <sup>th</sup>	60	78	78	77
11 <sup>th</sup>	54	59	76	76
12 <sup>th</sup>	50	53	58	74
<b>Total Enrollment</b>	929	929	929	929

**APPENDIX B**  
**FINANCIAL PERFORMANCE AND**  
**EVALUATION**

## BASIS FY 17 Financial Performance Response

### 2a. Net Income

Per the consolidated audited financials for FY 2017, the net surplus for the year fell below the \$1 threshold primarily due to the GAAP effect of our capital restructuring, as shown by Exhibit 1. Multiple schools were refinanced into our obligated group structure in FY 2017 with the aim of increasing the amount of money spent in BASIS classrooms. This process resulted in \$4,105,155 in non-cash expenses related to the write-off of loan issuance costs and prepayment penalties being recorded in the statement of activities. In FY 2017, we also had an unrealized loss on investment of \$284,587, as shown by Exhibit 1. This unrealized loss is resulting from non-cash investment activity of our debt service reserve funds. Debt service reserve funds are a required feature of our obligated group structure. In addition to the above activity, FY 2017 also had a non-cash capitalized interest amount of \$893,684 associated with it, as shown in Exhibit 2.

To negate the non-cash expenses associated with the above activity, the following items are added back to get an adjusted net surplus figure:

1. Write-off of loan issuance costs and prepayment of penalties, per Exhibit 1: (\$4,105,155)
2. Unrealized gain/loss on investments, per Exhibit 1:(\$284,587)
3. Non-cash capitalized interest expense, per Exhibit 2 :(\$893,684)
4. Total non-cash add backs not including depreciation & amortization: (\$5,283,426)

To demonstrate the positive cash flow and NPV for each bond series referenced above, please see Exhibit 3 through Exhibit 7, included with this response and summarized as follows:

<b>Exhibit</b>	<b>School</b>	<b>NPV Savings</b>
Exhibit 3	BASIS Tucson Primary	\$590,543
Exhibit 4	BASIS Tucson North	\$863,072
Exhibit 5	BASIS Scottsdale	\$1,060,802
Exhibit 6	BASIS Oro Valley	\$943,018
Exhibit 7	BASIS DC	\$6,629,297

Refinancing these five schools generated over \$10 million in positive NPV for BASIS Charter Schools, Inc. (BCSI). We also ask the Board to consider the NPV savings from our financings in early fiscal year 2017:

<b>Exhibit</b>	<b>Bond Series</b>	<b>NPV Savings</b>
Exhibit 8	2017AB	\$448,642

In further support of the net income measure, we ask the Board to consider that focusing on the “net book value” of the land and buildings is inaccurate when analyzing BCSI financials. It is more accurate to consider the market value of the land and buildings, which captures reality rather than an accounting calculation called net book value. This is the approach used by the public markets and if applied here, BCSI net assets would turn positive by over \$10 million. The difference between the market value and the book value of the BCSI real estate portfolio at June 30, 2017 is at least +\$47 million USD using appraisals from the last 3 years, with the exception that one appraisal is from 2013. This is one of the reasons that the BCSI bond offerings across the last three years have received buy orders that are 5x over the available supply. The Board can confirm this by comparing the most recent appraisal values from the 2018A bond series, attached here as Exhibit 9 (Table A-2-4), to Note 5 on the audit report, attached here as Exhibit 10. Please note that Exhibit 9 was provided as a part of the entire 2018A Limited Offering Memorandum (LOM) in a previous submission, but we are presenting only this table as a part of this submission for your convenience. If the Board wants the entire 2018A LOM submitted again as a part of this submission, we are happy to provide it. The real property market value of the schools in operation at June 30, 2017 per Exhibit 9 as compared to the Land and improvements, Building and leasehold improvements, and Accumulated Depreciation of those same schools from Exhibit 10 shows at least +\$47 million in net assets.

As a part of our submission, we have also included internally prepared, unaudited FY 2018 consolidated statements as Exhibit 11. These statements show a net surplus after taking into account the preliminary extinguishment of debt amounts. As noted in previous submissions to the Board, BASIS expects the net surplus to run negative due to the capital restructuring activities associated with refinancing all the BASIS Charter Schools.

### **2c. Fixed Charge Coverage Ratio**

FY 2017 FCC ratio for BCSI schools was 0.61, per the Financial Performance dashboard. Given the non-recurring nature of some of the activities on the consolidated statement of activities, we request the adjustments for the write-off of loan issuance cost be made to the net surplus figure before arriving at the net surplus available to cover any fixed charges. The adjusted FCC for FY 2017 is shown in Exhibit 12. We are pleased to report a strong improvement in this measure over the last year with the ratio calculating to be 0.90 when the non-cash non-recurring entries described in our response to 2a above are removed. We believe that this demonstrates strong improvement over the 0.40 FCC from FY 2016 and ask the Board to consider our year over year improvement. As additional support of BCSI’s ability to cover fixed charges, we ask the Board to consider a similar calculation framework that is required annually by our bond holders and Standard and Poors during their rating evaluations done prior to each bond offering. The calculation is performed annually by the same firm which completes the audit report and is included here as Exhibit 13. This calculation reveals a Debt Service Coverage Ratio of 1.25, which exceeds our debt covenants and meets the expectations required by the municipal bond market for additional debt.

BASIS SCHOOLS, INC.

CONSOLIDATED STATEMENT OF ACTIVITIES

Year Ended June 30, 2017

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenue and support:			
State revenues	\$ 102,108,223		\$ 102,108,223
Federal revenues	1,488,171		1,488,171
Local revenues	11,175,856	\$ 5,873,543	17,049,399
Net assets released from restrictions	<u>5,206,651</u>	<u>(5,206,651)</u>	
Total revenue and support	<u>119,978,901</u>	<u>666,892</u>	<u>120,645,793</u>
Expenses:			
Primary and secondary education	107,082,573		107,082,573
General and administrative	17,803,500		17,803,500
Fundraising	<u>533,656</u>		<u>533,656</u>
Total expenses	<u>125,419,729</u>		<u>125,419,729</u>
Change in net assets (deficit) before unrealized loss and write-off of loan issuance costs and prepayment penalties	(5,440,828)	666,892	(4,773,936)
Unrealized loss	(284,587)		(284,587)
Write-off of loan issuance costs and prepayment penalties	<u>(4,105,155)</u>		<u>(4,105,155)</u>
Change in net assets (deficit)	(9,830,570)	666,892	(9,163,678)
Net assets (deficit), beginning of year	<u>(27,232,983)</u>	<u>4,243,559</u>	<u>(22,989,424)</u>
Net assets (deficit), end of year	<u><u>\$ (37,063,553)</u></u>	<u><u>\$ 4,910,451</u></u>	<u><u>\$ (32,153,102)</u></u>

The accompanying notes are an integral part of these statements.

NET DEBT SERVICE

Arizona Industrial Development Authority  
 Education Revenue Bonds (BASIS Schools Projects), Series 2017A and 2017B (Taxable)

\*\*\*\*\*

FINAL

Period Ending	Principal	Interest	Total Debt Service	Debt Service Reserve Fund	Capitalized Interest Fund (through 1/1/2018)	Net Debt Service
07/01/2017	225,000	1,646,325.83	1,871,325.83		893,684.41	977,641.42
07/01/2018	640,000	3,965,887.50	4,605,887.50		1,079,618.75	3,526,268.75
07/01/2019	600,000	3,932,287.50	4,532,287.50			4,532,287.50
07/01/2020	640,000	3,907,600.00	4,547,600.00			4,547,600.00
07/01/2021	665,000	3,882,000.00	4,547,000.00			4,547,000.00
07/01/2022	690,000	3,855,400.00	4,545,400.00			4,545,400.00
07/01/2023	725,000	3,820,900.00	4,545,900.00			4,545,900.00
07/01/2024	760,000	3,784,650.00	4,544,650.00			4,544,650.00
07/01/2025	800,000	3,746,650.00	4,546,650.00			4,546,650.00
07/01/2026	840,000	3,706,650.00	4,546,650.00			4,546,650.00
07/01/2027	880,000	3,664,650.00	4,544,650.00			4,544,650.00
07/01/2028	930,000	3,619,550.04	4,549,550.04			4,549,550.04
07/01/2029	975,000	3,571,887.52	4,546,887.52			4,546,887.52
07/01/2030	1,030,000	3,521,918.78	4,551,918.78			4,551,918.78
07/01/2031	1,080,000	3,469,131.26	4,549,131.26			4,549,131.26
07/01/2032	1,135,000	3,413,781.28	4,548,781.28			4,548,781.28
07/01/2033	1,190,000	3,355,612.52	4,545,612.52			4,545,612.52
07/01/2034	1,250,000	3,294,625.02	4,544,625.02			4,544,625.02
07/01/2035	1,310,000	3,230,562.52	4,540,562.52			4,540,562.52
07/01/2036	1,385,000	3,163,425.02	4,548,425.02			4,548,425.02
07/01/2037	1,460,000	3,092,443.76	4,552,443.76			4,552,443.76
07/01/2038	1,525,000	3,017,618.76	4,542,618.76			4,542,618.76
07/01/2039	1,610,000	2,937,556.26	4,547,556.26			4,547,556.26
07/01/2040	1,695,000	2,853,031.26	4,548,031.26			4,548,031.26
07/01/2041	1,780,000	2,764,043.76	4,544,043.76			4,544,043.76
07/01/2042	1,875,000	2,670,593.76	4,545,593.76			4,545,593.76
07/01/2043	1,970,000	2,572,156.26	4,542,156.26			4,542,156.26
07/01/2044	2,085,000	2,468,731.26	4,553,731.26			4,553,731.26
07/01/2045	2,190,000	2,359,268.76	4,549,268.76			4,549,268.76
07/01/2046	1,815,000	2,244,293.76	4,059,293.76			4,059,293.76
07/01/2047	9,610,000	2,149,006.26	11,759,006.26			11,759,006.26
07/01/2048	10,115,000	1,644,481.26	11,759,481.26			11,759,481.26
07/01/2049	10,460,000	1,100,800.02	11,560,800.02			11,560,800.02
07/01/2050	10,020,000	538,575.02	10,558,575.02	4,553,731.26		6,004,843.76
	75,960,000	102,966,094.95	178,926,094.95	4,553,731.26	1,973,303.16	172,399,060.53



SAVINGS

Series 2013 Tucson Primary

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 03/26/2015 @ 4.7654002%
07/01/2015	320,423.75	108,271.93	212,151.82		3,877.38	-3,877.38	216,029.20	212,089.73
07/01/2016	755,847.50	5,547.84	750,299.66	725,121.53	16,389.61	708,731.92	41,567.74	37,558.56
07/01/2017	758,890.00	12,482.64	746,407.36	724,450.00	16,334.90	708,115.10	38,292.26	35,632.93
07/01/2018	756,327.50	19,417.44	736,910.06	723,450.00	25,409.84	698,040.16	38,869.90	34,494.93
07/01/2019	758,462.50	19,417.44	739,045.06	722,300.00	25,409.84	696,890.16	42,154.90	35,578.69
07/01/2020	754,992.50	19,417.44	735,575.06	726,000.00	25,409.84	700,590.16	34,984.90	28,326.06
07/01/2021	756,220.00	19,417.44	736,802.56	724,400.00	25,409.84	698,990.16	37,812.40	29,108.86
07/01/2022	756,842.50	19,417.44	737,425.06	725,400.00	25,409.84	699,990.16	37,434.90	27,498.43
07/01/2023	756,860.00	19,417.44	737,442.56	721,000.00	25,409.84	695,590.16	41,852.40	29,222.03
07/01/2024	761,272.50	19,417.44	741,855.06	721,400.00	25,409.84	695,990.16	45,864.90	30,463.93
07/01/2025	758,875.00	19,417.44	739,457.56	721,400.00	25,409.84	695,990.16	43,467.40	27,566.34
07/01/2026	754,875.00	19,417.44	735,457.56	726,000.00	25,409.84	700,590.16	34,867.40	21,213.36
07/01/2027	755,175.00	19,417.44	735,757.56	722,250.00	25,409.84	696,840.16	38,917.40	22,504.23
07/01/2028	754,425.00	19,417.44	735,007.56	723,000.00	25,409.84	697,590.16	37,417.40	20,656.23
07/01/2029	757,625.00	19,417.44	738,207.56	723,000.00	25,409.84	697,590.16	40,617.40	21,329.61
07/01/2030	754,425.00	19,417.44	735,007.56	722,250.00	25,409.84	696,840.16	38,167.40	19,140.24
07/01/2031	755,175.00	19,417.44	735,757.56	725,750.00	25,409.84	700,340.16	35,417.40	16,966.04
07/01/2032	754,525.00	19,417.44	735,107.56	723,250.00	25,409.84	697,840.16	37,267.40	16,989.39
07/01/2033	757,475.00	19,417.44	738,057.56	725,000.00	25,409.84	699,590.16	38,467.40	16,696.39
07/01/2034	758,675.00	19,417.44	739,257.56	725,750.00	25,409.84	700,340.16	38,917.40	16,088.06
07/01/2035	757,212.50	19,417.44	737,795.06	725,500.00	25,409.84	700,090.16	37,704.90	14,852.55
07/01/2036	753,937.50	19,417.44	734,520.06	724,250.00	25,409.84	698,840.16	35,679.90	13,394.65
07/01/2037	758,850.00	19,417.44	739,432.56	722,000.00	25,409.84	696,590.16	42,842.40	15,255.87
07/01/2038	756,225.00	19,417.44	736,807.56	723,750.00	25,409.84	698,340.16	38,467.40	13,053.99
07/01/2039	756,425.00	19,417.44	737,007.56	724,250.00	25,409.84	698,840.16	38,167.40	12,318.64
07/01/2040	754,087.50	19,417.44	734,670.06	723,500.00	25,409.84	698,090.16	36,579.90	11,226.89
07/01/2041	754,212.50	19,417.44	734,795.06	721,500.00	25,409.84	696,090.16	38,704.90	11,282.74
07/01/2042	756,437.50	19,417.44	737,020.06	723,250.00	25,409.84	697,840.16	39,179.90	10,847.32
07/01/2043	1,115,400.00	574,201.19	541,198.81	723,500.00	25,409.84	698,090.16	-156,891.35	-41,502.76
07/01/2044				722,250.00	25,409.84	696,840.16	-696,840.16	-175,753.82
07/01/2045				724,500.00	751,405.33	-26,905.33	26,905.33	6,443.10
	21,860,176.25	1,185,939.60	20,674,236.65	21,709,421.53	1,474,072.90	20,235,348.63	438,888.02	590,543.21

Savings Summary

PV of savings from cash flow	590,543.21
Net PV Savings	590,543.21

SAVINGS

Series 2012 Tucson North

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 03/26/2015 @ 4.7654002%
07/01/2015	470,575.00	263,661.81	206,913.19		3,881.96	-3,881.96	210,795.15	205,009.33
07/01/2016	824,587.50	8,050.00	816,537.50	789,018.75	17,840.73	771,178.02	45,359.48	41,269.29
07/01/2017	828,337.50	18,112.50	810,225.00	785,900.00	17,781.18	768,118.82	42,106.18	39,423.25
07/01/2018	831,462.50	28,175.00	803,287.50	789,450.00	27,659.62	761,790.38	41,497.12	37,081.14
07/01/2019	833,962.50	28,175.00	805,787.50	787,700.00	27,659.62	760,040.38	45,747.12	38,844.77
07/01/2020	830,837.50	28,175.00	802,662.50	785,800.00	27,659.62	758,140.38	44,522.12	36,090.36
07/01/2021	832,400.00	28,175.00	804,225.00	788,750.00	27,659.62	761,090.38	43,134.62	33,384.73
07/01/2022	833,337.50	28,175.00	805,162.50	788,950.00	27,659.62	761,290.38	43,872.12	32,378.99
07/01/2023	828,650.00	28,175.00	800,475.00	788,750.00	27,659.62	761,090.38	39,384.62	27,852.83
07/01/2024	827,250.00	28,175.00	799,075.00	788,150.00	27,659.62	760,490.38	38,584.62	26,048.20
07/01/2025	825,137.50	28,175.00	796,962.50	787,150.00	27,659.62	759,490.38	37,472.12	24,155.65
07/01/2026	827,312.50	28,175.00	799,137.50	785,750.00	27,659.62	758,090.38	41,047.12	25,137.68
07/01/2027	823,418.76	28,175.00	795,243.76	786,000.00	27,659.62	758,340.38	36,903.38	21,661.27
07/01/2028	828,812.50	28,175.00	800,637.50	785,500.00	27,659.62	757,840.38	42,797.12	23,826.23
07/01/2029	827,781.26	28,175.00	799,606.26	789,250.00	27,659.62	761,590.38	38,015.88	20,289.17
07/01/2030	825,681.26	28,175.00	797,506.26	787,000.00	27,659.62	759,340.38	38,165.88	19,429.77
07/01/2031	832,512.50	28,175.00	804,337.50	789,000.00	27,659.62	761,340.38	42,997.12	20,781.01
07/01/2032	822,562.50	28,175.00	794,387.50	790,000.00	27,659.62	762,340.38	32,047.12	14,963.61
07/01/2033	771,900.00	28,175.00	743,725.00	785,000.00	27,659.62	757,340.38	-13,615.38	-5,048.04
07/01/2034	762,660.00	28,175.00	734,485.00	789,250.00	27,659.62	761,590.38	-27,105.38	-10,253.63
07/01/2035	767,680.00	28,175.00	739,505.00	787,250.00	27,659.62	759,590.38	-20,085.38	-7,069.47
07/01/2036	625,850.00	28,175.00	597,675.00	789,250.00	27,659.62	761,590.38	-163,915.38	-59,575.85
07/01/2037	437,900.00	28,175.00	409,725.00	785,000.00	27,659.62	757,340.38	-347,615.38	-121,166.70
07/01/2038	1,437,900.00	28,175.00	1,409,725.00	789,750.00	27,659.62	762,090.38	647,634.62	217,253.45
07/01/2039	1,432,400.00	28,175.00	1,404,225.00	788,000.00	27,659.62	760,340.38	643,884.62	205,877.75
07/01/2040	1,436,615.00	28,175.00	1,408,440.00	790,000.00	27,659.62	762,340.38	646,099.62	196,889.31
07/01/2041	1,434,412.50	28,175.00	1,406,237.50	785,500.00	27,659.62	757,840.38	648,397.12	188,299.11
07/01/2042	1,435,792.50	833,175.00	602,617.50	789,750.00	27,659.62	762,090.38	-159,472.88	-44,292.79
07/01/2043				787,250.00	27,659.62	759,590.38	-759,590.38	-200,925.69
07/01/2044				788,250.00	27,659.62	760,590.38	-760,590.38	-191,832.38
07/01/2045				787,500.00	817,934.26	-30,434.26	30,434.26	7,289.45
	25,097,728.78	1,799,199.31	23,298,529.47	23,633,868.75	1,604,247.87	22,029,620.88	1,268,908.59	863,071.81

Savings Summary

PV of savings from cash flow	863,071.81
Net PV Savings	863,071.81

SAVINGS

Series 2007 Scottsdale

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 03/26/2015 @ 4.7654002%
07/01/2015	424,787.50	248,643.75	176,143.75		1,751.26	-1,751.26	177,895.01	172,648.47
07/01/2016	704,787.50		704,787.50	592,271.53	13,362.14	578,909.39	125,878.11	117,651.09
07/01/2017	709,325.00		709,325.00	592,550.00	13,317.54	579,232.46	130,092.54	118,275.71
07/01/2018	707,850.00		707,850.00	587,600.00	20,716.16	566,883.84	140,966.16	122,167.87
07/01/2019	705,700.00		705,700.00	587,650.00	20,716.16	566,933.84	138,766.16	114,677.82
07/01/2020	707,875.00		707,875.00	587,550.00	20,716.16	566,833.84	141,041.16	111,105.92
07/01/2021	709,037.50		709,037.50	592,300.00	20,716.16	571,583.84	137,453.66	103,247.49
07/01/2022	709,187.50		709,187.50	589,900.00	20,716.16	569,183.84	140,003.66	100,245.93
07/01/2023	708,325.00		708,325.00	592,300.00	20,716.16	571,583.84	136,741.16	93,356.89
07/01/2024	706,450.00		706,450.00	589,300.00	20,716.16	568,583.84	137,866.16	89,721.05
07/01/2025	708,562.50		708,562.50	591,100.00	20,716.16	570,383.84	138,178.66	85,715.12
07/01/2026	704,325.00		704,325.00	587,500.00	20,716.16	566,783.84	137,541.16	81,322.32
07/01/2027	709,075.00		709,075.00	591,500.00	20,716.16	570,783.84	138,291.16	77,940.32
07/01/2028	707,137.50		707,137.50	589,750.00	20,716.16	569,033.84	138,103.66	74,189.42
07/01/2029	708,850.00		708,850.00	587,500.00	20,716.16	566,783.84	142,066.16	72,733.37
07/01/2030	708,875.00		708,875.00	589,750.00	20,716.16	569,033.84	139,841.16	68,232.15
07/01/2031	707,212.50		707,212.50	591,250.00	20,716.16	570,533.84	136,678.66	63,550.12
07/01/2032	703,862.50		703,862.50	592,000.00	20,716.16	571,283.84	132,578.66	58,733.73
07/01/2033	708,825.00		708,825.00	592,000.00	20,716.16	571,283.84	137,541.16	58,055.63
07/01/2034	706,425.00		706,425.00	591,250.00	20,716.16	570,533.84	135,891.16	54,638.80
07/01/2035	707,000.00		707,000.00	589,750.00	20,716.16	569,033.84	137,966.16	52,842.02
07/01/2036	705,212.50		705,212.50	587,500.00	20,716.16	566,783.84	138,428.66	50,495.51
07/01/2037	1,361,062.50		1,361,062.50	589,500.00	20,716.16	568,783.84	792,278.66	277,229.72
07/01/2038				590,500.00	20,716.16	569,783.84	-569,783.84	-191,174.14
07/01/2039				590,500.00	20,716.16	569,783.84	-569,783.84	-182,303.49
07/01/2040				589,500.00	20,716.16	568,783.84	-568,783.84	-173,536.51
07/01/2041				587,500.00	20,716.16	566,783.84	-566,783.84	-164,896.60
07/01/2042				589,500.00	20,716.16	568,783.84	-568,783.84	-157,788.77
07/01/2043				590,250.00	20,716.16	569,533.84	-569,533.84	-150,651.78
07/01/2044				589,750.00	20,716.16	569,033.84	-569,033.84	-143,518.70
07/01/2045				588,000.00	612,606.41	-24,606.41	24,606.41	5,895.52
	16,639,750.00	248,643.75	16,391,106.25	17,697,271.53	1,200,373.67	16,496,897.86	-105,791.61	1,060,801.98

Savings Summary

PV of savings from cash flow	1,060,801.98
Net PV Savings	1,060,801.98

SAVINGS

Oro Valley Primary Refunding

\*\*\*\*\*

Refund to 1/1/2018 at 103 Redemption Price

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 01/05/2016 @ 4.8097371%
07/01/2016	399,434.38	47,500.00	351,934.38	240,020.00		240,020.00	111,914.38	108,252.93
07/01/2017	707,931.26		707,931.26	645,950.00	8,174.79	637,775.21	70,156.05	66,727.18
07/01/2018	706,368.76		706,368.76	646,300.00	22,991.60	623,308.40	83,060.36	75,215.31
07/01/2019	704,493.76		704,493.76	646,500.00	22,991.60	623,508.40	80,985.36	69,945.01
07/01/2020	707,306.26		707,306.26	646,550.00	22,991.60	623,558.40	83,747.86	68,908.44
07/01/2021	704,493.76		704,493.76	646,450.00	22,991.60	623,458.40	81,035.36	63,595.19
07/01/2022	706,368.76		706,368.76	649,450.00	22,991.60	626,458.40	79,910.36	59,806.95
07/01/2023	707,618.76		707,618.76	647,050.00	22,991.60	624,058.40	83,560.36	59,576.45
07/01/2024	708,243.76		708,243.76	649,450.00	22,991.60	626,458.40	81,785.36	55,611.17
07/01/2025	708,243.76		708,243.76	646,450.00	22,991.60	623,458.40	84,785.36	54,925.57
07/01/2026	705,918.76		705,918.76	648,250.00	22,991.60	625,258.40	80,660.36	49,840.35
07/01/2027	707,868.76		707,868.76	647,500.00	22,991.60	624,508.40	83,360.36	49,074.86
07/01/2028	708,731.26		708,731.26	646,250.00	22,991.60	623,258.40	85,472.86	47,944.64
07/01/2029	708,506.26		708,506.26	644,500.00	22,991.60	621,508.40	86,997.86	46,500.45
07/01/2030	707,193.76		707,193.76	647,250.00	22,991.60	624,258.40	82,935.36	42,277.09
07/01/2031	704,793.76		704,793.76	644,250.00	22,991.60	621,258.40	83,535.36	40,576.77
07/01/2032	706,306.26		706,306.26	645,750.00	22,991.60	622,758.40	83,547.86	38,671.66
07/01/2033	706,368.76		706,368.76	646,500.00	22,991.60	623,508.40	82,860.36	36,547.46
07/01/2034	704,981.26		704,981.26	646,500.00	22,991.60	623,508.40	81,472.86	34,242.93
07/01/2035	707,143.76		707,143.76	645,750.00	22,991.60	622,758.40	84,385.36	33,773.18
07/01/2036	706,218.76		706,218.76	649,250.00	22,991.60	626,258.40	79,960.36	30,491.67
07/01/2037	703,387.50		703,387.50	646,750.00	22,991.60	623,758.40	79,629.10	28,912.33
07/01/2038	703,650.00		703,650.00	648,500.00	22,991.60	625,508.40	78,141.60	27,012.08
07/01/2039	706,625.00		706,625.00	649,250.00	22,991.60	626,258.40	80,366.60	26,436.58
07/01/2040	706,931.26		706,931.26	649,000.00	22,991.60	626,008.40	80,922.86	25,328.95
07/01/2041	704,568.76		704,568.76	647,750.00	22,991.60	624,758.40	79,810.36	23,764.32
07/01/2042	704,537.50		704,537.50	645,500.00	22,991.60	622,508.40	82,029.10	23,230.56
07/01/2043	706,456.26		706,456.26	647,250.00	22,991.60	624,258.40	82,197.86	22,133.41
07/01/2044	704,943.76		704,943.76	647,750.00	22,991.60	624,758.40	80,185.36	20,518.09
07/01/2045				632,000.00	22,991.60	609,008.40	-609,008.40	-150,195.43
07/01/2046				1,695,750.00	688,498.23	1,007,251.77	-1,007,251.77	-236,627.54
	20,175,634.62	47,500.00	20,128,134.62	20,685,420.00	1,340,437.82	19,344,982.18	783,152.44	943,018.63

Savings Summary

PV of savings from cash flow	943,018.63
Plus: Refunding funds on hand	16,585.38
Net PV Savings	959,604.01

SAVINGS

DC Refunding

\*\*\*\*\*

Date	Prior Debt Service	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 01/05/2016 @ 4.8097371%
07/01/2016	1,163,750.00	790,557.77	790,557.77		1,163,750.00	1,150,647.67
07/01/2017	2,182,500.00	2,152,050.00	26,976.01	2,125,073.99	57,426.01	82,095.57
07/01/2018	2,200,000.00	2,156,000.00	75,870.04	2,080,129.96	119,870.04	135,059.97
07/01/2019	2,300,000.00	2,149,350.00	75,870.04	2,073,479.96	226,520.04	222,737.11
07/01/2020	2,300,000.00	2,152,400.00	75,870.04	2,076,529.96	223,470.04	210,099.10
07/01/2021	2,387,500.00	2,149,850.00	75,870.04	2,073,979.96	313,520.04	271,098.61
07/01/2022	2,605,000.00	2,155,850.00	75,870.04	2,079,979.96	525,020.04	420,580.76
07/01/2023	2,605,000.00	2,155,650.00	75,870.04	2,079,779.96	525,220.04	401,411.31
07/01/2024	2,605,000.00	2,149,450.00	75,870.04	2,073,579.96	531,420.04	387,131.32
07/01/2025	2,692,500.00	2,152,450.00	75,870.04	2,076,579.96	615,920.04	424,201.19
07/01/2026	2,810,000.00	2,154,250.00	75,870.04	2,078,379.96	731,620.04	477,902.54
07/01/2027	2,810,000.00	2,152,500.00	75,870.04	2,076,629.96	733,370.04	456,989.67
07/01/2028	2,810,000.00	2,154,000.00	75,870.04	2,078,129.96	731,870.04	435,205.05
07/01/2029	2,897,500.00	2,153,500.00	75,870.04	2,077,629.96	819,870.04	462,443.37
07/01/2030	2,915,000.00	2,151,000.00	75,870.04	2,075,129.96	839,870.04	451,653.64
07/01/2031	2,415,000.00	2,151,500.00	75,870.04	2,075,629.96	339,370.04	181,555.90
07/01/2032	2,415,000.00	2,154,750.00	75,870.04	2,078,879.96	336,120.04	171,901.14
07/01/2033	21,402,500.00	2,155,500.00	75,870.04	2,079,629.96	19,322,870.04	8,786,981.46
07/01/2034		2,153,750.00	75,870.04	2,077,879.96	-2,077,879.96	-867,911.80
07/01/2035		2,154,500.00	75,870.04	2,078,629.96	-2,078,629.96	-827,665.17
07/01/2036		2,152,500.00	75,870.04	2,076,629.96	-2,076,629.96	-788,233.84
07/01/2037		2,152,750.00	75,870.04	2,076,879.96	-2,076,879.96	-751,478.20
07/01/2038		2,155,000.00	75,870.04	2,079,129.96	-2,079,129.96	-717,110.86
07/01/2039		2,154,000.00	75,870.04	2,078,129.96	-2,078,129.96	-683,237.85
07/01/2040		2,154,750.00	75,870.04	2,078,879.96	-2,078,879.96	-651,498.61
07/01/2041		2,152,000.00	75,870.04	2,076,129.96	-2,076,129.96	-620,179.08
07/01/2042		2,150,750.00	75,870.04	2,074,879.96	-2,074,879.96	-590,777.35
07/01/2043		2,150,750.00	75,870.04	2,074,879.96	-2,074,879.96	-563,095.15
07/01/2044		2,141,750.00	75,870.04	2,065,879.96	-2,065,879.96	-534,373.74
07/01/2045		1,949,000.00	75,870.04	1,873,129.96	-1,873,129.96	-461,852.41
07/01/2046		4,546,500.00	2,271,977.13	2,274,522.87	-2,274,522.87	-534,343.34
	63,516,250.00	67,558,607.77	5,213,872.03	62,344,735.74	1,171,514.26	6,537,937.99

Savings Summary

PV of savings from cash flow	6,537,937.99
Plus: Refunding funds on hand	91,359.83
Net PV Savings	6,629,297.82

SAVINGS

Arizona Industrial Development Authority  
Education Revenue Bonds (BASIS Schools Projects), Series 2017A and 2017B (Taxable)

\*\*\*\*\*

FINAL

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Present Value to 02/02/2017 @ 5.3019470%
07/01/2017	1,387,625.00	583,262.36	804,362.64	757,322.36		757,322.36	47,040.28	33,535.74
07/01/2018	2,400,875.00		2,400,875.00	1,920,400.00		1,920,400.00	480,475.00	449,169.38
07/01/2019	2,406,625.00		2,406,625.00	2,218,050.00		2,218,050.00	188,575.00	168,809.78
07/01/2020	2,411,000.00		2,411,000.00	2,234,562.50		2,234,562.50	176,437.50	149,972.33
07/01/2021	2,398,500.00		2,398,500.00	2,235,362.50		2,235,362.50	163,137.50	131,681.91
07/01/2022	2,400,062.50		2,400,062.50	2,235,362.50		2,235,362.50	164,700.00	126,061.10
07/01/2023	2,399,750.00		2,399,750.00	2,234,362.50		2,234,362.50	165,387.50	120,084.71
07/01/2024	2,402,562.50		2,402,562.50	2,237,112.50		2,237,112.50	165,450.00	113,960.40
07/01/2025	2,403,187.50		2,403,187.50	2,233,362.50		2,233,362.50	169,825.00	110,919.16
07/01/2026	2,406,506.26		2,406,506.26	2,233,362.50		2,233,362.50	173,143.76	107,197.37
07/01/2027	2,406,618.76		2,406,618.76	2,231,862.50		2,231,862.50	174,756.26	102,564.24
07/01/2028	2,403,525.02		2,403,525.02	2,238,037.52		2,238,037.52	165,487.50	92,130.42
07/01/2029	2,402,225.00		2,402,225.00	2,237,162.52		2,237,162.52	165,062.48	87,104.56
07/01/2030	2,407,362.52		2,407,362.52	2,239,493.76		2,239,493.76	167,868.76	83,941.60
07/01/2031	2,403,225.00		2,403,225.00	2,234,775.00		2,234,775.00	168,450.00	79,814.30
07/01/2032	2,405,168.76		2,405,168.76	2,233,262.52		2,233,262.52	171,906.24	77,160.42
07/01/2033	2,402,481.26		2,402,481.26	2,234,700.02		2,234,700.02	167,781.24	71,343.64
07/01/2034	2,405,162.50		2,405,162.50	2,233,831.26		2,233,831.26	171,331.24	68,992.54
07/01/2035	2,407,500.00		2,407,500.00	2,230,656.26		2,230,656.26	176,843.74	67,429.11
07/01/2036	2,404,750.00		2,404,750.00	2,235,175.02		2,235,175.02	169,574.98	61,180.66
07/01/2037	2,405,625.00		2,405,625.00	2,236,875.00		2,236,875.00	168,750.00	57,592.05
07/01/2038	2,399,375.00		2,399,375.00	2,230,756.26		2,230,756.26	168,618.74	54,417.94
07/01/2039	2,401,000.00		2,401,000.00	2,235,643.76		2,235,643.76	165,356.24	50,435.92
07/01/2040	2,404,375.00		2,404,375.00	2,237,118.76		2,237,118.76	167,256.24	48,215.83
07/01/2041	2,403,750.00		2,403,750.00	2,230,181.26		2,230,181.26	173,568.74	47,300.23
07/01/2042	2,398,750.00		2,398,750.00	2,235,093.76		2,235,093.76	163,656.24	42,039.18
07/01/2043	2,404,000.00		2,404,000.00	2,231,068.76		2,231,068.76	172,931.24	41,988.80
07/01/2044	2,408,000.00		2,408,000.00	2,238,368.76		2,238,368.76	169,631.24	38,814.69
07/01/2045				2,236,206.26		2,236,206.26	-2,236,206.26	-507,332.81
07/01/2046				2,234,843.76		2,234,843.76	-2,234,843.76	-480,929.37
07/01/2047				2,234,018.76		2,234,018.76	-2,234,018.76	-455,996.90
07/01/2048				2,238,468.76		2,238,468.76	-2,238,468.76	-433,363.83
07/01/2049				2,235,268.76		2,235,268.76	-2,235,268.76	-410,431.84
07/01/2050				2,091,693.76	2,067,043.89	24,649.87	-24,649.87	-4,536.01
	66,289,587.58	583,262.36	65,706,325.22	74,033,822.62	2,067,043.89	71,966,778.73	-6,260,453.51	391,267.26

Savings Summary

PV of savings from cash flow	391,267.26
Plus: Refunding funds on hand	57,375.10
Net PV Savings	<u>448,642.36</u>

## Appraisals

In connection with issuance of the Bonds, the Borrower obtained a new appraisal for the Baton Rouge Campus. In addition, the Borrower has previously obtained appraisals for each of the Existing Facilities. The opinions of value for each of the Facilities, except the Baton Rouge Campus are set forth in the following table.

**Table A-2-4  
Appraisals - The Facilities**

Campus	Appraisal Firm	Appraisal Date	Appraised Value
Ahwatukee Campus	KS Appraisal	09-22-2017	\$16,100,000
Baton Rouge Campus	Pinnacle Real Estate Advisors, LLC	01-18-2018	13,420,000
Chandler Campus	KS Appraisal	11-25-2015	13,300,000
Chandler Primary North Campus	KS Appraisal	11-25-2015	8,300,000
Chandler Primary South Campus	KS Appraisal	1-16-2017	8,000,000
DC Campus	Joseph J. Blake & Associates	12-9-2015	28,300,000
Flagstaff Campus	KS Appraisal	09-22-2017	15,100,000
Goodyear Campus	KS Appraisal	12-12-2017	17,500,000
Mesa Campus	KS Appraisal	12-12-2017	15,834,000
Oro Valley Campus	KS Appraisal	2-11-2015	6,090,000
Oro Valley Primary Campus	KS Appraisal	11-9-2015	10,440,000
Peoria Campus	KS Appraisal	1-16-2017	12,375,000
Peoria Primary Campus	KS Appraisal	1-16-2017	9,500,000
Phoenix Campus	KS Appraisal	12-12-2017	9,390,000
Phoenix Central Campus	KS Appraisal	1-16-2017	12,750,000
Phoenix Primary Campus	KS Appraisal	12-12-2017	11,265,000
Phoenix South Primary Campus	KS Appraisal	12-12-2017	5,600,000
Prescott Campus	KS Appraisal	12-12-2013	8,828,000 <sup>32</sup>
San Antonio Primary Medical Center Campus	Noble & Associates, Inc.	8-1-2017	9,750,000
San Antonio Primary North Central Campus	Noble & Associates, Inc.	8-7-2017	8,250,000
San Antonio Shavano Campus	Noble & Associates, Inc.	9-22-2017	18,250,000
Scottsdale Campus	KS Appraisal	11-24-2015	17,950,000
Scottsdale Primary Campus	KS Appraisal	2-20-2015	8,100,000
Tucson North Campus	KS Appraisal	09-22-2017	13,500,000
Tucson Primary Campus	KS Appraisal	12-20-2016	9,150,000

There is no requirement that the value of the Facilities equal the amount of the Obligations or the amount loaned to the Borrower pursuant to the Loan Agreement. See "BONDHOLDERS' RISKS – Risks of Real Estate Investment" in the Limited Offering Memorandum.

*[Remainder of page intentionally left blank.]*

<sup>32</sup> The appraised valuation for the Prescott Campus is adjusted to include an additional \$350,000 in additions made to the campus and to delete \$672,000 for the value of excess, unused land that was severed from the Prescott Campus.

BASIS Schools, Inc.

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2017

NOTE 5 - PROPERTY AND EQUIPMENT, NET

Property and equipment at June 30, 2017 consists of the following:

Land and improvements	\$ 50,977,876
Buildings and leasehold improvements	129,021,208
Vehicles, furniture and equipment	9,591,836
Textbooks	5,452,340
Software	5,291
Construction in progress	<u>17,843,129</u>
Total	212,891,680
Less accumulated depreciation	<u>19,180,011</u>
Property and equipment, net	<u><u>\$ 193,711,669</u></u>

Depreciation for the year ended June 30, 2017 totaled \$5,968,909.

NOTE 6 - LONG-TERM DEBT

Long-term debt consists of the following at June 30, 2017:

Education Revenue Bonds (BASIS Ahwatukee, Series 2013) were issued by the Industrial Development Authority of the City of Phoenix, Arizona in the aggregate principal amount of \$8,835,000. The proceeds of the bonds were loaned to the Firm pursuant to a loan agreement, dated February 1, 2013. The loan matures over 30 years with an interest rate of 6.75%. Annual principal and interest payments vary, and principal payments range from a minimum of \$115,000 to a maximum of \$665,000, commencing on July 1, 2016. The loan proceeds were used by the Firm for the following purposes: (i) to pay the costs of acquiring, constructing, improving, and equipping facilities; (ii) to pay for capitalized interest; and, (iii) to pay loan issuance costs. The loan is secured by BASIS Ahwatukee's personal property and revenues, including revenues received from the State of Arizona under the BASIS Ahwatukee charter, and a deed of trust on real property located at the BASIS Ahwatukee site.

\$ 8,720,000



**FY 2018 BCSI Unaudited Preliminary Statement of Activities\***

	<b>Total</b>
State Revenues	\$120,314,819
Federal Revenues	\$2,011,512
Local Revenues	\$21,502,695
<b>Total Revenues</b>	<b>\$143,829,026</b>
Primary and Secondary Education	\$122,445,730
General & Administrative	\$20,359,829
Fundraising	\$573,516
Defeased Interest & Extinguishment of Debt	\$5,015,512
<b>Total Expenses</b>	<b>\$148,394,587</b>
<b>Total Net Surplus</b>	<b>-\$4,565,561</b>

\* FY 2018 Audit is NOT complete. These preliminary unaudited financials are provided only for ASBCS Board consideration

**FY 2018 BCSI Unaudited Preliminary Statement of Financial Position\***

<b>Assets</b>	
<b>Current Assets</b>	
Cash & Cash Equivalents	\$17,551,935
Accounts Receivable & Other Current Assets	\$27,387,849
<b>Total Current Assets</b>	<b>\$44,939,784</b>
<b>Non-Current Assets</b>	
Fixed Assets	\$341,569,888
Less Accumulated Depreciation	-\$17,806,915
<b>Total Non-Current Assets</b>	<b>\$323,762,973</b>
<b>Total Assets</b>	<b>\$368,702,757</b>
<b>Liabilities and Net Assets</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	\$9,487,574
Other Current Liabilities	\$22,748,656
<b>Total Current Liabilities</b>	<b>\$32,236,230</b>
<b>Non-Current Liabilities</b>	
Long Term Liabilities	\$373,185,190
<b>Total Non-Current Liabilities</b>	<b>\$373,185,190</b>
<b>Total Liabilities</b>	<b>\$405,421,420</b>
<b>Net Assets</b>	
Beginning Net Assets	-\$32,153,102
Net Surplus	-\$4,565,561
<b>Total Net Assets</b>	<b>-\$36,718,663</b>
<b>Total Liabilities and Net Assets</b>	<b>\$368,702,757</b>

\* FY 2018 Audit is NOT complete. These preliminary unaudited financials are provided only for ASBCS Board consideration

<b>Beginning Net Surplus(Deficit)-Per Audit</b>	<b>-\$9,163,678</b>
Debt Refinancing adjustment	\$4,105,155
Debt Reserve Fund Investment adjustment	\$284,587
<b>Ending Net Surplus(Deficit)</b>	<b>-\$4,773,936</b>

Given the above changes, the Fixed Coverage Ratio(FCC) will be calculated as follows

Fixed Coverage Ratio	
<b>Ending Net Surplus(Deficit)</b>	<b>-\$4,773,936</b>
Add Amortization	\$144,212
Add Depreciation	\$5,968,909
Add Interest	\$12,274,983
<b>Total Net Surplus net of Depreciation, amortization of loan issuance cost, interest expense</b>	<b>\$13,614,168</b>
Total Current Year Interest + Current Maturities of Long-Term Debt	\$15,139,983
<b>Fixed Coverage Ratio</b>	<b>0.90</b>

BASIS SCHOOLS, INC.

SERIES 2015, 2016, and 2017 (BASIS Schools Projects)

DEBT SERVICE COVERAGE RATIO

Year Ended June 30, 2017

**Covenants**

Debt Service Coverage Ratio: The Obligated Group Representative shall deliver to the Master Trustee an Officer's Certificate, no later than six months after the close of each fiscal year, setting forth the Debt Service Coverage Ratio as of the end of any such Fiscal Year.

		<b><u>Series 2015,</u></b>
		<b><u>2016, 2017</u></b>
<b>Net income available for debt service:</b>		
Pledged revenue		\$ 103,463,098
Interest earnings		222,765
Total operating expenses:	<u>\$ 107,082,366</u>	
Net income (loss)	(3,396,503)	
Add: depreciation	5,137,328	
Add: amortization	186,674	
Add: interest expense	<u>10,699,678</u>	
Subtotal		12,627,177
Total non-recurring expenses:	(4,389,742)	
Add back:		
Extraordinary items	-	
Gain/loss on extinguishment of debt	4,105,155	
Unrealized loss	284,587	
Proceeds of new debt	-	
Proceeds of insurance policies	<u>-</u>	
Subtotal		-
<b>Net income available for debt service:</b>		<u>12,627,177</u>
		<b><u>Year</u></b>
<b>Fiscal year debt service requirement:</b>	2016-17	<u>\$ 10,120,037</u>
<b>DEBT SERVICE COVERAGE RATIO:</b>		<u><u>1.25</u></u>

NOTE 1: Pursuant to the Series 2017 loan agreement definition of "Pledged Revenue" and "Operating Expenses" only the revenues and expenses of BASIS - Chandler, Chandler Primary North, Chandler Primary South, DC, Flagstaff, Goodyear, Goodyear Primary, Oro Valley, Oro Valley Primary, Peoria, Peoria Primary, Phoenix, Phoenix Central, Phoenix South Primary, Prescott, San Antonio North Central, Scottsdale, Scottsdale Primary, Tucson North, and Tucson Primary are used to determine compliance with the debt service coverage ratio requirement.

## Financial Performance Response Evaluation Instrument

Charter Holder Name: BASIS Charter Schools, Inc.  
Charter Holder Entity ID: 90841

Required for: Expansion Request  
Audit Year: 2017

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. For each measure where the charter holder did not meet the target for the most recent audited fiscal year presented in the dashboard, Appendix C of the Financial Performance Framework requires the charter holder to answer three questions: 1) why did we not meet the measure’s target in the audited fiscal year; 2) what specifically have we done to improve our performance so that it’s possible to meet the measure’s target in the next fiscal year or a subsequent fiscal year; and 3) what can we provide to support our explanations and analysis? A “Not Acceptable” evaluation means the response for that measure did not sufficiently address one or more of these questions. “Not Acceptable” answers may adversely affect the Board’s decision regarding a charter holder’s request.

Measure	Reason(s) for “Not Acceptable” Rating
<b>1a. Going Concern</b> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
<b>1b. Unrestricted Days Liquidity</b> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
<b>1c. Default</b> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
<b>2a. Net Income</b> Acceptable <input checked="" type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input type="checkbox"/>	



Measure	Reason(s) for "Not Acceptable" Rating
<b>2b. Cash Flow</b> Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
<b>2c. Fixed Charge Coverage Ratio</b> Acceptable <input checked="" type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input type="checkbox"/>	For future reference, the Board's current financial framework does not remove the write-off of loan issuance costs and prepayment penalties from the change in net assets used in the ratio's calculation or add these costs back to the ratio's numerator. When the ratio is calculated using the current financial framework's formula, BASIS's performance on this measure improves from 0.41 in 2016 to 0.61 in 2017 (instead of to 0.90 as identified in the response) and is projected to improve to approximately 0.85 in 2018.



APPENDIX C  
REQUIRED  
DOCUMENTATION

ACTION BY RESOLUTION  
OF THE BOARD OF DIRECTORS

February 9, 2018

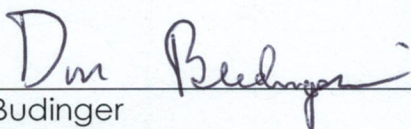
---

**RESOLUTION  
BSI18-R08**

---

It is hereby resolved that BASIS Schools, Inc. Board of Directors approves the submission of amendments and notifications for the purpose of modifying charter contracts with the authorizer as necessary including, but not limited to, changes in grade levels served and enrollments caps at any BASIS campus in accordance with related board approvals.

I HEREBY CERTIFY that the foregoing Resolution was adopted by the Board of Directors of **BASIS Schools, Inc.** at its meeting held **February 9, 2018.**



---

Don Budinger  
Secretary  
BASIS Schools, Inc.



# Certificate of Occupancy

## Building Development Division

This Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use. For the following:

**Permit No.:** 1700575 **Date:** 09/19/2018

**BASIS PEORIA 5-12**

**9902 W YEARLING RD**

Zoning:	PAD	Automatic Sprinklers:	Yes
Parcel No:	201-30-217A	Construction Type:	II-B
Occupancy:	E Educational	Occupancy Load:	2334

**Owner:** BASIS SCHOOLS INC  
7975 N HAYDEN RD SUITE B121  
SCOTTSDALE, AZ 85258

NOTE: Section 18-21, Peoria City Code, provides that no building or structure shall be used or occupied, and no change in occupancy classification of a building or structure or portion thereof shall be made until the building official has issued a Certificate of Occupancy.

**POST IN A CONSPICUOUS PLACE**



Peoria Fire Department  
Community Services Division  
**CORRECTION NOTICE**

DATE: 11/30/17 PERMIT NUMBER: 1700575

PROJECT NAME: Basis

ADDRESS: 9902 W Yearling Rd #

INSPECTOR: J LEVARI

Corrective action is necessary for the following items:

Final Fire Inspection - Approved

Verified curtains are Flame Resistant &  
took picture of tag on curtain

Conducted function test on intercom  
in Area of Refuge -  
Rang to front desk, then, monitoring  
company → 911.

Copy Received: \_\_\_\_\_

For re-inspection call: 623-773-7220  
FAX: 623-773-7295

Page \_\_\_\_\_ of \_\_\_\_\_



DEVELOPMENT & ENGINEERING DEPARTMENT  
 BUILDING DEVELOPMENT  
 9875 N. 85<sup>TH</sup> Avenue  
 Peoria, AZ 85345  
 623-773-7225

## CERTIFICATE OF OCCUPANCY SIGN OFF SHEET

*Bring the completed form to the Building Development Division. A Certificate of Occupancy will be issued when all required inspections are approved and signed by Inspector.*

**\*PLEASE PROVIDE ALL OF THE FOLLOWING INFORMATION:**

*PERMIT #: <span style="font-size: 1.2em;">1700975</span>	*BUSINESS LICENSE #: (Business License 623-773-7112)
*BUSINESS NAME: <span style="font-size: 1.2em;">BASIS</span>	
*BUSINESS ADDRESS: <span style="font-size: 1.2em;">9902 W YORLING</span>	
*PROJECT MANAGER: <span style="font-size: 1.2em;">PATRICK SACCHARD</span>	*PROJECT MANAGER PHONE: <span style="font-size: 1.2em;">480-710-4676</span>
*SIGN PERMIT #: (If Applicable)	

****Required**** Inspections: <small><a href="https://devservices.peoriaaz.gov">https://devservices.peoriaaz.gov</a></small>	**Temp C of O	C of O	Inspector Signature	Date
*Environmental – 115 (Greasetraps/Interceptors)		X	<i>[Signature]</i> PER ENTRY	8-2-17
*Environmental – 180 (Backflow Devices)		X	<i>[Signature]</i> PER ENTRY	8-2-17
*Plumbing - 190		X	<i>[Signature]</i> PER ENTRY	9-6-17
*Electrical - 290		X	<i>[Signature]</i> PER ENTRY	8-3-17
*Mechanical - 390		X	<i>[Signature]</i> PER ENTRY	9-6-17
*Structural/ADA - 590		X	<i>[Signature]</i> PER ENTRY	9-11-17
*Fire - 990		X	<i>[Signature]</i> PER ENTRY	11-30-17/12-6-17

**THE FOLLOWING TWO INSPECTIONS MAY BE REQUIRED FOR TI'S IF EXTERIOR WORK WAS COMPLETED AS PART OF THE PROJECT:**

ENGINEERING: 623-773-8445		X	<i>[Signature]</i> PER CHRIS ANDERSON	10-12-18
PLANNING: 623-773-7662		X	<i>[Signature]</i> PER ENTRY	10-12-17

### \*\*\$1000 NON-REFUNDABLE FEE for a TCO\*\*

\*\*A REFUNDABLE CASHIER'S CHECK WILL BE REQUIRED FOR ALL ENGINEERING PUNCH LIST ITEMS\*\*

NO OCCUPANCY SHALL BE ALLOWED UNTIL ALL ITEMS ARE COMPLETED AND  
 A CERTIFICATE OF OCCUPANCY IS SIGNED BY THE BUILDING OFFICIAL PER THE 2015 IBC 111.2

*Sign Off sheet is subject to verification which may take up to 24 hours before Certificate of Occupancy is issued.*



DEVELOPMENT & ENGINEERING DEPARTMENT  
 BUILDING DEVELOPMENT  
 9875 N. 85<sup>TH</sup> Avenue  
 Peoria, AZ 85345  
 623-773-7225

## CERTIFICATE OF OCCUPANCY SIGN OFF SHEET

Bring the completed form to the Building Development Division. A Certificate of Occupancy will be issued when all required inspections are approved and signed by Inspector.

\*PLEASE PROVIDE ALL OF THE FOLLOWING INFORMATION:

*PERMIT #: 1700575	*BUSINESS LICENSE #: (Business License 623-773-7112)
*BUSINESS NAME: BASIS	
*BUSINESS ADDRESS:	
*PROJECT MANAGER:	*PROJECT MANAGER PHONE:
*SIGN PERMIT #: (If Applicable)	

*All signatures by [unclear] on 10-12-16*

****Required**** Inspections: Phone: 623-773-7220	**Temp C of O	C of O	Inspector Signature	Date
*Environmental - 115 (Greasetraps/Interceptors)	✓	✓	Willy Garcia	8/2/17
*Environmental - 180 (Backflow Devices)	✓	✓	Sony Garcia	8/2/17
*Plumbing - 190	✓	✓	[unclear]	8/7/17
*Electrical - 290	✓	✓	Mark Canada	8/3/17
*Mechanical - 390	✓	✓	[unclear]	8/7/17
*Structural/ADA - 590	✓	✓	[unclear]	8-7-17
*Fire - 990	✓	✓	[unclear]	8/3/17
<p>THE FOLLOWING TWO INSPECTIONS MAY BE REQUIRED FOR TIPS IF EXTERIOR WORK WAS COMPLETED AS PART OF THE PROJECT:</p> <p><i>- Does not include gymnasium</i></p>				
ENGINEERING: 623-773-8445	✓	✓	[unclear]	8/8/17
PLANNING: 623-773-7662	✓	✓	[unclear]	

**\*\*\$1000 NON-REFUNDABLE FEE for a TCO**

NO OCCUPANCY SHALL BE ALLOWED UNTIL ALL ITEMS ARE COMPLETED AND A CERTIFICATE OF OCCUPANCY IS SIGNED BY THE BUILDING OFFICIAL PER THE 2012 IBC 110.1

Sign Off sheet is subject to verification which may take up to 24 hours before Certificate of Occupancy is issued.

# Certificate of Occupancy

## Building Development Division

This Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use. For the following:

**Permit No.:** 1700575 **Date:** 09/19/2018

**BASIS PEORIA 5-12**

**9902 W YEARLING RD**

Zoning:	PAD	Automatic Sprinklers:	Yes
Parcel No:	201-30-217A	Construction Type:	II-B
Occupancy:	E Educational	Occupancy Load:	2334

**Owner:** BASIS SCHOOLS INC  
7975 N HAYDEN RD SUITE B121  
SCOTTSDALE, AZ 85258

NOTE: Section 18-21, Peoria City Code, provides that no building or structure shall be used or occupied, and no change in occupancy classification of a building or structure or portion thereof shall be made until the building official has issued a Certificate of Occupancy.

**POST IN A CONSPICUOUS PLACE**

# RE: Fire Marshall Approval

[Judy Thompson <Judy.Thompson@asbcs.az.gov>](mailto:Judy.Thompson@asbcs.az.gov)

Thu 9/21/2017 12:51 PM

To: Anastasia Korte <anastasia.korte@basised.com>;

Anastasia,

This is exactly what we need. Please download the email from the Michael Brune in the amendment request.

Thank you,

**Judy Thompson**

Education Program Manager

602-364-3082

---

**From:** Anastasia Korte [mailto:anastasia.korte@basised.com]

**Sent:** Wednesday, September 20, 2017 12:00 PM

**To:** Judy Thompson <Judy.Thompson@asbcs.az.gov>

**Subject:** Fw: Fire Marshall Approval

Good afternoon Judy,

Below is the email response I got from Michael Brune and wanted to make sure this is sufficient.

Warm regards,

Anastasia

Anastasia Korte

Managing Director of Compliance

**BASIS.ed**

[10130 N. Oracle Road, Suite 210](#)

[Tucson, AZ 85704](#)

**O** +1.520.219.6000 ext. 109

**M** +1.520.262.8955

<http://BASISed.com/>

1473956778949\_PastedImage

---

**From:** Michael Brune <[Michael.Brune@peoriaaz.gov](mailto:Michael.Brune@peoriaaz.gov)>

**Sent:** Monday, September 18, 2017 2:28 PM

**To:** Anastasia Korte

**Subject:** RE: Fire Marshall Approval

Anastasia,

The documents that you sent to me are the approvals from all of the various departments within the City of Peoria to allow the building to be occupied and operated as a school (E Occupancy Group). Building Development is responsible for issuing the Certificate of Occupancy, or in this case, the Temporary Certificate of Occupancy in order for the building to be allowed to open and to operate.

The sign off sheet shows all of the departments that approved their portion of the building to allow for occupancy. The Fire Department is one of the departments where a signature is required. On August 3, 2017 I signed the sign off sheet approving the issuance of the Temporary Certificate of Occupancy due to some outstanding minor issues that needed to be addressed. Once those issues are addressed, I can sign on behalf of the Fire Department, for the final Certificate of Occupancy. The other departments that signed the sheet will also have to provide approval for the final Certificate of Occupancy.

Based on the documents, the school can operate until October 7, 2017 under the Temporary Certificate of Occupancy at which time the final Certificate of Occupancy must be issued or an extension of the Temporary Certificate of Occupancy is granted.

If you have any other questions, please feel free to contact me.

Thank you,

**Michael Brune**

**Fire Prevention Inspector Supervisor**

**Peoria Fire-Medical Department - Fire Prevention Division**

**8351 West Cinnabar Avenue**

**Peoria Arizona 85345**

**(623) 773-7279 Main**

**(623) 773-7246 Direct**

**(623) 773-7295 Fax**

[michael.brune@peoriaaz.gov](mailto:michael.brune@peoriaaz.gov)



## Fire\_Autosig-2016

### Extended Hours To Serve You Better

City of Peoria office hours will be Monday through Thursday, 7 a.m. to 6 p.m. and closed on Fridays. Police, fire, libraries, parks, recreation programs and facilities, and trash/water services will not be impacted by this change.

*IF YOU ARE NOT THE INTENDED RECIPIENT OF THIS COMMUNICATION, PLEASE DESTROY IT AND NOTIFY THE SENDER AT (623) 773-7246. ANY FORM OF REPRODUCTION, DISSEMINATION, COPYING, DISCLOSURE, MODIFICATION, DISTRIBUTION AND/OR PUBLICATION OF THIS E-MAIL MESSAGE IS PROHIBITED*

---

**From:** Anastasia Korte [<mailto:anastasia.korte@basised.com>]  
**Sent:** Monday, September 18, 2017 8:41 AM  
**To:** Michael Brune <[Michael.Brune@peoriaaz.gov](mailto:Michael.Brune@peoriaaz.gov)>  
**Subject:** Fire Marshall Approval

Good morning Mike,

It was such a pleasure speaking with you this morning. I have attached the documentation we received for the Temporary CofO for our building in Peoria. If you would be able to explain as we just discussed over the phone that a separate Fire Marshal Permit would not be issued in this instance as this is sufficient for a Fire Marshal Permit for E-Occupancy, that would be extremely helpful.

Have a wonderful day and I appreciate your help!

Warm regards,

Anastasia

Anastasia Korte

Managing Director of Compliance

**BASIS.ed**

[10130 N. Oracle Road, Suite 210](#)

[Tucson, AZ 85704](#)



# APPENDIX D

## ASSOCIATED SCHOOLS

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 91339			BASIS, Inc. Entity ID 90842			BASIS, Inc. Entity ID 92997		
School Name	BASIS Ahwatukee			BASIS Chandler			BASIS Chandler Primary – North Campus		
Date Open	August 2013			August 2011			August 2016		
Location	Phoenix			Chandler			Chandler		
Grades Served	4 - 12			5 - 12			K - 4		
FY 18 Letter Grade	A			A			A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY15</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	87%	81%	81%	92%	89%	91%	N/A	78%	81%
AzMERIT Math (40% <sup>+</sup> )	85%	89%	91%	93%	97%	95%	N/A	85%	87%
AIMS Science (53% <sup>+</sup> )	98%	92%	94%	99%	*	>98%	N/A	95%	89%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 92865			BASIS, Inc. Entity ID 90862			BASIS, Inc. Entity ID 92734		
School Name	BASIS Chandler Primary – South Campus			BASIS Flagstaff			BASIS Goodyear		
Date Open	August 2015			August 2011			August 2015		
Location	Chandler			Flagstaff			Goodyear		
Grades Served	K - 4			3 - 8			5 - 8		
FY 18 Letter Grade	A			A			N/A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	87%	78%	86%	84%	82%	83%	68%	72%	77%
AzMERIT Math (40% <sup>+</sup> )	>98%	85%	93%	71%	84%	86%	59%	78%	87%
AIMS Science (53% <sup>+</sup> )	99%	95%	91%	97%	95%	96%	84%	*	95%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 92736			BASIS, Inc. Entity ID 90508			BASIS, Inc. Entity ID 92318		
School Name	Basis Goodyear Primary			BASIS Oro Valley			BASIS Oro Valley Primary		
Date Open	August 2015			August 2010			August 2014		
Location	Goodyear			Oro Valley			Oro Valley		
Grades Served	K - 4			5 - 12			K – 5		
FY 18 Letter Grade	A			A			A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY15</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	68%	78%	68%	93%	93%	94%	85%	87%	85%
AzMERIT Math (40% <sup>+</sup> )	74%	85%	76%	88%	96%	94%	93%	87%	90%
AIMS Science (53% <sup>+</sup> )	90%	95%	80%	98%	99%	>98%	99%	90%	98%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 91949			BASIS, Inc. Entity ID 273398			BASIS, Inc. Entity ID 91280		
School Name	BASIS Mesa			BASIS Peoria Primary			BASIS Phoenix		
Date Open	August 2013			August 2017			August 2012		
Location	Mesa			Peoria			Phoenix		
Grades Served	K- 12			K - 4			5 - 12		
FY 18 Letter Grade	A			N/A			A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY15</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	85%	79%	86%	N/A	N/A	83%	89%	86%	91%
AzMERIT Math (40% <sup>+</sup> )	74%	82%	87%	N/A	N/A	90%	80%	90%	88%
AIMS Science (53% <sup>+</sup> )	98%	95%	95%	N/A	N/A	86%	98%	97%	97%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 92349			BASIS, Inc. Entity ID 594803			BASIS, Inc. Entity ID 92320		
School Name	BASIS Phoenix Central			BASIS Phoenix South Primary			BASIS Prescott		
Date Open	August 2014			August 2017			August 2014		
Location	Phoenix			Phoenix			Prescott		
Grades Served	K - 7			K - 2			K - 12		
FY 18 Letter Grade	A			N/A			A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY15</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	74%	74%	69%	N/A	N/A	N/A	76%	78%	80%
AzMERIT Math (40% <sup>+</sup> )	69%	79%	77%	N/A	N/A	N/A	70%	82%	84%
AIMS Science (53% <sup>+</sup> )	80%	92%	82%	N/A	N/A	N/A	93%	94%	89%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	BASIS, Inc. Entity ID 81078			BASIS, Inc. Entity ID 92863			BASIS, Inc. Entity ID 91309		
School Name	BASIS Scottsdale			BASIS Scottsdale Primary			BASIS Tucson North		
Date Open	August 2003			August 2015			August 2012		
Location	Scottsdale			Scottsdale			Tucson		
Grades Served	4 - 12			K - 3			5 - 12		
FY 18 Letter Grade	A			N/R			A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY15</b>	<b>FY 17</b>	<b>FY 18</b>	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	94%	90%	91%	77%	83%	85%	89%	85%	86%
AzMERIT Math (40% <sup>+</sup> )	86%	93%	92%	82%	87%	93%	84%	91%	90%
AIMS Science (53% <sup>+</sup> )	*	97%	98%	N/A	N/A	N/A	*	99%	97%

**Schools operated by the same charter holder but under different charter contracts.**

Charter Holder Name	<b>BASIS, Inc. Entity ID 6361</b>		
School Name	BASIS Tucson Primary		
Date Open	August 1998		
Location	Tucson		
Grades Served	K - 4		
FY 18 Letter Grade	A		
	<b>FY 16</b>	<b>FY 17</b>	<b>FY 18</b>
AzMERIT ELA (39% <sup>+</sup> )	82%	79%	76%
AzMERIT Math (40% <sup>+</sup> )	85%	86%	84%
AIMS Science (53% <sup>+</sup> )	95%	93%	91%

*\*FY 18 State Average Passing*

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

10/6/2017

Mail - anastasia.korte@based.com

**O** +1.520.219.6000 ext. 109

**M** +1.520.262.8955

<http://BASISed.com/>

1473956778949\_PastedImage

# Temporary Certificate of Occupancy

## Building Development Division

This Temporary Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use as long as the attached conditions are met.

**BASIS PEORIA EXPANSION**

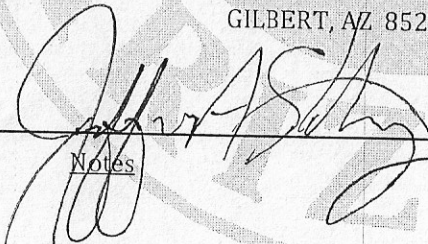
**Permit No. 1700575**

**9902 W YEARLING RD**

Zoning: PAD  
Parcel No: 201-30-217  
Occupancy: E Educational

Automatic Sprinklers: Yes  
Construction Type: II-B  
Occupancy Load: 2334

**Owner:** GH 41 LLC  
5656 S POWER RD  
GILBERT, AZ 85295



Dennis Chase, Building Official

<u>Issued</u>	<u>Expires</u>	<u>Notes</u>
08/08/2017	10/07/2017	

NOTE: Section 308(a), Ordinance 94-08, City of Peoria, provides that no new building or structure may be occupied until such time as a Certificate of Occupancy shall have been issued, and that electric power to the premises may be disconnected if all terms and conditions have not been met by the expiration date.

**POST IN A CONSPICUOUS PLACE ON THE PREMISES**





DEVELOPMENT & ENGINEERING DEPARTMENT  
 BUILDING DEVELOPMENT  
 9875 N. 85<sup>TH</sup> Avenue  
 Peoria, AZ 85345  
 623-773-7225

## CERTIFICATE OF OCCUPANCY SIGN OFF SHEET

Bring the completed form to the Building Development Division. A Certificate of Occupancy will be issued when all required inspections are approved and signed by Inspector.

**\*PLEASE PROVIDE ALL OF THE FOLLOWING INFORMATION:**

*PERMIT #: 1700575	*BUSINESS LICENSE #: (Business License 623-773-7112)
*BUSINESS NAME: BASIS	
*BUSINESS ADDRESS:	
*PROJECT MANAGER:	*PROJECT MANAGER PHONE:
*SIGN PERMIT #: (If Applicable)	

****Required**** Inspections: Phone: 623-773-7220	•Temp C of O	C of O	Inspector Signature	Date
*Environmental - 115 (Greasetraps/Interceptors)	✓		Kenny Garcia	8/2/17
*Environmental - 180 (Backflow Devices)	✓		Kenny Garcia	8/2/17
*Plumbing - 190	✓		Greg	8/2/17
*Electrical - 290	✓	✓	Mark Canada	8/3/17
*Mechanical - 390	✓		Mark Canada	8/2/17
*Structural/ADA - 590	✓		Mark Canada	8-2-17
*Fire - 990	✓		Mark	8/3/17

THE FOLLOWING TWO INSPECTIONS MAY BE REQUIRED FOR TI'S IF EXTERIOR WORK WAS COMPLETED AS PART OF THE PROJECT: *- Does not include gymnasium*

ENGINEERING: 623-773-8445	✓		Ernst A	8/8/17
PLANNING: 623-773-7662	✓			

**••\$1000 NON-REFUNDABLE FEE for a TCO**

NO OCCUPANCY SHALL BE ALLOWED UNTIL ALL ITEMS ARE COMPLETED AND A CERTIFICATE OF OCCUPANCY IS SIGNED BY THE BUILDING OFFICIAL PER THE 2012 IBC 110.1

Sign Off sheet is subject to verification which may take up to 24 hours before Certificate of Occupancy is issued.

# Temporary Certificate of Occupancy

## Building Development Division

This Temporary Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use as long as the attached conditions are met.

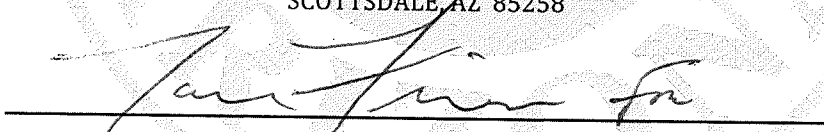
**BASIS PEORIA 5-12**      **Permit No. 1700575**

**9902 W YEARLING RD**

Zoning: PAD  
Parcel No: 201-30-217A  
Occupancy: E Educational

Automatic Sprinklers: Yes  
Construction Type: II-B  
Occupancy Load: 2334

**Owner:** BASIS SCHOOLS INC  
7975 N HAYDEN RD SUITE B121  
SCOTTSDALE, AZ 85258



Dennis Chase, Building Official

<u>Issued</u>	<u>Expires</u>	<u>Notes</u>
08/08/2017	12/08/2017	

NOTE: Section 308(a), Ordinance 94-08, City of Peoria, provides that no new building or structure may be occupied until such time as a Certificate of Occupancy shall have been issued, and that electric power to the premises may be disconnected if all terms and conditions have not been met by the expiration date.

**POST IN A CONSPICUOUS PLACE ON THE PREMISES**



**AGENDA ITEM EXECUTIVE SUMMARY: New School with Enrollment Cap and Grade Level Change Amendment Request**

**Request**

Heritage Academy, Inc. (“Charter Holder”) submitted an expansion amendment request to add a new school to the existing charter contract; increase the grade levels the Charter Holder is approved to serve from grades 7-12 to grades 6-12; and increase the enrollment cap from 825 to 1805. All of these requests would be effective in FY 2020. This enrollment cap accounts for 3 years of projected student enrollment.

*See Appendix A: Amendment Request Materials and Support Materials.*

According to their narrative, the Charter Holder has been approached by parent groups expressing an interest in Heritage Academy expanding into the Maricopa community. To staff the proposed new school, the Charter Holder plans to hire some local educators, as the Maricopa Unified School District is the second largest employer in Maricopa. Additionally, they may hire commuters from the East Valley. Students in the target population of Maricopa are similar to the population served by the flagship campus in Mesa in terms of income, although Maricopa has approximately 10% more Hispanic students. Because the elementary schools in the Maricopa area serve grades K-5, the Charter Holder is also requesting to add 6<sup>th</sup> grade to their charter, to allow for a seamless transition for Maricopa students and an additional option for Mesa students. To accommodate the planned 500 students at the Maricopa location, the Charter Holder wishes to expand its enrollment cap. The Charter Holder is planning for approximately 100 students per grade in the first year, based on their market research and the wait lists at other charter schools in the area. As indicated below, the Charter Holder intends for the Mesa campus enrollment to remain about the same, while the Maricopa campus expands from 515 to 790, adding one high school grade per year.

**Three Year Plan**

	FY 2019	FY 2020	FY 2021	FY 2022
<b>Grade Levels (Mesa)</b>	7-12	6-12	6-12	6-12
<b>Enrollment</b>	732	760	780	780
<b>Grade Levels (Maricopa)</b>	N/A	6-10	6-11	6-12
<b>Enrollment</b>	N/A	515	645	790

**Staff Recommendation**

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
<b>In operation for three years.</b>	The Charter Holder has been in operation for 23 years.
<b>“Meets the Board’s Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.</b>	The Charter Holder “Meets” the Board’s Operational Performance Expectations.
<b>“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.</b>	The Charter Holder “Meets” the Board’s Financial Performance Expectations.
<b>Each school operated by the Charter Holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s current location AND</b>	Heritage Academy performs at or above the average performance of nearby schools in ELA and Math of the school’s current location. AND



<b>Performs at or above the average performance of a majority of schools within a five-mile radius of the proposed school's location</b>	Heritage Academy performs at or above the average performance of nearby schools in ELA and Math of the proposed school's location.  Information regarding nearby schools is provided on page 2.
<b>Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.</b>	ADM in FY2017 was 700.304, FY 2018 was 682.747, and FY 2019 was 707.918 (as of November 7, 2018). This does not account for the additional enrollment at the proposed new school.
<b>ADM is within 85% of current enrollment cap.</b>	According to ADE School Finance, the Charter Holder currently has an ADM of 707.918. The Charter Holder is currently operating at 86% of its current enrollment cap of 825.
<b>If the new grades requested do not have prior grade level cohorts, ADM is within 85% of current enrollment cap.</b>	According to ADE School Finance, the Charter Holder currently has an ADM of 707.918. The Charter Holder is currently operating at 86% of its current enrollment cap of 825.

## Profile

The Charter Holder was granted a renewal charter in 2010.

### Governance

Corporate Board Members	School Governing Body Members	Type
Diane Taylor	Raymond Jones	Parents
Jared Taylor	Travis Moore	School Staff
	Marie Renard	Unknown
	Eve Seaman	School Staff
	Jared Taylor	Charter Organization

### School Profile

School Name	School Name		
Date Open	August 1995		
Location	Mesa		
Grades Served	7-12		
FY 18 Letter Grade	A		
	FY 16	FY 17	FY 18
ELA AzMERIT (41% <sup>+</sup> )	56%	51%	76%
Math AzMERIT (41% <sup>+</sup> )	42%	36%	51%
Science AIMS (52% <sup>+</sup> )	65%	66%	75%

<sup>+</sup>FY 18 State Average Passing

### Additional School Choices Serving Grades 6-12 within 5 Miles of Heritage Academy

Total Schools	FY 18 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>41%)	Math (>41%)	Science (>52%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
6	<b>A</b>	4	6	6	6	*	*	1
5	<b>B</b>	1	4	3	3	*	*	4
8	<b>C</b>	2	0	1	2	*	*	6
4	<b>D</b>	2	0	0	0	*	*	3
1	<b>F</b>	0	0	0	0	*	*	1

\*Because the percentage of FRL and ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

### Comparison of Nearby Schools to Heritage Academy

Total Schools	FY 17 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than Heritage Academy		
			AzMERIT ELA (76%)	AzMERIT Math (51%)	AIMS Science (75%)
6	<b>A</b>	4	1	5	4
5	<b>B</b>	1	0	0	0
8	<b>C</b>	2	0	0	0
4	<b>D</b>	2	0	0	0
1	<b>F</b>	0	0	0	0
<b>Total Number of Schools Performing Better than Heritage Academy (Percentage of Total)</b>					
24		9 (38%)	1 (4%)	5 (21%)	4 (17%)

### Academic Performance of Schools Serving Grades 6-12 Near Heritage Academy Maricopa

Total Schools	FY 17 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than State Average		
			ELA (>41%)	Math (>41%)	Science (>52%)
1	<b>A</b>	1	N/A	N/A	1
1	<b>B</b>	1	1	1	1
4	<b>C</b>	2	1	0	1

### Comparison of Nearby Schools in Maricopa to Heritage Academy (Mesa)

Total Schools	FY 17 Letter Grade	Total Charter Schools	FY 18 State Assessment Data Greater than Heritage Academy		
			AzMERIT ELA (76%)	AzMERIT Math (51%)	AIMS Science (75%)
1	<b>A</b>	1	N/A	N/A	1
1	<b>B</b>	1	0	0	0
4	<b>C</b>	2	0	0	0
<b>Total Number of Schools Performing Better than School Name (Percentage of Total)</b>					
6		4 (67%)	0 (0%)	0 (0%)	1 (17%)

### Schools Associated with Heritage Academy

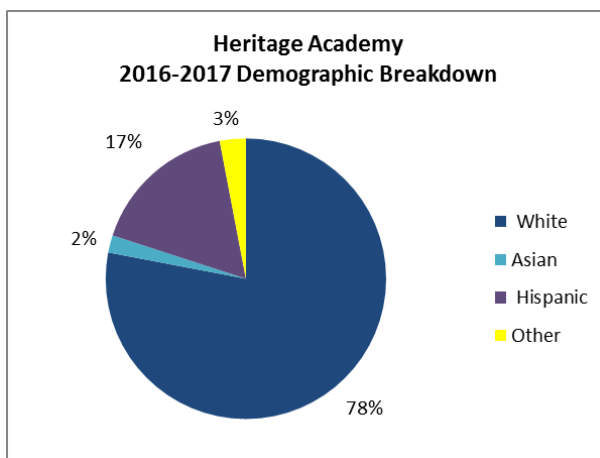
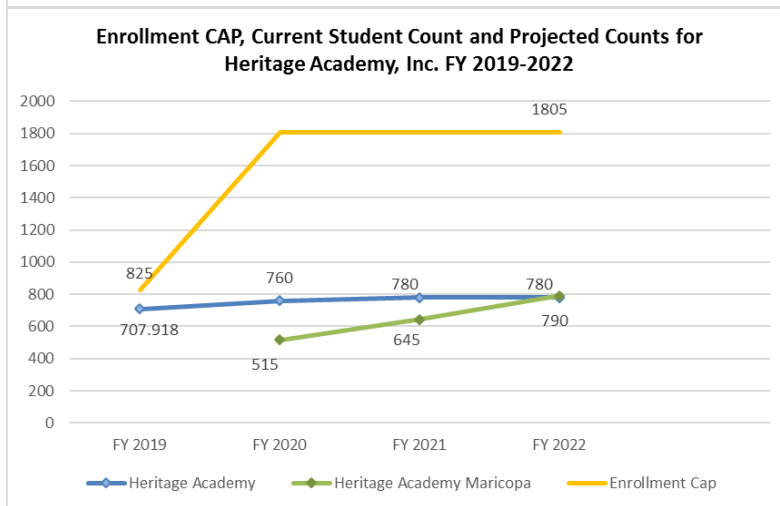
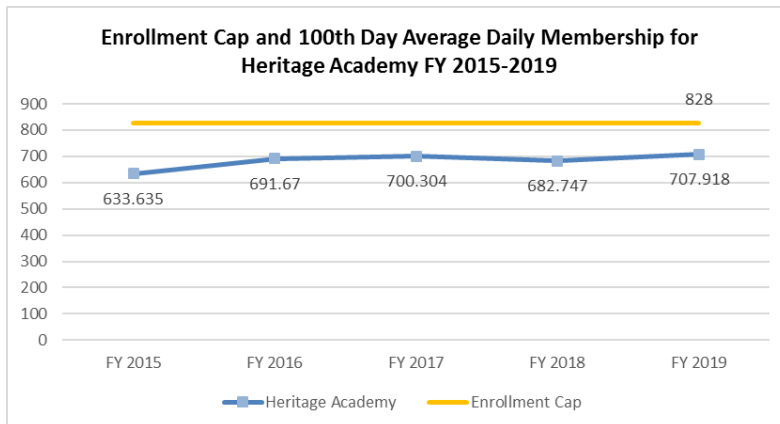
Charter Holder Name	Heritage Academy Laveen, Inc.			Heritage Academy Queen Creek, Inc.		
School Name	Heritage Academy Laveen			Heritage Academy Gateway		
Date Open	August 2014			August 2014		
Location	Laveen			Queen Creek		
Grades Served	7-12			7-12		
FY 18 Letter Grade	B			B		
	FY 16	FY 17	FY 18	FY 16	FY 17	FY 18
ELA AzMERIT (41%+)	38%	38%	47%	52%	62%	68%
Math AzMERIT (41%+)	22%	26%	36%	50%	55%	62%
Science AIMS (52%+)	40%	44%	58%	75%	72%	61%

+FY 18 State Average Passing



## Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2015–FY 2018, and FY 2019 ADM as of November 7, 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	5%

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

# **APPENDIX A**

## **AMENDMENT REQUEST AND SUPPORT MATERIALS**



Arizona State Board for Charter Schools



- [Dashboard](#)
- [Alerts](#)
- [Bulletin Board](#)
- [Charter Holder](#)
- [DMS](#)
- [Email](#)
- [Tasks](#)
- [Search](#)
- [Reports](#)
- [Help](#)
- [Other](#)

## New School

### Charterholder Info

#### Charter Holder

**Name:**  
Heritage Academy, Inc.

**CTDS:**  
07-87-12-000

**Mailing Address:**

32 South Center  
Mesa, AZ 85210

[View detailed info](#)

#### Representative

**Name:**  
Jared Taylor

**Phone Number:**  
000-000-0000

### Downloads

 [Download all files](#)

### Form Fields

**Name of school**  
Heritage Academy Maricopa

**Grade levels to be served**

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

**First day of Operation**  
07/22/2019

**Physical Address**  
East of Conner and Adams Way  
Maricopa, AZ 85138

**Physical Phone Number**  
480-969-5641

**Physical Fax Number**  
480-969-6972


**Mailing Address**  
32 S Center Street  
Mesa, AZ 85210

**Mailing Phone Number**  
480-969-5641









**Mailing Fax Number**  
480-969-6972


### Attachments


### Board Minutes

 [Download File](#) — Board Meeting Minutes approving a new school in Maricopa serving grades 6-12

### Occupancy Documentation

-  [Download File](#) — Occupancy Compliance and assurance form - Maricopa new school
-  [Download File](#) — Certificate of Occupancy 32 S Center Mesa Campus
-  [Download File](#) — Certificate of Occupancy 42 S. Center Mesa Campus
-  [Download File](#) — Certificate of Occupancy 40-44 West 1st Ave Mesa Campus
-  [Download File](#) — 40-44 West 1st Ave Floor Plan Load Numbers
-  [Download File](#) — Fire Inspection Report City of Mesa Approval
-  [Download File](#) — Fire inspector Email stating approved for educational use
-  [Download File](#) — Fire inspector email report inspection covers 32 & 42 S Center and 40-44 West 1st Ave

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](#) — Enrollment Matrix New Maricopa school
-  [Download File](#) — Enrollment Matrix Mesa Campus
-  [Download File](#) — Staffing Chart New Maricopa School
-  [Download File](#) — Staffing Chart Mesa Campus
-  [Download File](#) — School Calendar for New Maricopa School
-  [Download File](#) — Agricultural Land Regulation Assurance and Understanding -Maricopa
-  [Download File](#) — Corporation Commission Good Standing report
-  [Download File](#) — Site Plan for New Maricopa School
-  [Download File](#) — Floor PPlan for New Maricopa School
-  [Download File](#) — Exterior Elevation New Maricopa School
-  [Download File](#) — Curriculum exhibit referenced in narrative - course catalog

## Enrollment Cap

Is an Enrollment Cap Increase being added to this request?  
Yes, an Enrollment Cap Increase is also being requested.

From:  
825

To:  
1805

## Grade Level Change

Is a Grade Level Increase being added to this request?  
Yes, a Grade Level Increase is also being requested.

Curriculum Samples  
No documents were uploaded.

Narrative —  [Download File](#)

## Feedback

Feedback  
NA

## Signature

Charter Representative Signature  
Jared Taylor 10/30/2018





## Heritage Academy New School Amendment Request Narrative

### Describe the rationale for this request.

Heritage Academy has operated its charter since 1995, offering grades 7-12. Over that period, we have had many requests to expand our charter and open a school in a new location. Over the last 5 years we have had two parent groups that were persistent in their petitions and provided much of the grass roots leg work to explore the public interest in bringing a Heritage Academy Charter School to their neighborhood. As a result of their efforts, and a commitment from the leadership at Heritage Academy, two new campuses were built and opened. Our first expansion was in the southeast valley Town of Queen Creek which opened in the summer of 2013, a year later in 2014 we opened a Heritage Academy in the South Phoenix community of Laveen. Both of these new schools are prospering with total enrollment over 1000 combined.

Almost two years ago a family from Maricopa attended our graduation ceremony at which a relative was receiving her diploma. They were so impressed by what they heard and observed that they approached HA-Mesa to bring a campus to their community. They created a campaign and generated an interest list of 1,340 community members in HA-Maricopa. The Maricopa Mayor and City Council have expressed support. Additional student recruitment tools include promotion through [www.schola.io](http://www.schola.io) and Choose A School.

Maricopa has been as fast growing community and the growth is expected to accelerate quickly over the next several years according to a local consulting firm, consequently the Maricopa Unified School District (MUSD) anticipates huge enrollment growth over the next 5-7 years. Maricopa High School, the only district high school in Maricopa, is anticipated to almost double in population during that time, and the district estimates that as many as 5800 new students may added in the next decade. As the community grows the need for new schools will increase and Heritage Academy will fill an important role in fulfilling those needs in the community.

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

#### • Recruitment;

Maricopa is currently a bedroom community and has grown recently largely because the cost of housing is significantly less than the cost in the Phoenix Metro area. More than 46 percent of the workforce commutes to work outside of Maricopa. Many local residents would love to forgo the commute and stay and work in Maricopa. Currently The Maricopa Unified School District is the second largest employer in the city. According to a 2013 Labor survey, Maricopa has a highly educated workforce with 60 % college educated. We intend to advertise and recruit heavily from this workforce.

Additional teachers and support staff may need to come from outlying areas. While the commute from Maricopa to neighboring cities is somewhat congested, the traffic is lite going the opposite direction to Maricopa from neighboring communities such as Tempe, Chandler and Caca Grande and is no more than a 20 mile drive. Heritage Academy is one of the better paying charter school affiliates, and we will leverage this practice to attract quality experienced and new teachers. We will target new graduates from undergraduate and graduate programs around the valley and from areas outside Arizona. We will be using

marketing strategies such as digital, print, social media, job fairs, highly visibly job search engines such as indeed .com to target potential hires. Our employee search usually begins by announcing the job opening internally and then through word of mouth. Satisfied teachers are one of our best lead sources. Teachers at Heritage Academy generally love the atmosphere and the quality of students that we attract. Heritage Academy has a unique brand and we believe we can attract teachers that would love to be part of our mission and purpose.

A fully staffed new Maricopa school will need 4 administrators including a Principal, Assistant Principal, Registrar and Receptionist. Additionally department heads will need to be identified in English, Math, Science, Foreign Language, Physical Education, Fine Arts, and Special Education. Additional teachers will be needed in the grades and subject area's as listed in the table below.

Subject	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	1	1	1	1	1	1	1
History	1	1	1	1	1	1	1
Math	1	1	1	1	1	1	
Science	1	1	1	1	1	1	1
Foreign L.		.5	.5	1	1		
Elective	1	1.5	1.5	2	2	2	2
Support	.5	.5	.5	.5	.5	.5	.5

Class sizes are usually smaller for English and Math and classes with average class sizes 20-24 students. Each teacher will teach 6 classes or total of 120-140 students. The smaller class sizes give teachers a better opportunity to assist students one on one in these critical core areas. Science, History and Foreign Language classes may be slightly larger with classes ranging in size from 20 to 28 students.

• Hiring; and •

Recruitment - Heritage Academy will post all open positions on the Career Opportunities Page of our charter website. In addition, we will allow for internal employees the ability to apply to positions for which they are qualified. We will be attending job fairs as well as holding an open house for potential employees to discover our Heritage culture. Interviews will be held with candidates who apply and meet the required qualifications for the position for which they applied and are determined to be a good fit for the culture of the Organization.

• Hiring - Once final candidates are identified, they will receive an offer and employment agreement. These candidates complete their onboarding online and a start date will be determined.

• Training.

Teachers at Heritage Academy Maricopa will be trained in multiple modalities and instructional methods, such as direct instruction and the Harvard Case Study model. Scholars will be introduced to concepts prior to class time through video, readings, or projects. Concepts will be expanded on in the classroom through simulations, Socratic seminars, research papers, and presentations. Science will include experiments to demonstrate the scientific method; math will include the use of spiraled assignments to reinforce and build on prior lessons; history will incorporate the study of primary documents; and English will include the

reading and analysis of classic world literature. Courses will be taught in alternating days in blocks of 93 minutes, and class size for most courses will vary between 20 and 25 scholars.

Teachers will receive new teacher training before the beginning of the year with additional teacher development sessions throughout the year. We assess our teachers with in class reviews to help facilitate great teaching and positive learning. New teachers are required to attend classes on classroom management, special education, and curriculum instruction to name a few. They routinely meet with head of their department to discuss curriculum and how their students are meeting and exceeding the standards being taught. Department chairs will supervise the mentoring of new teachers. They will also provide direction and help with the alignment of curriculum and scope and sequence of the course material. All of our teachers are required to turn in their scope and sequence before the start of the year and show alignment to the standards.

If changes to staffing are not needed, provide an explanation.

N/A

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

- The students the proposed school intends to serve;
- How the population is similar to, or different from, the population currently served by the schools operating under the charter;
- Whether the students will be primarily neighborhood or commuter;
- A demographic profile of the population;

#### Target Population and Enrollment of New School

- Grades Requested for New Charter School: 6-12
- Grades Served in Year 1: 6-10; Projected Enrollment Cap: 860
- Grades Served in Year 2: 6-11; Projected Enrollment Cap: 860
- Served in Year 3: 6-12; Projected Enrollment Cap: 860
- School Calendar Type: Alternative (Standard, Extended, or Alternative); If Alternative, describe in ten words or less: 4-day block schedule Monday through Thursday
- Instructional Days: 144
- Target Start Date: July 22, 2019

**Demographic Profile Mesa:** Heritage Academy (HA) is an urban school in downtown, Mesa, AZ (Table 2). HA estimates the income level of its student population by free and reduced lunch eligibility rates of the nearest school unified districts where the majority of students reside (Mesa- 58.9%, Gilbert-.5%, Higley-10%, Chandler-26.6%, Phoenix-86.7% <sup>(4)</sup>). Based on district data, 36% of students would qualify for free and reduced lunch.

<b>Table 2: Demographic Profile</b>	HA <sup>(1)</sup> Mesa	HA <sup>(2)</sup> Maricopa
White	81%	56%
Hispanic	14%	24%
Black	2%	10%
Hawaiian/Asian/Amer. Indian/2 or more races	3%	10%
Estimated Free & Reduced Lunch Eligibility	36% (3)	56%
ELL	.6%	1.5%
SPED	6%	12% (4)

**Demographic profile Maricopa:** The projected target population has been taken from the U.S. Census report for Maricopa (Table 2). HA estimates the income level of the student population by the free and reduced lunch eligibility rates of the nearest unified school districts (Maricopa Wells Middle School – 68.5%, Maricopa High School- 58.3%, Sequoia Pathway Academy School - 46.4%, Legacy Traditional Charter School - 46.4%, Desert Wind Middle School - 63.8%, Leading Edge Academy Maricopa - 55.9%)<sup>o</sup>. Based on the district’s income level data, HA estimates that an average of 56.55% of its students would qualify for the free and reduced lunch eligibility. The demographic profile is like that of the successful HA Mesa site, which opened in 1995. **Academic performance:** HA Maricopa estimates that students will come from MUSD (80% of the total population). The school will open in SY 2019 -20 and enroll all grades starting in Year 1. Information on the academic performance of the students entering in grades 6th through 12th can be tracked by the district’s prior year AZ Merit performance for grades 5, 6, 7, 8, 9, 10, and 11 (Table 3). Table 3 compares the 2018 AZ Merit passing scores between MUSD and AZ. This data indicates that the academic performance of the majority of grade 6-12 entering students is at lower than the overall state population as measured by the 2018 AZ Merit tests in ELA and Math. We have analyzed the demographic and academic needs and will implement our proven model with aligned curriculum and with a variety of social, emotional and academic supports. **Distance traveled by students:** HA’s Maricopa campus will target students (80%) within a 10-mile radius and reach out to others (20%) within a 20-mile radius of the intersection of N. Porter Rd. and the Maricopa-Casa Grande Hwy. **Difference of student population:** The difference in student population is the addition of grade 6 and accommodated through professional development, curriculum alignment, remedial math/reading classes, small class sizes, and parental/community involvement.

- **Current levels of academic performance; and**

**Academic Performance:** Students primarily come from Mesa Unified School District (MUD) (78%), information regarding grades 7-12 student academic performance can be tracked by the district’s prior year grades 6, 7, 8, 9, 10, and 11 (table 3). Table 3 compares the 2018 AZ Merit passing scores between MUD and AZ. This indicates that the academic performance of the majority of entering students is on average lower than the overall state population as measured by the 2018 AZ Merit tests in ELA and Math (Algebra I, Algebra II and Geometry for high school). To ensure mastery of grade –level skills in reading, writing and math, HA utilizes a placement process with initial assessment of all entering students with an in-house, curriculum-aligned placement test. The placement test provides an online study guide to aid student preparation. The test is graded by two categories: “Approaching” (below grade level) and “Meets” (at grade level). If enrolled students score “Approaching”, then summer school participation is recommended to prepare for 7<sup>th</sup> and 8<sup>th</sup> grades. Additional intervention is provided throughout the year, if needed.

<b>Table 3: 2017 AZ Merit Passing Scores<sup>(5)</sup></b>		HA Mesa	AZ	HA Mesa vs. AZ	Mesa Unified District (MUD)	AZ	MUD vs. AZ	MUSD	AZ	MUSD vs. AZ
Grade 6	Math	N/A	N/A	N/A	49%	43%	6% higher	30%	43%	13% lower
	ELA	N/A	N/A	N/A	40%	39%	1% higher	30%	39%	9% lower
Grade 7	Math	56%	36%	20% higher	38%	36%	2% higher	22%	36%	14% lower
	ELA	79%	45%	34% higher	42%	45%	3% lower	33%	45%	12% lower
Grade 8	All Math	45%	38%	7% higher	40%	38%	2% higher	28%	38%	10% lower
	ELA	66%	39%	27% higher	36%	39%	3% lower	29%	39%	10% lower
Algebra I	Algebra I	48%	39%	9% higher	37%	39%	2% lower	22%	39%	17% lower
Grade 9	ELA	90%	41%	49% higher	37%	41%	4% lower	38%	41%	3% lower
Algebra II	Algebra II	46%	34%	12% higher	42%	34%	8% higher	19%	34%	15% lower
Grade 10	ELA	71%	39%	32% higher	28%	39%	11% lower	24%	39%	15% lower
Geometry	Geometry	64%	36%	28% higher	34%	36%	2% lower	30%	36%	6% lower
Grade 11	ELA	73%	28%	45% higher	27%	28%	1% lower	23%	28%	5% lower

- Needs not currently met for the target population.

The goal and vision of Heritage Academy is to bring a top rated public charter school to Maricopa. Currently most high school students attend one of two high schools, Maricopa High School or Sequoia Pathway Charter School, with the majority attending Maricopa High. Most junior high school students attend one of the two MUSD middle schools and one of several charter schools. Test scores at the district schools reveal that students are performing below the state average, the charter schools fared somewhat better, performing at the state averages or better in some instances. However space is not available for all students wishing to attend the higher performing schools.

Heritage Academy has a unique approach. Each school day is slightly extended and classes are 93 minutes long, and school is in session only Monday thru Thursday. Students have extra time for studies, work, family and personal interests on Friday's. The curriculum is demanding but not overbearing. Heritage Academy's educational philosophy improves pupil achievement by focusing on a core, classical-based education. High standards and expectations are the norm. We live our mission and are dedicated to youth, their growth and development, and believe in building sound character through strong families, strong communities and a strong nation. We have a block schedule with 8 periods, this allows students to complete a rigorous scholastic diploma and still have room to pursue their interest in the arts, music, athletics, technology and more. While teaching the academic disciplines, Heritage Academy is dedicated to instilling into the minds and hearts of our youth a knowledge of and respect for the ideals and values of the great men and women of history, including those who founded the American nation. The impact of this philosophy can be seen in the academic performance and growth of the Heritage Academy charter network. In the most

recent Arizona Schools Report Card, two Heritage Academy campuses scored over 80%. This academic success has resulted in increased enrollment as well. In the October 2017 state count, Heritage Academy Mesa enrolled over 700 students in grades 7-12 and Heritage Academy's two other campuses enrolled over 450 students each. This enrollment growth ensures that Heritage Academy's campuses have the financial resources needed to serve all students. In addition, Heritage Academy has met the Arizona Charter School Board's financial and operational expectations for 2017-18, showing that expenditures are scholar-centered and appropriately overseen by the board.

Heritage Academy's Maricopa campus will enroll students in grades six through twelve. Sixth graders are an ideal grade to bring into Heritage Academy because the first strand of Arizona's sixth grade social standards focuses on American History. This aligns with Heritage Academy's educational philosophy which highlights classical education and America's founders. This alignment will provide a strong base as scholars' progress through Heritage Academy Maricopa's seventh through twelfth grade curriculum.

**□ 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.**

Heritage Academy Maricopa will meet the needs of the target population by providing a high quality well-rounded education to its scholars through small class sizes, classical curriculum with an 8 period schedule to allow for a wider variety of elective options, and a family-oriented atmosphere. Heritage Academy offers dual enrollment options for the high school core classes. Students can enroll in a college level course taught at the school by highly qualified teachers. Each year some Heritage Academy students receive an associate college degree by the time they graduate from high school. Many others will complete one year or more of a college course load giving them a tremendous head start on a their college career and all but assuring higher graduation rates and success at the next level.

By recruiting scholars into the sixth grade, Heritage Academy Maricopa's model will provide them with the foundational skills needed to succeed in Heritage Academy's rigorous high school program. The quality of Heritage Academy's program is reflected in the network's stellar student academic achievement, high enrollment, attendance rate, retention rate, and graduation rate.

Heritage Academy scholars follow a classical curriculum that aligns with Arizona's K-12 academic standards. Junior high school curriculum supplements core academic courses with two years of Latin instruction. This provides Heritage Academy scholars with a deeper knowledge of language and its roots, making students' transition to secondary core courses more fluid. A more detailed overview of Heritage Academy Maricopa's junior high school curriculum and sample student schedule is located on pages 9 through 11 of the attached detailed curriculum offerings exhibit.

Scholars who graduate from Heritage Academy Maricopa will have earned a minimum of 26 credits. In reflection of the classical ideal of a well-rounded education, instruction in core courses will be supplemented by courses in fine arts, physical education, technology, and foreign language. Students who challenge themselves intellectually can enroll in dual enrollment or Advanced Placement courses; students who challenge themselves physically will compete with other schools in the Canyon Athletic Association in athletic competition. Overall, Heritage Academy Maricopa's curriculum will instill scholars with the understanding that challenging one's perceived limits is critical, education is continuing endeavor, and success in the workplace requires the embrace of education as an ongoing aspect in their lives. A more detailed overview of Heritage Academy Maricopa high school curriculum and sample student schedule is located on pages 12 through 35 of the attached detailed curriculum offerings exhibit.

Teachers at Heritage Academy Maricopa will be trained in multiple modalities and instructional methods, such as direct instruction and the Harvard Case Study model. Scholars will be introduced to concepts prior



to class time through video, readings, or projects. Concepts will be expanded through simulations, Socratic seminars, research papers, and presentations. Science will include experiments to demonstrate the scientific method; math will include the use of spiraled assignments to reinforce and build on prior lessons; history will incorporate the study of primary documents; and English will include the reading and analysis of classic world literature. Courses will be taught in alternating days in blocks of 93 minutes, and class size for most courses will vary between 20 and 25 scholars.

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

School will be in session 144 days. School days are Monday thru Thursday. Days and extended to meet the time requirements for 7-8 grades.

**☐ Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.**

**Include:**

The target market for HA Maricopa includes 17 zip codes in Maricopa/Pinal Counties, (Maricopa, Stanfield, Chandler, Phoenix, Sacaton, Bapchule, Tempe, Casa Grande)<sup>(6)</sup>. HA Maricopa will immediately enroll students commuting from those zip codes, and will allow HA to leverage on its waiting list to provide an even geographic distribution of students. Using the Education Evaluator tool of the AZ Charter Schools Association <sup>(7)</sup>, 55 public schools (district and charter) that serve 6th through 12th grade in the target market area were mapped. The 55 schools serve a total of 47,885 K-12 students. HA Maricopa needs to enroll less than 1.9% of the student population to meet its enrollment target. HA’s model, as proven since 1995, works for all scholars and is highly sought after by parents and students.

Our projected enrollment count for the first year is 515 students, the breakdown for this number is 120 students at each of the 6<sup>th</sup> and 7<sup>th</sup> grades and 100 Students for the 8<sup>th</sup> grade. These numbers were determined from the research that we compiled in the community. There are six MUSD Elementary schools which serve grades k-5, and two middle schools which serve grades 6-8. We are positioned to offer families an incredible option that will take their students from grade 6 through grade 12. Based on the interest list gathered as shown below we would need only a portion of that group to fill our 6th grade. Students in two other k-6 Charter school programs, plus students from the district middle schools will have the option of joining Heritage Academy in the 7<sup>th</sup> grade. We anticipate that some students from the other charter schools will choose to begin at Heritage Academy in the 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> grades. A survey of charter schools in the city which include Legacy Charter School, Leading Edge Charter School, and Sequoia Pathway, reveal that wait lists up to 40 students exist in some grades, which indicates they are not able to fill the current demand. With the current and expected new growth in the community, families will need more options for their students. Heritage Academy will be positioned to provide that option.

The 9<sup>th</sup> grade numbers are projected to be 100 in the first year, while the target enrollment for the 10<sup>th</sup> grade is 75. These students will come from k-8 Legacy Traditional Charter School, k-8 Leading Edge Charter School and the two 6-8 MUSD middle schools. The transition from middle school to high school is a natural opportunity for parents to evaluate choices. There appears to be strong support for additional options at the high school level as reflected in the interest list below.

Heritage Academy Maricopa Interest List per Grade Level							
Grade Level	Pre-7th	7th	8th	9th	10th	11th	12th
Prospective Students	529	211	168	138	130	77	58

- Plans for meeting each year's enrollment targets;
- Necessary advertising and/or promotion to meet the targets; and
- The timeline for enrollment at the proposed school, and explain the process for communicating to the public.

Families in Maricopa approached HA-Mesa to bring a campus to their community. They created a campaign and generated an interest list of 1,400 community members in HA-Maricopa. Continuing this approach we will expand our committee of parents and interested individuals in a grass roots campaign to expand and refine the interest list. To assist this committee we will hold monthly open houses, daily webinars to help inform and communicate information and updates regarding the Heritage Academy program and progress of the school.

The Maricopa Mayor and City Council have expressed support. Additional student recruitment tools include promotion through [www.schola.io](http://www.schola.io) and Choose A School, <https://chooseaschoolaz.org/>.

Heritage Academy's main marketing objective for the Maricopa campus is to increase awareness of our school and mission within the community, enroll students to capacity (add number in here), and to continue brand awareness in Maricopa, AZ.

Heritage Academy plans to utilize a variety of targeted marketing strategies, including social media, print, news outlets, and face to face events including open houses. The goal of the marketing campaign is to reach household with youth ages 10 to 16 years old. Marketing material focuses on the high quality classical education that Heritage Academy provides as well as #1 Teachers in Arizona and our Dual Enrollment program (including college readiness).

Fifty thousand dollars has been allocated for marketing, with a sizable portion being used for social media and printed mailers. Our targeted audience is mothers, ages 25 to 65, since they are typically the decision makers when it comes to influencing which school the child attends.

Efforts to communicate with the community are ongoing. Our committee of parents continue to work in the community to share information regarding the school at local events and through and social media. Heritage Academy maintains a Facebook page dedicated to Maricopa, supplied with items of interest and updates concerning enrollment opportunities at Heritage Academy.

Key marketing efforts of the campaign include:

### **Printing:**

- Brochures and Hand-Outs that introduce the school and mission
- Mailers that introduce the school, location, and open house dates
- Billboards in highly visible locations along major roads & highways

### **Social Media**

Use social media to enhance engagement and brand awareness

- Post 1x daily to Facebook, Twitter, and Instagram.
- Offer discounts and coupons for customers who like your page or follow your accounts.
- Use of our hashtag #maricopaheroes
- Post pictures of company culture.



## **Search Engine Optimization**

Optimize website to improve organic search rankings

- Put keywords into site content, headings photo tags, meta data.
- Post to blog twice a month.

## **Lead Generation**

Generate prospective customers, online and off

- Reach out to partners or complimentary businesses with whom you can cross promote (2 per month).
- Use of AdWords with a modest budget to drive targeted traffic to our website.
- Host a local event, promote social media accounts and collect email sign-ups.

New student enrollment:

Upon approval of the New Heritage Academy Maricopa, future students will be guided to our online registration software “School Mint” to make formal application to the school. Our full marketing plan will be put into action to inform the community of the key dates and application process. Individuals that have expressed an interest will be informed by email and invited to apply.

- For an increase in grades or enrollment cap include:
- Number of returning students; and
- Anticipated new student enrollment.

Heritage Academy Mesa expects 600 students to return for the 2019-2020 school year. In addition to the returning students, 150 new 7<sup>th</sup> grade and approximately 30 additional students in grades 8-12. The new Heritage Academy Maricopa School is anticipated to begin with 515 students in the first year. Total new students at both campuses estimated to be 695.

The total number of students enrolled in Mesa and Maricopa in 2019 is projected to be 1295.

Provide a description of the market analysis that supports the successful enrollment of the projected Student count. Include the following:

- Other educational options available to students in the target area;
- An explanation of need for the school; and
- Factual data to support the need.

According to the article “Data predicts huge growth ahead for MUSD” published in the community newspaper InMaricopa in March of 2018, Maricopa High School will grow from approximately 2000 students this past year to over 3800 students by 2024. The Middle schools are expecting a similar growth pattern. In order to meet the demand additional schools will need to be opened. Heritage Academy will open with grades 6-12 and have availability of 120-140 students per grade level. Current market demand suggests up to half that amount have unsuccessfully applied for entrance into one of the charter schools but have been denied because of overcrowding. Heritage Academy’s marketing efforts will be directed in an effort to bring awareness to the Maricopa community in regards to additional school choice options for

their students. Heritage Academy intends to duplicate its formula in Mesa which produces high scholar achievement, and greater student and parent satisfaction. Heritage Academy offers an eight period class schedule, students are offered a wide range of elective options and greater opportunity to enjoy a well rounded education. Heritage Academy offers a dual enrollment program that would create a path for students to receive an associate's degree by the time they graduate from high school. Heritage Academy is entering the Maricopa market at the encouragement of many families that are looking for options like the ones provided at Heritage Academy.

#### Educational Options in Maricopa.

Families in Maricopa have two choices for high school, one local district high school (Maricopa High School) and one charter school (Sequoia Pathway) that service the community. Leading Edge Charter School does offer an online only program, but no physical classes.

A comparison between Heritage Academy and Maricopa High School using the 2018 state test scores is listed above in Table 3, Maricopa High School performed below the state averages on both the ELA and Math tests. Sequoia Pathway fared somewhat better than Maricopa High School with 46% passing the ELA test and 38% passing the Math test. Both schools scored significantly lower than Heritage Academy which posted passing marks of 76% on the ELA test and 51% on the Math portion.

Middle schools parents have a few more options including: two District schools, Maricopa Wells Middle School and Desert Wind Middle School. Charter Schools include: Legacy Traditional k-8, Leading Edge k-8, Sequoia Pathway k-12 and two small k-6 charter schools, Holsteiner Agricultural School at 45 total students, and Camino Montessori School just under 100 students.

There is also a group of students that attend schools in the neighboring communities. The Kyrene School District sends 4 four busses each day to transport students that are attending their schools. Of these options in Maricopa only Legacy Traditional Charter School is graded a high performing school.

Parents in Maricopa have expressed the desire to have another option available for their middle school and high school students

**□ (Adding grades K–8) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.**

Promotion Criteria: The definition of mastery is a score of 70% or better (the equivalent of a grade of “C-” or better) based on course performance standards. Scholars who score 69% or lower (the equivalent of a “D+” or worse) will not receive credit and will be required to meet the following interventions: Students in grades 6-8 who fail one or more core courses in an academic year will be required to repeat the entire grade; High school scholars who fail a core class must retake and pass the course before they advance to the next course in the academic sequence.

Heritage Academy Maricopa will require 26 credits of high school study to qualify for graduation. This exceeds both the minimum state requirement of 22 credits and the minimum requirements for acceptance into a state college or university. The chart below outlines general graduation requirements. A detailed description of core course and elective graduation requirements are detailed in page 12 through 14 of the attached detailed curriculum exhibit.

Heritage Academy Curriculum	General Graduation Requirements	Honors Classes Available	Dual Enrollment Courses	In-State University / College Competencies
ENGLISH	<b>4 credits</b>	4	4	<b>4 credits</b> (composition and literature based)
MATH	<b>4 credits</b>	2	3	<b>4 credits</b> 1 year each of: Algebra I, Geometry, Algebra II, and an advanced class where Algebra II is prerequisite
SCIENCE	<b>4 credits</b> Must complete 1 credit each of 3 different sciences. (Bio, Chemistry, Physics, Anatomy & Physiology)	4	2	<b>3 credits</b> 1 credit each of 3 different lab sciences selected from the following: Chemistry, Physics, or Biology, Earth Science
HISTORY	<b>3 credits</b> World His, Am His, Economics & Gov.	3	4	<b>2 credits</b> Am. Hist. and 1 other
FOREIGN LANG.	<b>2 credits</b>	2	4	<b>2 credits</b> 2 years of same language
FINE ARTS	<b>1 credits</b>			<b>1 credit</b>
PE	<b>1 credits</b>			
REQUIRED CORE COURSES	<b>19 credits</b>			<b>16</b>
ELECTIVE COURSES	<b>7 credits</b>	3	3	<b>4</b>
<b>TOTAL REQUIRED</b>	<b>26 credits</b>	<b>20</b>	<b>21</b>	<b>20</b>

☐ 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.

Concrete Resources Needed Facilities:

Heritage Academy is in the process of designing and building a new approximately 65,000 sqft building on Adams Way in the City of Maricopa. When completed the facility will house up to 860 students and will include 35 classrooms, administrative offices and an auditorium, gymnasium and athletic fields.

Fixtures, furniture and equipment will be purchased to outfit the new building to accommodate the space created.

Staff Requirements Instructional for 6<sup>th</sup> grade: Heritage Academy will recruit new teachers that will be able to strengthen the students’ skills in the basics of reading, writing, math, and science. The equivalent of 5 new teachers will be needed or a math/science specialist, a language arts/reading/history specialist, and an elective PE/sports specialist. Students will have the choice of several electives. They may choose to be involved in an instrumental or choir class, a sports or fitness class, and an art or drama class.

Hiring and Training: We will be selecting five candidates to fill the following roles; a Language Arts, History, Math, Science and a PE/sports role. The focus will be to prepare students to move on to the 7th grade seamlessly. We anticipate this will help many students prepare themselves for some of the

advanced course offerings later in the high school and should bolster students taking more remedial classes.

**Administrative and Non-Instructional:** The proposed administration and support staff are sufficient to manage the addition of the 6<sup>th</sup> grade. The Principal, Assistant Principal, Registrar and office clerical will expand their roles to include the new grade. The 6th grade will follow the same schedule as the current grades offered. We shall provide additional support staff that will be added when necessary.

**Curriculum Changes:** Sixth grade curriculum added. All sixth grade curriculum will be developed with a scope and sequence aligned to the AZ state standards, to assure there are no learning gaps.

**Assessment Changes:** To ensure mastery for scholars in grade 6 the school will provide intervention and remediation for students who have difficulty. Further, we will offer additional enrichment work for students who excel for greater depth. Students may exhibit challenges in a particular course. The school will provide remedial assistance through small group instruction or additional tutorial practice sessions. The school will evaluate student learning through both formative and summative assessments.

**Instructional Changes:** Grade six instructors will have professional development on the new curriculum and skills related to the student.

**Curriculum:**

**English Language Arts Program** - Our literature-based curriculum will be designed to help all students develop the critical thinking, reading comprehension, writing, listening and speaking, as well as advanced language skills needed for future success. These skills will be embedded throughout the curriculum in all courses, allowing students to increase their literacy skills and use language effectively in a variety of content areas. We will use the copper edition of the Prentice Hall Literature series. This text works seamlessly with the Bronze edition used for the 7th grade. The course will focus on parts of speech, punctuation, vocabulary and cursive writing. The text is also an excellent source for short stories and plays. We use a blended curriculum of literature as lead to understanding writing. Students will learn proper techniques to write different types of essays such as descriptive, argumentative, personal and creative narratives. They will learn to conduct a literary analysis and to compare and contrast. Additional materials will be used to augment the text and to address any issues of alignment to the state standards.

Assessment to ensure mastery includes grading of essays and quizzes. Students will need to answer text based and evidence-based questions associated with close readings.

**Math Program** – Math standards will be addressed linearly, as required by the sequential, skill-building nature of the subject, and practiced throughout the year to maintain and reinforce learning. The 6th grade will use the McDougal Littell Course 1 Edition; we also use Kuda software to generate questions for homework, assessments, and tests, etc. The curriculum is supplemented as necessary to meet the state standards. Assessment questions and demonstration of mastery are used from the course one teaching materials.

Additional Quizzes and tests are generated from the software and other materials to round out the process and ensure that students are receiving the best education possible. Science – Heritage Academy will align its science curriculum to the adopted state standards. We will continue to use the “Full Option Science System” (FOSS) kit that we use in 7th grade. Modules are available for the 6th-grade level, including physical, earth and life science sections. The course is designed to be hands-on and inquiry-based. As part of each class period, students will receive approximately 15 minutes of lecture and instruction and the remainder of the time will be spent on implementing scientific methods through experiments and hands-

on labs. We shall conduct assessments through formative quizzes and tests, lab reports and self-assessments.

History Program – Our History text will be “America Land of Principles and Promises.” We supplement with materials on world history, geography, and economics. Students learn through projects, presentations, group work, in addition to teacher instruction. Written essays, quizzes, and tests will provide assessment tools.

Elective Programs Music - All students are involved in a music program. Students choose between choir and instrumentals. Sixth-grade students would join the junior high program requiring no additional resources.

PE/Sports/Dance/Drama – Students will have scheduled time for PE which includes lessons in health. Students wanting more involvement in sports will have that opportunity. Students also have options to participate in Kenpo, dance, art or drama.

Promotion Criteria: The definition of mastery is a score of 70% or better (the equivalent of a grade of “C-” or better) based on course performance standards. Students in grades 6-8 who fail one or more core courses in an academic year will be required to repeat the entire grade.

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. Include the following, as applicable:

- Recruiting, hiring, and training employees;
- Advertising and/or promoting the school;
- Enrolling students;
- Purchase of concrete resources;
- Facilities; and New School Amendment Request, Rev. 07.11.18 Page 6
- Other items as indicated by the request

Heritage Academy is working through DA Davidson, a leader in Charter School financing to secure tax exempt community bonds. DA Davidson has agreed with investors to purchase the bonds. The Project consist of the issuing of \$13,900,000 in Bonds. Of those funds \$500,000 is set aside for zero year expenses. Including: Hiring an administrative staff that will assist in recruiting and hiring staff, meeting with potential students, attending community and promotional events, and organizing the purchase of furniture, fixtures, equipment and materials etc.

A temporary office will be secured to provide a place to meet new teachers, parents and potential students. An advertising budget of \$50,000 dollars has been provided to promote the school, establish community awareness and facilitate the enrollment of new students.

References:

1. <https://cms.azed.gov/home/GetDocumentFile?id=5890e0bfaadebe05c0974e55>
2. <https://www.publicschoolreview.com/heritage-academy-profile>
3. <https://www.census.gov/quickfacts/fact/table/maricopacityarizona,az/PST045217>
4. [http://images.pcmac.org/Uploads/MaricopaUSD/MaricopaUSD/Sites/DocumentsCategories/Documents/Class%20Site%20Spending%202018\\_%7BSIS0AFA3361AA53%7D.pdf](http://images.pcmac.org/Uploads/MaricopaUSD/MaricopaUSD/Sites/DocumentsCategories/Documents/Class%20Site%20Spending%202018_%7BSIS0AFA3361AA53%7D.pdf)
5. <http://www.azed.gov/accountability-research/data/>
6. <https://www.zip-codes.com/zip-code-radius-finder.asp?zipMilesLow=0&zipMilesHigh=20&zip1=85138&srch=Do+Radius+Search>
7. [http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced\\_city=maricopa&legislative-district=&congressional-district=&price\\_low=0&price\\_max=4200&submit=FIN+A+SCHOOL](http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced_city=maricopa&legislative-district=&congressional-district=&price_low=0&price_max=4200&submit=FIN+A+SCHOOL)
8. <http://www.inmaricopa.com/data-predicts-huge-growth-ahead-for-musd/>
9. <http://www.maricopa-az.gov/web/>

□ (Adding grades K–8) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

Promotion Criteria: The definition of mastery is a score of 70% or better (the equivalent of a grade of “C-” or better) based on course performance standards. Scholars who score 69% or lower (the equivalent of a “D+” or worse) will not receive credit and will be required to meet the following interventions: Students in grades 6-8 who fail one or more core courses in an academic year will be required to repeat the entire grade; High school scholars who fail a core class must retake and pass the course before they advance to the next course in the academic sequence.

Heritage Academy Maricopa will require 26 credits of high school study to qualify for graduation. This exceeds both the minimum state requirement of 22 credits and the minimum requirements for acceptance into a state college or university. A detailed description of core course and elective graduation requirements are detailed in page 12 through 14 of the attached detailed curriculum exhibit.



## 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:				
Heritage Academy, Inc.				
Number of Staff Members				
Position	Current - FY19	Anticipated - FY20	Anticipated - FY21	Anticipated - FY22
Administration	3	3	3	3
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade	5	5	5	5
8 <sup>th</sup> Grade	5	5	5	5
9 <sup>th</sup> Grade	4	4	4	4
10 <sup>th</sup> Grade	4	4	4	4
11 <sup>th</sup> Grade	4	4	4	4
12 <sup>th</sup> Grade	4	4	4	4
Specialty Staff (Music, Art, PE, etc.)	13	14	14	14
Special Education	2	2	2	2
Paraprofessional				
Additional Staff				
List title: Receptionist	1	1	1	1
List title: Registrar	1	1	1	1
List title: Custodian	2	2	2	2
<b>Total Number of Staff Members</b>	48	49	49	49

Continue on page 2: Leadership Staffing Chart



## 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:				
Heritage Academy, Inc.				
Leadership Team				
Title	Current - FY 19	Anticipated - FY20	Anticipated - FY21	Anticipated - FY22
Principal	Travis Moore	Travis Moore	Travis Moore	Travis Moore
Asst. Principal	Eve Seaman	Eve Seaman	Eve Seaman	Eve Seaman
COE	Jared Taylor	Jared Taylor	Jared Taylor	Jared Taylor
Financial Asst.	Karen Hunt	Karen Hunt	Karen Hunt	Karen Hunt

\*To view an example of a completed Staffing Chart, review The Guide.



## 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:				
<b>Heritage Academy Maricopa, Inc.</b>				
Number of Staff Members				
Position	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Administration	3	3	3	3
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade	5	5	5	5
7 <sup>th</sup> Grade	5	5	5	5
8 <sup>th</sup> Grade	4	4	5	5
9 <sup>th</sup> Grade	4	4	5	5
10 <sup>th</sup> Grade	3	4	4	4
11 <sup>th</sup> Grade	NA	3	4	4
12 <sup>th</sup> Grade	NA	NA	3	4
Specialty Staff (Music, Art, PE, etc.)	11	12	13	13
Special Education	1	2	2	2
Paraprofessional				
Additional Staff				
List title: Receptionist	1	1	1	1
List title: Registrar	1	1	1	1
List title: Custodian	1	2	2	2
<b>Total Number of Staff Members</b>	39	46	53	54

**Continue on page 2: Leadership Staffing Chart**

## 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:				
Heritage Academy Maricopa, Inc.				
Leadership Team				
Title	Current - FY 20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Principal	TBD	TBD	TBD	TBD
Asst. Principal	TBD	TBD	TBD	TBD
COE	Jared Taylor	Jared Taylor	Jared Taylor	Jared Taylor
Financial Asst.	Karen Hunt	Karen Hunt	Karen Hunt	Karen Hunt

\*To view an example of a completed Staffing Chart, review The Guide.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Heritage Academy Inc.</b>				
Number of Students				
Grade Level	Current - FY19	Target - FY 20	Target - FY21	Target - FY22
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade	<b>149</b>	<b>145</b>	<b>145</b>	<b>145</b>
8 <sup>th</sup> Grade	<b>150</b>	<b>145</b>	<b>145</b>	<b>145</b>
9 <sup>th</sup> Grade	<b>131</b>	<b>140</b>	<b>140</b>	<b>140</b>
10 <sup>th</sup> Grade	<b>106</b>	<b>120</b>	<b>125</b>	<b>125</b>
11 <sup>th</sup> Grade	<b>113</b>	<b>100</b>	<b>115</b>	<b>115</b>
12 <sup>th</sup> Grade	<b>83</b>	<b>110</b>	<b>110</b>	<b>110</b>
<b>Total Enrollment</b>	<b>732</b>	<b>760</b>	<b>780</b>	<b>780</b>

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



## Arizona State Board for Charter Schools

### Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
<b>Heritage Academy Maricopa, Inc.</b>				
Number of Students				
Grade Level	Current - FY20	Target - FY 21	Target - FY22	Target - FY23
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade	<b>120</b>	<b>130</b>	<b>140</b>	<b>140</b>
7 <sup>th</sup> Grade	<b>120</b>	<b>130</b>	<b>140</b>	<b>140</b>
8 <sup>th</sup> Grade	<b>100</b>	<b>110</b>	<b>130</b>	<b>130</b>
9 <sup>th</sup> Grade	<b>100</b>	<b>110</b>	<b>120</b>	<b>120</b>
10 <sup>th</sup> Grade	<b>75</b>	<b>90</b>	<b>100</b>	<b>110</b>
11 <sup>th</sup> Grade	<b>NA</b>	<b>75</b>	<b>90</b>	<b>100</b>
12 <sup>th</sup> Grade	<b>NA</b>	<b>NA</b>	<b>70</b>	<b>80</b>
<b>Total Enrollment</b>	<b>515</b>	<b>645</b>	<b>790</b>	<b>820</b>

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).

# **APPENDIX B**

## **REQUIRED DOCUMENTATION**



**HERITAGE ACADEMY**

*"Building America's Heroes"*

32 S. Center, Mesa, AZ 85210

**Notice of Public Meeting of the  
Heritage Academy, Inc. Governing Board**

Pursuant to A.R.S. & 38-431.02, notice is hereby given to the members of the Heritage Academy Governing Board and to the general public that the Heritage Academy, Inc. Governing Board will hold a board meeting open to the public at 4 pm on Thursday, September 27, 2018, at 32 S. Center, Mesa, AZ 85210.

The agenda for the governing board meeting is as follows:

1. Add new school under Heritage Academy Mesa charter which will include grades 6-12.
2. Approve enrollment cap increase to accommodate the additional students from the new school and grade level added to new school.

It may be necessary to have a telephone hook-up with one of the board members to form a quorum at this meeting.

A copy of the agenda for the meeting will be available on the front window of the building at 32 S. Center, Mesa, AZ, at least twenty-four hours in advance of the meeting.

This notice was posted on the front window of the building at 32 S. Center, Mesa, AZ, on Wednesday, September 26, 2018.

Dated this 24 day of Sept, 2018.

HERITAGE ACADEMY

  
\_\_\_\_\_  
Jared Taylor, Director

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Lindsey Crosland, 480-969-5641. Requests should be made as early as possible to arrange the accommodation.



**HERITAGE ACADEMY**  
*"Building America's Heroes, Together"*  
32 S. Center, Mesa, AZ 85210

Heritage Academy, Inc.  
Governing Board Minutes  
September 26, 2018

Board members attending: Chair - Jared Taylor, Clerk-Travis Moore, Marie Renard, Raymond Jones via phone; absent: Eve Seaman

Meeting called to order at 4:05 pm

Agenda #1—Add a new school under Heritage Academy, Inc., charter which will include grades 6-12 in the city of Maricopa, Arizona. Motion was made by Raymond Jones to approve addition of new school under Heritage Academy, Inc., charter and seconded by Travis Moore. Vote to approve the motion was unanimous 4-0, with Travis Moore, Marie Renard, Raymond Jones, and Jared Taylor all voting in favor of the motion. No one voted against the motion and Eve Seaman did not vote as she was not at the meeting.

Agenda #2—Approve enrollment cap increase to accommodate the additional students from the new school and add new grade level. Motion was made by Raymond Jones and seconded by Marie Renard to approve adding 6<sup>th</sup> grade to the new school. Vote to approve the motion to add 6<sup>th</sup> grade to the new school was unanimous 4-0, with Travis Moore, Marie Renard, Raymond Jones, and Jared Taylor all voting in favor of the motion. No one voted against the motion and Eve Seaman did not vote as she was not at the meeting. Background information and brief discussion about the new school introduced by Chair. Motion was made by Travis Moore and seconded by Raymond Jones to increase the enrollment cap to 1805 to accommodate the additional students from the new school. Vote to approve the motion to increase the enrollment cap to 1805 was unanimous 4-0, with Travis Moore, Marie Renard, Raymond Jones, and Jared Taylor all voting in favor of the motion. No one voted against the motion and Eve Seaman did not vote as she was not at the meeting.

Meeting was adjourned at 4:17 pm.

Dated this 2 day of OCTOBER 2018.

  
\_\_\_\_\_  
Jared Taylor, Chairman



Search Time:  
8/30/2017 4:25:30 PM

File Number:  
07118064

Corporation Name:  
HERITAGE ACADEMY, INC.

Corporate Status Inquiry

## This Corporation is in Good Standing

This information is provided as a courtesy and does not constitute legally binding information regarding the status of the entity listed above. To obtain an official Certificate indicating that the entity is in good standing click on Print Certificate and follow printing instructions. To re-print a previously generated Certificate of Good Standing click Reprint Certificate.

[Print Certificate \(/GoodStanding/PrintInstructions?corpId=%2007118064\)](/GoodStanding/PrintInstructions?corpId=%2007118064)

[Reprint Certificate \(/GoodStanding/Reprint?corpId=%2007118064\)](/GoodStanding/Reprint?corpId=%2007118064)

[Return to Corporate Details \(/Details/Corp?corpId=%2007118064\)](/Details/Corp?corpId=%2007118064)

[Privacy Policy \(http://www.azcc.gov/Divisions/Administration/Privacy.asp\)](http://www.azcc.gov/Divisions/Administration/Privacy.asp) | [Contact Us \(http://www.azcc.gov/divisions/corporations/contact-us.asp\)](http://www.azcc.gov/divisions/corporations/contact-us.asp)



# Heritage Academy Maricopa 2019 - 2020 Calendar

JULY 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

First Day of School  
Last Day of School

July 22nd, 2019  
May 21st, 2020

147 School Days in Session  
Fall, Spring, and Christmas Break  
National Holidays





## Arizona State Board for Charter Schools

### Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

Charter Holder Information	
Name of Charter Holder Entity	Heritage Academy Inc.
School Location(s) for which the request applies	Heritage Academy Maricopa

Signature
<p>By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p> <p>Charter Representative Signature: <u>Jared Teyler</u> Date: <u>10/3/18</u></p>



## Arizona State Board for Charter Schools

### Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

#### Charter Holder Information

Name of Charter Holder Entity

Heritage Academy Inc.

Name of Charter School

Heritage Academy Maricopa

#### Check box below to indicate which statement applies



The charter school is not located less than one-fourth mile from agricultural land.



The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

#### Signature

By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.

Charter Representative Signature: \_\_\_\_\_

*Jared Taylor*

Date: 10/3/18



# AIA<sup>®</sup> Document A141™ – 2014

## Standard Form of Agreement Between Owner and Design-Builder

**AGREEMENT** made as of the Sixteenth day of October in the year 2018  
*(In words, indicate day, month and year.)*

**BETWEEN** the Owner:  
*(Name, legal status, address and other information)*

Heritage Academy, Inc.  
32 South Center  
Mesa, AZ 85210

and the Design-Builder:  
*(Name, legal status, address and other information)*

Low Mountain Construction, Inc.  
4105 North 20<sup>th</sup> Street  
Suite 205  
Phoenix, AZ 85016

for the following Project:  
*(Name, location and detailed description)*

Heritage Academy  
Adams Way & Conner  
Maricopa, AZ 85138

The Owner and Design-Builder agree as follows.

### ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Consultation with an attorney is also encouraged with respect to professional licensing requirements in the jurisdiction where the Project is located.

Init.

AIA Document A141™ – 2014. Copyright © 2004 and 2014 by The American Institute of Architects. All rights reserved. **WARNING: This AIA<sup>®</sup> Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA<sup>®</sup> Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law.** This document was produced by AIA software at 16:59:43 on 10/17/2018 under Order No.5177206100 which expires on 11/28/2018, and is not for resale.  
User Notes:

(1197627223)

**TABLE OF ARTICLES**

- 1 GENERAL PROVISIONS
- 2 COMPENSATION AND PROGRESS PAYMENTS
- 3 GENERAL REQUIREMENTS OF THE WORK OF THE DESIGN-BUILD CONTRACT
- 4 WORK PRIOR TO EXECUTION OF THE DESIGN-BUILD AMENDMENT
- 5 WORK FOLLOWING EXECUTION OF THE DESIGN-BUILD AMENDMENT
- 6 CHANGES IN THE WORK
- 7 OWNER'S RESPONSIBILITIES
- 8 TIME
- 9 PAYMENT APPLICATIONS AND PROJECT COMPLETION
- 10 PROTECTION OF PERSONS AND PROPERTY
- 11 UNCOVERING AND CORRECTION OF WORK
- 12 COPYRIGHTS AND LICENSES
- 13 TERMINATION OR SUSPENSION
- 14 CLAIMS AND DISPUTE RESOLUTION
- 15 MISCELLANEOUS PROVISIONS
- 16 SCOPE OF THE AGREEMENT

**TABLE OF EXHIBITS**

- A DESIGN-BUILD AMENDMENT
- B INSURANCE AND BONDS
- C SUSTAINABLE PROJECTS

**ARTICLE 1 GENERAL PROVISIONS**

**§ 1.1 Owner's Criteria**

This Agreement is based on the Owner's Criteria set forth in this Section 1.1.

*(Note the disposition for the following items by inserting the requested information or a statement such as "not applicable" or "unknown at time of execution." If the Owner intends to provide a set of design documents, and the requested information is contained in the design documents, identify the design documents and insert "see Owner's design documents" where appropriate.)*

**§ 1.1.1 The Owner's program for the Project:**

*(Set forth the program, identify documentation in which the program is set forth, or state the manner in which the program will be developed.)*

See Exhibit "A"

**§ 1.1.2 The Owner's design requirements for the Project and related documentation:**



*(Identify below, or in an attached exhibit, the documentation that contains the Owner's design requirements, including any performance specifications for the Project.)*

**§ 1.1.3 The Project's physical characteristics:**

*(Identify or describe, if appropriate, size, location, dimensions, or other pertinent information, such as geotechnical reports; site, boundary and topographic surveys; traffic and utility studies; availability of public and private utilities and services; legal description of the site; etc.)*

**§ 1.1.4 The Owner's anticipated Sustainable Objective for the Project, if any:**

*(Identify the Owner's Sustainable Objective for the Project such as Sustainability Certification, benefit to the environment, enhancement to the health and well-being of building occupants, or improvement of energy efficiency. If the Owner identifies a Sustainable Objective, incorporate AIA Document A141™-2014, Exhibit C, Sustainable Projects, into this Agreement to define the terms, conditions and Work related to the Owner's Sustainable Objective.)*

**§ 1.1.5 Incentive programs the Owner intends to pursue for the Project, including those related to the Sustainable Objective, and any deadlines for receiving the incentives that are dependent on, or related to, the Design-Builder's services, are as follows:**

*(Identify incentive programs the Owner intends to pursue for the Project and deadlines for submitting or applying for the incentive programs.)*

**§ 1.1.6 The Owner's budget for the Work to be provided by the Design-Builder is set forth below:**

*(Provide total for Owner's budget, and if known, a line item breakdown of costs.)*

**§ 1.1.7 The Owner's design and construction milestone dates:**

**.1 Design phase milestone dates:**

December 31, 2018

**.2 Submission of Design-Builder Proposal:**

December 1, 2018

**.3 Phased completion dates:**

Phase 1 completion July 15, 2019

**.4 Substantial Completion date:**

Phase 2 completion September 15, 2019

**.5 Other milestone dates:**

**§ 1.1.8 The Owner requires the Design-Builder to retain the following Architect, Consultants and Contractors at the Design-Builder's cost:**

Init.

*(List name, legal status, address and other information.)*

**.1 Architect**

HDA Architects  
459 North Gilbert Road #C-200  
Gilbert, AZ 85234

**.2 Consultants**

**.3 Contractors**

**§ 1.1.9** Additional Owner's Criteria upon which the Agreement is based:  
*(Identify special characteristics or needs of the Project not identified elsewhere, such as historic preservation requirements.)*

**§ 1.1.10** The Design-Builder shall confirm that the information included in the Owner's Criteria complies with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities.

**§ 1.1.10.1** If the Owner's Criteria conflicts with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, the Design-Builder shall notify the Owner of the conflict.

**§ 1.1.11** If there is a change in the Owner's Criteria, the Owner and the Design-Builder shall execute a Modification in accordance with Article 6.

**§ 1.1.12** If the Owner and Design-Builder intend to transmit Instruments of Service or any other information or documentation in digital form, they shall endeavor to establish necessary protocols governing such transmissions. Unless otherwise agreed, the parties will use AIA Document E203™-2013 to establish the protocols for the development, use, transmission, and exchange of digital data and building information modeling.

**§ 1.2 Project Team**

**§ 1.2.1** The Owner identifies the following representative in accordance with Section 7.1.1:  
*(List name, address and other information.)*

Wade Melchin  
32 South Center  
Mesa, AZ 85210

**§ 1.2.2** The persons or entities, in addition to the Owner's representative, who are required to review the Design-Builder's Submittals are as follows:  
*(List name, address and other information.)*

**§ 1.2.3** The Owner will retain the following consultants and separate contractors:  
*(List discipline, scope of work, and, if known, identify by name and address.)*

Init.



**§ 1.2.4** The Design-Builder identifies the following representative in accordance with Section 3.1.2:  
(List name, address and other information.)

Arthur D. Case  
4105 North 2th Street  
Suite 205  
Phoenix, AZ 85016

**§ 1.2.5** Neither the Owner's nor the Design-Builder's representative shall be changed without ten days' written notice to the other party.

**§ 1.3 Binding Dispute Resolution**

For any Claim subject to, but not resolved by, mediation pursuant to Section 14.3, the method of binding dispute resolution shall be the following:

*(Check the appropriate box. If the Owner and Design-Builder do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.)*

- Arbitration pursuant to Section 14.4
- Litigation in a court of competent jurisdiction
- Other: *(Specify)*

**§ 1.4 Definitions**

**§ 1.4.1 Design-Build Documents.** The Design-Build Documents consist of this Agreement between Owner and Design-Builder and its attached Exhibits (hereinafter, the "Agreement"); other documents listed in this Agreement; and Modifications issued after execution of this Agreement. A Modification is (1) a written amendment to the Contract signed by both parties, including the Design-Build Amendment, (2) a Change Order, or (3) a Change Directive.

**§ 1.4.2 The Contract.** The Design-Build Documents form the Contract. The Contract represents the entire and integrated agreement between the parties and supersedes prior negotiations, representations or agreements, either written or oral. The Contract may be amended or modified only by a Modification. The Design-Build Documents shall not be construed to create a contractual relationship of any kind between any persons or entities other than the Owner and the Design-Builder.

**§ 1.4.3 The Work.** The term "Work" means the design, construction and related services required to fulfill the Design-Builder's obligations under the Design-Build Documents, whether completed or partially completed, and includes all labor, materials, equipment and services provided or to be provided by the Design-Builder. The Work may constitute the whole or a part of the Project.

**§ 1.4.4 The Project.** The Project is the total design and construction of which the Work performed under the Design-Build Documents may be the whole or a part, and may include design and construction by the Owner and by separate contractors.

**§ 1.4.5 Instruments of Service.** Instruments of Service are representations, in any medium of expression now known or later developed, of the tangible and intangible creative work performed by the Design-Builder, Contractor(s), Architect, and Consultant(s) under their respective agreements. Instruments of Service may include, without limitation, studies, surveys, models, sketches, drawings, specifications, digital models and other similar materials.

**§ 1.4.6 Submittal.** A Submittal is any submission to the Owner for review and approval demonstrating how the Design-Builder proposes to conform to the Design-Build Documents for those portions of the Work for which the Design-Build Documents require Submittals. Submittals include, but are not limited to, shop drawings, product data, and samples. Submittals are not Design-Build Documents unless incorporated into a Modification.

**§ 1.4.7 Owner.** The Owner is the person or entity identified as such in the Agreement and is referred to throughout the Design-Build Documents as if singular in number. The term "Owner" means the Owner or the Owner's authorized representative.

**§ 1.4.8 Design-Builder.** The Design-Builder is the person or entity identified as such in the Agreement and is referred to throughout the Design-Build Documents as if singular in number. The term "Design-Builder" means the Design-Builder or the Design-Builder's authorized representative.

**§ 1.4.9 Consultant.** A Consultant is a person or entity providing professional services for the Design-Builder for all or a portion of the Work, and is referred to throughout the Design-Build Documents as if singular in number. To the extent required by the relevant jurisdiction, the Consultant shall be lawfully licensed to provide the required professional services.

**§ 1.4.10 Architect.** The Architect is a person or entity providing design services for the Design-Builder for all or a portion of the Work, and is lawfully licensed to practice architecture in the applicable jurisdiction. The Architect is referred to throughout the Design-Build Documents as if singular in number.

**§ 1.4.11 Contractor.** A Contractor is a person or entity performing all or a portion of the construction, required in connection with the Work, for the Design-Builder. The Contractor shall be lawfully licensed, if required in the jurisdiction where the Project is located. The Contractor is referred to throughout the Design-Build Documents as if singular in number and means a Contractor or an authorized representative of the Contractor.

**§ 1.4.12 Confidential Information.** Confidential Information is information containing confidential or business proprietary information that is clearly marked as "confidential."

**§ 1.4.13 Contract Time.** Unless otherwise provided, Contract Time is the period of time, including authorized adjustments, as set forth in the Design-Build Amendment for Substantial Completion of the Work.

**§ 1.4.14 Day.** The term "day" as used in the Design-Build Documents shall mean calendar day unless otherwise specifically defined.

**§ 1.4.15 Contract Sum.** The Contract Sum is the amount to be paid to the Design-Builder for performance of the Work after execution of the Design-Build Amendment, as identified in Article A.1 of the Design-Build Amendment.

## **ARTICLE 2 COMPENSATION AND PROGRESS PAYMENTS**

### **§ 2.1 Compensation for Work Performed Prior To Execution of Design-Build Amendment**

**§ 2.1.1** Unless otherwise agreed, payments for Work performed prior to Execution of the Design-Build Amendment shall be made monthly. For the Design-Builder's performance of Work prior to the execution of the Design-Build Amendment, the Owner shall compensate the Design-Builder as follows:

*(Insert amount of, or basis for, compensation, including compensation for any Sustainability Services, or indicate the exhibit in which the information is provided. If there will be a limit on the total amount of compensation for Work performed prior to the execution of the Design-Build Amendment, state the amount of the limit.)*

Four Hundred Ninety Three Thousand Dollars (\$493,000)

**§ 2.1.2** The hourly billing rates for services of the Design-Builder and the Design-Builder's Architect, Consultants and Contractors, if any, are set forth below.

*(If applicable, attach an exhibit of hourly billing rates or insert them below.)*

Individual or Position

Rate

**§ 2.1.3 Compensation for Reimbursable Expenses Prior To Execution of Design-Build Amendment**

**§ 2.1.3.1** Reimbursable Expenses are in addition to compensation set forth in Section 2.1.1 and 2.1.2 and include expenses, directly related to the Project, incurred by the Design-Builder and the Design-Builder's Architect, Consultants, and Contractors, as follows:

- .1 Transportation and authorized out-of-town travel and subsistence;
- .2 Dedicated data and communication services, teleconferences, Project web sites, and extranets;
- .3 Fees paid for securing approval of authorities having jurisdiction over the Project;
- .4 Printing, reproductions, plots, standard form documents;
- .5 Postage, handling and delivery;
- .6 Expense of overtime work requiring higher than regular rates, if authorized in advance by the Owner;
- .7 Renderings, physical models, mock-ups, professional photography, and presentation materials requested by the Owner;
- .8 All taxes levied on professional services and on reimbursable expenses; and
- .9 Other Project-related expenditures, if authorized in advance by the Owner.

**§ 2.1.3.2** For Reimbursable Expenses, the compensation shall be the expenses the Design-Builder and the Design-Builder's Architect, Consultants and Contractors incurred, plus an administrative fee of     percent (     %) of the expenses incurred.

**§ 2.1.4 Payments to the Design-Builder Prior To Execution of Design-Build Amendment**

**§ 2.1.4.1** Payments are due and payable upon presentation of the Design-Builder's invoice. Amounts unpaid (     ) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Design-Builder.  
*(Insert rate of monthly or annual interest agreed upon.)*

%

**§ 2.1.4.2** Records of Reimbursable Expenses and services performed on the basis of hourly rates shall be available to the Owner at mutually convenient times for a period of two years following execution of the Design-Build Amendment or termination of this Agreement, whichever occurs first.

**§ 2.2 Contract Sum and Payment for Work Performed After Execution of Design-Build Amendment**

For the Design-Builder's performance of the Work after execution of the Design-Build Amendment, the Owner shall pay to the Design-Builder the Contract Sum in current funds as agreed in the Design-Build Amendment.

**ARTICLE 3 GENERAL REQUIREMENTS OF THE WORK OF THE DESIGN-BUILD CONTRACT**

**§ 3.1 General**

**§ 3.1.1** The Design-Builder shall comply with any applicable licensing requirements in the jurisdiction where the Project is located.

**§ 3.1.2** The Design-Builder shall designate in writing a representative who is authorized to act on the Design-Builder's behalf with respect to the Project.

**§ 3.1.3** The Design-Builder shall perform the Work in accordance with the Design-Build Documents. The Design-Builder shall not be relieved of the obligation to perform the Work in accordance with the Design-Build Documents by the activities, tests, inspections or approvals of the Owner.

**§ 3.1.3.1** The Design-Builder shall perform the Work in compliance with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities. If the Design-Builder performs Work contrary to applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities, the Design-Builder shall assume responsibility for such Work and shall bear the costs attributable to correction.

**§ 3.1.3.2** Neither the Design-Builder nor any Contractor, Consultant, or Architect shall be obligated to perform any act which they believe will violate any applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders

Init.

of public authorities. If the Design-Builder determines that implementation of any instruction received from the Owner, including those in the Owner's Criteria, would cause a violation of any applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities, the Design-Builder shall notify the Owner in writing. Upon verification by the Owner that a change to the Owner's Criteria is required to remedy the violation, the Owner and the Design-Builder shall execute a Modification in accordance with Article 6.

§ 3.1.4 The Design-Builder shall be responsible to the Owner for acts and omissions of the Design-Builder's employees, Architect, Consultants, Contractors, and their agents and employees, and other persons or entities performing portions of the Work.

§ 3.1.5 **General Consultation.** The Design-Builder shall schedule and conduct periodic meetings with the Owner to review matters such as procedures, progress, coordination, and scheduling of the Work.

§ 3.1.6 When applicable law requires that services be performed by licensed professionals, the Design-Builder shall provide those services through qualified, licensed professionals. The Owner understands and agrees that the services of the Design-Builder's Architect and the Design-Builder's other Consultants are performed in the sole interest of, and for the exclusive benefit of, the Design-Builder.

§ 3.1.7 The Design-Builder, with the assistance of the Owner, shall prepare and file documents required to obtain necessary approvals of governmental authorities having jurisdiction over the Project.

#### § 3.1.8 Progress Reports

§ 3.1.8.1 The Design-Builder shall keep the Owner informed of the progress and quality of the Work. On a monthly basis, or otherwise as agreed to by the Owner and Design-Builder, the Design-Builder shall submit written progress reports to the Owner, showing estimated percentages of completion and other information identified below:

- .1 Work completed for the period;
- .2 Project schedule status;
- .3 Submittal schedule and status report, including a summary of outstanding Submittals;
- .4 Responses to requests for information to be provided by the Owner;
- .5 Approved Change Orders and Change Directives;
- .6 Pending Change Order and Change Directive status reports;
- .7 Tests and inspection reports;
- .8 Status report of Work rejected by the Owner;
- .9 Status of Claims previously submitted in accordance with Article 14;
- .10 Cumulative total of the Cost of the Work to date including the Design-Builder's compensation and Reimbursable Expenses, if any;
- .11 Current Project cash-flow and forecast reports; and
- .12 Additional information as agreed to by the Owner and Design-Builder.

§ 3.1.8.2 In addition, where the Contract Sum is the Cost of the Work with or without a Guaranteed Maximum Price, the Design-Builder shall include the following additional information in its progress reports:

- .1 Design-Builder's work force report;
- .2 Equipment utilization report; and
- .3 Cost summary, comparing actual costs to updated cost estimates.

#### § 3.1.9 Design-Builder's Schedules

§ 3.1.9.1 The Design-Builder, promptly after execution of this Agreement, shall prepare and submit for the Owner's information a schedule for the Work. The schedule, including the time required for design and construction, shall not exceed time limits current under the Design-Build Documents, shall be revised at appropriate intervals as required by the conditions of the Work and Project, shall be related to the entire Project to the extent required by the Design-Build Documents, shall provide for expeditious and practicable execution of the Work, and shall include allowances for periods of time required for the Owner's review and for approval of submissions by authorities having jurisdiction over the Project.

§ 3.1.9.2 The Design-Builder shall perform the Work in general accordance with the most recent schedules submitted to the Owner.



**§ 3.1.10 Certifications.** Upon the Owner's written request, the Design-Builder shall obtain from the Architect, Consultants, and Contractors, and furnish to the Owner, certifications with respect to the documents and services provided by the Architect, Consultants, and Contractors (a) that, to the best of their knowledge, information and belief, the documents or services to which the certifications relate (i) are consistent with the Design-Build Documents, except to the extent specifically identified in the certificate, and (ii) comply with applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of public authorities governing the design of the Project; and (b) that the Owner and its consultants shall be entitled to rely upon the accuracy of the representations and statements contained in the certifications. The Design-Builder's Architect, Consultants, and Contractors shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of their services.

**§ 3.1.11 Design-Builder's Submittals**

**§ 3.1.11.1** Prior to submission of any Submittals, the Design-Builder shall prepare a Submittal schedule, and shall submit the schedule for the Owner's approval. The Owner's approval shall not unreasonably be delayed or withheld. The Submittal schedule shall (1) be coordinated with the Design-Builder's schedule provided in Section 3.1.9.1, (2) allow the Owner reasonable time to review Submittals, and (3) be periodically updated to reflect the progress of the Work. If the Design-Builder fails to submit a Submittal schedule, the Design-Builder shall not be entitled to any increase in Contract Sum or extension of Contract Time based on the time required for review of Submittals.

**§ 3.1.11.2** By providing Submittals the Design-Builder represents to the Owner that it has (1) reviewed and approved them, (2) determined and verified materials, field measurements and field construction criteria related thereto, or will do so and (3) checked and coordinated the information contained within such Submittals with the requirements of the Work and of the Design-Build Documents.

**§ 3.1.11.3** The Design-Builder shall perform no portion of the Work for which the Design-Build Documents require Submittals until the Owner has approved the respective Submittal.

**§ 3.1.11.4** The Work shall be in accordance with approved Submittals except that the Design-Builder shall not be relieved of its responsibility to perform the Work consistent with the requirements of the Design-Build Documents. The Work may deviate from the Design-Build Documents only if the Design-Builder has notified the Owner in writing of a deviation from the Design-Build Documents at the time of the Submittal and a Modification is executed authorizing the identified deviation. The Design-Builder shall not be relieved of responsibility for errors or omissions in Submittals by the Owner's approval of the Submittals.

**§ 3.1.11.5** All professional design services or certifications to be provided by the Design-Builder, including all drawings, calculations, specifications, certifications, shop drawings and other Submittals, shall contain the signature and seal of the licensed design professional preparing them. Submittals related to the Work designed or certified by the licensed design professionals, if prepared by others, shall bear the licensed design professional's written approval. The Owner and its consultants shall be entitled to rely upon the adequacy, accuracy and completeness of the services, certifications or approvals performed by such design professionals.

**§ 3.1.12 Warranty.** The Design-Builder warrants to the Owner that materials and equipment furnished under the Contract will be of good quality and new unless the Design-Build Documents require or permit otherwise. The Design-Builder further warrants that the Work will conform to the requirements of the Design-Build Documents and will be free from defects, except for those inherent in the quality of the Work or otherwise expressly permitted by the Design-Build Documents. Work, materials, or equipment not conforming to these requirements may be considered defective. The Design-Builder's warranty excludes remedy for damage or defect caused by abuse, alterations to the Work not executed by the Design-Builder, improper or insufficient maintenance, improper operation, or normal wear and tear and normal usage. If required by the Owner, the Design-Builder shall furnish satisfactory evidence as to the kind and quality of materials and equipment.

**§ 3.1.13 Royalties, Patents and Copyrights**

**§ 3.1.13.1** The Design-Builder shall pay all royalties and license fees.

**§ 3.1.13.2** The Design-Builder shall defend suits or claims for infringement of copyrights and patent rights and shall hold the Owner and its separate contractors and consultants harmless from loss on account thereof, but shall not be responsible for such defense or loss when a particular design, process or product of a particular manufacturer or manufacturers is required by the Owner, or where the copyright violations are required in the Owner's Criteria.

However, if the Design-Builder has reason to believe that the design, process or product required in the Owner's Criteria is an infringement of a copyright or a patent, the Design-Builder shall be responsible for such loss unless such information is promptly furnished to the Owner. If the Owner receives notice from a patent or copyright owner of an alleged violation of a patent or copyright, attributable to the Design-Builder, the Owner shall give prompt written notice to the Design-Builder.

#### **§ 3.1.14 Indemnification**

**§ 3.1.14.1** To the fullest extent permitted by law, the Design-Builder shall indemnify and hold harmless the Owner, including the Owner's agents and employees, from and against claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work, but only to the extent caused by the negligent acts or omissions of the Design-Builder, Architect, a Consultant, a Contractor, or anyone directly or indirectly employed by them or anyone for whose acts they may be liable. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity that would otherwise exist as to a party or person described in this Section 3.1.14.

**§ 3.1.14.2** The indemnification obligation under this Section 3.1.14 shall not be limited by a limitation on amount or type of damages, compensation, or benefits payable by or for Design-Builder, Architect, a Consultant, a Contractor, or anyone directly or indirectly employed by them, under workers' compensation acts, disability benefit acts or other employee benefit acts.

#### **§ 3.1.15 Contingent Assignment of Agreements**

**§ 3.1.15.1** Each agreement for a portion of the Work is assigned by the Design-Builder to the Owner, provided that

- .1 assignment is effective only after termination of the Contract by the Owner for cause, pursuant to Sections 13.1.4 or 13.2.2, and only for those agreements that the Owner accepts by written notification to the Design-Builder and the Architect, Consultants, and Contractors whose agreements are accepted for assignment; and
- .2 assignment is subject to the prior rights of the surety, if any, obligated under bond relating to the Contract.

When the Owner accepts the assignment of an agreement, the Owner assumes the Design-Builder's rights and obligations under the agreement.

**§ 3.1.15.2** Upon such assignment, if the Work has been suspended for more than 30 days, the compensation under the assigned agreement shall be equitably adjusted for increases in cost resulting from the suspension.

**§ 3.1.15.3** Upon such assignment to the Owner under this Section 3.1.15, the Owner may further assign the agreement to a successor design-builder or other entity. If the Owner assigns the agreement to a successor design-builder or other entity, the Owner shall nevertheless remain legally responsible for all of the successor design-builder's or other entity's obligations under the agreement.

**§ 3.1.16 Design-Builder's Insurance and Bonds.** The Design-Builder shall purchase and maintain insurance and provide bonds as set forth in Exhibit B.

### **ARTICLE 4 WORK PRIOR TO EXECUTION OF THE DESIGN-BUILD AMENDMENT**

#### **§ 4.1 General**

**§ 4.1.1** Any information submitted by the Design-Builder, and any interim decisions made by the Owner, shall be for the purpose of facilitating the design process and shall not modify the Owner's Criteria unless the Owner and Design-Builder execute a Modification.

**§ 4.1.2** The Design-Builder shall advise the Owner on proposed site use and improvements, selection of materials, and building systems and equipment. The Design-Builder shall also provide the Owner with recommendations, consistent with the Owner's Criteria, on constructability; availability of materials and labor; time requirements for procurement, installation and construction; and factors related to construction cost including, but not limited to, costs of alternative designs or materials, preliminary budgets, life-cycle data, and possible cost reductions.

#### **§ 4.2 Evaluation of the Owner's Criteria**

Init.

**§ 4.2.1** The Design-Builder shall schedule and conduct meetings with the Owner and any other necessary individuals or entities to discuss and review the Owner's Criteria as set forth in Section 1.1. The Design-Builder shall thereafter again meet with the Owner to discuss a preliminary evaluation of the Owner's Criteria. The preliminary evaluation shall address possible alternative approaches to design and construction of the Project and include the Design-Builder's recommendations, if any, with regard to accelerated or fast-track scheduling, procurement, or phased construction. The preliminary evaluation shall consider cost information, constructability, and procurement and construction scheduling issues.

**§ 4.2.2** After the Design-Builder meets with the Owner and presents the preliminary evaluation, the Design-Builder shall provide a written report to the Owner, summarizing the Design-Builder's evaluation of the Owner's Criteria. The report shall also include

- .1 allocations of program functions, detailing each function and their square foot areas;
- .2 a preliminary estimate of the Cost of the Work, and, if necessary, recommendations to adjust the Owner's Criteria to conform to the Owner's budget;
- .3 a preliminary schedule, which shall include proposed design milestones; dates for receiving additional information from, or for work to be completed by, the Owner; anticipated date for the Design-Builder's Proposal; and dates of periodic design review sessions with the Owner; and
- .4 the following:  
*(List additional information, if any, to be included in the Design-Builder's written report.)*

**§ 4.2.3** The Owner shall review the Design-Builder's written report and, if acceptable, provide the Design-Builder with written consent to proceed to the development of the Preliminary Design as described in Section 4.3. The consent to proceed shall not be understood to modify the Owner's Criteria unless the Owner and Design-Builder execute a Modification.

#### **§ 4.3 Preliminary Design**

**§ 4.3.1** Upon the Owner's issuance of a written consent to proceed under Section 4.2.3, the Design-Builder shall prepare and submit a Preliminary Design to the Owner. The Preliminary Design shall include a report identifying any deviations from the Owner's Criteria, and shall include the following:

- .1 Confirmation of the allocations of program functions;
- .2 Site plan;
- .3 Building plans, sections and elevations;
- .4 Structural system;
- .5 Selections of major building systems, including but not limited to mechanical, electrical and plumbing systems; and
- .6 Outline specifications or sufficient drawing notes describing construction materials.

The Preliminary Design may include some combination of physical study models, perspective sketches, or digital modeling.

**§ 4.3.2** The Owner shall review the Preliminary Design and, if acceptable, provide the Design-Builder with written consent to proceed to development of the Design-Builder's Proposal. The Preliminary Design shall not modify the Owner's Criteria unless the Owner and Design-Builder execute a Modification.

#### **§ 4.4 Design-Builder's Proposal**

**§ 4.4.1** Upon the Owner's issuance of a written consent to proceed under Section 4.3.2, the Design-Builder shall prepare and submit the Design-Builder's Proposal to the Owner. The Design-Builder's Proposal shall include the following:

- .1 A list of the Preliminary Design documents and other information, including the Design-Builder's clarifications, assumptions and deviations from the Owner's Criteria, upon which the Design-Builder's Proposal is based;
- .2 The proposed Contract Sum, including the compensation method and, if based upon the Cost of the Work plus a fee, a written statement of estimated cost organized by trade categories, allowances, contingencies, Design-Builder's Fee, and other items that comprise the Contract Sum;
- .3 The proposed date the Design-Builder shall achieve Substantial Completion;

Init.

- .4 An enumeration of any qualifications and exclusions, if applicable;
- .5 A list of the Design-Builder's key personnel, Contractors and suppliers; and
- .6 The date on which the Design-Builder's Proposal expires.

§ 4.4.2 Submission of the Design-Builder's Proposal shall constitute a representation by the Design-Builder that it has visited the site and become familiar with local conditions under which the Work is to be completed.

§ 4.4.3 If the Owner and Design-Builder agree on a proposal, the Owner and Design-Builder shall execute the Design-Build Amendment setting forth the terms of their agreement.

## ARTICLE 5 WORK FOLLOWING EXECUTION OF THE DESIGN-BUILD AMENDMENT

### § 5.1 Construction Documents

§ 5.1.1 Upon the execution of the Design-Build Amendment, the Design-Builder shall prepare Construction Documents. The Construction Documents shall establish the quality levels of materials and systems required. The Construction Documents shall be consistent with the Design-Build Documents.

§ 5.1.2 The Design-Builder shall provide the Construction Documents to the Owner for the Owner's information. If the Owner discovers any deviations between the Construction Documents and the Design-Build Documents, the Owner shall promptly notify the Design-Builder of such deviations in writing. The Construction Documents shall not modify the Design-Build Documents unless the Owner and Design-Builder execute a Modification. The failure of the Owner to discover any such deviations shall not relieve the Design-Builder of the obligation to perform the Work in accordance with the Design-Build Documents.

### § 5.2 Construction

§ 5.2.1 **Commencement.** Except as permitted in Section 5.2.2, construction shall not commence prior to execution of the Design-Build Amendment.

§ 5.2.2 If the Owner and Design-Builder agree in writing, construction may proceed prior to the execution of the Design-Build Amendment. However, such authorization shall not waive the Owner's right to reject the Design-Builder's Proposal.

§ 5.2.3 The Design-Builder shall supervise and direct the Work, using the Design-Builder's best skill and attention. The Design-Builder shall be solely responsible for, and have control over, construction means, methods, techniques, sequences and procedures, and for coordinating all portions of the Work under the Contract, unless the Design-Build Documents give other specific instructions concerning these matters.

§ 5.2.4 The Design-Builder shall be responsible for inspection of portions of Work already performed to determine that such portions are in proper condition to receive subsequent Work.

### § 5.3 Labor and Materials

§ 5.3.1 Unless otherwise provided in the Design-Build Documents, the Design-Builder shall provide and pay for labor, materials, equipment, tools, construction equipment and machinery, water, heat, utilities, transportation, and other facilities and services, necessary for proper execution and completion of the Work, whether temporary or permanent, and whether or not incorporated or to be incorporated in the Work.

§ 5.3.2 When a material or system is specified in the Design-Build Documents, the Design-Builder may make substitutions only in accordance with Article 6.

§ 5.3.3 The Design-Builder shall enforce strict discipline and good order among the Design-Builder's employees and other persons carrying out the Work. The Design-Builder shall not permit employment of unfit persons or persons not properly skilled in tasks assigned to them.

### § 5.4 Taxes

The Design-Builder shall pay sales, consumer, use and similar taxes, for the Work provided by the Design-Builder, that are legally enacted when the Design-Build Amendment is executed, whether or not yet effective or merely scheduled to go into effect.



**§ 5.5 Permits, Fees, Notices and Compliance with Laws**

**§ 5.5.1** Unless otherwise provided in the Design-Build Documents, the Design-Builder shall secure and pay for the building permit as well as any other permits, fees, licenses, and inspections by government agencies, necessary for proper execution of the Work and Substantial Completion of the Project.

**§ 5.5.2** The Design-Builder shall comply with and give notices required by applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities, applicable to performance of the Work.

**§ 5.5.3 Concealed or Unknown Conditions.** If the Design-Builder encounters conditions at the site that are (1) subsurface or otherwise concealed physical conditions that differ materially from those indicated in the Design-Build Documents or (2) unknown physical conditions of an unusual nature that differ materially from those ordinarily found to exist and generally recognized as inherent in construction activities of the character provided for in the Design-Build Documents, the Design-Builder shall promptly provide notice to the Owner before conditions are disturbed and in no event later than 21 days after first observance of the conditions. The Owner shall promptly investigate such conditions and, if the Owner determines that they differ materially and cause an increase or decrease in the Design-Builder's cost of, or time required for, performance of any part of the Work, shall recommend an equitable adjustment in the Contract Sum or Contract Time, or both. If the Owner determines that the conditions at the site are not materially different from those indicated in the Design-Build Documents and that no change in the terms of the Contract is justified, the Owner shall promptly notify the Design-Builder in writing, stating the reasons. If the Design-Builder disputes the Owner's determination or recommendation, the Design-Builder may proceed as provided in Article 14.

**§ 5.5.4** If, in the course of the Work, the Design-Builder encounters human remains, or recognizes the existence of burial markers, archaeological sites, or wetlands, not indicated in the Design-Build Documents, the Design-Builder shall immediately suspend any operations that would affect them and shall notify the Owner. Upon receipt of such notice, the Owner shall promptly take any action necessary to obtain governmental authorization required to resume the operations. The Design-Builder shall continue to suspend such operations until otherwise instructed by the Owner but shall continue with all other operations that do not affect those remains or features. Requests for adjustments in the Contract Sum and Contract Time arising from the existence of such remains or features may be made as provided in Article 14.

**§ 5.6 Allowances**

**§ 5.6.1** The Design-Builder shall include in the Contract Sum all allowances stated in the Design-Build Documents. Items covered by allowances shall be supplied for such amounts, and by such persons or entities as the Owner may direct, but the Design-Builder shall not be required to employ persons or entities to whom the Design-Builder has reasonable objection.

**§ 5.6.2** Unless otherwise provided in the Design-Build Documents,

- .1 allowances shall cover the cost to the Design-Builder of materials and equipment delivered at the site and all required taxes, less applicable trade discounts;
- .2 the Design-Builder's costs for unloading and handling at the site, labor, installation costs, overhead, profit, and other expenses contemplated for stated allowance amounts, shall be included in the Contract Sum but not in the allowances; and
- .3 whenever costs are more than or less than allowances, the Contract Sum shall be adjusted accordingly by Change Order. The amount of the Change Order shall reflect (1) the difference between actual costs and the allowances under Section 5.6.2.1 and (2) changes in Design-Builder's costs under Section 5.6.2.2.

**§ 5.6.3** The Owner shall make selections of materials and equipment with reasonable promptness for allowances requiring Owner selection.

**§ 5.7 Key Personnel, Contractors and Suppliers**

**§ 5.7.1** The Design-Builder shall not employ personnel, or contract with Contractors or suppliers to whom the Owner has made reasonable and timely objection. The Design-Builder shall not be required to contract with anyone to whom the Design-Builder has made reasonable and timely objection.

**§ 5.7.2** If the Design-Builder changes any of the personnel, Contractors or suppliers identified in the Design-Build Amendment, the Design-Builder shall notify the Owner and provide the name and qualifications of the new personnel, Contractor or supplier. The Owner may reply within 14 days to the Design-Builder in writing, stating (1) whether the Owner has reasonable objection to the proposed personnel, Contractor or supplier or (2) that the Owner requires additional time to review. Failure of the Owner to reply within the 14-day period shall constitute notice of no reasonable objection.

**§ 5.7.3** Except for those persons or entities already identified or required in the Design-Build Amendment, the Design-Builder, as soon as practicable after execution of the Design-Build Amendment, shall furnish in writing to the Owner the names of persons or entities (including those who are to furnish materials or equipment fabricated to a special design) proposed for each principal portion of the Work. The Owner may reply within 14 days to the Design-Builder in writing stating (1) whether the Owner has reasonable objection to any such proposed person or entity or (2) that the Owner requires additional time for review. Failure of the Owner to reply within the 14-day period shall constitute notice of no reasonable objection.

**§ 5.7.3.1** If the Owner has reasonable objection to a person or entity proposed by the Design-Builder, the Design-Builder shall propose another to whom the Owner has no reasonable objection. If the rejected person or entity was reasonably capable of performing the Work, the Contract Sum and Contract Time shall be increased or decreased by the difference, if any, occasioned by such change, and an appropriate Change Order shall be issued before commencement of the substitute person or entity's Work. However, no increase in the Contract Sum or Contract Time shall be allowed for such change unless the Design-Builder has acted promptly and responsively in submitting names as required.

**§ 5.8 Documents and Submittals at the Site**

The Design-Builder shall maintain at the site for the Owner one copy of the Design-Build Documents and a current set of the Construction Documents, in good order and marked currently to indicate field changes and selections made during construction, and one copy of approved Submittals. The Design-Builder shall deliver these items to the Owner in accordance with Section 9.10.2 as a record of the Work as constructed.

**§ 5.9 Use of Site**

The Design-Builder shall confine operations at the site to areas permitted by applicable laws, statutes, ordinances, codes, rules and regulations, lawful orders of public authorities, and the Design-Build Documents, and shall not unreasonably encumber the site with materials or equipment.

**§ 5.10 Cutting and Patching**

The Design-Builder shall not cut, patch or otherwise alter fully or partially completed construction by the Owner or a separate contractor except with written consent of the Owner and of such separate contractor; such consent shall not be unreasonably withheld. The Design-Builder shall not unreasonably withhold from the Owner or a separate contractor the Design-Builder's consent to cutting or otherwise altering the Work.

**§ 5.11 Cleaning Up**

**§ 5.11.1** The Design-Builder shall keep the premises and surrounding area free from accumulation of waste materials or rubbish caused by operations under the Contract. At completion of the Work, the Design-Builder shall remove waste materials, rubbish, the Design-Builder's tools, construction equipment, machinery and surplus materials from and about the Project.

**§ 5.11.2** If the Design-Builder fails to clean up as provided in the Design-Build Documents, the Owner may do so and Owner shall be entitled to reimbursement from the Design-Builder.

**§ 5.12 Access to Work**

The Design-Builder shall provide the Owner and its separate contractors and consultants access to the Work in preparation and progress wherever located. The Design-Builder shall notify the Owner regarding Project safety criteria and programs, which the Owner, and its contractors and consultants, shall comply with while at the site.

**§ 5.13 Construction by Owner or by Separate Contractors**

**§ 5.13.1 Owner's Right to Perform Construction and to Award Separate Contracts**

**§ 5.13.1.1** The Owner reserves the right to perform construction or operations related to the Project with the Owner's own forces; and to award separate contracts in connection with other portions of the Project, or other construction or operations on the site, under terms and conditions identical or substantially similar to this Contract, including those terms and conditions related to insurance and waiver of subrogation. The Owner shall notify the Design-Builder promptly after execution of any separate contract. If the Design-Builder claims that delay or additional cost is involved because of such action by the Owner, the Design-Builder shall make a Claim as provided in Article 14.

**§ 5.13.1.2** When separate contracts are awarded for different portions of the Project or other construction or operations on the site, the term "Design-Builder" in the Design-Build Documents in each case shall mean the individual or entity that executes each separate agreement with the Owner.

**§ 5.13.1.3** The Owner shall provide for coordination of the activities of the Owner's own forces, and of each separate contractor, with the Work of the Design-Builder, who shall cooperate with them. The Design-Builder shall participate with other separate contractors and the Owner in reviewing their construction schedules. The Design-Builder shall make any revisions to the construction schedule deemed necessary after a joint review and mutual agreement. The construction schedules shall then constitute the schedules to be used by the Design-Builder, separate contractors and the Owner until subsequently revised.

**§ 5.13.1.4** Unless otherwise provided in the Design-Build Documents, when the Owner performs construction or operations related to the Project with the Owner's own forces or separate contractors, the Owner shall be deemed to be subject to the same obligations, and to have the same rights, that apply to the Design-Builder under the Contract.

**§ 5.14 Mutual Responsibility**

**§ 5.14.1** The Design-Builder shall afford the Owner and separate contractors reasonable opportunity for introduction and storage of their materials and equipment and performance of their activities, and shall connect and coordinate the Design-Builder's construction and operations with theirs as required by the Design-Build Documents.

**§ 5.14.2** If part of the Design-Builder's Work depends upon construction or operations by the Owner or a separate contractor, the Design-Builder shall, prior to proceeding with that portion of the Work, prepare a written report to the Owner, identifying apparent discrepancies or defects in the construction or operations by the Owner or separate contractor that would render it unsuitable for proper execution and results of the Design-Builder's Work. Failure of the Design-Builder to report shall constitute an acknowledgment that the Owner's or separate contractor's completed or partially completed construction is fit and proper to receive the Design-Builder's Work, except as to defects not then reasonably discoverable.

**§ 5.14.3** The Design-Builder shall reimburse the Owner for costs the Owner incurs that are payable to a separate contractor because of the Design-Builder's delays, improperly timed activities or defective construction. The Owner shall be responsible to the Design-Builder for costs the Design-Builder incurs because of a separate contractor's delays, improperly timed activities, damage to the Work or defective construction.

**§ 5.14.4** The Design-Builder shall promptly remedy damage the Design-Builder wrongfully causes to completed or partially completed construction or to property of the Owner or separate contractors as provided in Section 10.2.5.

**§ 5.14.5** The Owner and each separate contractor shall have the same responsibilities for cutting and patching the Work as the Design-Builder has with respect to the construction of the Owner or separate contractors in Section 5.10.

**§ 5.15 Owner's Right to Clean Up**

If a dispute arises among the Design-Builder, separate contractors and the Owner as to the responsibility under their respective contracts for maintaining the premises and surrounding area free from waste materials and rubbish, the Owner may clean up and will allocate the cost among those responsible.

## ARTICLE 6 CHANGES IN THE WORK

### § 6.1 General

§ 6.1.1 Changes in the Work may be accomplished after execution of the Contract, and without invalidating the Contract, by Change Order or Change Directive, subject to the limitations stated in this Article 6 and elsewhere in the Design-Build Documents.

§ 6.1.2 A Change Order shall be based upon agreement between the Owner and Design-Builder. The Owner may issue a Change Directive without agreement by the Design-Builder.

§ 6.1.3 Changes in the Work shall be performed under applicable provisions of the Design-Build Documents, and the Design-Builder shall proceed promptly, unless otherwise provided in the Change Order or Change Directive.

### § 6.2 Change Orders

A Change Order is a written instrument signed by the Owner and Design-Builder stating their agreement upon all of the following:

- .1 The change in the Work;
- .2 The amount of the adjustment, if any, in the Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation; and
- .3 The extent of the adjustment, if any, in the Contract Time.

### § 6.3 Change Directives

§ 6.3.1 A Change Directive is a written order signed by the Owner directing a change in the Work prior to agreement on adjustment, if any, in the Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation, or Contract Time. The Owner may by Change Directive, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions or other revisions, the Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation, and Contract Time being adjusted accordingly.

§ 6.3.2 A Change Directive shall be used in the absence of total agreement on the terms of a Change Order.

§ 6.3.3 If the Change Directive provides for an adjustment to the Contract Sum or, if prior to execution of the Design-Build Amendment, an adjustment in the Design-Builder's compensation, the adjustment shall be based on one of the following methods:

- .1 Mutual acceptance of a lump sum properly itemized and supported by sufficient substantiating data to permit evaluation;
- .2 Unit prices stated in the Design-Build Documents or subsequently agreed upon;
- .3 Cost to be determined in a manner agreed upon by the parties and a mutually acceptable fixed or percentage fee; or
- .4 As provided in Section 6.3.7.

§ 6.3.4 If unit prices are stated in the Design-Build Documents or subsequently agreed upon, and if quantities originally contemplated are materially changed in a proposed Change Order or Change Directive so that application of such unit prices to quantities of Work proposed will cause substantial inequity to the Owner or Design-Builder, the applicable unit prices shall be equitably adjusted.

§ 6.3.5 Upon receipt of a Change Directive, the Design-Builder shall promptly proceed with the change in the Work involved and advise the Owner of the Design-Builder's agreement or disagreement with the method, if any, provided in the Change Directive for determining the proposed adjustment in the Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation, or Contract Time.

§ 6.3.6 A Change Directive signed by the Design-Builder indicates the Design-Builder's agreement therewith, including adjustment in Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation, and Contract Time or the method for determining them. Such agreement shall be effective immediately and shall be recorded as a Change Order.

§ 6.3.7 If the Design-Builder does not respond promptly or disagrees with the method for adjustment in the Contract Sum or, if prior to execution of the Design-Build Amendment, the method for adjustment in the Design-Builder's



compensation, the Owner shall determine the method and the adjustment on the basis of reasonable expenditures and savings of those performing the Work attributable to the change, including, in case of an increase, an amount for overhead and profit as set forth in the Agreement, or if no such amount is set forth in the Agreement, a reasonable amount. In such case, and also under Section 6.3.3.3, the Design-Builder shall keep and present, in such form as the Owner may prescribe, an itemized accounting together with appropriate supporting data. Unless otherwise provided in the Design-Build Documents, costs for the purposes of this Section 6.3.7 shall be limited to the following:

- .1 Additional costs of professional services;
- .2 Costs of labor, including social security, unemployment insurance, fringe benefits required by agreement or custom, and workers' compensation insurance;
- .3 Costs of materials, supplies and equipment, including cost of transportation, whether incorporated or consumed;
- .4 Rental costs of machinery and equipment, exclusive of hand tools, whether rented from the Design-Builder or others;
- .5 Costs of premiums for all bonds and insurance, permit fees, and sales, use or similar taxes related to the Work; and
- .6 Additional costs of supervision and field office personnel directly attributable to the change.

§ 6.3.8 The amount of credit to be allowed by the Design-Builder to the Owner for a deletion or change that results in a net decrease in the Contract Sum or, if prior to execution of the Design-Build Amendment, in the Design-Builder's compensation, shall be actual net cost. When both additions and credits covering related Work or substitutions are involved in a change, the allowance for overhead and profit shall be figured on the basis of net increase, if any, with respect to that change.

§ 6.3.9 Pending final determination of the total cost of a Change Directive to the Owner, the Design-Builder may request payment for Work completed under the Change Directive in Applications for Payment. The Owner will make an interim determination for purposes of certification for payment for those costs deemed to be reasonably justified. The Owner's interim determination of cost shall adjust the Contract Sum or, if prior to execution of the Design-Build Amendment, the Design-Builder's compensation, on the same basis as a Change Order, subject to the right of Design-Builder to disagree and assert a Claim in accordance with Article 14.

§ 6.3.10 When the Owner and Design-Builder agree with a determination concerning the adjustments in the Contract Sum or, if prior to execution of the Design-Build Amendment, the adjustment in the Design-Builder's compensation and Contract Time, or otherwise reach agreement upon the adjustments, such agreement shall be effective immediately and the Owner and Design-Builder shall execute a Change Order. Change Orders may be issued for all or any part of a Change Directive.

## ARTICLE 7 OWNER'S RESPONSIBILITIES

### § 7.1 General

§ 7.1.1 The Owner shall designate in writing a representative who shall have express authority to bind the Owner with respect to all Project matters requiring the Owner's approval or authorization.

§ 7.1.2 The Owner shall render decisions in a timely manner and in accordance with the Design-Builder's schedule agreed to by the Owner. The Owner shall furnish to the Design-Builder, within 15 days after receipt of a written request, information necessary and relevant for the Design-Builder to evaluate, give notice of or enforce mechanic's lien rights. Such information shall include a correct statement of the record legal title to the property on which the Project is located, usually referred to as the site, and the Owner's interest therein.

### § 7.2 Information and Services Required of the Owner

§ 7.2.1 The Owner shall furnish information or services required of the Owner by the Design-Build Documents with reasonable promptness.

§ 7.2.2 The Owner shall provide, to the extent under the Owner's control and if not required by the Design-Build Documents to be provided by the Design-Builder, the results and reports of prior tests, inspections or investigations conducted for the Project involving structural or mechanical systems; chemical, air and water pollution; hazardous materials; or environmental and subsurface conditions and information regarding the presence of pollutants at the Project site. Upon receipt of a written request from the Design-Builder, the Owner shall also provide surveys

describing physical characteristics, legal limitations and utility locations for the site of the Project, and a legal description of the site under the Owner's control.

§ 7.2.3 The Owner shall promptly obtain easements, zoning variances, and legal authorizations or entitlements regarding site utilization where essential to the execution of the Project.

§ 7.2.4 The Owner shall cooperate with the Design-Builder in securing building and other permits, licenses and inspections.

§ 7.2.5 The services, information, surveys and reports required to be provided by the Owner under this Agreement, shall be furnished at the Owner's expense, and except as otherwise specifically provided in this Agreement or elsewhere in the Design-Build Documents or to the extent the Owner advises the Design-Builder to the contrary in writing, the Design-Builder shall be entitled to rely upon the accuracy and completeness thereof. In no event shall the Design-Builder be relieved of its responsibility to exercise proper precautions relating to the safe performance of the Work.

§ 7.2.6 If the Owner observes or otherwise becomes aware of a fault or defect in the Work or non-conformity with the Design-Build Documents, the Owner shall give prompt written notice thereof to the Design-Builder.

§ 7.2.7 Prior to the execution of the Design-Build Amendment, the Design-Builder may request in writing that the Owner provide reasonable evidence that the Owner has made financial arrangements to fulfill the Owner's obligations under the Design-Build Documents and the Design-Builder's Proposal. Thereafter, the Design-Builder may only request such evidence if (1) the Owner fails to make payments to the Design-Builder as the Design-Build Documents require; (2) a change in the Work materially changes the Contract Sum; or (3) the Design-Builder identifies in writing a reasonable concern regarding the Owner's ability to make payment when due. The Owner shall furnish such evidence as a condition precedent to commencement or continuation of the Work or the portion of the Work affected by a material change. After the Owner furnishes the evidence, the Owner shall not materially vary such financial arrangements without prior notice to the Design-Builder.

§ 7.2.8 Except as otherwise provided in the Design-Build Documents or when direct communications have been specially authorized, the Owner shall communicate through the Design-Builder with persons or entities employed or retained by the Design-Builder.

§ 7.2.9 Unless required by the Design-Build Documents to be provided by the Design-Builder, the Owner shall, upon request from the Design-Builder, furnish the services of geotechnical engineers or other consultants for investigation of subsurface, air and water conditions when such services are reasonably necessary to properly carry out the design services furnished by the Design-Builder. In such event, the Design-Builder shall specify the services required. Such services may include, but are not limited to, test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, ground corrosion and resistivity tests, and necessary operations for anticipating subsoil conditions. The services of geotechnical engineer(s) or other consultants shall include preparation and submission of all appropriate reports and professional recommendations.

§ 7.2.10 The Owner shall purchase and maintain insurance as set forth in Exhibit B.

### § 7.3 Submittals

§ 7.3.1 The Owner shall review and approve or take other appropriate action on Submittals. Review of Submittals is not conducted for the purpose of determining the accuracy and completeness of other details, such as dimensions and quantities; or for substantiating instructions for installation or performance of equipment or systems; or for determining that the Submittals are in conformance with the Design-Build Documents, all of which remain the responsibility of the Design-Builder as required by the Design-Build Documents. The Owner's action will be taken in accordance with the submittal schedule approved by the Owner or, in the absence of an approved submittal schedule, with reasonable promptness while allowing sufficient time in the Owner's judgment to permit adequate review. The Owner's review of Submittals shall not relieve the Design-Builder of the obligations under Sections 3.1.1.1, 3.1.1.2, and 5.2.3. The Owner's review shall not constitute approval of safety precautions or, unless otherwise specifically stated by the Owner, of any construction means, methods, techniques, sequences or procedures. The Owner's approval of a specific item shall not indicate approval of an assembly of which the item is a component.

init.

**§ 7.3.2** Upon review of the Submittals required by the Design-Build Documents, the Owner shall notify the Design-Builder of any non-conformance with the Design-Build Documents the Owner discovers.

**§ 7.4** Visits to the site by the Owner shall not be construed to create an obligation on the part of the Owner to make on-site inspections to check the quality or quantity of the Work. The Owner shall neither have control over or charge of, nor be responsible for, the construction means, methods, techniques, sequences or procedures, or for the safety precautions and programs in connection with the Work, because these are solely the Design-Builder's rights and responsibilities under the Design-Build Documents.

**§ 7.5** The Owner shall not be responsible for the Design-Builder's failure to perform the Work in accordance with the requirements of the Design-Build Documents. The Owner shall not have control over or charge of, and will not be responsible for acts or omissions of the Design-Builder, Architect, Consultants, Contractors, or their agents or employees, or any other persons or entities performing portions of the Work for the Design-Builder.

**§ 7.6** The Owner has the authority to reject Work that does not conform to the Design-Build Documents. The Owner shall have authority to require inspection or testing of the Work in accordance with Section 15.5.2, whether or not such Work is fabricated, installed or completed. However, neither this authority of the Owner nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Owner to the Design-Builder, the Architect, Consultants, Contractors, material and equipment suppliers, their agents or employees, or other persons or entities performing portions of the Work.

**§ 7.7** The Owner shall determine the date or dates of Substantial Completion in accordance with Section 9.8 and the date of final completion in accordance with Section 9.10.

**§ 7.8 Owner's Right to Stop Work**

If the Design-Builder fails to correct Work which is not in accordance with the requirements of the Design-Build Documents as required by Section 11.2 or persistently fails to carry out Work in accordance with the Design-Build Documents, the Owner may issue a written order to the Design-Builder to stop the Work, or any portion thereof, until the cause for such order has been eliminated; however, the right of the Owner to stop the Work shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Design-Builder or any other person or entity, except to the extent required by Section 5.13.1.3.

**§ 7.9 Owner's Right to Carry Out the Work**

If the Design-Builder defaults or neglects to carry out the Work in accordance with the Design-Build Documents and fails within a ten-day period after receipt of written notice from the Owner to commence and continue correction of such default or neglect with diligence and promptness, the Owner may, without prejudice to other remedies the Owner may have, correct such deficiencies. In such case, an appropriate Change Order shall be issued deducting from payments then or thereafter due the Design-Builder the reasonable cost of correcting such deficiencies. If payments then or thereafter due the Design-Builder are not sufficient to cover such amounts, the Design-Builder shall pay the difference to the Owner.

**ARTICLE 8 TIME**

**§ 8.1 Progress and Completion**

**§ 8.1.1** Time limits stated in the Design-Build Documents are of the essence of the Contract. By executing the Design-Build Amendment the Design-Builder confirms that the Contract Time is a reasonable period for performing the Work.

**§ 8.1.2** The Design-Builder shall not, except by agreement of the Owner in writing, commence the Work prior to the effective date of insurance, other than property insurance, required by this Contract. The Contract Time shall not be adjusted as a result of the Design-Builder's failure to obtain insurance required under this Contract.

**§ 8.1.3** The Design-Builder shall proceed expeditiously with adequate forces and shall achieve Substantial Completion within the Contract Time.

**§ 8.2 Delays and Extensions of Time**

**§ 8.2.1** If the Design-Builder is delayed at any time in the commencement or progress of the Work by an act or neglect of the Owner or of a consultant or separate contractor employed by the Owner; or by changes ordered in the Work by

Init.



the Owner; or by labor disputes, fire, unusual delay in deliveries, unavoidable casualties or other causes beyond the Design-Builder's control; or by delay authorized by the Owner pending mediation and binding dispute resolution or by other causes that the Owner determines may justify delay, then the Contract Time shall be extended by Change Order for such reasonable time as the Owner may determine.

§ 8.2.2 Claims relating to time shall be made in accordance with applicable provisions of Article 14.

§ 8.2.3 This Section 8.2 does not preclude recovery of damages for delay by either party under other provisions of the Design-Build Documents.

## ARTICLE 9 PAYMENT APPLICATIONS AND PROJECT COMPLETION

### § 9.1 Contract Sum

The Contract Sum is stated in the Design-Build Amendment.

### § 9.2 Schedule of Values

Where the Contract Sum is based on a stipulated sum or Guaranteed Maximum Price, the Design-Builder, prior to the first Application for Payment after execution of the Design-Build Amendment shall submit to the Owner a schedule of values allocating the entire Contract Sum to the various portions of the Work and prepared in such form and supported by such data to substantiate its accuracy as the Owner may require. This schedule, unless objected to by the Owner, shall be used as a basis for reviewing the Design-Builder's Applications for Payment.

### § 9.3 Applications for Payment

§ 9.3.1 At least ten days before the date established for each progress payment, the Design-Builder shall submit to the Owner an itemized Application for Payment for completed portions of the Work. The application shall be notarized, if required, and supported by data substantiating the Design-Builder's right to payment as the Owner may require, such as copies of requisitions from the Architect, Consultants, Contractors, and material suppliers, and shall reflect retainage if provided for in the Design-Build Documents.

§ 9.3.1.1 As provided in Section 6.3.9, Applications for Payment may include requests for payment on account of changes in the Work that have been properly authorized by Change Directives, or by interim determinations of the Owner, but not yet included in Change Orders.

§ 9.3.1.2 Applications for Payment shall not include requests for payment for portions of the Work for which the Design-Builder does not intend to pay the Architect, Consultant, Contractor, material supplier, or other persons or entities providing services or work for the Design-Builder, unless such Work has been performed by others whom the Design-Builder intends to pay.

§ 9.3.2 Unless otherwise provided in the Design-Build Documents, payments shall be made for services provided as well as materials and equipment delivered and suitably stored at the site for subsequent incorporation in the Work. If approved in advance by the Owner, payment may similarly be made for materials and equipment suitably stored off the site at a location agreed upon in writing. Payment for materials and equipment stored on or off the site shall be conditioned upon compliance by the Design-Builder with procedures satisfactory to the Owner to establish the Owner's title to such materials and equipment or otherwise protect the Owner's interest, and shall include the costs of applicable insurance, storage and transportation to the site for such materials and equipment stored off the site.

§ 9.3.3 The Design-Builder warrants that title to all Work, other than Instruments of Service, covered by an Application for Payment will pass to the Owner no later than the time of payment. The Design-Builder further warrants that, upon submittal of an Application for Payment, all Work for which Certificates for Payment have been previously issued and payments received from the Owner shall, to the best of the Design-Builder's knowledge, information and belief, be free and clear of liens, claims, security interests or encumbrances in favor of the Design-Builder, Architect, Consultants, Contractors, material suppliers, or other persons or entities entitled to make a claim by reason of having provided labor, materials and equipment relating to the Work.

### § 9.4 Certificates for Payment

The Owner shall, within seven days after receipt of the Design-Builder's Application for Payment, issue to the Design-Builder a Certificate for Payment indicating the amount the Owner determines is properly due, and notify the



Design-Builder in writing of the Owner's reasons for withholding certification in whole or in part as provided in Section 9.5.1.

#### **§ 9.5 Decisions to Withhold Certification**

**§ 9.5.1** The Owner may withhold a Certificate for Payment in whole or in part to the extent reasonably necessary to protect the Owner due to the Owner's determination that the Work has not progressed to the point indicated in the Design-Builder's Application for Payment, or the quality of the Work is not in accordance with the Design-Build Documents. If the Owner is unable to certify payment in the amount of the Application, the Owner will notify the Design-Builder as provided in Section 9.4. If the Design-Builder and Owner cannot agree on a revised amount, the Owner will promptly issue a Certificate for Payment for the amount that the Owner deems to be due and owing. The Owner may also withhold a Certificate for Payment or, because of subsequently discovered evidence, may nullify the whole or a part of a Certificate for Payment previously issued to such extent as may be necessary to protect the Owner from loss for which the Design-Builder is responsible because of

- .1 defective Work, including design and construction, not remedied;
- .2 third party claims filed or reasonable evidence indicating probable filing of such claims unless security acceptable to the Owner is provided by the Design-Builder;
- .3 failure of the Design-Builder to make payments properly to the Architect, Consultants, Contractors or others, for services, labor, materials or equipment;
- .4 reasonable evidence that the Work cannot be completed for the unpaid balance of the Contract Sum;
- .5 damage to the Owner or a separate contractor;
- .6 reasonable evidence that the Work will not be completed within the Contract Time, and that the unpaid balance would not be adequate to cover actual or liquidated damages for the anticipated delay; or
- .7 repeated failure to carry out the Work in accordance with the Design-Build Documents.

**§ 9.5.2** When the above reasons for withholding certification are removed, certification will be made for amounts previously withheld.

**§ 9.5.3** If the Owner withholds certification for payment under Section 9.5.1.3, the Owner may, at its sole option, issue joint checks to the Design-Builder and to the Architect or any Consultants, Contractor, material or equipment suppliers, or other persons or entities providing services or work for the Design-Builder to whom the Design-Builder failed to make payment for Work properly performed or material or equipment suitably delivered.

#### **§ 9.6 Progress Payments**

**§ 9.6.1** After the Owner has issued a Certificate for Payment, the Owner shall make payment in the manner and within the time provided in the Design-Build Documents.

**§ 9.6.2** The Design-Builder shall pay each Architect, Consultant, Contractor, and other person or entity providing services or work for the Design-Builder no later than the time period required by applicable law, but in no event more than seven days after receipt of payment from the Owner the amount to which the Architect, Consultant, Contractor, and other person or entity providing services or work for the Design-Builder is entitled, reflecting percentages actually retained from payments to the Design-Builder on account of the portion of the Work performed by the Architect, Consultant, Contractor, or other person or entity. The Design-Builder shall, by appropriate agreement with each Architect, Consultant, Contractor, and other person or entity providing services or work for the Design-Builder, require each Architect, Consultant, Contractor, and other person or entity providing services or work for the Design-Builder to make payments to subconsultants and subcontractors in a similar manner.

**§ 9.6.3** The Owner will, on request and if practicable, furnish to the Architect, a Consultant, Contractor, or other person or entity providing services or work for the Design-Builder, information regarding percentages of completion or amounts applied for by the Design-Builder and action taken thereon by the Owner on account of portions of the Work done by such Architect, Consultant, Contractor or other person or entity providing services or work for the Design-Builder.

**§ 9.6.4** The Owner has the right to request written evidence from the Design-Builder that the Design-Builder has properly paid the Architect, Consultants, Contractors, or other person or entity providing services or work for the Design-Builder, amounts paid by the Owner to the Design-Builder for the Work. If the Design-Builder fails to furnish such evidence within seven days, the Owner shall have the right to contact the Architect, Consultants, and Contractors

to ascertain whether they have been properly paid. The Owner shall have no obligation to pay or to see to the payment of money to a Consultant or Contractor, except as may otherwise be required by law.

**§ 9.6.5** Design-Builder payments to material and equipment suppliers shall be treated in a manner similar to that provided in Sections 9.6.2, 9.6.3 and 9.6.4.

**§ 9.6.6** A Certificate for Payment, a progress payment, or partial or entire use or occupancy of the Project by the Owner shall not constitute acceptance of Work not in accordance with the Design-Build Documents.

**§ 9.6.7** Unless the Design-Builder provides the Owner with a payment bond in the full penal sum of the Contract Sum, payments received by the Design-Builder for Work properly performed by the Architect, Consultants, Contractors and other person or entity providing services or work for the Design-Builder, shall be held by the Design-Builder for the Architect and those Consultants, Contractors, or other person or entity providing services or work for the Design-Builder, for which payment was made by the Owner. Nothing contained herein shall require money to be placed in a separate account and not commingled with money of the Design-Builder, shall create any fiduciary liability or tort liability on the part of the Design-Builder for breach of trust or shall entitle any person or entity to an award of punitive damages against the Design-Builder for breach of the requirements of this provision.

**§ 9.7 Failure of Payment**

If the Owner does not issue a Certificate for Payment, through no fault of the Design-Builder, within the time required by the Design-Build Documents, then the Design-Builder may, upon seven additional days' written notice to the Owner, stop the Work until payment of the amount owing has been received. The Contract Time shall be extended appropriately and the Contract Sum shall be increased by the amount of the Design-Builder's reasonable costs of shut-down, delay and start-up, plus interest as provided for in the Design-Build Documents.

**§ 9.8 Substantial Completion**

**§ 9.8.1** Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Design-Build Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion is the date certified by the Owner in accordance with this Section 9.8.

**§ 9.8.2** When the Design-Builder considers that the Work, or a portion thereof which the Owner agrees to accept separately, is substantially complete, the Design-Builder shall prepare and submit to the Owner a comprehensive list of items to be completed or corrected prior to final payment. Failure to include an item on such list does not alter the responsibility of the Design-Builder to complete all Work in accordance with the Design-Build Documents.

**§ 9.8.3** Upon receipt of the Design-Builder's list, the Owner shall make an inspection to determine whether the Work or designated portion thereof is substantially complete. If the Owner's inspection discloses any item, whether or not included on the Design-Builder's list, which is not sufficiently complete in accordance with the Design-Build Documents so that the Owner can occupy or utilize the Work or designated portion thereof for its intended use, the Design-Builder shall, before issuance of the Certificate of Substantial Completion, complete or correct such item upon notification by the Owner. In such case, the Design-Builder shall then submit a request for another inspection by the Owner to determine Substantial Completion.

**§ 9.8.4** Prior to issuance of the Certificate of Substantial Completion under Section 9.8.5, the Owner and Design-Builder shall discuss and then determine the parties' obligations to obtain and maintain property insurance following issuance of the Certificate of Substantial Completion.

**§ 9.8.5** When the Work or designated portion thereof is substantially complete, the Design-Builder will prepare for the Owner's signature a Certificate of Substantial Completion that shall, upon the Owner's signature, establish the date of Substantial Completion; establish responsibilities of the Owner and Design-Builder for security, maintenance, heat, utilities, damage to the Work and insurance; and fix the time within which the Design-Builder shall finish all items on the list accompanying the Certificate. Warranties required by the Design-Build Documents shall commence on the date of Substantial Completion of the Work or designated portion thereof unless otherwise provided in the Certificate of Substantial Completion.

**§ 9.8.6** The Certificate of Substantial Completion shall be submitted by the Design-Builder to the Owner for written acceptance of responsibilities assigned to it in the Certificate. Upon the Owner's acceptance, and consent of surety, if any, the Owner shall make payment of retainage applying to the Work or designated portion thereof. Payment shall be adjusted for Work that is incomplete or not in accordance with the requirements of the Design-Build Documents.

#### **§ 9.9 Partial Occupancy or Use**

**§ 9.9.1** The Owner may occupy or use any completed or partially completed portion of the Work at any stage when such portion is designated by separate agreement with the Design-Builder, provided such occupancy or use is consented to, by endorsement or otherwise, by the insurer providing property insurance and authorized by public authorities having jurisdiction over the Project. Such partial occupancy or use may commence whether or not the portion is substantially complete, provided the Owner and Design-Builder have accepted in writing the responsibilities assigned to each of them for payments, retainage, if any, security, maintenance, heat, utilities, damage to the Work and insurance, and have agreed in writing concerning the period for correction of the Work and commencement of warranties required by the Design-Build Documents. When the Design-Builder considers a portion substantially complete, the Design-Builder shall prepare and submit a list to the Owner as provided under Section 9.8.2. Consent of the Design-Builder to partial occupancy or use shall not be unreasonably withheld. The stage of the progress of the Work shall be determined by written agreement between the Owner and Design-Builder.

**§ 9.9.2** Immediately prior to such partial occupancy or use, the Owner and Design-Builder shall jointly inspect the area to be occupied or portion of the Work to be used in order to determine and record the condition of the Work.

**§ 9.9.3** Unless otherwise agreed upon, partial occupancy or use of a portion or portions of the Work shall not constitute acceptance of Work not complying with the requirements of the Design-Build Documents.

#### **§ 9.10 Final Completion and Final Payment**

**§ 9.10.1** Upon receipt of the Design-Builder's written notice that the Work is ready for final inspection and acceptance and upon receipt of a final Application for Payment, the Owner will promptly make such inspection. When the Owner finds the Work acceptable under the Design-Build Documents and the Contract fully performed, the Owner will, subject to Section 9.10.2, promptly issue a final Certificate for Payment.

**§ 9.10.2** Neither final payment nor any remaining retained percentage shall become due until the Design-Builder submits to the Owner (1) an affidavit that payrolls, bills for materials and equipment, and other indebtedness connected with the Work, for which the Owner or the Owner's property might be responsible or encumbered, (less amounts withheld by Owner) have been paid or otherwise satisfied, (2) a certificate evidencing that insurance required by the Design-Build Documents to remain in force after final payment is currently in effect, (3) a written statement that the Design-Builder knows of no substantial reason that the insurance will not be renewable to cover the period required by the Design-Build Documents, (4) consent of surety, if any, to final payment, (5) as-constructed record copy of the Construction Documents marked to indicate field changes and selections made during construction, (6) manufacturer's warranties, product data, and maintenance and operations manuals, and (7) if required by the Owner, other data establishing payment or satisfaction of obligations, such as receipts, or releases and waivers of liens, claims, security interests, or encumbrances, arising out of the Contract, to the extent and in such form as may be designated by the Owner. If an Architect, a Consultant, or a Contractor, or other person or entity providing services or work for the Design-Builder, refuses to furnish a release or waiver required by the Owner, the Design-Builder may furnish a bond satisfactory to the Owner to indemnify the Owner against such liens, claims, security interests, or encumbrances. If such liens, claims, security interests, or encumbrances remains unsatisfied after payments are made, the Design-Builder shall refund to the Owner all money that the Owner may be compelled to pay in discharging such liens, claims, security interests, or encumbrances, including all costs and reasonable attorneys' fees.

**§ 9.10.3** If, after Substantial Completion of the Work, final completion thereof is materially delayed through no fault of the Design-Builder or by issuance of Change Orders affecting final completion, the Owner shall, upon application by the Design-Builder, and without terminating the Contract, make payment of the balance due for that portion of the Work fully completed and accepted. If the remaining balance for Work not fully completed or corrected is less than retainage stipulated in the Design-Build Documents, and if bonds have been furnished, the written consent of surety to payment of the balance due for that portion of the Work fully completed and accepted shall be submitted by the Design-Builder to the Owner prior to issuance of payment. Such payment shall be made under terms and conditions governing final payment, except that it shall not constitute a waiver of claims.



§ 9.10.4 The making of final payment shall constitute a waiver of Claims by the Owner except those arising from

- .1 liens, Claims, security interests or encumbrances arising out of the Contract and unsettled;
- .2 failure of the Work to comply with the requirements of the Design-Build Documents; or
- .3 terms of special warranties required by the Design-Build Documents.

§ 9.10.5 Acceptance of final payment by the Design-Builder shall constitute a waiver of claims by the Design-Builder except those previously made in writing and identified by the Design-Builder as unsettled at the time of final Application for Payment.

## ARTICLE 10 PROTECTION OF PERSONS AND PROPERTY

### § 10.1 Safety Precautions and Programs

The Design-Builder shall be responsible for initiating, maintaining and supervising all safety precautions and programs in connection with the performance of the Contract.

### § 10.2 Safety of Persons and Property

§ 10.2.1 The Design-Builder shall be responsible for precautions for the safety of, and reasonable protection to prevent damage, injury or loss to

- .1 employees on the Work and other persons who may be affected thereby;
- .2 the Work and materials and equipment to be incorporated therein, whether in storage on or off the site, under care, custody or control of the Design-Builder or the Architect, Consultants, or Contractors, or other person or entity providing services or work for the Design-Builder; and
- .3 other property at the site or adjacent thereto, such as trees, shrubs, lawns, walks, pavements, roadways, or structures and utilities not designated for removal, relocation or replacement in the course of construction.

§ 10.2.2 The Design-Builder shall comply with, and give notices required by, applicable laws, statutes, ordinances, codes, rules and regulations, and lawful orders of public authorities, bearing on safety of persons or property, or their protection from damage, injury or loss.

§ 10.2.3 The Design-Builder shall implement, erect, and maintain, as required by existing conditions and performance of the Contract, reasonable safeguards for safety and protection, including posting danger signs and other warnings against hazards, promulgating safety regulations, and notify owners and users of adjacent sites and utilities of the safeguards and protections.

§ 10.2.4 When use or storage of explosives or other hazardous materials or equipment, or unusual methods, are necessary for execution of the Work, the Design-Builder shall exercise utmost care, and carry on such activities under supervision of properly qualified personnel.

§ 10.2.5 The Design-Builder shall promptly remedy damage and loss (other than damage or loss insured under property insurance required by the Design-Build Documents) to property referred to in Sections 10.2.1.2 and 10.2.1.3, caused in whole or in part by the Design-Builder, the Architect, a Consultant, a Contractor, or anyone directly or indirectly employed by any of them, or by anyone for whose acts they may be liable and for which the Design-Builder is responsible under Sections 10.2.1.2 and 10.2.1.3; except damage or loss attributable to acts or omissions of the Owner, or anyone directly or indirectly employed by the Owner, or by anyone for whose acts the Owner may be liable, and not attributable to the fault or negligence of the Design-Builder. The foregoing obligations of the Design-Builder are in addition to the Design-Builder's obligations under Section 3.1.14.

§ 10.2.6 The Design-Builder shall designate a responsible member of the Design-Builder's organization, at the site, whose duty shall be the prevention of accidents. This person shall be the Design-Builder's superintendent unless otherwise designated by the Design-Builder in writing to the Owner.

§ 10.2.7 The Design-Builder shall not permit any part of the construction or site to be loaded so as to cause damage or create an unsafe condition.

§ 10.2.8 Injury or Damage to Person or Property. If the Owner or Design-Builder suffers injury or damage to person or property because of an act or omission of the other, or of others for whose acts such party is legally responsible, written notice of the injury or damage, whether or not insured, shall be given to the other party within a reasonable

Init.

time not exceeding 21 days after discovery. The notice shall provide sufficient detail to enable the other party to investigate the matter.

### § 10.3 Hazardous Materials

§ 10.3.1 The Design-Builder is responsible for compliance with any requirements included in the Design-Build Documents regarding hazardous materials. If the Design-Builder encounters a hazardous material or substance not addressed in the Design-Build Documents and if reasonable precautions will be inadequate to prevent foreseeable bodily injury or death to persons resulting from a material or substance, including but not limited to asbestos or polychlorinated biphenyl (PCB), encountered on the site by the Design-Builder, the Design-Builder shall, upon recognizing the condition, immediately stop Work in the affected area and report the condition to the Owner in writing.

§ 10.3.2 Upon receipt of the Design-Builder's written notice, the Owner shall obtain the services of a licensed laboratory to verify the presence or absence of the material or substance reported by the Design-Builder and, in the event such material or substance is found to be present, to cause it to be rendered harmless. Unless otherwise required by the Design-Build Documents, the Owner shall furnish in writing to the Design-Builder the names and qualifications of persons or entities who are to perform tests verifying the presence or absence of such material or substance or who are to perform the task of removal or safe containment of such material or substance. The Design-Builder will promptly reply to the Owner in writing stating whether or not the Design-Builder has reasonable objection to the persons or entities proposed by the Owner. If the Design-Builder has an objection to a person or entity proposed by the Owner, the Owner shall propose another to whom the Design-Builder has no reasonable objection. When the material or substance has been rendered harmless, Work in the affected area shall resume upon written agreement of the Owner and Design-Builder. By Change Order, the Contract Time shall be extended appropriately and the Contract Sum shall be increased in the amount of the Design-Builder's reasonable additional costs of shut-down, delay and start-up.

§ 10.3.3 To the fullest extent permitted by law, the Owner shall indemnify and hold harmless the Design-Builder, the Architect, Consultants, and Contractors, and employees of any of them, from and against claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from performance of the Work in the affected area, if in fact the material or substance presents the risk of bodily injury or death as described in Section 10.3.1 and has not been rendered harmless, provided that such claim, damage, loss or expense is attributable to bodily injury, sickness, disease or death, or to injury to, or destruction of, tangible property (other than the Work itself), except to the extent that such damage, loss or expense is due to the fault or negligence of the party seeking indemnity.

§ 10.3.4 The Owner shall not be responsible under this Section 10.3 for materials or substances the Design-Builder brings to the site unless such materials or substances are required by the Owner's Criteria. The Owner shall be responsible for materials or substances required by the Owner's Criteria, except to the extent of the Design-Builder's fault or negligence in the use and handling of such materials or substances.

§ 10.3.5 The Design-Builder shall indemnify the Owner for the cost and expense the Owner incurs (1) for remediation of a material or substance the Design-Builder brings to the site and negligently handles, or (2) where the Design-Builder fails to perform its obligations under Section 10.3.1, except to the extent that the cost and expense are due to the Owner's fault or negligence.

§ 10.3.6 If, without negligence on the part of the Design-Builder, the Design-Builder is held liable by a government agency for the cost of remediation of a hazardous material or substance solely by reason of performing Work as required by the Design-Build Documents, the Owner shall indemnify the Design-Builder for all cost and expense thereby incurred.

### § 10.4 Emergencies

In an emergency affecting safety of persons or property, the Design-Builder shall act, at the Design-Builder's discretion, to prevent threatened damage, injury or loss.

## ARTICLE 11 UNCOVERING AND CORRECTION OF WORK

### § 11.1 Uncovering of Work

The Owner may request to examine a portion of the Work that the Design-Builder has covered to determine if the Work has been performed in accordance with the Design-Build Documents. If such Work is in accordance with the

Init.

Design-Build Documents, the Owner and Design-Builder shall execute a Change Order to adjust the Contract Time and Contract Sum, as appropriate. If such Work is not in accordance with the Design-Build Documents, the costs of uncovering and correcting the Work shall be at the Design-Builder's expense and the Design-Builder shall not be entitled to a change in the Contract Time unless the condition was caused by the Owner or a separate contractor in which event the Owner shall be responsible for payment of such costs and the Contract Time will be adjusted as appropriate.

#### **§ 11.2 Correction of Work**

**§ 11.2.1 Before or After Substantial Completion.** The Design-Builder shall promptly correct Work rejected by the Owner or failing to conform to the requirements of the Design-Build Documents, whether discovered before or after Substantial Completion and whether or not fabricated, installed or completed. Costs of correcting such rejected Work, including additional testing and inspections, the cost of uncovering and replacement, and compensation for any design consultant employed by the Owner whose expenses and compensation were made necessary thereby, shall be at the Design-Builder's expense.

#### **§ 11.2.2 After Substantial Completion**

**§ 11.2.2.1** In addition to the Design-Builder's obligations under Section 3.1.12, if, within one year after the date of Substantial Completion of the Work or designated portion thereof or after the date for commencement of warranties established under Section 9.9.1, or by terms of an applicable special warranty required by the Design-Build Documents, any of the Work is found not to be in accordance with the requirements of the Design-Build Documents, the Design-Builder shall correct it promptly after receipt of written notice from the Owner to do so unless the Owner has previously given the Design-Builder a written acceptance of such condition. The Owner shall give such notice promptly after discovery of the condition. During the one-year period for correction of the Work, if the Owner fails to notify the Design-Builder and give the Design-Builder an opportunity to make the correction, the Owner waives the rights to require correction by the Design-Builder and to make a claim for breach of warranty. If the Design-Builder fails to correct nonconforming Work within a reasonable time during that period after receipt of notice from the Owner, the Owner may correct it in accordance with Section 7.9.

**§ 11.2.2.2** The one-year period for correction of Work shall be extended with respect to portions of Work first performed after Substantial Completion by the period of time between Substantial Completion and the actual completion of that portion of the Work.

**§ 11.2.2.3** The one-year period for correction of Work shall not be extended by corrective Work performed by the Design-Builder pursuant to this Section 11.2.

**§ 11.2.3** The Design-Builder shall remove from the site portions of the Work that are not in accordance with the requirements of the Design-Build Documents and are neither corrected by the Design-Builder nor accepted by the Owner.

**§ 11.2.4** The Design-Builder shall bear the cost of correcting destroyed or damaged construction of the Owner or separate contractors, whether completed or partially completed, caused by the Design-Builder's correction or removal of Work that is not in accordance with the requirements of the Design-Build Documents.

**§ 11.2.5** Nothing contained in this Section 11.2 shall be construed to establish a period of limitation with respect to other obligations the Design-Builder has under the Design-Build Documents. Establishment of the one-year period for correction of Work as described in Section 11.2.2 relates only to the specific obligation of the Design-Builder to correct the Work, and has no relationship to the time within which the obligation to comply with the Design-Build Documents may be sought to be enforced, nor to the time within which proceedings may be commenced to establish the Design-Builder's liability with respect to the Design-Builder's obligations other than specifically to correct the Work.

#### **§ 11.3 Acceptance of Nonconforming Work**

If the Owner prefers to accept Work that is not in accordance with the requirements of the Design-Build Documents, the Owner may do so instead of requiring its removal and correction, in which case the Contract Sum will be reduced as appropriate and equitable. Such adjustment shall be effected whether or not final payment has been made.



## ARTICLE 12 COPYRIGHTS AND LICENSES

§ 12.1 Drawings, specifications, and other documents furnished by the Design-Builder, including those in electronic form, are Instruments of Service. The Design-Builder, and the Architect, Consultants, Contractors, and any other person or entity providing services or work for any of them, shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and shall retain all common law, statutory and other reserved rights, including copyrights. Submission or distribution of Instruments of Service to meet official regulatory requirements, or for similar purposes in connection with the Project, is not to be construed as publication in derogation of the reserved rights of the Design-Builder and the Architect, Consultants, and Contractors, and any other person or entity providing services or work for any of them.

§ 12.2 The Design-Builder and the Owner warrant that in transmitting Instruments of Service, or any other information, the transmitting party is the copyright owner of such information or has permission from the copyright owner to transmit such information for its use on the Project.

§ 12.3 Upon execution of the Agreement, the Design-Builder grants to the Owner a limited, irrevocable and non-exclusive license to use the Instruments of Service solely and exclusively for purposes of constructing, using, maintaining, altering and adding to the Project, provided that the Owner substantially performs its obligations, including prompt payment of all sums when due, under the Design-Build Documents. The license granted under this section permits the Owner to authorize its consultants and separate contractors to reproduce applicable portions of the Instruments of Service solely and exclusively for use in performing services or construction for the Project. If the Design-Builder rightfully terminates this Agreement for cause as provided in Section 13.1.4 or 13.2.1 the license granted in this Section 12.3 shall terminate.

§ 12.3.1 The Design-Builder shall obtain non-exclusive licenses from the Architect, Consultants, and Contractors, that will allow the Design-Builder to satisfy its obligations to the Owner under this Article 12. The Design-Builder's licenses from the Architect and its Consultants and Contractors shall also allow the Owner, in the event this Agreement is terminated for any reason other than the default of the Owner or in the event the Design-Builder's Architect, Consultants, or Contractors terminate their agreements with the Design-Builder for cause, to obtain a limited, irrevocable and non-exclusive license solely and exclusively for purposes of constructing, using, maintaining, altering and adding to the Project, provided that the Owner (1) agrees to pay to the Architect, Consultant or Contractor all amounts due, and (2) provide the Architect, Consultant or Contractor with the Owner's written agreement to indemnify and hold harmless the Architect, Consultant or Contractor from all costs and expenses, including the cost of defense, related to claims and causes of action asserted by any third person or entity to the extent such costs and expenses arise from the Owner's alteration or use of the Instruments of Service.

§ 12.3.2 In the event the Owner alters the Instruments of Service without the author's written authorization or uses the Instruments of Service without retaining the authors of the Instruments of Service, the Owner releases the Design-Builder, Architect, Consultants, Contractors and any other person or entity providing services or work for any of them, from all claims and causes of action arising from or related to such uses. The Owner, to the extent permitted by law, further agrees to indemnify and hold harmless the Design-Builder, Architect, Consultants, Contractors and any other person or entity providing services or work for any of them, from all costs and expenses, including the cost of defense, related to claims and causes of action asserted by any third person or entity to the extent such costs and expenses arise from the Owner's alteration or use of the Instruments of Service under this Section 12.3.2. The terms of this Section 12.3.2 shall not apply if the Owner rightfully terminates this Agreement for cause under Sections 13.1.4 or 13.2.2.

## ARTICLE 13 TERMINATION OR SUSPENSION

### § 13.1 Termination or Suspension Prior to Execution of the Design-Build Amendment

§ 13.1.1 If the Owner fails to make payments to the Design-Builder for Work prior to execution of the Design-Build Amendment in accordance with this Agreement, such failure shall be considered substantial nonperformance and cause for termination or, at the Design-Builder's option, cause for suspension of performance of services under this Agreement. If the Design-Builder elects to suspend the Work, the Design-Builder shall give seven days' written notice to the Owner before suspending the Work. In the event of a suspension of the Work, the Design-Builder shall have no liability to the Owner for delay or damage caused by the suspension of the Work. Before resuming the Work, the Design-Builder shall be paid all sums due prior to suspension and any expenses incurred in the interruption and resumption of the Design-Builder's Work. The Design-Builder's compensation for, and time to complete, the remaining Work shall be equitably adjusted.

Init.

§ 13.1.2 If the Owner suspends the Project, the Design-Builder shall be compensated for the Work performed prior to notice of such suspension. When the Project is resumed, the Design-Builder shall be compensated for expenses incurred in the interruption and resumption of the Design-Builder's Work. The Design-Builder's compensation for, and time to complete, the remaining Work shall be equitably adjusted.

§ 13.1.3 If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Design-Builder, the Design-Builder may terminate this Agreement by giving not less than seven days' written notice.

§ 13.1.4 Either party may terminate this Agreement upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

§ 13.1.5 The Owner may terminate this Agreement upon not less than seven days' written notice to the Design-Builder for the Owner's convenience and without cause.

§ 13.1.6 In the event of termination not the fault of the Design-Builder, the Design-Builder shall be compensated for Work performed prior to termination, together with Reimbursable Expenses then due and any other expenses directly attributable to termination for which the Design-Builder is not otherwise compensated. In no event shall the Design-Builder's compensation under this Section 13.1.6 be greater than the compensation set forth in Section 2.1.

### § 13.2 Termination or Suspension Following Execution of the Design-Build Amendment

#### § 13.2.1 Termination by the Design-Builder

§ 13.2.1.1 The Design-Builder may terminate the Contract if the Work is stopped for a period of 30 consecutive days through no act or fault of the Design-Builder, the Architect, a Consultant, or a Contractor, or their agents or employees, or any other persons or entities performing portions of the Work under direct or indirect contract with the Design-Builder, for any of the following reasons:

- .1 Issuance of an order of a court or other public authority having jurisdiction that requires all Work to be stopped;
- .2 An act of government, such as a declaration of national emergency that requires all Work to be stopped;
- .3 Because the Owner has not issued a Certificate for Payment and has not notified the Design-Builder of the reason for withholding certification as provided in Section 9.5.1, or because the Owner has not made payment on a Certificate for Payment within the time stated in the Design-Build Documents; or
- .4 The Owner has failed to furnish to the Design-Builder promptly, upon the Design-Builder's request, reasonable evidence as required by Section 7.2.7.

§ 13.2.1.2 The Design-Builder may terminate the Contract if, through no act or fault of the Design-Builder, the Architect, a Consultant, a Contractor, or their agents or employees or any other persons or entities performing portions of the Work under direct or indirect contract with the Design-Builder, repeated suspensions, delays or interruptions of the entire Work by the Owner as described in Section 13.2.3 constitute in the aggregate more than 100 percent of the total number of days scheduled for completion, or 120 days in any 365-day period, whichever is less.

§ 13.2.1.3 If one of the reasons described in Section 13.2.1.1 or 13.2.1.2 exists, the Design-Builder may, upon seven days' written notice to the Owner, terminate the Contract and recover from the Owner payment for Work executed, including reasonable overhead and profit, costs incurred by reason of such termination, and damages.

§ 13.2.1.4 If the Work is stopped for a period of 60 consecutive days through no act or fault of the Design-Builder or any other persons or entities performing portions of the Work under contract with the Design-Builder because the Owner has repeatedly failed to fulfill the Owner's obligations under the Design-Build Documents with respect to matters important to the progress of the Work, the Design-Builder may, upon seven additional days' written notice to the Owner, terminate the Contract and recover from the Owner as provided in Section 13.2.1.3.

#### § 13.2.2 Termination by the Owner For Cause

§ 13.2.2.1 The Owner may terminate the Contract if the Design-Builder

- .1 fails to submit the Proposal by the date required by this Agreement, or if no date is indicated, within a reasonable time consistent with the date of Substantial Completion;

Init.



- .2 repeatedly refuses or fails to supply an Architect, or enough properly skilled Consultants, Contractors, or workers or proper materials;
- .3 fails to make payment to the Architect, Consultants, or Contractors for services, materials or labor in accordance with their respective agreements with the Design-Builder;
- .4 repeatedly disregards applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of a public authority; or
- .5 is otherwise guilty of substantial breach of a provision of the Design-Build Documents.

§ 13.2.2.2 When any of the above reasons exist, the Owner may without prejudice to any other rights or remedies of the Owner and after giving the Design-Builder and the Design-Builder's surety, if any, seven days' written notice, terminate employment of the Design-Builder and may, subject to any prior rights of the surety:

- .1 Exclude the Design-Builder from the site and take possession of all materials, equipment, tools, and construction equipment and machinery thereon owned by the Design-Builder;
- .2 Accept assignment of the Architect, Consultant and Contractor agreements pursuant to Section 3.1.15; and
- .3 Finish the Work by whatever reasonable method the Owner may deem expedient. Upon written request of the Design-Builder, the Owner shall furnish to the Design-Builder a detailed accounting of the costs incurred by the Owner in finishing the Work.

§ 13.2.2.3 When the Owner terminates the Contract for one of the reasons stated in Section 13.2.2.1, the Design-Builder shall not be entitled to receive further payment until the Work is finished.

§ 13.2.2.4 If the unpaid balance of the Contract Sum exceeds costs of finishing the Work and other damages incurred by the Owner and not expressly waived, such excess shall be paid to the Design-Builder. If such costs and damages exceed the unpaid balance, the Design-Builder shall pay the difference to the Owner. The obligation for such payments shall survive termination of the Contract.

**§ 13.2.3 Suspension by the Owner for Convenience**

§ 13.2.3.1 The Owner may, without cause, order the Design-Builder in writing to suspend, delay or interrupt the Work in whole or in part for such period of time as the Owner may determine.

§ 13.2.3.2 The Contract Sum and Contract Time shall be adjusted for increases in the cost and time caused by suspension, delay or interruption as described in Section 13.2.3.1. Adjustment of the Contract Sum shall include profit. No adjustment shall be made to the extent

- .1 that performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Design-Builder is responsible; or
- .2 that an equitable adjustment is made or denied under another provision of the Contract.

**§ 13.2.4 Termination by the Owner for Convenience**

§ 13.2.4.1 The Owner may, at any time, terminate the Contract for the Owner's convenience and without cause.

§ 13.2.4.2 Upon receipt of written notice from the Owner of such termination for the Owner's convenience, the Design-Builder shall

- .1 cease operations as directed by the Owner in the notice;
- .2 take actions necessary, or that the Owner may direct, for the protection and preservation of the Work; and,
- .3 except for Work directed to be performed prior to the effective date of termination stated in the notice, terminate all existing Project agreements, including agreements with the Architect, Consultants, Contractors, and purchase orders, and enter into no further Project agreements and purchase orders.

§ 13.2.4.3 In case of such termination for the Owner's convenience, the Design-Builder shall be entitled to receive payment for Work executed, and costs incurred by reason of such termination, along with reasonable overhead and profit on the Work not executed.

## ARTICLE 14 CLAIMS AND DISPUTE RESOLUTION

### § 14.1 Claims

**§ 14.1.1 Definition.** A Claim is a demand or assertion by one of the parties seeking, as a matter of right, payment of money, or other relief with respect to the terms of the Contract. The term "Claim" also includes other disputes and matters in question between the Owner and Design-Builder arising out of or relating to the Contract. The responsibility to substantiate Claims shall rest with the party making the Claim.

**§ 14.1.2 Time Limits on Claims.** The Owner and Design-Builder shall commence all claims and causes of action, whether in contract, tort, breach of warranty or otherwise, against the other, arising out of or related to the Contract in accordance with the requirements of the binding dispute resolution method selected in Section 1.3, within the time period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Design-Builder waive all claims and causes of action not commenced in accordance with this Section 14.1.2.

### § 14.1.3 Notice of Claims

**§ 14.1.3.1 Prior To Final Payment.** Prior to Final Payment, Claims by either the Owner or Design-Builder must be initiated by written notice to the other party within 21 days after occurrence of the event giving rise to such Claim or within 21 days after the claimant first recognizes the condition giving rise to the Claim, whichever is later.

**§ 14.1.3.2 Claims Arising After Final Payment.** After Final Payment, Claims by either the Owner or Design-Builder that have not otherwise been waived pursuant to Sections 9.10.4 or 9.10.5, must be initiated by prompt written notice to the other party. The notice requirement in Section 14.1.3.1 and the Initial Decision requirement as a condition precedent to mediation in Section 14.2.1 shall not apply.

**§ 14.1.4 Continuing Contract Performance.** Pending final resolution of a Claim, except as otherwise agreed in writing or as provided in Section 9.7 and Article 13, the Design-Builder shall proceed diligently with performance of the Contract and the Owner shall continue to make payments in accordance with the Design-Build Documents.

**§ 14.1.5 Claims for Additional Cost.** If the Design-Builder intends to make a Claim for an increase in the Contract Sum, written notice as provided herein shall be given before proceeding to execute the portion of the Work that relates to the Claim. Prior notice is not required for Claims relating to an emergency endangering life or property arising under Section 10.4.

### § 14.1.6 Claims for Additional Time

**§ 14.1.6.1** If the Design-Builder intends to make a Claim for an increase in the Contract Time, written notice as provided herein shall be given. The Design-Builder's Claim shall include an estimate of cost and of probable effect of delay on progress of the Work. In the case of a continuing delay, only one Claim is necessary.

**§ 14.1.6.2** If adverse weather conditions are the basis for a Claim for additional time, such Claim shall be documented by data substantiating that weather conditions were abnormal for the period of time, could not have been reasonably anticipated, and had an adverse effect on the scheduled construction.

### § 14.1.7 Claims for Consequential Damages

The Design-Builder and Owner waive Claims against each other for consequential damages arising out of or relating to this Contract. This mutual waiver includes

- .1 damages incurred by the Owner for rental expenses, for losses of use, income, profit, financing, business and reputation, and for loss of management or employee productivity or of the services of such persons; and
- .2 damages incurred by the Design-Builder for principal office expenses including the compensation of personnel stationed there, for losses of financing, business and reputation, and for loss of profit except anticipated profit arising directly from the Work.

This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination in accordance with Article 13. Nothing contained in this Section 14.1.7 shall be deemed to preclude an award of liquidated damages, when applicable, in accordance with the requirements of the Design-Build Documents.

## § 14.2 Initial Decision

§ 14.2.1 An initial decision shall be required as a condition precedent to mediation of all Claims between the Owner and Design-Builder initiated prior to the date final payment is due, excluding those arising under Sections 10.3 and 10.4 of the Agreement and Sections B.3.2.9 and B.3.2.10 of Exhibit B to this Agreement, unless 30 days have passed after the Claim has been initiated with no decision having been rendered. Unless otherwise mutually agreed in writing, the Owner shall render the initial decision on Claims.

## § 14.2.2 Procedure

§ 14.2.2.1 **Claims Initiated by the Owner.** If the Owner initiates a Claim, the Design-Builder shall provide a written response to Owner within ten days after receipt of the notice required under Section 14.1.3.1. Thereafter, the Owner shall render an initial decision within ten days of receiving the Design-Builder's response: (1) withdrawing the Claim in whole or in part, (2) approving the Claim in whole or in part, or (3) suggesting a compromise.

§ 14.2.2.2 **Claims Initiated by the Design-Builder.** If the Design-Builder initiates a Claim, the Owner will take one or more of the following actions within ten days after receipt of the notice required under Section 14.1.3.1: (1) request additional supporting data, (2) render an initial decision rejecting the Claim in whole or in part, (3) render an initial decision approving the Claim, (4) suggest a compromise or (5) indicate that it is unable to render an initial decision because the Owner lacks sufficient information to evaluate the merits of the Claim.

§ 14.2.3 In evaluating Claims, the Owner may, but shall not be obligated to, consult with or seek information from persons with special knowledge or expertise who may assist the Owner in rendering a decision. The retention of such persons shall be at the Owner's expense.

§ 14.2.4 If the Owner requests the Design-Builder to provide a response to a Claim or to furnish additional supporting data, the Design-Builder shall respond, within ten days after receipt of such request, and shall either (1) provide a response on the requested supporting data, (2) advise the Owner when the response or supporting data will be furnished or (3) advise the Owner that no supporting data will be furnished. Upon receipt of the response or supporting data, if any, the Owner will either reject or approve the Claim in whole or in part.

§ 14.2.5 The Owner's initial decision shall (1) be in writing; (2) state the reasons therefor; and (3) identify any change in the Contract Sum or Contract Time or both. The initial decision shall be final and binding on the parties but subject to mediation and, if the parties fail to resolve their dispute through mediation, to binding dispute resolution.

§ 14.2.6 Either party may file for mediation of an initial decision at any time, subject to the terms of Section 14.2.6.1.

§ 14.2.6.1 Either party may, within 30 days from the date of an initial decision, demand in writing that the other party file for mediation within 60 days of the initial decision. If such a demand is made and the party receiving the demand fails to file for mediation within the time required, then both parties waive their rights to mediate or pursue binding dispute resolution proceedings with respect to the initial decision.

§ 14.2.7 In the event of a Claim against the Design-Builder, the Owner may, but is not obligated to, notify the surety, if any, of the nature and amount of the Claim. If the Claim relates to a possibility of a Design-Builder's default, the Owner may, but is not obligated to, notify the surety and request the surety's assistance in resolving the controversy.

§ 14.2.8 If a Claim relates to or is the subject of a mechanic's lien, the party asserting such Claim may proceed in accordance with applicable law to comply with the lien notice or filing deadlines.

## § 14.3 Mediation

§ 14.3.1 Claims, disputes, or other matters in controversy arising out of or related to the Contract, except those waived as provided for in Sections 9.10.4, 9.10.5, and 14.1.7, shall be subject to mediation as a condition precedent to binding dispute resolution.

§ 14.3.2 The parties shall endeavor to resolve their Claims by mediation which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Mediation Procedures in effect on the date of the Agreement. A request for mediation shall be made in writing, delivered to the other party to the Contract, and filed with the person or entity administering the mediation. The request may be made concurrently with the filing of binding dispute resolution proceedings but, in such event,

Init.

mediation shall proceed in advance of binding dispute resolution proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. If an arbitration proceeding is stayed pursuant to this Section 14.3.2, the parties may nonetheless proceed to the selection of the arbitrator(s) and agree upon a schedule for later proceedings.

§ 14.3.3 The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction.

#### § 14.4 Arbitration

§ 14.4.1 If the parties have selected arbitration as the method for binding dispute resolution in Section 1.3, any Claim subject to, but not resolved by, mediation shall be subject to arbitration which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of the Agreement. A demand for arbitration shall be made in writing, delivered to the other party to the Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all Claims then known to that party on which arbitration is permitted to be demanded.

§ 14.4.1.1 A demand for arbitration shall be made no earlier than concurrently with the filing of a request for mediation, but in no event shall it be made after the date when the institution of legal or equitable proceedings based on the Claim would be barred by the applicable statute of limitations or statute of repose. For statute of limitations or statute of repose purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the Claim.

§ 14.4.2 The award rendered by the arbitrator or arbitrators shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction.

§ 14.4.3 The foregoing agreement to arbitrate, and other agreements to arbitrate with an additional person or entity duly consented to by parties to the Agreement, shall be specifically enforceable under applicable law in any court having jurisdiction thereof.

#### § 14.4.4 Consolidation or Joinder

§ 14.4.4.1 Either party, at its sole discretion, may consolidate an arbitration conducted under this Agreement with any other arbitration to which it is a party provided that (1) the arbitration agreement governing the other arbitration permits consolidation, (2) the arbitrations to be consolidated substantially involve common questions of law or fact, and (3) the arbitrations employ materially similar procedural rules and methods for selecting arbitrator(s).

§ 14.4.4.2 Either party, at its sole discretion, may include by joinder persons or entities substantially involved in a common question of law or fact whose presence is required if complete relief is to be accorded in arbitration, provided that the party sought to be joined consents in writing to such joinder. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of any claim, dispute or other matter in question not described in the written consent.

§ 14.4.4.3 The Owner and Design-Builder grant to any person or entity made a party to an arbitration conducted under this Section 14.4, whether by joinder or consolidation, the same rights of joinder and consolidation as the Owner and Design-Builder under this Agreement.

### ARTICLE 15 MISCELLANEOUS PROVISIONS

#### § 15.1 Governing Law

The Contract shall be governed by the law of the place where the Project is located except that, if the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 14.4.

#### § 15.2 Successors and Assigns

§ 15.2.1 The Owner and Design-Builder, respectively, bind themselves, their partners, successors, assigns and legal representatives to the covenants, agreements and obligations contained in the Design-Build Documents. Except as provided in Section 15.2.2, neither party to the Contract shall assign the Contract as a whole without written consent of



the other. If either party attempts to make such an assignment without such consent, that party shall nevertheless remain legally responsible for all obligations under the Contract.

**§ 15.2.2** The Owner may, without consent of the Design-Builder, assign the Contract to a lender providing construction financing for the Project, if the lender assumes the Owner's rights and obligations under the Design-Build Documents. The Design-Builder shall execute all consents reasonably required to facilitate such assignment.

**§ 15.2.3** If the Owner requests the Design-Builder, Architect, Consultants, or Contractors to execute certificates, other than those required by Section 3.1.10, the Owner shall submit the proposed language of such certificates for review at least 14 days prior to the requested dates of execution. If the Owner requests the Design-Builder, Architect, Consultants, or Contractors to execute consents reasonably required to facilitate assignment to a lender, the Design-Builder, Architect, Consultants, or Contractors shall execute all such consents that are consistent with this Agreement, provided the proposed consent is submitted to them for review at least 14 days prior to execution. The Design-Builder, Architect, Consultants, and Contractors shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of their services.

### **§ 15.3 Written Notice**

Written notice shall be deemed to have been duly served if delivered in person to the individual, to a member of the firm or entity, or to an officer of the corporation for which it was intended; or if delivered at, or sent by registered or certified mail or by courier service providing proof of delivery to, the last business address known to the party giving notice.

### **§ 15.4 Rights and Remedies**

**§ 15.4.1** Duties and obligations imposed by the Design-Build Documents, and rights and remedies available thereunder, shall be in addition to and not a limitation of duties, obligations, rights and remedies otherwise imposed or available by law.

**§ 15.4.2** No action or failure to act by the Owner or Design-Builder shall constitute a waiver of a right or duty afforded them under the Contract, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed in writing.

### **§ 15.5 Tests and Inspections**

**§ 15.5.1** Tests, inspections and approvals of portions of the Work shall be made as required by the Design-Build Documents and by applicable laws, statutes, ordinances, codes, rules and regulations or lawful orders of public authorities. Unless otherwise provided, the Design-Builder shall make arrangements for such tests, inspections and approvals with an independent testing laboratory or entity acceptable to the Owner, or with the appropriate public authority, and shall bear all related costs of tests, inspections and approvals. The Design-Builder shall give the Owner timely notice of when and where tests and inspections are to be made so that the Owner may be present for such procedures. The Owner shall bear costs of (1) tests, inspections or approvals that do not become requirements until after bids are received or negotiations concluded, and (2) tests, inspections or approvals where building codes or applicable laws or regulations prohibit the Owner from delegating their cost to the Design-Builder.

**§ 15.5.2** If the Owner determines that portions of the Work require additional testing, inspection or approval not included under Section 15.5.1, the Owner will instruct the Design-Builder to make arrangements for such additional testing, inspection or approval by an entity acceptable to the Owner, and the Design-Builder shall give timely notice to the Owner of when and where tests and inspections are to be made so that the Owner may be present for such procedures. Such costs, except as provided in Section 15.5.3, shall be at the Owner's expense.

**§ 15.5.3** If such procedures for testing, inspection or approval under Sections 15.5.1 and 15.5.2 reveal failure of the portions of the Work to comply with requirements established by the Design-Build Documents, all costs made necessary by such failure shall be at the Design-Builder's expense.

**§ 15.5.4** Required certificates of testing, inspection or approval shall, unless otherwise required by the Design-Build Documents, be secured by the Design-Builder and promptly delivered to the Owner.

**§ 15.5.5** If the Owner is to observe tests, inspections or approvals required by the Design-Build Documents, the Owner will do so promptly and, where practicable, at the normal place of testing.

Init.

§ 15.5.6 Tests or inspections conducted pursuant to the Design-Build Documents shall be made promptly to avoid unreasonable delay in the Work.

**§ 15.6 Confidential Information**

If the Owner or Design-Builder transmits Confidential Information, the transmission of such Confidential Information constitutes a warranty to the party receiving such Confidential Information that the transmitting party is authorized to transmit the Confidential Information. If a party receives Confidential Information, the receiving party shall keep the Confidential Information strictly confidential and shall not disclose it to any other person or entity except as set forth in Section 15.6.1.

§ 15.6.1 A party receiving Confidential Information may disclose the Confidential Information as required by law or court order, including a subpoena or other form of compulsory legal process issued by a court or governmental entity. A party receiving Confidential Information may also disclose the Confidential Information to its employees, consultants or contractors in order to perform services or work solely and exclusively for the Project, provided those employees, consultants and contractors are subject to the restrictions on the disclosure and use of Confidential Information as set forth in this Contract.

**§ 15.7 Capitalization**

Terms capitalized in the Contract include those that are (1) specifically defined, (2) the titles of numbered articles or (3) the titles of other documents published by the American Institute of Architects.

**§ 15.8 Interpretation**

§ 15.8.1 In the interest of brevity the Design-Build Documents frequently omit modifying words such as "all" and "any" and articles such as "the" and "an," but the fact that a modifier or an article is absent from one statement and appears in another is not intended to affect the interpretation of either statement.

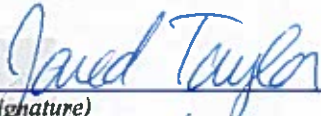
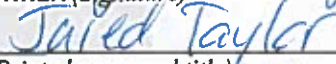
§ 15.8.2 Unless otherwise stated in the Design-Build Documents, words which have well-known technical or construction industry meanings are used in the Design-Build Documents in accordance with such recognized meanings.

**ARTICLE 16 SCOPE OF THE AGREEMENT**

§ 16.1 This Agreement is comprised of the following documents listed below:

- .1 AIA Document A141™-2014, Standard Form of Agreement Between Owner and Design-Builder
- .2 AIA Document A141™-2014, Exhibit A, Design-Build Amendment, if executed
- .3 AIA Document A141™-2014, Exhibit B, Insurance and Bonds
- .4 AIA Document A141™-2014, Exhibit C, Sustainable Projects, if completed
- .5 AIA Document E203™-2013, Building Information Modeling and Digital Data Exhibit, if completed, or the following:
  
- .6 Other:

This Agreement entered into as of the day and year first written above.

  
\_\_\_\_\_  
OWNER (Signature)  
  
\_\_\_\_\_  
(Printed name and title)

\_\_\_\_\_  
DESIGN-BUILDER (Signature)  
Arthur D. Case, President  
\_\_\_\_\_  
(Printed name and title)

Init.

# Additions and Deletions Report for AIA® Document A141™ – 2014

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 16:59:43 on 10/17/2018.

## PAGE 1

**AGREEMENT** made as of the Sixteenth day of October in the year 2018

...

Heritage Academy, Inc.  
32 South Center  
Mesa, AZ 85210

...

Low Mountain Construction, Inc.  
4105 North 20<sup>th</sup> Street  
Suite 205  
Phoenix, AZ 85016

...

Heritage Academy  
Adams Way & Conner  
Maricopa, AZ 85138

## PAGE 2

See Exhibit "A"

## PAGE 3

December 31, 2018

...

December 1, 2018

...

Phase 1 completion July 15, 2019

...

Phase 2 completion September 15, 2019

## PAGE 4

HDA Architects  
459 North Gilbert Road #C-200

Gilbert, AZ 85234

...

Wade Melchin  
32 South Center  
Mesa, AZ 85210  
**PAGE 5**

Arthur D. Case  
4105 North 2th Street  
Suite 205  
Phoenix, AZ 85016

...

Arbitration pursuant to Section 14.4  
**PAGE 6**

Four Hundred Ninety Three Thousand Dollars (\$493,000)  
**PAGE 34**

\_\_\_\_\_  
Arthur D. Case, President



## **Certification of Document's Authenticity**

**AIA® Document D401™ – 2003**

I, Wayne R. Hatch, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 16:59:43 on 10/17/2018 under Order No. 5177206100 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document A141™ – 2014, Standard Form of Agreement Between Owner and Design-Builder, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

---

*(Signed)*

---

*(Title)*

---

*(Dated)*



**EXHIBIT A**

**HERITAGE ACADEMY – MARICOPA**

The intent of this contract is to develop a 10 acre site to accommodate a 6-12 charter school to accommodate 900 students. The project will be developed in Phases as follows:

**PHASE I**

Site Development to include 10 acres including:

- Parking and drive lanes
- Site utilities
- Landscape and irrigation
- Football field with bleachers
- Two outdoor basketball courts
- Courtyard/quad
- Fencing and site security

**Administration Building**

- Single story approximately 5,200 s.f.
- School administration
- Lobby
- Workrooms
- Public interface

**Classroom Building**

- Two story, approximately 25,000 s.f.
- Classrooms for Science, Math, History and English
- Restrooms
- Teacher offices
- Elevator

**Gymnasium Building**

- Approximately 12,000 s.f.
- Gymnasium for basketball and volleyball
- Locker/restrooms
- Offices
- Weight room

## PHASE II

### Fine Arts Building

Approximately 16,000 s.f.  
Performing Arts auditorium with seating for 500  
Restrooms and lobby  
Classroom space for band, orchestra, choir  
Music and voice breakout rooms  
Storage

### Classroom Building

Two story, approximately 6,300 s.f.  
Connections to Phase I classroom building

## OVERALL

Architecture to be in a Georgian Style with particular attention to school entrances and courtyard treatments.



HERITAGE ACADEMY INC

ZD4 D660331 00

LEBARON & CARROLL, LLC

### Commercial General Liability Coverage Part Declaration

Audit Frequency: Annual

**Limits of Insurance:**

<b>General Aggregate Limit</b>	\$2,000,000
<b>Products-Completed Operations are Included in the General Aggregate Limit</b>	
<b>Each Occurrence Limit</b>	\$1,000,000
<b>Personal and Advertising Injury Limit</b>	\$1,000,000
<b>Damage to Premises Rented to You Limit</b>	\$100,000
<b>Medical Expense Limit, Any One Person</b>	\$15,000
<b>General Liability Deductible:</b>	
<b>Total Advance Commercial General Liability Premium</b>	\$18,509.00

**THIS POLICY CONTAINS AGGREGATE LIMITS; REFER TO SECTION III - LIMITS OF INSURANCE FOR DETAILS**

### Forms Applicable to General Liability Coverage Parts:

<u>Form Number</u>	<u>Edition Date</u>	<u>Description</u>
421-0022	12/90	Asbestos Liability Exclusion
421-0334	07/16	Sexual Misconduct Or Sexual Molestation Liability (Occurrence - Separate Aggregate)
421-0361	06/15	Other Coverage Amendment
421-0362	12/05	Exclusion - Law Enforcement Professional Liability
421-0366	07/16	Abuse or Molestation Exclusion
421-1377	10/10	Innocent Employee Defense Coverage Endorsement
421-1728	02/11	Punitive Damages Exclusion
421-1738	02/11	Limited Key Employee Replacement Expense Endorsement
421-1744	06/17	Incidental Professional Liability Coverage For Educational Institutions Endorsement
421-1748	02/11	Additional Supplementary Payments Endorsement
421-2139	08/11	Liberalization Clause
421-2915	06/15	Commercial General Liability Broadening Endorsement
421-2925	06/17	Commercial General Liability Enhancement Endorsement - Educational Institutions
CG 00 01	04/13	Commercial General Liability Coverage Form - Occurrence
CG 04 35	12/07	Employee Benefits Liability Coverage
CG 21 06	05/14	Exclusion - Access or Disclosure of Confidential or Personal Information and Data-Related Liability - With Limited Bodily Injury Exception
CG 21 47	12/07	Employment - Related Practices Exclusion
CG 21 49	09/99	Total Pollution Exclusion Endorsement
CG 21 67	12/04	Fungi or Bacteria Exclusion
CG 21 73	01/15	Exclusion of Certified Acts of Terrorism
CG 21 96	03/05	Silica or Silica-Related Dust Exclusion



HERITAGE ACADEMY INC

ZD4 D660331 00

LEBARON & CARROLL, LLC

**Forms Applicable to General Liability Coverage Parts:**

<u>Form Number</u>	<u>Edition Date</u>	<u>Description</u>
CG 22 30	07/98	Exclusion - Corporal Punishment



HERITAGE ACADEMY INC

ZD4 D660331 00

**LEBARON & CARROLL, LLC**

**Commercial General Liability Classification Schedule Declaration**

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
1	AZ	504	47473	334	165 Each Student	Each	8.33	\$1,374.00

Products – Completed Operations are Included in the General Aggregate Limit

Schools public high

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
2	AZ	504	47473	334	570 Each Student	Each	8.33	\$4,748.00

Products – Completed Operations are Included in the General Aggregate Limit

Schools public high

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
3	AZ	504	47473	334	450 Each Student	Each	8.33	\$3,749.00

Products – Completed Operations are Included in the General Aggregate Limit

Schools public high

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
4	AZ	504	47473	334	125 Each Student	Each	8.33	\$1,041.00

Products – Completed Operations are Included in the General Aggregate Limit

Schools public high

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
5	AZ	502	47473	334	502 Each Student	Each	7.892	\$3,962.00

Products – Completed Operations are Included in the General Aggregate Limit

Schools public high

<u>LOC</u>	<u>ST</u>	<u>TERR</u>	<u>CODE</u>	<u>SUBLINE</u>	<u>PREMIUM BASIS</u>	<u>PER</u>	<u>RATE</u>	<u>ADVANCE PREMIUM</u>
6	AZ	504	68707	334	2453 Area	1000 of Total Area	14.763	\$36.00

Products – Completed Operations are Included in the General Aggregate Limit

Warehouses private Not-For-Profit only

**Miscellaneous/Optional General Liability Coverages**

**Advance Premium**

Employee Benefits Coverage	\$503.00
Additional Supplementary Payments Endorsement	\$50.00
Limited Key Employee Replacement Expense Endorsement	\$50.00
Incidental Professional Liability Coverage for Educational Institutions - Occurrence	\$50.00



HERITAGE ACADEMY INC

ZD4 D660331 00

LEBARON & CARROLL, LLC

### Commercial General Liability Classification Schedule Declaration

Innocent Employee Criminal Defense Endorsement	\$25.00
School and Educators Legal Liability - Claims Made (Retro Date) 08/14/2001	\$2,809.00
Educational Institution Employment Practices Liability Endorsement With Third Party Coverage - Defense Expenses Within Limits (Retro Date) 08/14/2001	\$4,297.00
CGL Enhancement - Educational Institutions	\$373.00
Sexual Misconduct or Sexual Molestation Liability - Occurrence - Separate Aggregate	\$2,548.00

**Additional Premium for Coverage Minimum:** N/A

**Total Advance General Liability Premium** \$18,509.00

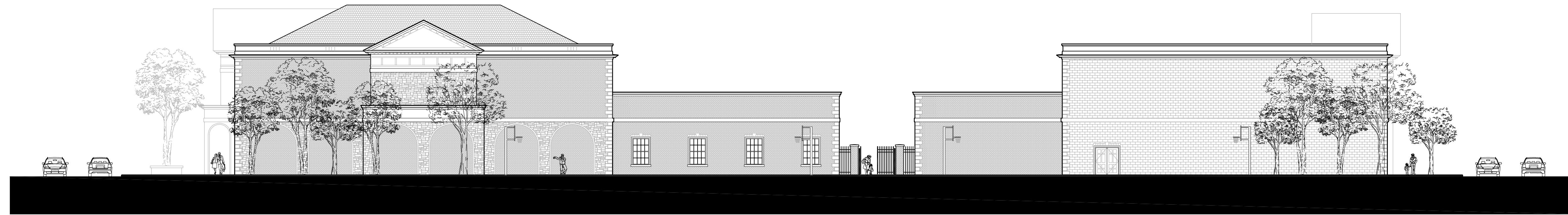
**Subline** 334                      **Premises and Operations**





1 WEST SCHEMATIC ELEVATION

SCALE: 1/16" = 1'-0"



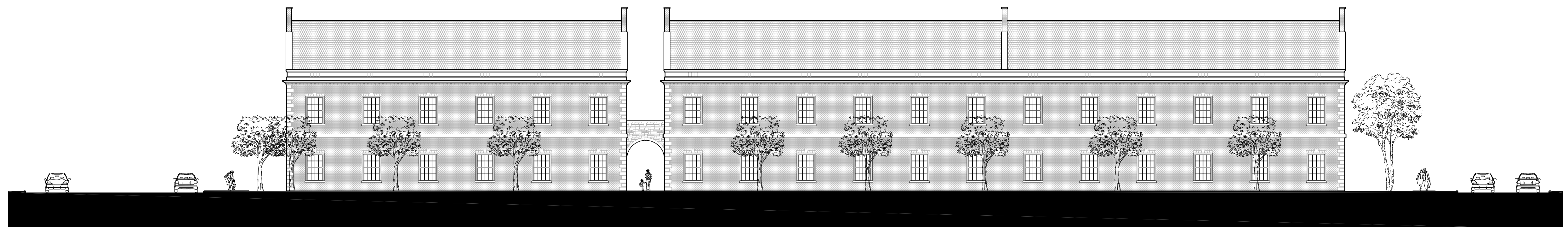
2 SOUTH SCHEMATIC ELEVATION

SCALE: 1/16" = 1'-0"



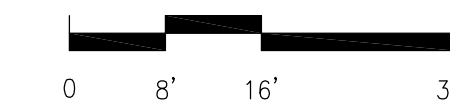
3 EAST SCHEMATIC ELEVATION

SCALE: 1/16" = 1'-0"



4 NORTH SCHEMATIC ELEVATION

SCALE: 1/16" = 1'-0"



NEW 6-12 GRADE SCHOOL CAMPUS FOR:  
HERITAGE ACADEMY  
MARICOPA, ARIZONA 85138

PRELIMINARY  
NOT FOR  
CONSTRUCTION  
OR  
RECORDING

Job No. \_\_\_\_\_  
Drawn ZTK  
Checked PEBA  
Date 10-22-18  
Revised \_\_\_\_\_

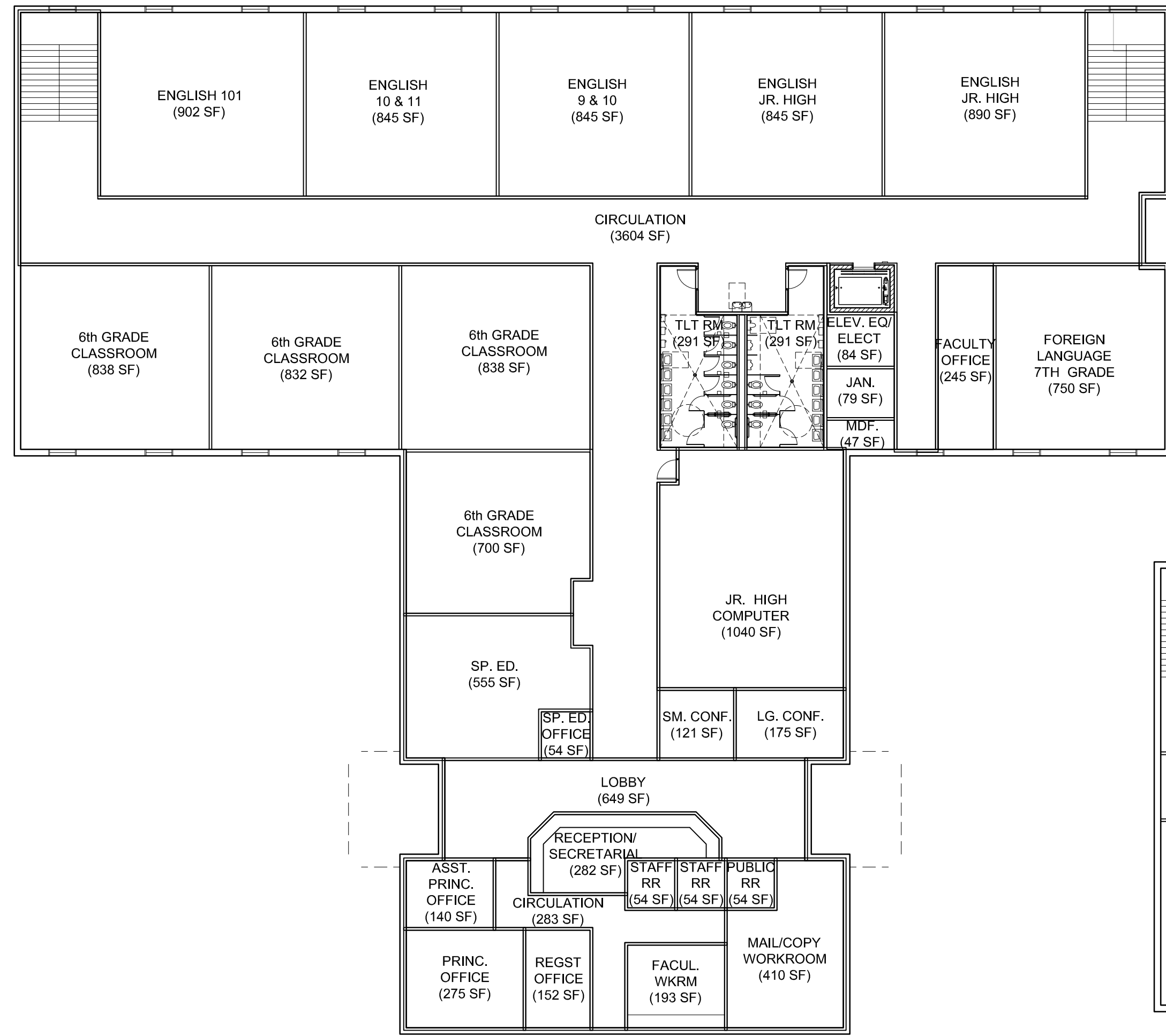
SCHEMATIC  
SET

HDA ARCHITECTS, LLC.  
459 N. Gilbert Road, Suite C-200, GILBERT, AZ 85234  
TEL: (480) 539 8800 FAX: (480) 539 8608  
SCHEMATIC EXTERIOR ELEVATIONS



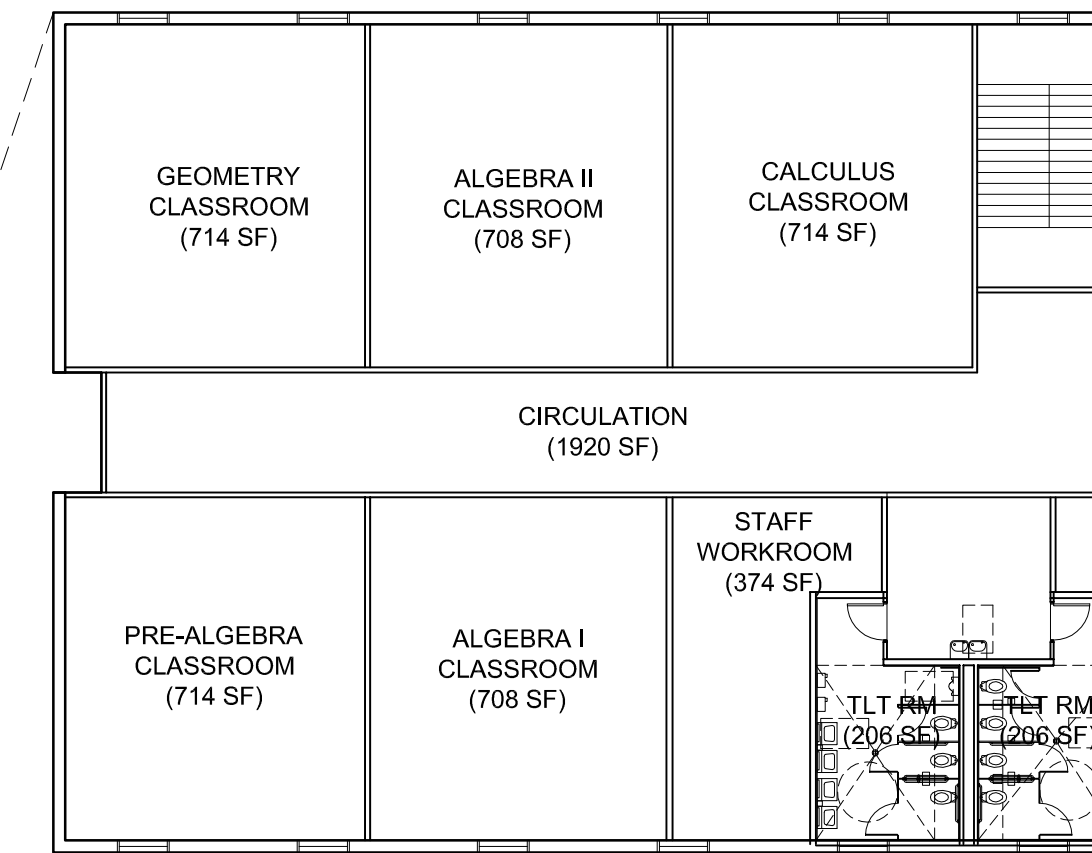
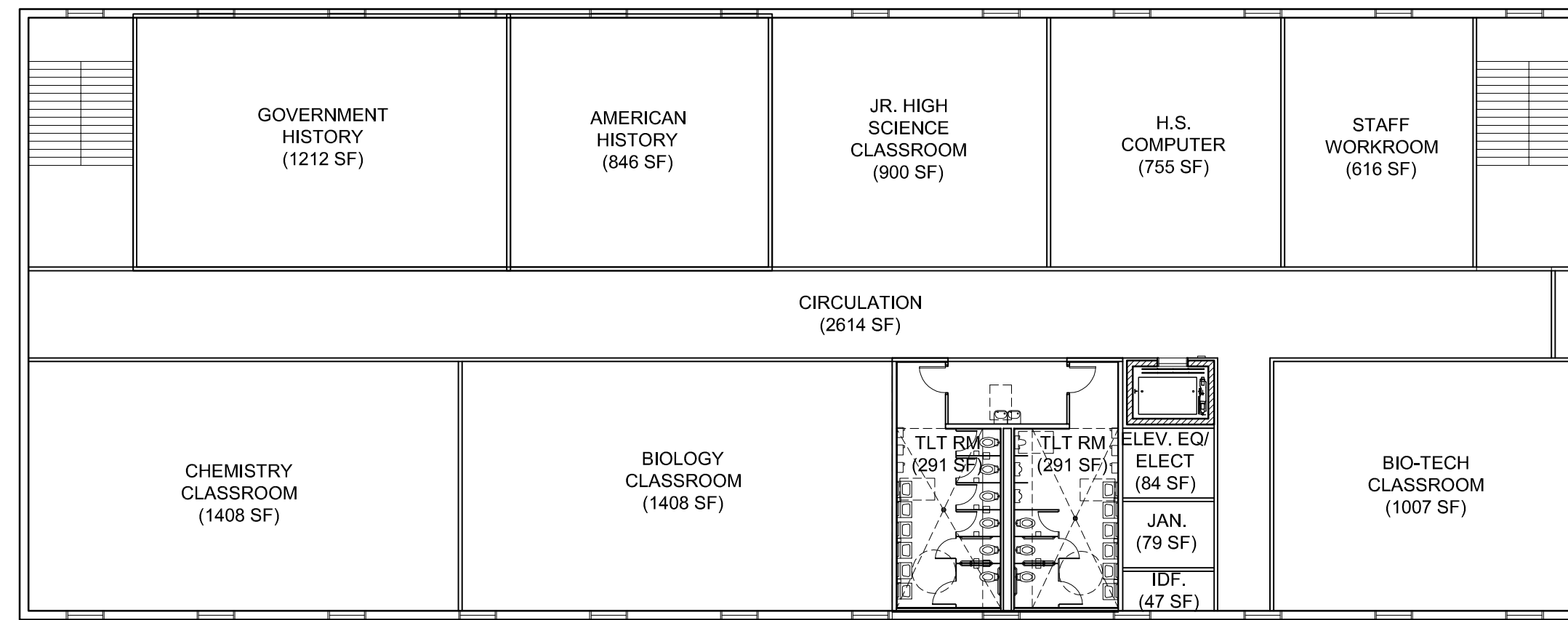
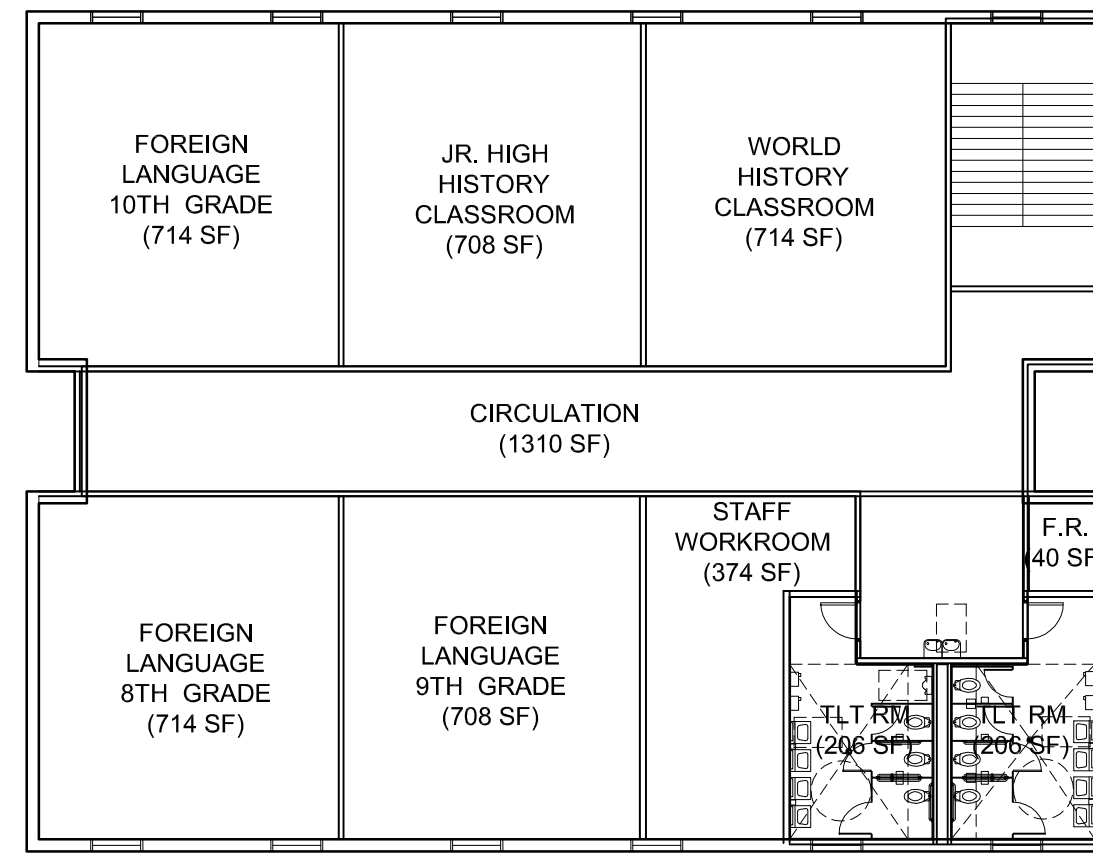
Sheet No.  
A300





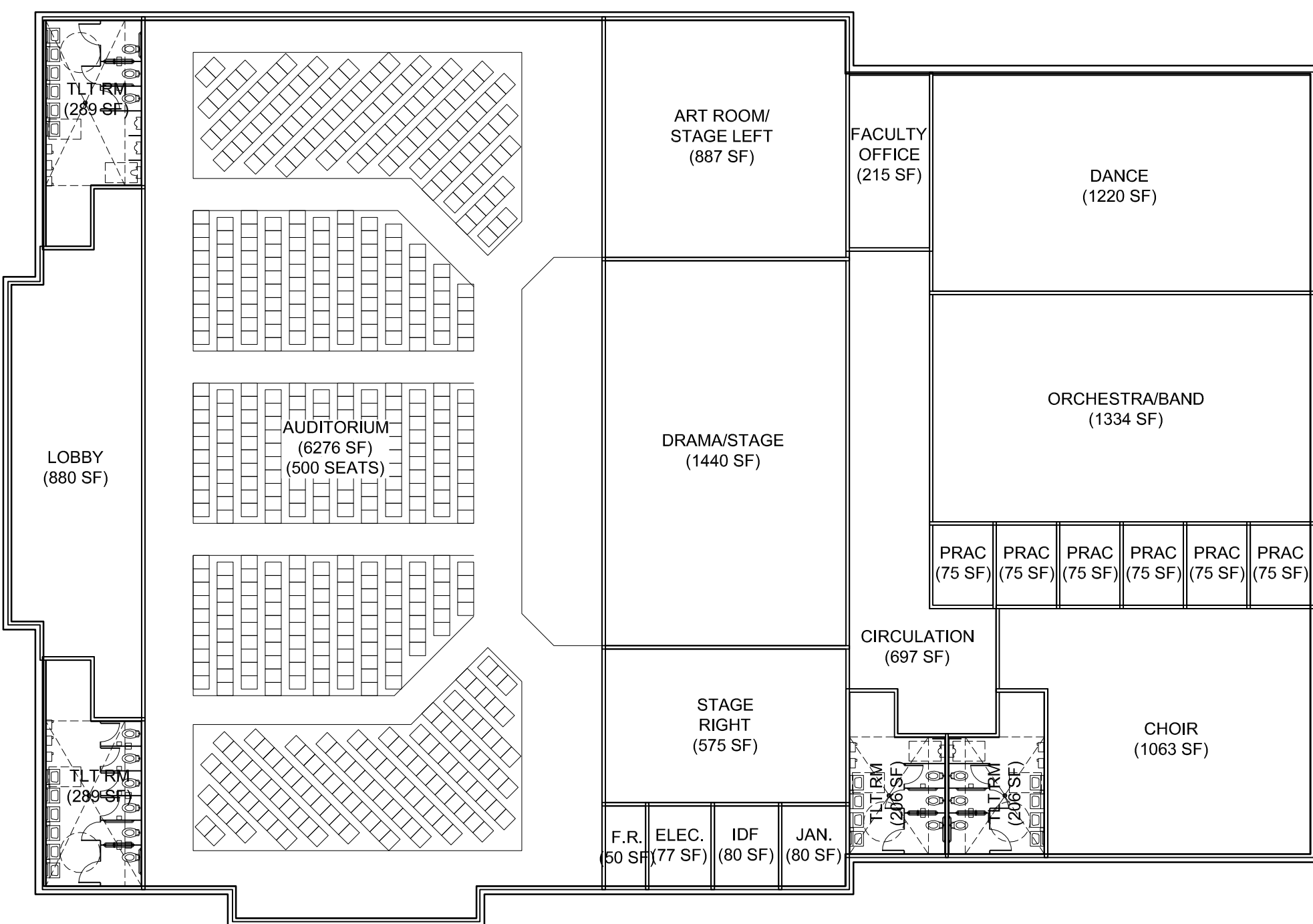
**1** FIRST FLOOR SCHEMATIC CLASSROOM/ADMIN BLDG PLAN

SCALE: 1/16" = 1'-0"



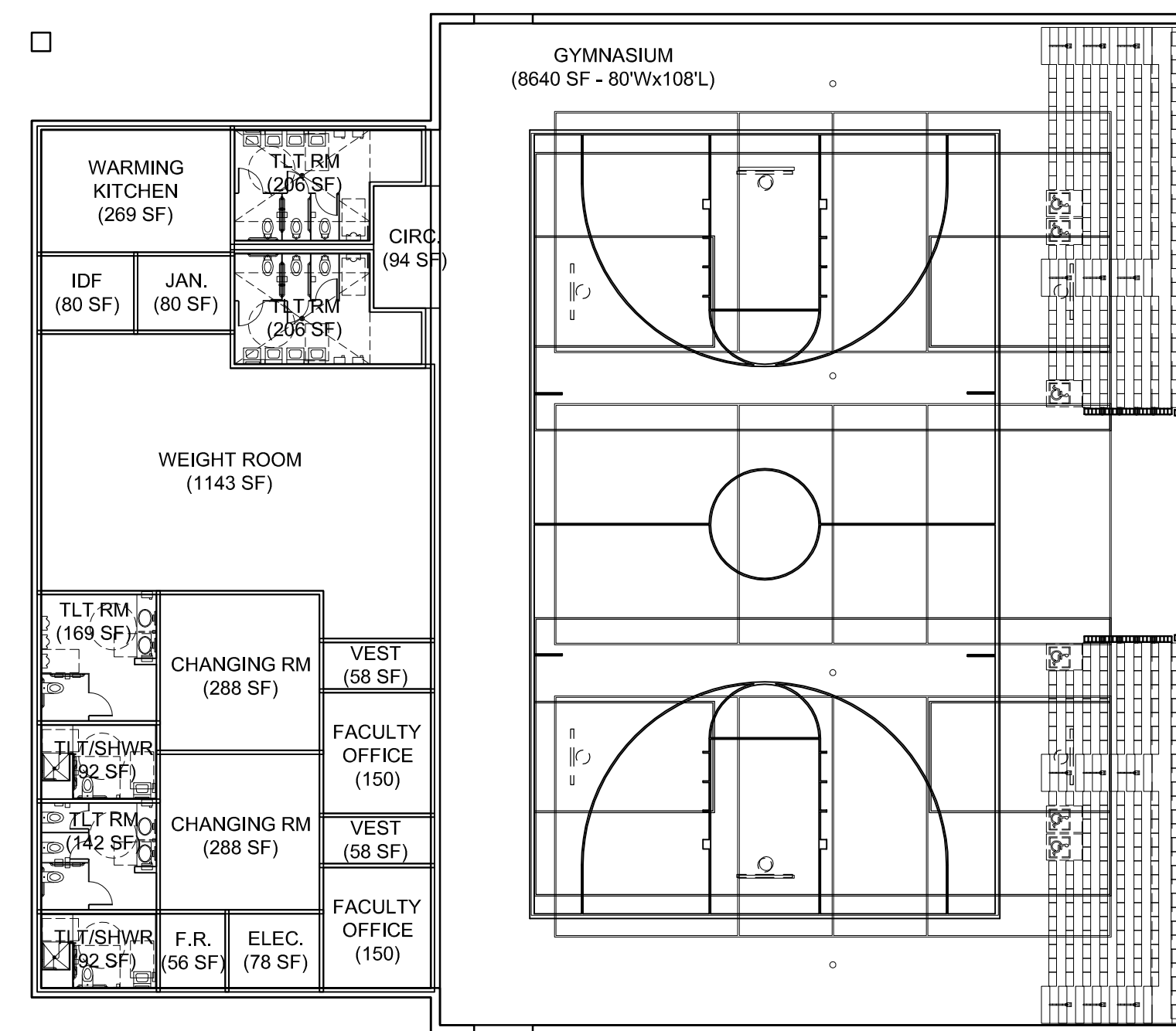
**2** SECOND FLOOR SCHEMATIC CLASSROOM BLDG PLAN

SCALE: 1/16" = 1'-0"



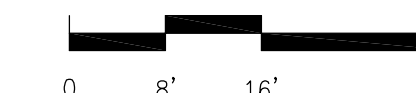
**3** SCHEMATIC AUDITORIUM/SPECIAL CLASSROOM BLDG PLAN

SCALE: 1/16" = 1'-0"



**4** SCHEMATIC ATHLETIC BLDG PLAN

SCALE: 1/16" = 1'-0"



PRELIMINARY  
NOT FOR  
CONSTRUCTION  
OR  
RECORDING

Job No. \_\_\_\_\_  
Drawn \_\_\_\_\_  
Checked \_\_\_\_\_  
Date \_\_\_\_\_  
Revised \_\_\_\_\_

HDA ARCHITECTS, LLC.  
459 N. Gilbert Road, Suite C-200, GILBERT, AZ 85234  
TEL: (480) 539 8800 FAX: (480) 539 8608  
SCHEMATIC FLOOR PLANS

**HDA**  
HDA ARCHITECTS, LLC.

Sheet No.  
**A210**



PLUMBING SYSTEMS: MINIMUM NUMBER OF REQUIRED PLUMBING FIXTURES: PER IBC SECTION 2902.1 MINIMUM NUMBER OF REQUIRED FIXTURES; ALSO IPC TABLE 403.1 MINIMUM NUMBER OF FIXTURES				
OCCUPANCY	WATER CLOSET (M/F)*	LAVATORY (M/F)	DRINKING FOUNTAIN**	SERVICE SINK
'E' (STAFF) - OCCUPANTS	UNISEX TOILET ROOM 1 PER 25/FIRST 50 OCCUPANTS 1 PROVIDED	UNISEX TOILET ROOM 1 PER 40/FIRST 80 PROVIDED 1 PROVIDED	INCLUDED IN REQUIRED & PROVIDED NUMBERS BELOW.	INCLUDED IN REQUIRED & PROVIDED NUMBERS BELOW.
'E' (STUDENTS) 390 OCCUPANTS (195 EACH SEX)	1 PER 50 OCCUPANTS 195/50 = 4 REQUIRED (EACH SEX) 4 PROVIDED*	1 PER 50 OCCUPANTS 195/50 = 4 REQUIRED (EACH SEX) 4 PROVIDED	1 PER 100 OCCUPANTS 390/100 = 4 REQUIRED 4 TOTAL PROVIDED	1 REQUIRED 1 PROVIDED

\* PER IBC 2006, MALE WATER CLOSETS. SEE SECTION 419.2 OF IPC 2006.

419.2 2012 IPC - URINALS SHALL NOT BE SUBSTITUTED FOR MORE THAN 67% OF THE REQUIRED WATER CLOSETS IN ASSEMBLY & EDUCATIONAL OCCUPANCIES.

TOTAL OCCUPANT LOAD: 398 OCCUPANTS.

**PROJECT INFORMATION:**

ADDRESS:  
HERITAGE ACADEMY  
40-44 WEST 1ST AVENUE  
MESA, ARIZONA 85210

PARCEL NUMBER: 138-41-009A  
138-41-009B  
138-41-0138

ZONING: C-DT

**APPLICABLE CODES & STANDARDS:**

(ALL CODES LISTED HERE AS AMENDED PER THE CITY OF MESA LOCAL ADDITION & ADDENDA)

- 2006 INTERNATIONAL BUILDING CODE
- 2006 NATIONAL ELECTRIC CODE
- 2006 INTERNATIONAL MECHANICAL CODE
- 2006 INTERNATIONAL PLUMBING CODE

**LEGEND OF SYMBOLS:**

- 3 ← REQUIRED EXIT (PANIC HARDWARE PROVIDED) & NUMBER OF OCCUPANTS.
- ▨ OCCUPANCY LIMITS, FIRE-RATED AS REQUIRED
- ← COMMON PATH OF TRAVEL / TOTAL TRAVEL DISTANCE
- ROOM 100 ROOM NAME & NUMBER.
- # ROOM OCCUPANT LOAD - PER TABLE 1004.1.1 AND BASED ON ACTUAL ROOM USE. SEE OCCUPANT LOAD TABLE THIS SHEET.
- NOTE: TRAVEL DISTANCES INDICATED ARE FROM MOST REMOTE POINT TO EXIT DOOR THRU PATH INDICATED. TOTAL TRAVEL DISTANCE INCLUDE THE COMMON PATH OF TRAVEL DISTANCE.
- T.E.S. TACTILE EXIT SIGN LOCATED AT 60" ABOVE THE FINISH FLOOR TO THE CENTER OF THE SIGN.
- MANEUVERING SPACE REQUIREMENTS AT EACH NEW DOOR AS REQUIRED PER ICC/ANSI A117.1
- KB PROVIDE KNOX BOX PER SPECIFICATIONS
- ★ COMMON PATH OF TRAVEL 1014.3. POINT AT WHICH CHOICE OF (2) EXITS BECOMES AVAILABLE

**CODE PLAN/STUDY GENERAL NOTES:**

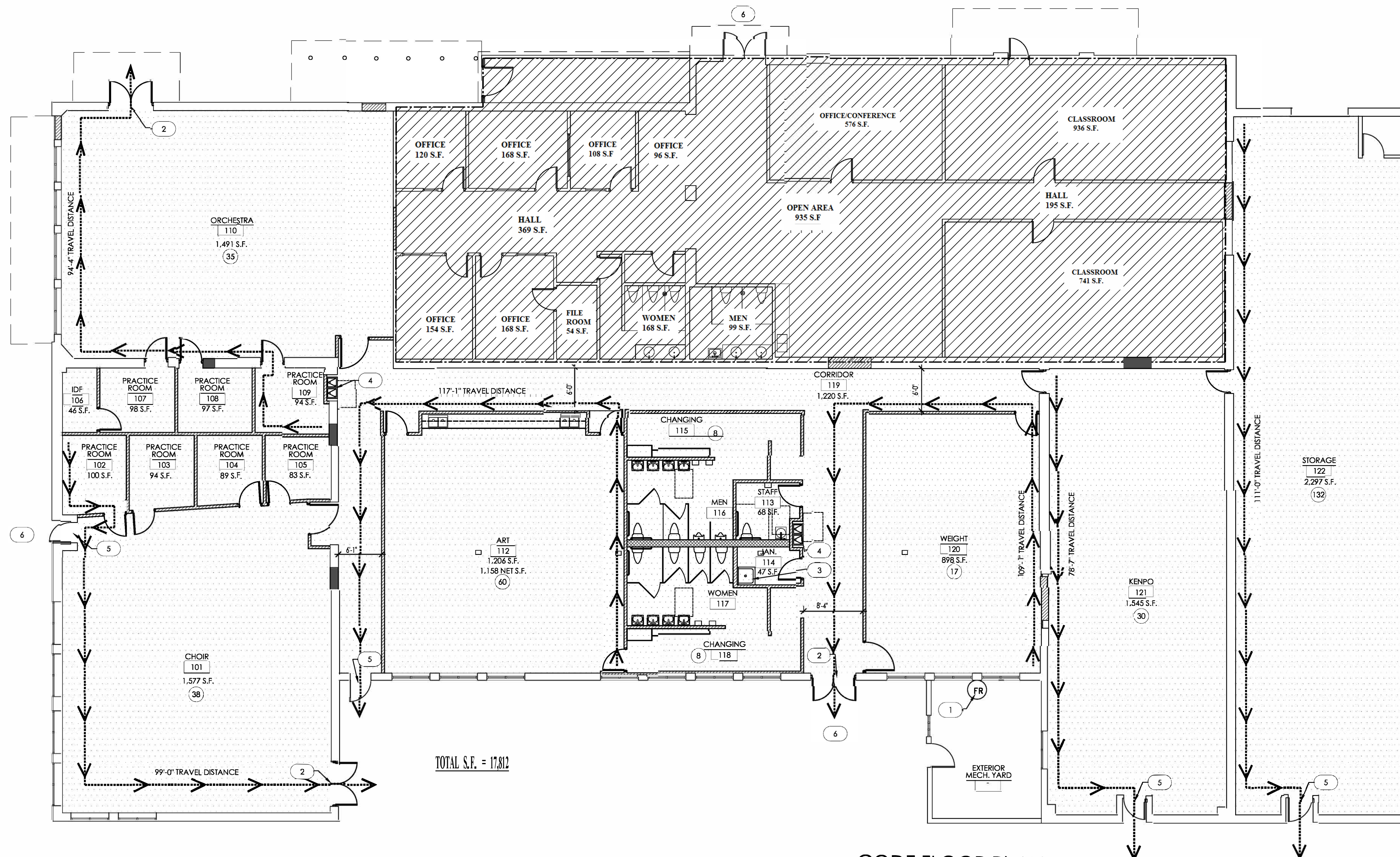
- ALL SWING GATES TO HAVE LOCAL FIRE DEPARTMENT APPROVED KNOX BOXES.
- ALL NEW DOOR HARDWARE TO BE ADA COMPLIANT - NO THUMB TURNS ALLOWED PER ADA 4.13.9 - TYPICAL.
- ALL THRESHOLDS COMPLY WITH ADA STANDARDS 404.3.3 & 404.2.5.
- ALL DOORS TO COMPLY WITH IBC 1007 & ADA STANDARD 207.
- PROVIDE EXIT SIGNAGE TO COMPLY WITH IBC 1110.3 AT EACH DOOR TO AN EGRESS STAIRWAY, EXIT PASSAGEWAY, AND EXIT DISCHARGE.

**CODE PLAN KEYNOTES**

- NEW FIRE RISER/ FDC LOCATION. FIRE DESIGN TO BE SUBMITTED AS DEFERRED SUBMITTAL.
- EXIT DOOR EQUIPPED WITH PANIC HARDWARE
- SERVICE SINK
- DRINKING FOUNTAIN. DUAL HEIGHT ADA COMPLIANT
- EXISTING EXIT DOOR. CONTRACTOR TO FINISH AND INSTALL AS REQUIRED TO COMPLY WITH EGRESS
- ACCESSIBLE EXTERIOR ROUTE TO PUBLIC RIGHT OF WAY PER IBC 1104.1, 1104.2, AND ADA STANDARDS 206.2.1, 206.2.2, AND 206.3.

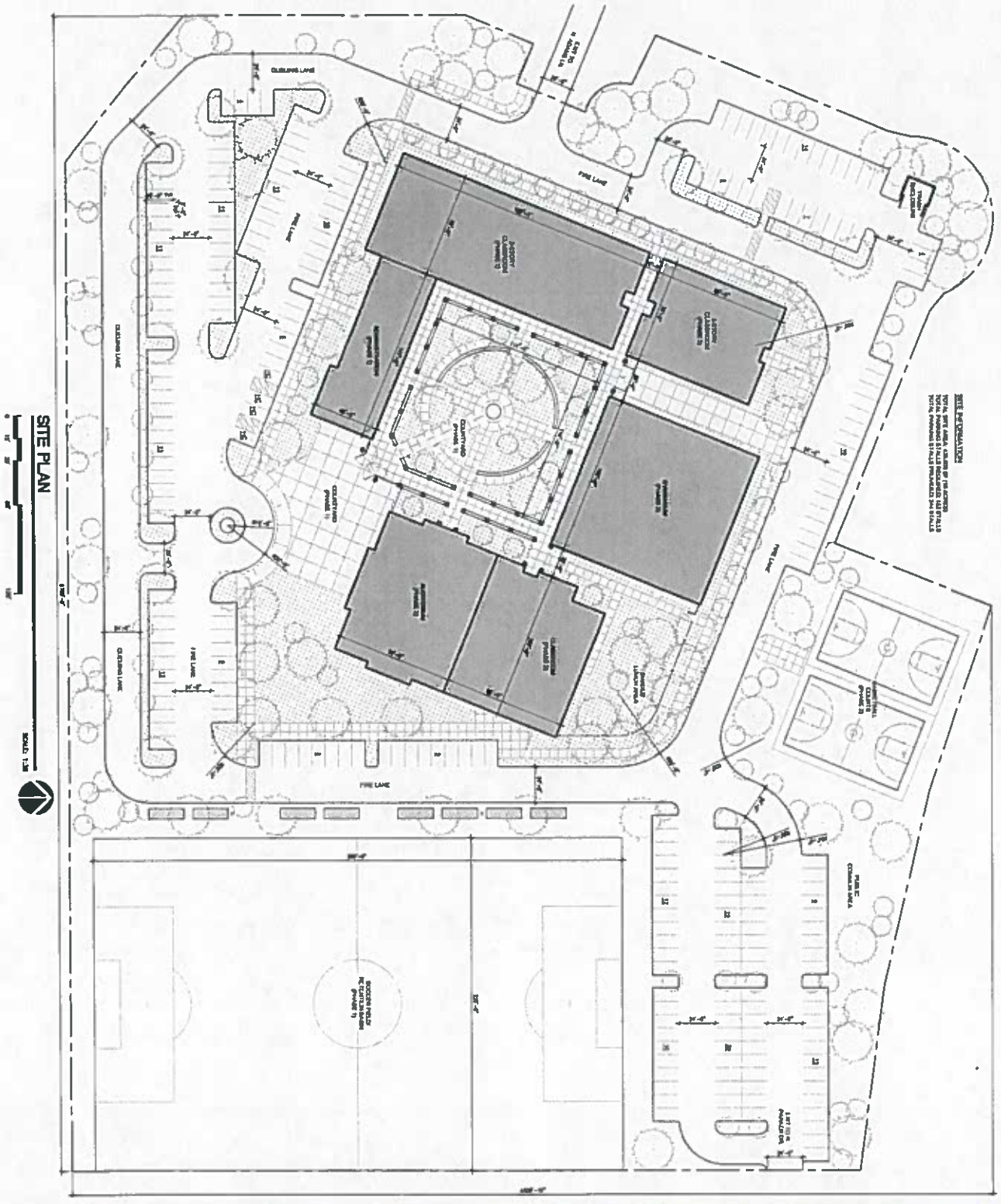
**CODE PLAN LEGEND**

- NEW CONSTRUCTION
- EXISTING CONSTRUCTION NO WORK THIS AREA



**1 CODE FLOOR PLAN**  
SCALE: 1/8" = 1'-0"





**SITE INFORMATION**  
 TOTAL SITE AREA: 10.0 ACRES  
 TOTAL BUILDING AREA: 100,000 SQ. FT.  
 TOTAL PARKING SPACES: 100

SECTION

<p><b>HDA</b> HDA ARCHITECTS, LLC.</p>	<p><b>HDA ARCHITECTS, LLC.</b>                  430 N. Gilbert Road, Suite C-200, GILBERT, AZ 85134                  TEL: (480) 839 8800 FAX: (480) 839 8600</p>	
	<p><b>AI01</b></p> <p>OVERALL SITE PLAN</p>	



PLUMBING SYSTEMS: MINIMUM NUMBER OF REQUIRED PLUMBING FIXTURES: PER IBC SECTION 2902.1 MINIMUM NUMBER OF REQUIRED FIXTURES; ALSO IPC TABLE 403.1 MINIMUM NUMBER OF FIXTURES				
OCCUPANCY	WATER CLOSET (M/F)*	LAVATORY (M/F)	DRINKING FOUNTAIN**	SERVICE SINK
'E' (STAFF) - OCCUPANTS	UNISEX TOILET ROOM 1 PER 25/FIRST 50 OCCUPANTS 1 PROVIDED	UNISEX TOILET ROOM 1 PER 40/FIRST 80 PROVIDED 1 PROVIDED	INCLUDED IN REQUIRED & PROVIDED NUMBERS BELOW.	INCLUDED IN REQUIRED & PROVIDED NUMBERS BELOW.
'E' (STUDENTS) 390 OCCUPANTS (195 EACH SEX)	1 PER 50 OCCUPANTS 195/50 = 4 REQUIRED (EACH SEX) 4 PROVIDED*	1 PER 50 OCCUPANTS 195/50 = 4 REQUIRED (EACH SEX) 4 PROVIDED	1 PER 100 OCCUPANTS 390/100 = 4 REQUIRED 4 TOTAL PROVIDED	1 REQUIRED 1 PROVIDED

\* PER IBC 2006, MALE WATER CLOSETS. SEE SECTION 419.2 OF IPC 2006.

419.2 2012 IPC - URINALS SHALL NOT BE SUBSTITUTED FOR MORE THAN 67% OF THE REQUIRED WATER CLOSETS IN ASSEMBLY & EDUCATIONAL OCCUPANCIES.

TOTAL OCCUPANT LOAD: 398 OCCUPANTS.

**PROJECT INFORMATION:**

ADDRESS:  
HERITAGE ACADEMY  
40-44 WEST 1ST AVENUE  
MESA, ARIZONA 85210

PARCEL NUMBER: 138-41-009A  
138-41-009B  
138-41-0138

ZONING: C-DT

**APPLICABLE CODES & STANDARDS:**

(ALL CODES LISTED HERE AS AMENDED PER THE CITY OF MESA LOCAL ADDITION & ADDENDA)

- 2006 INTERNATIONAL BUILDING CODE
- 2006 NATIONAL ELECTRIC CODE
- 2006 INTERNATIONAL MECHANICAL CODE
- 2006 INTERNATIONAL PLUMBING CODE

**LEGEND OF SYMBOLS:**

- 3 ← REQUIRED EXIT (PANIC HARDWARE PROVIDED) & NUMBER OF OCCUPANTS.
- ▨ OCCUPANCY LIMITS, FIRE-RATED AS REQUIRED
- ← COMMON PATH OF TRAVEL / TOTAL TRAVEL DISTANCE
- ROOM 100 ROOM NAME & NUMBER.
- # ROOM OCCUPANT LOAD - PER TABLE 1004.1.1 AND BASED ON ACTUAL ROOM USE. SEE OCCUPANT LOAD TABLE THIS SHEET.
- NOTE: TRAVEL DISTANCES INDICATED ARE FROM MOST REMOTE POINT TO EXIT DOOR THRU PATH INDICATED. TOTAL TRAVEL DISTANCE INCLUDE THE COMMON PATH OF TRAVEL DISTANCE.
- T.E.S. TACTILE EXIT SIGN LOCATED AT 60" ABOVE THE FINISH FLOOR TO THE CENTER OF THE SIGN.
- MANEUVERING SPACE REQUIREMENTS AT EACH NEW DOOR AS REQUIRED PER ICC/ANSI A117.1
- KB PROVIDE KNOX BOX PER SPECIFICATIONS
- ★ COMMON PATH OF TRAVEL 1014.3. POINT AT WHICH CHOICE OF (2) EXITS BECOMES AVAILABLE

**CODE PLAN/STUDY GENERAL NOTES:**

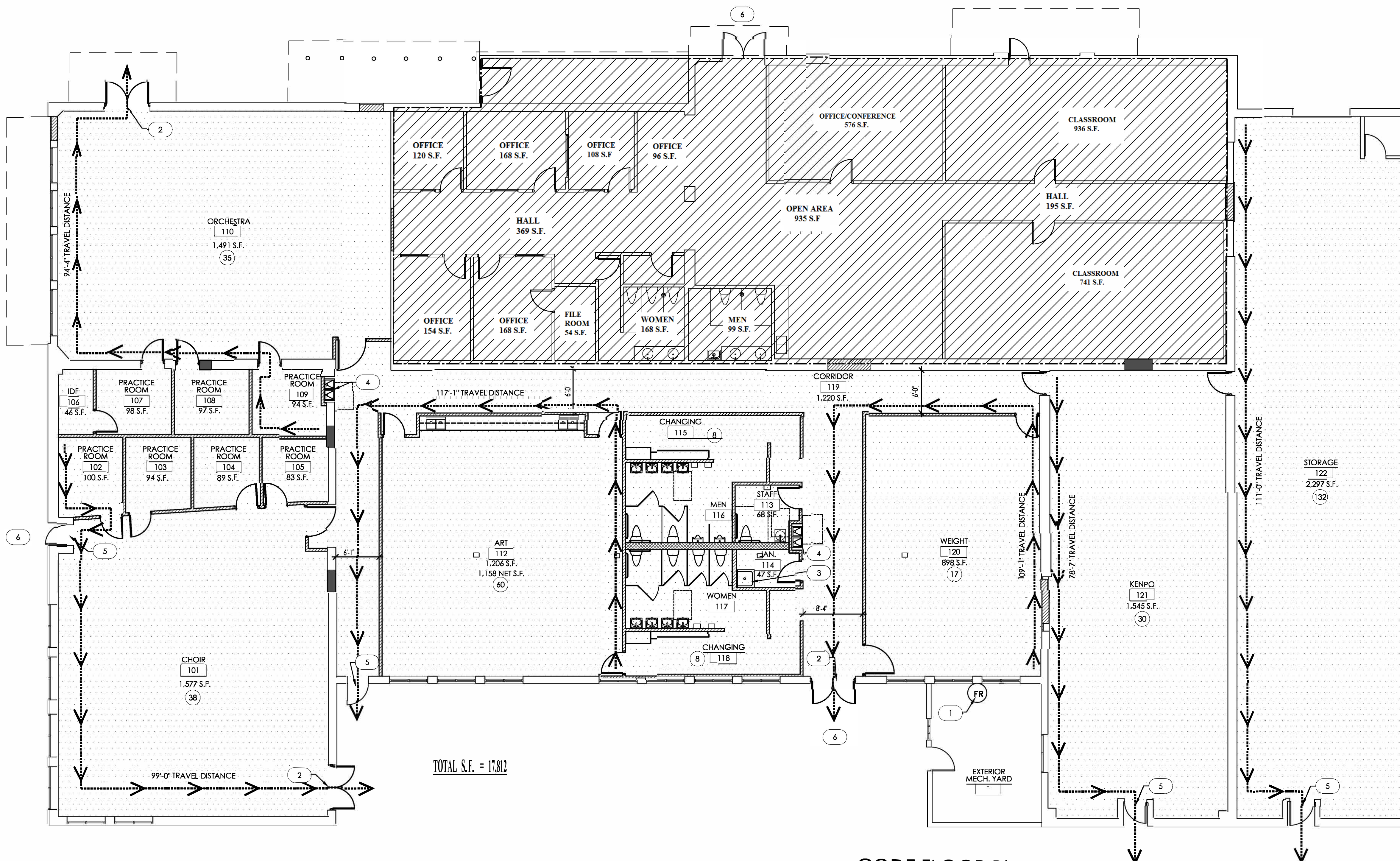
- ALL SWING GATES TO HAVE LOCAL FIRE DEPARTMENT APPROVED KNOX BOXES.
- ALL NEW DOOR HARDWARE TO BE ADA COMPLIANT - NO THUMB TURNS ALLOWED PER ADA 4.13.9 - TYPICAL.
- ALL THRESHOLDS COMPLY WITH ADA STANDARDS 404.3.3 & 404.2.5.
- ALL DOORS TO COMPLY WITH IBC 1007 & ADA STANDARD 207.
- PROVIDE EXIT SIGNAGE TO COMPLY WITH IBC 1110.3 AT EACH DOOR TO AN EGRESS STAIRWAY, EXIT PASSAGEWAY, AND EXIT DISCHARGE.

**CODE PLAN KEYNOTES**

- 1 NEW FIRE RISER/ FDC LOCATION. FIRE DESIGN TO BE SUBMITTED AS DEFERRED SUBMITTAL.
- 2 EXIT DOOR EQUIPPED WITH PANIC HARDWARE
- 3 SERVICE SINK
- 4 DRINKING FOUNTAIN. DUAL HEIGHT ADA COMPLIANT
- 5 EXISTING EXIT DOOR. CONTRACTOR TO FINISH AND INSTALL AS REQUIRED TO COMPLY WITH EGRESS
- 6 ACCESSIBLE EXTERIOR ROUTE TO PUBLIC RIGHT OF WAY PER IBC 1104.1, 1104.2, AND ADA STANDARDS 206.2.1, 206.2.2, AND 206.3.

**CODE PLAN LEGEND**

- ▨ NEW CONSTRUCTION
- ▨ EXISTING CONSTRUCTION NO WORK THIS AREA



**1 CODE FLOOR PLAN**  
SCALE: 1/8" = 1'-0"





# Certificate of Occupancy

## Building Safety Division

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective September 18, 2004, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

Building Permit Number: BLD2015-03601

Owners Name: LUCE PRESS CLIPPINGS INC

Owners Address: 42 S CENTER MESA AZ 852100000

Project Address: 40 W 1ST AVE

Project Name: HERITAGE ACADEMY

### OCCUPANCY

Description:	Education					
Group:	E					
Const. Type:	IIA					
Square Foot:	17812					
Load						

Fire Sprinklers Required: Y

Fire Sprinklers Supplied: Y

Zoning District: DC DE

Conditions/Restrictions:

Building Safety Director: *[Signature]*

Date: September 22, 2015

**ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE.  
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.**

Rev 1/10/2007



## Certificate of Occupancy Building Safety Division

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective March 3, 2008, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

**Building Permit Number:** PMT18-14090  
**Owner's Name:** T & G PROPERTIES LLC  
**Owner's Address:** 450 N 39TH WAY, MESA, AZ, 85205  
**Project Address:** 32 S CENTER ST, MESA, AZ 85201  
**Project Name:** Heritage Academy

**OCCUPANCY:**

Occ Grp	Const Type	SqFt	Occ Load
B Business	VA	6051	61
E Educational School to 12th Grade/Child Care (More than 5)	VA	11614	477
A-3.2 General Assembly, Community Halls, Libraries, Museums	VA	4446	296
S-1 Moderate Hazard Storage	VA	1340	4
<b>Total SQ FT :</b>		<b>23451</b>	

**Zoning District:** DC DE-CUP

**Conditions/Restrictions:**

**Deputy Director/Building Official:**

**Date:** 10/16/2018

ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE.  
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.



# Certificate of Occupancy

## Building Safety Division

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective September 18, 2004, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

Building Permit Number: BLD2009-02658

Owners Name: HERITAGE ACADEMY INC

Owners Address: 32 S CENTER ST MESA 85210 AZ

Project Address: 42 S CENTER ST  
Project Name: HERITAGE ACADEMY

### OCCUPANCY

Description:	Education				
Group:	E				
Const. Type:	VA				
Square Foot:	14850				
Load	953				

Fire Sprinklers Required: Y

Fire Sprinklers Supplied: Y

Zoning District: TCC CUP

Conditions/Restrictions: OK TO ISSUE THE CERTIFICATE OF OCCUPANCY.

Building Safety Director: *[Signature]*

Date: 11/16/2009

**ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE  
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.**



Mesa Fire and Medical Department  
Fire Prevention Division

Mesa: Inspection Notice

May 31, 2017

HERITAGE ACADEMY - CHART.  
32 S CENTER ST  
MESA, AZ 85210

Congratulations, an inspection of your facility on May 31, 2017 revealed no violations.

Inspection Note This inspection record was automatically created by the system in response to a reinspection request from ManageMyInspections.com.

---

Fire Prevention  
20 E Main St., Ste. 650  
PO Box 1466  
Mesa, AZ 85211-1466  
Email: fireprevention@mesaaz.gov

---

11000 Vincent Contreras  
Inspector

---

Re-inspection





Heritage  
Academy

Wade Melchin <wmelchin@heritageacademyaz.com>

---

## Fwd: MFaMD inspection report for HERITAGE ACADEMY - CHART. (3/28/17)

---

**Vincent Contreras** <Vincent.Contreras@mesaaz.gov>  
To: Wade Melchin <wmelchin@heritageacademyaz.com>

Wed, Jul 18, 2018 at 7:45 AM

Thank you Wade. I can affirm that according to current Fire Department records, your facility is classified as an Educational occupancy and this was the basis for your most recent fire inspection. In addition, per your most recent fire inspection report, you were in compliance with the fire code requirements at that time.

Vince Contreras  
Fire Inspector  
Mesa Fire and Medical Department  
(480) 682-7799 (cell phone)

 cid:image001.jpg@01D3884F.564F0710

Please be advised that COM business hours are Monday through Thursday 7 a.m. to 5:30 p.m. We are closed Fridays.

Sent from my iPad

[Quoted text hidden]

Wade Melchin <[wmelchin@heritageacademyaz.com](mailto:wmelchin@heritageacademyaz.com)>

---

**Fwd: MFaMD inspection report for HERITAGE ACADEMY - CHART. (3/28/17)**

---

**Vincent Contreras** <[Vincent.Contreras@mesaaz.gov](mailto:Vincent.Contreras@mesaaz.gov)>  
To: Wade Melchin <[wmelchin@heritageacademyaz.com](mailto:wmelchin@heritageacademyaz.com)>

Tue, Oct 30, 2018 at 8:15 AM

Good morning Wade - According to the current Mesa fire inspection records, Heritage Academy Charter School includes three addresses: [32 S. Center St.](#), 42 S. Center St., and [40 W. 1st Ave.](#) in Mesa. If you have any further questions please let me know.

Vince Contreras  
Fire Inspector  
Mesa Fire and Medical Department  
20 E. Main Street, Suite 650  
Mesa, AZ 85201  
[480.682.7799](tel:480.682.7799) [mobile]  
e-mail: [vincent.contreras@mesaaz.gov](mailto:vincent.contreras@mesaaz.gov)



Please be advised that COM business hours are Monday through Thursday 7 a.m. to 5:30 p.m. We are closed Fridays.

Sent from my iPad

On Oct 29, 2018, at 7:42 PM, Wade Melchin <[wmelchin@heritageacademyaz.com](mailto:wmelchin@heritageacademyaz.com)> wrote:

Would you be willing to add to this email that Heritage Academy Charter School includes 3 addresses, [32 S Center](#), [42 S Center](#) and [40 W 1st Ave](#)



STATE OF ARIZONA  
DEPARTMENT OF PUBLIC SAFETY  
Level One Fingerprint Clearance Card

Name: JARED L. TAYLOR

Birth Date: [REDACTED] Issue Date: 5/14/2015

M 170 5 10 HAZ BRO  
Sex Weight Height Eyes Hair

Card Number: 2A01930793 Expire Date: 5/14/2021

IVP0076807

THIS FINGERPRINT CLEARANCE CARD WAS ISSUED  
PURSUANT TO ARS 41-1758

DPS(ACCT) P.O. BOX 18390 Phoenix, AZ 85005





Heritage Academy  
Course Catalog

## CONTENTS

<b>General Information</b> .....	5	<b>148 Yearbook/Journalism</b> .....	14
<b>Registration process</b> .....	5	<b>132 World Literature</b> .....	14
<b>Dual Enrollment</b> .....	5	<b>147 Honors World Literature</b> .....	14
<b>Course Scheduling</b> .....	6	<b>ENG101 First-Year Composition</b> .....	14
Schedule Change Process .....	6	<b>ENG102 Second-Year Composition</b> ..	14
Late Registration and Add/Drop Policies...	6	<b>ENG 111 Tech &amp; Professional Writing</b> .....	14
<b>Policies and procedures</b> .....	7	<b>ENH 110 Introduction to Literature</b> ..	14
Credits.....	7	<b>100 High School Reading</b> <b>Comprehension</b> .....	14
Repeating a Course.....	7	<b>Foreign Languages</b> .....	15
Transferability of Credits.....	8	<b>410 Spanish I</b> .....	15
Extracurricular Eligibility.....	8	<b>411 Spanish II</b> .....	15
<b>7<sup>th</sup> and 8<sup>th</sup> grade education program</b> .....	9	<b>411H Honors Spanish II</b> .....	15
Latin.....	9	<b>412 Spanish III</b> .....	15
Mathematics.....	9	<b>420 French I</b> .....	15
Reading and Writing.....	8	<b>421 French II</b> .....	15
Elective Courses .....	8	<b>History</b> .....	15
Junior High Course Electives .....	8	<b>043 World History/Geography</b> .....	15
Recommended 7 <sup>th</sup> and 8 <sup>th</sup> grade Course Schedule.....	9	<b>044 Hon American History I</b> .....	16
Jr. High Required Classical Reading List.	9	<b>044b Hon American History II</b> .....	16
<b>Jr. High Class Schedule – Mesa Campus</b> .....	9	<b>042 Hon Gov / U.S. Constitution</b> .....	16
<b>High School Curriculum Guide</b> .....	10	<b>045 Constitutional Studies</b> .....	16
High School Course Electives .....	10	<b>050 Hon Economics</b> .....	16
Required courses for graduation.....	11	<b>Mathematics</b> .....	17
High School Required Classical Reading .....	12	<b>630 Algebra I</b> .....	17
<b>High School Class Schedule - Mesa campus</b> .....	12	<b>645 Geometry</b> .....	17
<b>Course Offerings</b> .....	13	<b>650 Algebra II</b> .....	17
<b>English</b> .....	13	<b>651 Pre-Calculus</b> .....	17
<b>100 High School Reading</b> <b>Comprehension</b> .....	13	<b>657 Hon Pre-calculus</b> .....	17
<b>130 9<sup>th</sup> Grade English</b> .....	13	<b>670 Calculus</b> .....	17
<b>137 Hon 9<sup>th</sup> Grade English</b> .....	13	<b>677 AP / Hon Calculus</b> .....	17
<b>131 10<sup>th</sup> Grade English</b> .....	13	<b>619 Math Lab</b> .....	18
<b>167 Hon 10<sup>th</sup> Grade English</b> .....	13	<b>Science</b> .....	18
<b>133 British Literature</b> .....	13	<b>212 Conceptual Science</b> .....	18
<b>157 Honors British Literature</b> .....	14	<b>211 Physical Science</b> .....	18
		<b>220 Biology</b> .....	18
		<b>227 Hon Biology</b> .....	18
		<b>228 Biotechnology I</b> .....	18

229 Biotechnology II .....	19	Dance.....	25
222 AP Biology.....	19	501 Dance I.....	25
230 Chemistry.....	19	502 Dance II.....	25
237 Hon Chemistry.....	19	503 Dance III.....	25
215 Hon Anatomy & Physiology.....	19	504 Dance IV (Dance Company).....	25
231 HoN Physics.....	19	506 Le Premier Ballet (Level I & II)..	25
235 A Brief History of Time.....	20	Ballroom Distinction .....	25
236 Intro to Robotics/S.T.E.A.M.....	20	525 Ballroom Dance I.....	25
Computers.....	21	526 Ballroom Dance II.....	26
825 Hon Computer .....	21	727 Ballroom Dance III.....	26
830 Computer Programming I.....	21	Physical Education.....	27
832 Computer Programming II.....	21	701 Kenpo I.....	27
Fine Arts.....	22	702 Kenpo II .....	27
565 Art.....	22	703 Kenpo III.....	27
778 Digital Imaging.....	22	704 Kenpo IV.....	27
779 Advanced Digital Imaging.....	22	705 Kenpo v .....	27
Drama / Performance.....	22	709 Club Fitness .....	27
534 Drama Fundamentals.....	22	711 Pilates .....	27
537 Hon Drama .....	22	750 P.E. ....	28
538 Stagecraft.....	22	755 Weight Training.....	28
Orchestra/ Band.....	22	751 Bowling.....	28
312 Symphonia Orchestra.....	22	753 Tennis.....	28
315 Chamber Orchestra .....	23	754 Golf.....	28
320 Concert Orchestra .....	23	Team Sports.....	28
330 Concert Band.....	23	712 Cross Country .....	28
332 Symphonic Band.....	23	752 Boys Basketball.....	28
333 Advanced Jazz Ensemble .....	23	756 Soccer.....	28
338 Piano .....	23	757 Baseball .....	28
334 Advanced Performance Ensemble .....	23	758 Tackle Football.....	28
Choir.....	24	760 Swimming.....	29
343 Jr High Women's Choir.....	24	761 Girls Volleyball .....	29
346 Jr High Men's Choir .....	24	762 Girls Basketball.....	29
347 Men's Chorale .....	24	763 Girls Softball.....	29
344 Concert Choir .....	24	Elective Courses.....	29
349 Advanced Women's Choir .....	24	715 Drivers Education.....	29
342 Women's Chorale.....	24	740 Release Time .....	29
350 Chamber Singers.....	24	Hon Communications.....	29
		GBS132 Personal & Family Finance .	29

<b>College Fast Track Program – dual Enrollment.....</b>	<b>30</b>
<b>Is there financial assistance?.....</b>	<b>30</b>
<b>Rio Salado Dual Enrollment Course Offerings.....</b>	<b>31</b>
<b>English.....</b>	<b>31</b>
<b>ENG101 First-Year Composition.....</b>	<b>31</b>
<b>ENG102 Second-Year Composition... </b>	<b>31</b>
<b>ENG 111 Tech &amp; Professional Writing .....</b>	<b>31</b>
<b>ENH 110 Introduction to Literature</b>	<b>31</b>
<b>Foreign Languages .....</b>	<b>31</b>
<b>SPA 101 – Elementary Spanish I.....</b>	<b>31</b>
<b>SPA 102 Elementary Spanish II .....</b>	<b>31</b>
<b>SPA 201 Intermediate Spanish I .....</b>	<b>31</b>
<b>SPA 202 Intermediate Spanish II.....</b>	<b>31</b>
<b>Mathematics .....</b>	<b>32</b>
<b>MAT152 College Algebra / Functions .....</b>	<b>32</b>
<b>MAT182 Plane Trigonometry.....</b>	<b>32</b>
<b>MAT 221 Calculus with Analytic Geometry I.....</b>	<b>32</b>
<b>MAT 231 Calculus With Analytic Geometry II.....</b>	<b>32</b>

<b>Science.....</b>	<b>32</b>
<b>PHY 111 – General Physics .....</b>	<b>32</b>
<b>PHY 112 – General Physics II.....</b>	<b>32</b>
<b>History .....</b>	<b>33</b>
<b>HIS 103 US History to 1865 .....</b>	<b>33</b>
<b>HIS 104 US History to Present .....</b>	<b>33</b>
<b>ECN 220 Introduction to Economics .....</b>	<b>33</b>
<b>POS 110 American National Government .....</b>	<b>33</b>
<b>Computers .....</b>	<b>33</b>
<b>CIS105 Survey of Computer information Systems.....</b>	<b>33</b>
<b>CIS 163AA Java Programming: Level I .....</b>	<b>33</b>
<b>General Electives .....</b>	<b>33</b>
<b>GBS132 Personal &amp; Family Finance .</b>	<b>33</b>
<b>COM100 Intro to Human Communication.....</b>	<b>33</b>
<b>Benedictine University.....</b>	<b>34</b>



---

## GENERAL INFORMATION

---

The *Heritage Academy* Course Catalog has been designed to provide course selection information for the 2018-2019 school year. Scholars are encouraged to consult with parents, advisors, and teachers to carefully consider the information within this catalog to aid in selecting courses that will satisfy their graduation requirements, as well as post-graduation plans.

The information presented in this Course Catalog describes the academic and elective offerings available to scholars for the 2018-2019 school year. It is important to review graduation requirements and ensure that course selections are made with serious consideration. Some courses may have prerequisite requirements that must be satisfied to enroll in the course.

It should be noted that not all of the courses offered will be made available due limited student requests and teacher availability. For this reason it is important during the pre-registration period to make thoughtful selections to equalize course enrollments and minimize scheduling changes.

---

## REGISTRATION PROCESS

---

Scholars will use an online course registration program beginning on **April 9, 2018** and ending on **April 30, 2018**.

You will be requesting for the whole year at this time; it is therefore important that scholars make course selections carefully as classes are formed based on student requests. Some courses listed in the catalog may not be available if the registration is not sufficient to hold the class. Each student must register for the equivalent of 8 classes each semester; 4 of the 8 classes will meet Monday/Wednesday and the other 4 will meet on Tuesday/Thursday. All registration matters will be handled via email. Schedules will be available for review through Parent Portal access one week prior to the start of school. Final schedules will be handed out on the first day of school.

To register for courses go to [hamesa.com](http://hamesa.com) and access your PowerSchool account. Once you are in PowerSchool, select the "Register for Classes" tab and follow the directions on the enrollment screen.

### Course Fees:

For courses with an associated course fee, payment for both semesters is **due in full** no later than July 30, 2018. Any scholar with an outstanding balance to the school will not be enrolled into any fee-bearing course until the balance is paid in full or a payment arrangement has been with the front office. Payment arrangements that are not kept will result in the scholar being withdrawn from the fee bearing course and placed into a non-fee bearing course that is available during that same class period effective **July 30, 2018**.

---

## DUAL ENROLLMENT

---

Heritage Academy offers ambitious scholars the opportunity to concurrently enroll in college-level course while fulfilling high school academic requirements. Seniors, juniors, sophomores, and freshmen are eligible for these courses, which are conveniently offered at the Heritage Academy campus by current Heritage teachers that are certified dual enrollment college instructors. Dual enrollment courses are transferable to Arizona public colleges and universities easing the transition from high school to college.

---

## COURSE SCHEDULING

---

Heritage Academy will make every effort to schedule course requests from the scholar; however, since the schedule is completed on a full-year basis the following circumstances may affect scheduling:

- If a sufficient number of scholars do not request a course, the course will not be made available. In the event that a course is not offered, every effort will be made to schedule an alternate selection from the course request form.
- If a selected course request conflicts with another request, every effort will be made to schedule an alternate selection from the course request form to replace the unscheduled course.
- If a scholar chooses a course and does not meet the prerequisite or did not complete the course, the scholar's schedule will be adjusted accordingly.
- If a scholar has an outstanding balance owed to the school, he/she will not be permitted to enroll in a fee bearing class until balance is paid in full.

For these reasons, it is critical that the scholar completes the "alternate selections" section of the course request form. Please note that if the "alternate selections" section is not completed, the student will be scheduled for any non-fee bearing elective(s) available.

---

## SCHEDULE CHANGE PROCESS

---

Scholar-initiated schedule changes will begin on the second day of class. The scholar will be required to submit a signed and completed **Course Schedule Change Request** form no later than eight days following the beginning of the semester. Changes will be processed based on course availability and in the order they are received. No schedule change requests or changes will occur after the **second week** of the semester with the exception of teacher requests.

A scholar's schedule may only be changed under the following conditions:

- Scholar has already received credit for a scheduled course
- An additional course is needed for graduation completion
- Scholar failed to meet prerequisite for course
- Successful completion of accredited course during summer
- Administrative discretion (imbalance of class loads, loss of course due to availability, etc.)

---

## LATE REGISTRATION AND ADD/DROP POLICIES

---

- Scholars registering late or wishing to change classes must do so in the first two weeks of the semester
- No classes may be added after the first two weeks of the semester with the exception of teacher requests
- All scholars who are on campus must be enrolled in a class; no scholar will be allowed to loiter at the school
- Scholars wishing to drop a class must do so within the first four weeks of the semester without penalty

## POLICIES AND PROCEDURES

---

### CREDITS

---

Course credits will be awarded on a semester basis. Scholars will be awarded one-half credit for demonstration of course mastery of 70% (grade of "C" or better) based on course performance standards. Junior High scholars are required to take four credit hours per semester. Freshman, sophomores, and juniors are required to take a minimum of three credit hours per semester. Seniors should review credits to ensure that all graduation requirements are fulfilled prior to registration and course selection.

All courses taught for credit will receive a letter grade or a pass/fail option. Grade point and the percentage used are listed below. **Please note, credit is awarded for a letter grade "C" or higher; scholars earning a letter grade of a "D" will receive zero credits for the class and may be required to repeat the course.**

Grade Percent	Letter Grade	Quality Points	Grade Percent	Letter Grade	Quality Points
97 & above	A+	4.33	77-79	C+	2.33
93-96	A	4.00	73-76	C	2.00
90-92	A-	3.67	70-72	C-	1.67
87-89	B+	3.33	67-69	D+	0.00
83-86	B	3.00	63-66	D	0.00
80-82	B-	2.67	60-62	D-	0.00

### REPEATING A COURSE

---

High School scholars failing a core class will be required to retake the course prior to advancing to the next course. A student who fails a required class must make up the class at a time and place other than during the regular school year. This will involve a summer school commitment, either at Heritage, if offered, or at another acceptable school. A student will not be allowed to register for the same class at Heritage during the regular school year again. If a student wishes to take the class from an acceptable on-line school, it must be done also during the summer months and not during the regular school time.

If the course is taken as a correspondence course, the scholar will need to complete the ***Permission to Substitute a Class*** form and seek approval from the appropriate teacher, department chair, and Heritage Administrator prior to enrolling in correspondence course.

Junior High scholars failing one or more core courses in an academic year will be required to repeat the entire grade. Summer school make-up classes will not apply to seventh and eighth grade students.

In nearly every case, a student fails a class because of not doing the required work. Students will want to seriously consider the consequences of not doing the required work during the regular school semester/year. It is much easier to do the work when assigned than to choose not to do the work and then have to make it up during the summer. Summer school classes cost money and take time from family and vacation time.

---

## TRANSFERABILITY OF CREDITS

---

Transferability of credits from other educational institutions is not automatic. Transfer credits will be evaluated based on official transcripts to determine whether a course will be accepted as a core or elective course.

---

## EXTRACURRICULAR ELIGIBILITY

---

Scholars are encouraged to participate in one or more extracurricular activities. Participation in extracurricular activities and athletics is considered a privilege. Therefore, all scholars will be held to the following academic eligibility policy in order to participate in athletics, musicals/plays, concerts, dance performances, school trips, and clubs:

- Scholars must maintain a minimum grade of C- (70%) the week of event to participate
- All associated fees and balances must be paid in full
- Scholars participating in athletics must have completed and have on file with athletic director:
  - *Parent Consent and Emergency Contact Information Form*
  - *Athletic Participation and Fee Form*
  - *Transportation Permission Form*
  - *Current physical examination form completed by an MD or DO*

---

## 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE EDUCATION PROGRAM

---

Junior High courses at Heritage Academy are designed to assist the scholars in meeting and exceeding the basic requirements in English, History, Math and Science before progressing on to the high school curriculum. We encourage all of our scholars to strive for excellence, so that the foundation that is laid in junior high becomes a stepping stone to further success. In order to assist our scholars in this pursuit, we offer classes in Latin, reading, and writing to supplement the basic course work.

---

### LATIN

---

#### Latin I

All junior high scholars will be enrolled in a Latin course in which they will be introduced to the great classical language of Latin. Scholars will learn why so much emphasis was placed on this language by the Founding Fathers. They will learn how Latin can improve their knowledge of English, improve SAT scores, and act as a springboard into the learning of other Foreign Languages (especially French and Spanish), Math, Science, Medicine, Literature and many other subjects. Scholars will learn the alphabet, vocabulary, roots and other components of this language. This course will prepare scholars to read, write and understand this great language.

**Latin II:** A brief review of Latin I and then second year skills such as translating stories, poems and passages will be added

---

### MATHEMATICS

---

Each student is placed in a math class based on the score of their entrance placement exam. On the first day of class, another assessment is given to help determine if the placement is the right place for the student. If a change is recommended, scholars and parents are contacted and schedules are changed. We do our best to place the scholars in the math class that is most appropriate to their individual skill level. If parents or scholars feel the placement is not a good fit, feel free to contact the teacher. Jr. High level math courses are as follows:

---

#### GENERAL MATH

---

This is the 7<sup>th</sup> grade math class. The curriculum is based on the AZ state **7<sup>th</sup> grade** math standards found at <http://www.azed.gov/azccrs/mathstandards/>. The course includes a study of various graphic displays including stem and leaf plots and scatterplots, linear functions, solving multi-step equations, geometry and integers. For sample questions and tutorials, please visit McDougal Littell's website at [www.classzone.com](http://www.classzone.com).

**Requirements:** Scientific calculator  
**Textbook:** McDougal Littell, *Math Course 2*

---

#### PRE-ALGEBRA

---

This course is for 7<sup>th</sup> and 8<sup>th</sup> grade scholars. The curriculum is based on the AZ state math standards for **both 7<sup>th</sup> and 8<sup>th</sup> grade**. These can be found at <http://www.azed.gov/azccrs/mathstandards/>. The course includes a study of various graphic displays including box and whisker plots and scatterplots, linear functions, solving multi-step equations, geometry and integers. For sample questions and tutorials, please visit McDougal Littell's website at [www.classzone.com](http://www.classzone.com).

**Requirements:** Scientific calculator  
**Textbook:** McDougal Littell, *Pre-Algebra*

---

## READING AND WRITING

---

All 7th grade scholars who do not pass the reading/writing Heritage Academy placement test will be enrolled in a Reading Comprehension course, unless they have demonstrated proficiency in a Heritage Academy reading/writing summer school class. All 7th and 8th graders will be enrolled in yearly English classes, and all 8th graders will be enrolled in a one semester class, Library Science, in addition to the regular English class. Scholars will focus on improving skills in research and writing in Library Science.

7th and 8th grade English classes offer challenging curriculums focused on literature, grammar, speaking, and writing skills. The studies of classic literature from a variety of genres include critical thinking and follow up writing experiences. The composition program emphasizes writing as a process: prewriting, rough drafts, revising, editing, and publishing of final copies.

Scholars will write friendly and business letters, five-paragraph expository essays, literary analysis essays, personal narrative essays, creative narrative essays, and persuasive essays. Writing is scored according to a rubric based on traits of good writing, and scholars will learn how to critique their own writing. Scholars will also write responses to literature, nonfiction and poetry, and will write their own poetry. The focus in grammar is on parts of speech, spelling, punctuation, capitalization, and sentence structure.

---

## ELECTIVE COURSES

---

All scholars are encouraged to expand and improve their talents. We encourage scholars to take an interest in and involve themselves in music, art and sports. **All 7<sup>th</sup> grade scholars** need to be enrolled in full year of either choir or instrumentals class; **all 8<sup>th</sup> grade scholars** need to be enrolled in a minimum of one semester of art, choir, or instrumentals class. All scholars wishing to join orchestra or choir will audition with Mrs. Alston and/or Mr. Rakita and will be placed according to skill level. Classes are available from beginning to advanced levels.

Scholars are also encouraged to develop their physical abilities. Heritage Academy offers P.E. classes and competitive team sports which include after school programs.

Girls' P.E. classes include: dance (fee required), Kenpo, tennis (fee required) and golf (fee required).

Girls' team sports include: volleyball (fee required), basketball (fee required), soccer (fee required), softball (fee required), cross country, track and field, tennis (fee required) and golf (fee required – non-refundable once semester starts). The team sports will involve league competition in the Charter Athletic Association (CAA).

Boys' P.E. classes include: Kenpo, fitness, golf (fee required) and tennis (fee required). Boys' team sports include: flag and tackle football (fee required), basketball (fee required), baseball (fee required), soccer (fee required), tennis (fee required) and golf (fee required). Team sports will compete in the Canyon Athletic Association. (CAA) For course descriptions please see the Course Curriculum guide below.

---

## JUNIOR HIGH COURSE ELECTIVES

---

Elective	Fee
Basketball	\$150
Golf	\$100
Flag Football	\$150
Soccer	\$150
Volleyball	\$150
Swimming	\$175
Piano	\$25

Elective	Fee
Tennis	\$75
Dance	\$25
Kenpo I-II	N/A
Fitness	N/A
Art	N/A
Choir	N/A
Band/Orchestra	N/A

## RECOMMENDED 7<sup>TH</sup> AND 8<sup>TH</sup> GRADE COURSE SCHEDULE

The Junior High School student schedule is structured to provide an opportunity for scholars to be exposed to as many different subject areas as possible. Scholars may experiment with their talents and interests while in junior high and then pursue more advanced classes in those areas where they have developed special talents and interests during their High School years. The following is a typical schedule for junior high classes.

7th Grade	
1st Semester	2nd Semester
English / Honors English	English / Honors English
Math	Math
History	History
Science	Science
Latin I	Latin I
Reading or Elective	Reading or Elective
Choir, Band or Orchestra	Choir, Band or Orchestra
Kenpo, Dance, Fitness or Team Sports	Computers, Drama, Art or Team Sports

8th Grade	
1st Semester	2nd Semester
English / Honors English	English / Honors English
Math	Math
History	History
Science	Science
Latin II	Latin II
Elective	Elective
Art, Choir, Band or Orchestra	Art, Choir, Band, Orchestra or Elective
Computers, Drama or Team Sports	Kenpo, Dance, Fitness or Team Sports

### JR. HIGH REQUIRED CLASSICAL READING LIST

Grade	School Year Reading
7	<b>Math:</b> <i>Math Magic</i> <b>English:</b> <i>Lion, Witch, and the Wardrobe, A Christmas Carol, Tom Sawyer, Miracle Worker, Shakespeare</i>
8	<b>Math:</b> <i>Math Magic</i> <b>Science:</b> <i>Environmental Overkill</i> <b>English:</b> <i>The Hobbit, Animal Farm, Shakespeare, Miracle Worker</i>

### JR. HIGH CLASS SCHEDULE – MESA CAMPUS

#### Jr. High (7 & 8 Grades)

Day	Period 1	Period 2	Jr. High Lunch	Citizenship	Period 3	Period 4
A (Mon & Wed)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:47	11:47 - 12:12	12:12-1:45	1:53 - 3:30
B (Tues & Thu)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:47	11:47 - 12:12	12:12-1:45	1:53 - 3:30



## HIGH SCHOOL CURRICULUM GUIDE

Heritage Academy offers one scholastic diploma; all scholars are required to earn 26 credits and meet the requirements listed below for graduation. Additionally, scholars are encouraged to achieve excellence beyond the requirements for graduation. Those who go beyond the requirements for graduation may enroll in one or more honors classes. Scholars who plan on attending a 4-year college or university should pay particular attention to the requirements below. Those attending a junior college will also need to satisfy all the entrance requirements of the Arizona universities, either in high school or at the junior college level before advancing.

Heritage Academy Curriculum	General Graduation Requirements	Honors Classes Available	Dual Enrollment Courses	In-State University / College Competencies
ENGLISH	<b>4 credits</b>	4	4	<b>4 credits</b> (composition and literature based)
MATH	<b>4 credits</b>	2	3	<b>4 credits</b> 1 year each of: Algebra I, Geometry, Algebra II, and an advanced class where Algebra II is prerequisite
SCIENCE	<b>4 credits</b> Must complete 1 credit each of 3 different sciences. (Bio, Chemistry, Physics, Anatomy & Physiology)	4	2	<b>3 credits</b> 1 credit each of 3 different lab sciences selected from the following: Chemistry, Physics, or Biology, Earth Science
HISTORY	<b>3 credits</b> World His, Am His, Economics & Gov.	3	4	<b>2 credits</b> Am. Hist. and 1 other
FOREIGN LANG.	<b>2 credits</b>	2	4	<b>2 credits</b> 2 years of same language
FINE ARTS	<b>1 credits</b>			<b>1 credit</b>
PE	<b>1 credits</b>			
REQUIRED CORE COURSES	<b>19 credits</b>			<b>16</b>
ELECTIVE COURSES	<b>7 credits</b>	3	3	<b>4</b>
<b>TOTAL REQUIRED</b>	<b>26 credits</b>	<b>20</b>	<b>21</b>	<b>20</b>

All high school scholars are encouraged to expand and improve their talents. We encourage scholars to take an interest in and involve themselves in music, art, and sports. All scholars wishing to join the orchestra or choir will audition and be placed according to skill level. Classes are available from beginning to advanced levels.

Scholars are also encouraged to develop their physical abilities. Team sports will compete in the Charter Athletic Association. (CAA) For course descriptions please see descriptions as listed in the High School Curriculum guide below.

### HIGH SCHOOL COURSE ELECTIVES

Elective	Fee
Basketball	\$300
Baseball	\$150
Tackle Football	\$400
Soccer	\$150
Volleyball	\$150
Softball	\$150
Swimming	\$175

Elective	Fee
Golf	\$100
Club Fitness	\$30
Cross Country	\$150
Tennis	\$75
Bowling	\$110
Kenpo I-V	N/A

Elective	Fee
Dance or Ballet	\$25
Fitness	N/A
Ballroom Dance I-III	N/A
Pilates	N/A
Weight Training	N/A
Physical Education	N/A

Elective	Fee
Piano	\$25
Orchestra	\$10
Band	\$10
Sr. Art	\$15
Digital Imaging	\$15
Adv Dig Imaging	\$15

---

## REQUIRED COURSES FOR GRADUATION

---

Listed below are the courses required of all scholars graduating from Heritage Academy. In addition to these required courses, scholars may take additional courses described in each department to achieve greater mastery and earn a certificate of distinction.

<b><u>Subject</u></b>	<b><u>Grade course is taken</u></b>	<b><u>Credits</u></b>
<b>History – (3 credits required)</b>		
World History	9 <sup>th</sup>	1
Hon American History (Dual Enrollment option)	10 <sup>th</sup> or 11 <sup>th</sup>	1
Hon Economics (Dual Enrollment option)	11 <sup>th</sup> or 12 <sup>th</sup>	.50
Hon Gov / US Constitution (Dual Enrollment option)	12 <sup>th</sup>	.50
<b>English – (4 credits required)</b>		
9 <sup>th</sup> Grade English	9 <sup>th</sup>	1
10 <sup>th</sup> Grade English	10 <sup>th</sup>	1
British Literature / World Literature	11 <sup>th</sup> and/or 12 <sup>th</sup>	1
ENG 101 / ENG 102 (Dual Enrollment option)	11 <sup>th</sup> and/or 12 <sup>th</sup>	1
<b>Mathematics – (4 credits required)</b>		
Algebra I	9 <sup>th</sup>	1
Geometry	10 <sup>th</sup>	1
Algebra II	11 <sup>th</sup>	1
Pre-Calculus (Dual Enrollment option)	12 <sup>th</sup>	1
<b>Science – (4 credits required)</b>		
Conceptual Science	9 <sup>th</sup>	1
Biology (required)	9 <sup>th</sup> or 10 <sup>th</sup>	1
Recommended Science Courses		
Chemistry (Dual Enrollment option)	10 <sup>th</sup> - 12 <sup>th</sup>	1
Physics (Dual Enrollment option)	11 <sup>th</sup> -12 <sup>th</sup>	1
Anatomy (Dual Enrollment option)	11 <sup>th</sup> -12 <sup>th</sup>	1
<b>Foreign Language – 2 credits required</b>	9 <sup>th</sup> -12 <sup>th</sup>	2
**Must have 2 credits in the same language**		
<b>Fine Arts – 1 credits required</b>	9 <sup>th</sup> -12 <sup>th</sup>	1
<b>P.E./Health – 1 credits required</b>	9 <sup>th</sup> -12 <sup>th</sup>	1
<b>General Electives</b>	9 <sup>th</sup> -12 <sup>th</sup>	7

---

## HIGH SCHOOL REQUIRED CLASSICAL READING

---

Grade	School Year Reading
9	<p><b>Math:</b> <i>Mathematicians are People 2, Vol. 1</i>, (Algebra I, Selections)</p> <p><b>American Literature I:</b> <i>The Crucible</i> by Arthur Miller, <i>Huckleberry Finn</i> by Mark Twain, <i>Shane</i> by Jack Schaefer, <i>Out of the Dust</i> by Karen Hesse, and <i>The Wave</i> by Todd Strasser</p> <p><b>History:</b> <i>The Law</i></p>
10	<p><b>Math:</b> Euclid, <i>Geometry</i> (Selections)</p> <p><b>American Literature II</b> - <i>The Scarlet Letter</i> by Nathaniel Hawthorne, <i>To Kill a Mockingbird</i> by Harper Lee, <i>Julius Caesar</i> by William Shakespeare, and <i>Tuesdays with Morrie</i> by Mitch Albom.</p>
11	<p><b>Math:</b> Nichomachus, <i>Arithmetic</i> (Algebra II, Selections)</p> <p><b>French:</b> <i>Le Petit Prince</i></p> <p><b>Brit Lit (Eng 11-12)</b> <i>The Time Machine</i>, <i>Pride and Prejudice</i>, <i>Dr. Jekyll and Mr. Hyde</i>, <i>Shakespeare</i>, <i>Ivanhoe</i>, <i>Pygmalion</i>, <i>The Screwtape Letters</i></p> <p><b>World Lit (Eng 11-12):</b> <i>The Odyssey</i>, <i>Les Miserables</i>, <i>The Count of Monte Cristo</i>, <i>Shakespeare</i>, <i>Hiroshima</i>, <i>A Doll's House</i>, <i>Cry the Beloved Country</i></p>
12	<p><b>Math:</b> Einstein, <i>Relativity</i>, <i>The Tao of Physics</i> (Pre-Cal/Calculus, Selections)</p> <p><b>History:</b> <i>The Five Thousand Year Leap</i>, <i>The Making of America</i>, <i>Selections from Blackstone</i>, <i>Locke</i>, <i>Montesquieu</i>, <i>Federalist papers Nos. 10, 45, 80</i></p> <p><b>Brit Lit (Eng 11-12)</b> <i>The Time Machine</i>, <i>Pride and Prejudice</i>, <i>Dr. Jekyll and Mr. Hyde</i>, <i>Shakespeare</i>, <i>Ivanhoe</i>, <i>Pygmalion</i>, <i>The Screwtape Letters</i></p> <p><b>World Lit (Eng 11-12):</b> <i>The Odyssey</i>, <i>Les Miserables</i>, <i>The Count of Monte Cristo</i>, <i>Shakespeare</i>, <i>Hiroshima</i>, <i>A Doll's House</i>, <i>Cry the Beloved Country</i></p>

Many of these selections can be read during the summer, in preparation for school. We encourage parents to involve their children in summer reading of some of these books to increase their reading skills, to better prepare for school studies, and to lighten the load during the school year.

---

## HIGH SCHOOL CLASS SCHEDULE - MESA CAMPUS

---

### High School (9 - 12 Grades)

Day	Period 1	Period 2	Citizenship	HS Lunch	Period 3	Period 4
<b>A</b> (Mon & Wed)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:43	11:43 - 12:12	12:12 - 1:45	1:53 - 3:30
<b>B</b> (Tues & Thu)	8:00 - 9:33	9:41 - 11:18	11:18 - 11:43	11:43 - 12:12	12:12 - 1:45	1:53 - 3:30

# COURSE OFFERINGS

---

## ENGLISH

---

### Subject area goals:

- To introduce scholars to a variety of literary works and instill in them a critical appreciation for great literature.
- To develop in scholars an ever-increasing proficiency in reading, analyzing, understanding and interpreting written works.
- To provide scholars with the skills necessary to express themselves in both written and oral communications.
- Scholars must complete 4 years of English.

### HONORS DISTINCTION

Scholars seeking honors Distinction in English must register for the honors class sections and meet the following requirements:

- Complete all English classes with a cumulative GPA of at least 3.5.
- Read at least TEN (10) classics from the Heritage Academy Classics List. Books assigned for class work do not count towards the 10. The books on the list marked with an (\*) will count towards this award. At least seven (7) out of the ten (10) need to be from the Literature category on the list.
- Meet with an English teacher for a discussion after each book is completed.
- Schedule a meeting with the English department in April of your senior year to discuss books and finalize distinction.

Note: The curriculum for Junior and Senior will alternate between British and World Literature. World Literature will be offered in the 2018-2019 calendar school year, with World Literature offered the following school year.

### 100 HIGH SCHOOL READING COMPREHENSION

---

This course focuses on improving reading proficiency through measured assessment tests and through studying and implementing a variety of reading strategies and techniques. The goals of this course are to help scholars improve their scores on standardized reading and writing tests and to improve grades in ELA courses and across the curriculum.

**Prerequisite: Teacher recommendation only**

### 130 9TH GRADE ENGLISH

---

This course will emphasize rhetoric and composition with a focus on understanding writing as a process. Writing projects will require scholars to engage in all parts of the writing process: planning, drafting, revising, and editing. Scholars will learn narrative, persuasive, and research-based writing and will strengthen their writing skills by completing several in-depth writing projects.

### 137 HON 9<sup>TH</sup> GRADE ENGLISH

---

Accelerated 130 course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level. Higher expectations and extra projects required.

**Prerequisite: Teacher approval**

### 131 10<sup>TH</sup> GRADE ENGLISH

---

Integrated course focusing on authors/ poets in American Literature – from early American to twentieth century. Students will develop organizational and group skills through projects and presentations. Evaluating literary elements and developing reading strategies will be accomplished through in-depth study of classic literature, such as Mark Twain, Nathaniel Hawthorne, and Harper Lee.

**Prerequisite: None**

### 167 HON 10<sup>TH</sup> GRADE ENGLISH

---

Accelerated 131 course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level. Higher expectations and extra projects required.

**Prerequisite: Teacher approval**

### 133 BRITISH LITERATURE

---

An integrated language arts course focusing on a survey of British Literature studied in the context of the religious, social and political influences on the authors. Evaluation of literary elements and critical analysis through writing will be stressed as scholars study the following classics: *Ivanhoe* by Sir Walter Scott, *Pride and Prejudice* by Jane Austen, *Macbeth* by William Shakespeare, *The Time Machine* by H.G. Wells, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, and *The Screwtape Letters* by C.S. Lewis.

**Prerequisite: American and Heroes in Literature**

---

### 157 HONORS BRITISH LITERATURE

---

Accelerated 133 course students will be challenged to be more independent and be prepared to discuss the classics on a deeper level.

**Prerequisite: Teacher approval**

---

### 148 YEARBOOK/JOURNALISM

---

The course is designed to teach scholars the basic techniques of publication with computers, photography, layout, editing, graphic arts, writing and interviewing. The class will create and produce the yearbook.

**Prerequisite: Teacher Recommendation**

**This is a full year class where scholars have responsibilities to meet specific deadlines.**

---

### 132 WORLD LITERATURE

---

This course integrates writing for a variety of audiences with a study of literature. Universal themes in literature are explored in the fiction, non-fiction, poetry, drama and short stories of many cultures and many eras. Composition emphasizes research skills, multi-paragraph exposition, critical analysis and thesis development and defense.

**Prerequisite: American Literature**

---

### 147 HONORS WORLD LITERATURE

---

Accelerated 132 course scholars will be challenged to be more independent and be prepared to discuss the classics on a deeper level.

**Prerequisite: Teacher recommendation**

---

### ENG101 FIRST-YEAR COMPOSITION

---

Emphasis is placed on rhetoric and composition with a focus on expository writing and understanding writing as a process. This course focuses on establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

**Rio Salado College: 3 credits**

**Prerequisites: Junior or Senior with appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.**

**May be substituted for either World or British Literature**

---

### ENG102 SECOND-YEAR COMPOSITION

---

Emphasis is placed on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Scholars will develop advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.

**Rio Salado College: 3 credits**

**Prerequisites: Grade of C or better in ENG101**

**May be substituted for either World or British Literature**

---

### ENG 111 TECH & PROFESSIONAL WRITING

---

This course covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences, and includes integrating data and graphics into work-related documents and presentations.

**Rio Salado College: 3 credits**

**Prerequisites: ENG101 with a grade of C, or better.**

**May be substituted for either World or British Literature**

---

### ENH 110 INTRODUCTION TO LITERATURE

---

This course is an introduction to international literature through various forms of literary expression; e.g., poetry, drama, essay, biography, autobiography, short story, and novel. It provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans.

**Rio Salado College: 3 credits**

**Prerequisite: Junior or Senior with appropriate English Placement Test**

**May be substituted for either World or British Literature**

---

### 100 HIGH SCHOOL READING COMPREHENSION

---

This course focuses on improving reading proficiency through measured assessment tests and through studying and implementing a variety of reading strategies and techniques. The goals of this course are to help scholars improve their scores on standardized reading and writing tests and to improve grades in ELA courses and across the curriculum.

**Prerequisite: Teacher recommendation only**

---

## FOREIGN LANGUAGES

---

### Subject Area Goal:

- The scholar will competently use a foreign language for written and oral communication and demonstrate knowledge of appropriate cultural behaviors.
- Scholars must complete 2 years of studies in the same foreign language.

### HONORS DISTINCTION

Scholars must complete three years of the same foreign language with a minimum GPA of a 3.5.

---

### 410 SPANISH I

---

Introduces scholars to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares scholars to begin to read, write, speak and understand.

**Prerequisites: None**

---

### 411 SPANISH II

---

This course provides further refinement of the skills acquired in the first year. Level 1 skills are reviewed and new skills are added in the areas of reading, writing and speaking. Appropriate cultural components are studied.

**Prerequisites: Spanish I**

---

### 411H HONORS SPANISH II

---

This course provides further refinement of the skills acquired in the first year. Level 1 skills are reviewed and new skills are added in the areas of reading, writing and speaking at the college level.

Appropriate cultural components are studied.

**Prerequisites: Spanish I**

**Dual Enrollment option with Rio Salado College**

---

### 412 SPANISH III

---

This elective is recommended for college bound scholars. It is required for distinction in Foreign Language. This course is taught mostly in Spanish and scholars will be required to speak, read, listen, and write in Spanish using correct grammar. Field trips and additional cultural activities will be a part of the curriculum. This course will include the reading and study of a classic in Spanish.

**Prerequisites: Spanish 1 & 2 or teacher approval**

**\*\*Course will be offered based off of student demand**

**Dual Enrollment option with Rio Salado College**

---

### 420 FRENCH I

---

Introduces scholars to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares scholars to begin to read, write, speak and understand.

---

### 421 FRENCH II

---

This course provides further refinement of the skills acquired in the first year. Level 1 skills are reviewed and new skills are added in the areas of reading, writing and speaking. Appropriate cultural components are studied.

---

## HISTORY

---

### Subject Area Goals:

- To instill into the minds and hearts of the scholars knowledge and respect for the ideals and values of the great men and women of history, including those who founded the American nation.
- Scholars will also prepare to be ready to provide selfless service to their country to assist in restoring America's greatness.
- Scholars must complete 3 years of history. Scholars must complete American History, World History, American Government/U.S. Constitution & Economics.

### HONORS DISTINCTION

Honors history courses will be taught inclusive of the regular history classes. Scholars will be challenged to apply the principles learned in class. In addition scholars will complete the study of a classic in the area of study chosen.

---

### 043 WORLD HISTORY/GEOGRAPHY

---

This course will begin with the Fertile Crescent down to the beginning of written history. Scholars will then study migrations, geography, cultures and peoples from ancient, medieval, and modern history.

Scholars will learn to compare, contrast and analyze civilizations and cultures with their own and draw lessons from the past which will aid them in knowing what Americans must do to enjoy lasting peace, prosperity and freedom. This course will provide the opportunity for discussion, debate and argument among and between the scholars themselves concerning the great ideas and principles of history. Discussion will be guided by reading from great Classics such as The Law by Bastiat

---

#### 044 HON AMERICAN HISTORY I

---

Having previously studied American History, including Arizona History and Economics in a sequential format, the high school scholars will now study it through the “eyes” of people who made significant contributions to the development of the nation. Ideas and concepts of government and human relations will be discussed and debated among and between the scholars. These discussions will be guided by reading selections from great classics such as Washington’s Farewell, and A Tale of Two Cities, by Dickens.

**Dual Enrollment option with Rio Salado College**

---

#### 044B HON AMERICAN HISTORY II

---

This one-semester course provides an overview of the major political, economic, and cultural themes shaping the United States from the Colonial period into the 21st century. Instead of tracking history chronologically through time, scholars will study history thematically, developing a more thorough understanding of *why* things happened in the United States, not just *when*. This approach will give scholars a deeper understanding of U.S. History while improving their skills in critical thinking, listening, group discussion, and historical writing. Limiting time in textbooks, scholars will spend most of their time researching original documents, participating in group discussions, and writing journal responses that evaluate the themes of the course.

**Prerequisite: 044 Hon American History**

**Teacher Approval Required**

**Elective Credit Only**

---

#### 042 HON GOV / U.S. CONSTITUTION

---

Scholars will experience their own freedom trail by studying the lessons learned from Jamestown in 1607 through the Constitution in 1787. They will become familiar with the people we call the Founding Fathers and with the 28 principles of liberty, which helped change the direction of the world. Scholars will learn how the trials, efforts, failures and eventual triumphs of the Founders make them true American heroes.

This course also includes the study of the substance and meaning of the U.S. Constitution in its original form together with the amendments since added. The course emphasizes original intent by familiarizing scholars with the Founders’ own words and explanations as to why each principle, phrase or sentence was included in the document. Departures

from original intent and meaning will also be reviewed.

In conjunction with American Government this course will integrate the study of economics. Focus will be on the choices that individuals and societies make in the production, distribution and consumption of goods and services. Scholars will learn when these choices are made in an atmosphere of freedom, with a minimum of government involvement in the marketplace, prosperity results.

**Prerequisite: Hon American History & World History**

**Dual Enrollment option with Rio Salado College**

---

#### 045 CONSTITUTIONAL STUDIES

---

This course is an elective class, which is open only to scholars by permission of the instructor. To be considered for this course, scholars must have scored well in prerequisite classes. Specific political issues will be researched and solutions developed based on correct principles. Scholars will come to know how returning to the Founders’ original success formula may solve nearly every problem in America today. This class involves research into the variety of national & state constitutions. Parliamentary procedure will be studied & practiced. Scholars will participate in a very intense simulated constitutional convention experience.

**Prerequisite: Hon Gov/US Constitution I**

---

#### 050 HON ECONOMICS

---

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

**Prerequisites: Junior or Seniors only**

**Dual Enrollment option with University of Arizona**



## MATHEMATICS

---

### Subject Area Goals:

- Scholars will learn to recognize, analyze and describe patterns and relationships in real numbers, algebraic functions, and geometric figures.
- Scholars will strengthen and deepen their number sense and their ability to organize their thoughts and use logic, both inductive and deductive to solve real world problems.
- Scholars must complete at least 4 years of math. Beginning with the class of 2013, all scholars must complete Algebra I, Geometry, Algebra II and either Pre-Calculus or Trigonometry.

### HONORS DISTINCTION

Math honor scholars may choose to take pre-calculus and calculus, with a cumulative GPA of 3.5. These classes will include a greater study of theory and practical application, in addition to the study of classics in mathematics and completion of a project based on that classic.

---

### 630 ALGEBRA I

---

Scholars enrolled in this course will learn problem solving approaches, thinking and algebraic skills necessary for future mathematics courses and other disciplines. It includes a study of real number systems, linear equations, linear inequalities, exponential functions, quadratic equations, and statistics. Scholars must show mastery of Algebra 1 before advancing to Geometry.

**Prerequisites:** Pre-Algebra.

---

### 645 GEOMETRY

---

This course will review and extend the skills and topics mastered in Algebra 1. It places emphasis on plane geometry and also includes some solid and coordinate geometry. The course provides scholars with the opportunity to improve their understanding of spatial relationships, develop inductive and deductive thinking skills, improve problem solving skills in geometric settings, relate algebra to geometry, and develop a deep understanding of ratio and proportion concepts. A protractor, compass, ruler, and scientific calculator are required. Scholars must show mastery of Geometry before advancing to Algebra II.

**Prerequisites:** Algebra I. **Requirements:** Protractor, Ruler, Compass and Scientific Calculator.

---

### 650 ALGEBRA II

---

This course will cover topics in advanced Algebra and Geometry. Scholars will further their understanding of linear functions, quadratic equations, matrices, logarithms, rational and radical equations, statistics, and series and sequences. Scholars will discuss and solve real-life applications of the studied topics. Algebra II will help prepare scholars for college math courses and for Pre-Calculus.

**Prerequisites:** Algebra I.

**Requirements:** Graphing Calculator

---

### 651 PRE-CALCULUS

---

An in-depth review and cross-course integration of all the topics covered in high school mathematics occupy the beginning of this course. Scholars will study polynomial and rational functions, logarithms, matrices, sequences and series, and analytic geometry. This course includes an in-depth study of trigonometric functions, identities, and vectors. The difficulty of Pre-Calculus is similar to that of a college freshman or sophomore math course. Scholars who excel in mathematics or are preparing to pursue an engineering or scientific degree in college are strongly encouraged to take this course. Successful completion of this course qualifies a student for a Math Distinction on his or her diploma. Graphing calculator required.

**Prerequisites:** Algebra II.

**Requirements:** Graphing Calculator

---

### 657 HON PRE-CALCULUS

---

This pre-calculus course combines topics from college algebra and trigonometry in preparation for analytic geometry and calculus.

**Dual Enrollment option with Rio Salado College**

---

### 670 CALCULUS

---

In this course topics that were introduced in Pre-Calculus will be further defined. A definition of derivatives, integrals, three-dimensional coordinates, multi-variate systems, and alternate coordinate systems will be introduced and explored.

**Prerequisites:** Pre-Calculus.

**Requirements:** Graphing Calculator

---

### 677 AP / HON CALCULUS

---

Following the College Board's suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and

experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including antiderivatives and the definite integral).

**Dual Enrollment option with Rio Salado College MAT221**

---

### 619 MATH LAB

---

Study lab for math and other courses.

---

## SCIENCE

---

### Subject area goals:

- Scholars will discover the processes of the world around them and begin lifelong experiences in science.
- Scholars are required to take Conceptual Science, Biology plus two other science courses.
- College track scholars should have Biology, Chemistry and Physics.

### HONORS DISTINCTION

- Overall, scholars must have a 3.0 GPA or better
- Scholars must complete four science classes including four laboratory sciences (Biology, Chemistry, Physics, Anatomy, or AP Biology) with a B or better in each class for a distinction.
- One of these courses needs to be an Honors, AP, or a Dual Enrollment offering.
- Students wanting a distinction are required to take either the class Brief History of Time
- In addition, scholars must read a science classic and write a 1000 word paper. See the list of science classics or talk to a science teacher

---

### 212 CONCEPTUAL SCIENCE

---

This conglomerate course which was specially designed by teachers at Heritage to prepare Heritage scholars for high school and college-level science classes. A strand of scientific inquiry through the OHEC model weaves throughout the course. Universal critical thinking and problem-solving strategies are also introduced and strengthened throughout the course. The Pre-Physics and Pre-Chemistry topics covered in this course are combined with Thermodynamics and Meteorology

to form a foundation for better understanding of topics in Biology and Anatomy.

**Prerequisite: None**

---

### 211 PHYSICAL SCIENCE

---

This course is designed to emphasize physics and chemistry principles that will help the students in future science classes or vocational programs. These principles will be taught through the context of astronomy, meteorology, geology and oceanography. This course is intended to enhance the students' science foundation before taking on more intense lab courses such as Physics, Chemistry or Anatomy or vocational programs.

**Prerequisite: Teacher invitation only.**

---

### 220 BIOLOGY

---

Scholars explore movement of energy through biological systems, population dynamics, cell structure and how nutrients are used by the cell for life, biomolecular structures including lipids, proteins, sugars and DNA/RNA, genetics and heredity, evolution, classification, plants and comparative anatomy (dissections). Daily activities reinforce learning including frequent group presentations to assess learning (modeling in biology) to report findings and reflect learning. This course includes topics of human reproduction and evolution.

**Prerequisite: Completion of Algebra I or Geometry with B or higher**

---

### 227 HON BIOLOGY

---

Accelerated 220 course requirements taught through inquiry methods that expect scholars to take more control of their personal learning.

**Prerequisite: Teacher Recommendation  
Completion of Algebra I or Geometry with B or higher**

---

### 228 BIOTECHNOLOGY I

---

An introductory course to the field of Biotechnology. Scholars learn laboratory techniques such as Standard Operating Procedures, Spectrophotometry, Micropipetting, DNA extraction, electrophoresis, PCR and Transformation. Topics include Biochemistry, Microbiology, DNA structure and function, Restriction enzymes, Forensics, Recombinant DNA, Proteomics, Bioinformatics, plus legal and ethical issues associated with the Biotechnology Industry.

**Prerequisite: Chemistry**

---

## 229 BIOTECHNOLOGY II

---

This course is a continuation of Biotech I. Scholars will learn to conduct scientific research in the field of Biotechnology using laboratory techniques taught in both Biotechnology I and Biotechnology II. Scholars learn additional techniques such as protein extraction and purification, plant tissue Culture, and the experimental use of complex multicellular model organisms (*C.elegans*). Topics include Proteomics, agricultural GMO's, cloning, DNA sequencing/Genomics, and Bioinformatics  
**Prerequisite: Biotechnology I**

---

## 222 AP BIOLOGY

---

This course will qualify a student to sit for the College Board Advanced Placement test or Dual enroll through Grand Canyon University for Biology 181/181Lab credit. It is a vigorous course in introductory biology for majors. This course is a study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular and cellular levels of organization. Cell components and their duties are investigated, as well as the locations of cellular functions within the cell. The importance of the cell membrane is studied, particularly its roles in controlling movement of ions and molecules and in energy production. The effect of genetic information on the cell is followed through the pathway from DNA to RNA to protein. Course content will also cover topic of evolution.  
**Prerequisite: Students must have complete a year of biology and a year of chemistry.**

---

## 230 CHEMISTRY

---

Energy changes affect matter through both physical (thermal and interaction energies) and chemical (breaking and reforming bonds). Scholars learn nomenclature, balancing chemical equations, mathematical processes including conversions, density, heat capacity, mole equations, stoichiometry, and gas equations. The process of scientific discovery is explored through the history of the atomic theory development and the men and women important to this process. Topics in acids, bases, reaction rates, nuclear chemistry, and basic organic chemistry are explored. Daily activities, labs and lab reports, as well as modeling techniques of drawing what the particles and energy are doing are used to obtain not only hands-on but minds-on understanding.  
**Prerequisite: Biology, Algebra 1**

---

## 237 HON CHEMISTRY

---

Course includes accelerated 230 Chemistry course requirements while going deeper into the history and scope of science in today's world.  
**Prerequisite: Biology, Algebra 1 & teacher recommendation**

---

## 215 HON ANATOMY & PHYSIOLOGY

---

Scholars explore the form and function of the systems of the human body. This course begins with a review of the atom and biochemistry, the course progresses from biomolecules, to cells, tissues, organs, and organ systems. Emphasis is placed on learning the bones, muscles, and all of the major organs. Systems reviewed include the skeletal, muscular, nervous, digestive, circulatory, respiratory, endocrine, and reproductive. Scholars will also learn study techniques for success in college courses related to allied health and science. This course includes a unit on human reproduction and utilizes both artistic and real images of the human body. Dissection is a significant part of the learning process and several dissections are performed during the course.

---

## 231 HON PHYSICS

---

This course is algebra-based Physics with a study of Kinematics, the reasons for, laws of and patterns in the motion of things. Common misconceptions are unraveled as scholars learn how to articulate a new and improved perspective of the physical world. New vocabulary as well as old vocabulary used in new ways helps scholars to communicate their findings in scientific inquiry activities. Forming and testing hypotheses by experimentation and analysis of the results are important parts of this process. Other components of Newton's mechanical universe are studied, including Momentum, Energy, Vectors, and Optics. Once scholars master the concepts of rectilinear motion, they are introduced to curves, satellites and orbits. A capstone unit on harmonic motion, waves, sound and light finishes this course of study.  
**Prerequisite: Biology & Algebra II**  
**Dual Enrollment option with Rio Salado College**

---

### 235 A BRIEF HISTORY OF TIME

---

In this cross curricula class scholars read, ponder and discuss the science classic A Brief History of Time by Stephen Hawking. This class generates more questions than answers. Prepares scholars to think deeply, ask great questions and make connections between the different aspects of their lives.

Grades are based off of participation in discussion, reflective journals and projects as assigned by the teacher.

**Prerequisite: Completion of 2 lab science classes.**

**Elective credit only**

---

### 236 INTRO TO ROBOTICS/S.T.E.A.M.

---

Scholars will examine and discuss the influence of science-oriented classical thoughts (Nichomachus, Pascal, Descartes, Bacon, Newton, Franklin, Jefferson) on the experimentation and scientific discovery process. A series of hands-on experiments will be conducted with increasing amounts of scholar autonomy. Through these experiments, scholars will (1) follow another scientist's steps in logical order and analyze/improve/evaluate those steps and the results they produce; (2) create their own steps towards a given goal and analyze/improve/evaluate their own steps to see why the desired/predicted results were not achieved; (3) decide whether or not the actual results are more desirable than the desired/predicted ones; (4) design their own experiment and carry it out to produce a formal report of their discovery. During the experiments, scholars will use classic and contemporary technology for data collection and analysis. After the experiments, scholars will learn how to create a professional report of their experiments and findings.

**Prerequisite: Seniors only with teacher approval.**

**Completion of at least 2 of the 3 required science classes.** A scholar that has not completed the third credit by the beginning of this class must be concurrently enrolled in their third science class.

**Elective credit only**

## COMPUTERS

---

### 825 HON COMPUTER

---

The computer 1 class is offered to student using an approved curriculum from the Rio Salado course number CIS 105. This is a survey class and covers a broad range of current information technologies. The goals of this course are to provide a broad set of technology introduction to scholars in order to pique their interest in pursuing something more specific in terms of technology as science, or technology as practice. Technology as science would include such disciplines as computer science, informatics, cybernetics Technology as practice includes work as a computer systems administrator, building data networks, applying information systems to business systems. The Computer I class prepares students to follow either track as it is a survey course covering hardware, data networks, operating systems, and application programs. The focus is on the Microsoft Office Suite including MS-Word, PowerPoint, and Excel. Students are also exposed to cloud based applications including the Google Apps for Education. Scholars are also introduced to other operating systems (Linux) and virtualization. Scholars make use of the command line in Windows as well as BASH on Linux. Scholars are also introduced to web technologies write HTML, CSS and will be introduced to Javascript. The course also includes a brief introduction to relational data bases and how to use Microsoft Access.

**Prerequisite: 811 Computers Class or teacher recommendation**

**Dual Enrollment option with Rio Salado College CIS 105**

### 830 COMPUTER PROGRAMMING I

---

This is an introduction to programming. Work will include conceptual programming in addition to writing a LOT of code in the python programming language. The Python language allows one to focus on the work of breaking down problems and designing solutions. Python is used both as an interpreted language as well as a compiled system. Modern programming is done within the context of having access to documentation, tutorials, and access to social networks of computer programmers around the world so the Internet is heavily used. BASH programming will also be touched upon in order to see the basic concepts of flow control, logic, data types, etc. The JAVA programming language will also be considered, and compared with pythons JAVA will force a stronger object orientation of

program design and will allow an expanded view of our conceptual problem solving. It is expected the scholars will learn problem solving skills and be able to adapt a solution to utilize whatever language is available, thus making a good starting point for further study and practice of computer programming.

**Prerequisite: 825 computer class**

**Dual Enrollment option with Rio Salado College**

### 832 COMPUTER PROGRAMMING II

---

This course would have a prerequisite of Introduction to programming (830) and computer I (811). The course work would focus on building real world applications. Student would be required to build a completely working system as a project for the entire semester. The teacher/instructor would be available to guide the student, help select the scope of the student project, keep students on track and accountable, provide mentoring as needed. Applications would be development in current open source software stacks as approved by the teacher.

**Prerequisite: 825 & 830 computer classes or teacher recommendation**

**Dual Enrollment option with Rio Salado College**

---

## FINE ARTS

---

---

### 565 ART

---

Senior Art has required art projects that give the student a foundation in the elements and principles of art. It also allows for projects of choice in which the student can explore different art media and art forms. Medias used are pencil, charcoal, pen and ink, scratch art, soft pastels, acrylic, watercolor, and block printing. Art history and culture are incorporated extensively.

**Prerequisite: None**

---

### 778 DIGITAL IMAGING

---

In this class scholars learn the basics of how to use a consumer digital camera, adjusting settings, importing digital images to a computer, manipulation of the image using Adobe Photoshop, preparing images for print, and email and web usage. Class time will be used to complete some assignments and preparing images for print. Some photographs must be taken outside of class.

**Requirements: \$25 and minimum of 3 megapixel camera**

---

### 779 ADVANCED DIGITAL IMAGING

---

Accelerated 778 Digital Imaging

**Prerequisite: Digital Imaging or teacher approval**

**Requirements: \$25 Fee and minimum of 3 megapixel camera**

---

## DRAMA / PERFORMANCE

---

### DRAMA/PERFORMANCE DISTINCTION

“Drama Distinction” will be awarded to those graduating seniors who have completed the following requirements:

- 3 semesters of Drama classes, with at least one of those being Honors Drama
- No grade lower than A- in any drama class
- Participation in at least one school play; must audition for minimum of one musical
- Completion of at least one semester of Stage Craft class with no grade lower than A-.
- Reading of the book “Respect For Acting” by Uta Hagen, and a discussion with department representative about the book. Scholars may be asked to write an essay on various aspects of the book.

---

## 534 DRAMA FUNDAMENTALS

---

Included is a brief study of the history of theatre from the ancient Greeks through the Renaissance and contemporary theatre. One play by William Shakespeare may be read and studied each semester. Drama scholars will perform scenes and monologues, improvisation and pantomime. Focus will be given to the “actor’s instrument”, developing stage technique and basic performance skills.

**Prerequisite: None**

---

### 537 HON DRAMA

---

Honors Drama scholars will be challenged to excel in all facets of theater. Scholars will perform scenes and monologues from classic plays, and scholars might rehearse and perform in a full-length play. The craft of acting will be studied in depth. A classic film will be viewed and analyzed. A classic play may be studied during the semester.

**Prerequisite: Must be in 11<sup>th</sup> or 12<sup>th</sup> grade, with at least one semester of Drama Fundamentals with a grade of A- or better. Graduating seniors will have priority.**

---

### 538 STAGECRAFT

---

This class will cover most aspects of the technical side of a stage production, including set design and construction, lighting, sound, backstage crew, curtain operation, stage management, etc.

**Prerequisite: High School students only**

---

## ORCHESTRA/ BAND

---

---

### 312 SYMPHONIA ORCHESTRA

---

This is an Intermediate-Advanced strings only ensemble. The course will provide orchestra students the opportunity to further their study of traditional and contemporary string literature. It will involve more extensive outside school practice and performance preparations. Participation in area festivals and quarterly concerts is required. Students must be self-motivated and have a strong commitment to the ensemble. Private lessons recommended.

**Prerequisite: Audition required**

**Uniform Required: Ladies - Black concert dress \$65 new \$55 used Gentleman: Black dress pants, white dress shirt, and black bow tie.**



---

### 315 CHAMBER ORCHESTRA

---

This is an advanced string only ensemble. The course will focus on the great string literature of the Baroque, Classical, Romantic and Contemporary style periods and explore contemporary arrangements including pop and show tunes. It will involve rigorous outside practice and performance preparations including Regional auditions and participation, area Festivals, Tour, and quarterly concerts. Students must be self-motivated and have a strong commitment to the ensemble. Private Lessons highly recommended. This is a touring ensemble. Costs not to exceed \$1,650 for TOURS that require airline fees.

**Prerequisite: Audition required**

**Full Year Commitment**

**Uniform Required: Ladies - Black concert dress \$65 new \$55 used Gentleman: Black dress pants, white dress shirt, and black bow tie**

---

### 320 CONCERT ORCHESTRA

---

This is a strings only ensemble. The course covers Intermediate orchestra skills including scales, bowings, technique, theory, and provides introduction to third position. Literature will include classical, fiddle, and pop tunes. Performance in quarterly concerts is required.

**Prerequisite: Previous string orchestra experience required. Advanced 7th graders may enter by audition ONLY with the consent of the conductor. Students in grades 8-12 may participate without having to audition.**

---

### 330 CONCERT BAND

---

This is a band method course and is typically for 7-8th grade playing level. Students will continue to reinforce their fundamentals of playing a band instrument and perform 2 concerts each semester. Students should be prepared to meet the requirement to practice 30-45 minutes every day. It is highly recommended that every member of the band enroll in private lessons from a qualified music teacher.

**Prerequisite: Audition Required.**

---

### 332 SYMPHONIC BAND

---

This is a band method course and is typically for intermediate playing level. Students will continue to master the fundamentals of playing a band instrument, rehearse chosen performance pieces, and perform 2 concerts each semester. Students should be prepared to meet the requirement of

practicing 30 – 45 minutes each day. It is recommended that every band member take private lessons from a qualified Instructor.

**Prerequisite: Audition Required.**

---

### 333 ADVANCED JAZZ ENSEMBLE

---

This ensemble will cover different jazz styles and jazz composers. Students will be presented opportunities for improvisation, solos and small group performances. This course is for the advanced playing level. Students should be prepared to meet the requirement of practicing 30 – 45 minutes each day. It is recommended that every member of the ensemble take private lessons from a qualified Instructor. This course will last the entire year. This is a touring ensemble. Costs not to exceed \$1,650 for TOURS that require airline fees.

**Prerequisite: Audition required**

**Full Year Commitment**

---

### 338 PIANO

---

This course is designed for level 2+ piano students who wish to expand & further develop their piano skills. Time in class will be spent on keyboards, as well as musical notation and theory. Students will work individually and in small groups to master various piano techniques.

**Prerequisite: Audition Required.**

**Required Fee: \$25**

---

### 334 ADVANCED PERFORMANCE ENSEMBLE

---

This ensemble will cover different musical styles and genre. Top students will be presented unique performance opportunities including; solo, small group and orchestral performances. This course is for the advanced playing level. Students should be prepared to meet the requirement of practicing 30 – 45 minutes each day. It is recommended that every member of the ensemble take private lessons from a qualified Instructor. This course will last the entire year. This is a touring ensemble. Costs not to exceed \$1,650 for TOURS that require airline fees.

**Prerequisite: Audition Required.**

**Full Year Commitment**



## CHOIR

---

### 343 JR HIGH WOMEN'S CHOIR

---

Welcome to the choir program here at Heritage, we're thrilled to have you! This class will be a great introduction to the choir program here. Students will learn the basics of music theory and ear training, as well as the basics of singing, developing their instrument and learning to sing together. These choirs will sing in two part (SA) and three part (SSA) harmonies, part songs and rounds. With this choir we hope to build a love of music and develop the future singers of the choir program here at Heritage.

**Prerequisite: None**

### 346 JR HIGH MEN'S CHOIR

---

Welcome to the choir program here at Heritage, we're thrilled to have you! This class will be a great introduction to the choir program here. Students will learn the basics of music theory and ear training, as well as the basics of singing, developing their instrument and learning to sing together. These choirs will sing in two part (TB) and three part (TTB) harmonies, part songs and rounds. With this choir we hope to build a love of music and develop the future singers of the choir program here at Heritage.

**Prerequisite: None**

### 347 MEN'S CHORALE

---

This introductory men's ensemble will be comprised of students from 8th grade and up who are mastering their skills as they move through the program. These groups will focus on musicianship and vocal technique skills. Ensembles will sing primarily 3 part (TTB) repertoire and will attend regional and state festivals. These students may also attend our Heritage Arts Retreat at the beginning of second semester to experience singing in mixed ensembles.

**Prerequisite: None**

### 344 CONCERT CHOIR

---

Is the backbone of the choir program at Heritage, the Concert Choir is the largest ensemble of mixed voices at the school. Exclusively for high school students, members must have at least a year of prior choral singing experience in order to participate. The choir performs SATB music of varied repertoire and tours annually in and out of the state. This ensemble consistently earns superior ratings at regional and

state festivals. This is a touring ensemble. Costs not to exceed \$1,650 for TOURs that require airline fees.

**Prerequisite: Audition Required  
Regionals Fee Required.**

### 349 ADVANCED WOMEN'S CHOIR

---

Features 24 high school girls with at least a year of prior choral experience. This ensemble will continue to develop musical and vocal skills and will explore the varied tone colors at their disposal. The group will perform varied repertoire (SSA). This choir has attended local festivals and received superior ratings. They will accompany Concert Choir on tour. This is a touring ensemble. Costs not to exceed \$1,650 for TOURs that require airline fees.

**Prerequisite: Audition Required  
Full Year Commitment  
Regionals Fee Required.**

### 342 WOMEN'S CHORALE

---

This introductory women's ensemble will be comprised of students from 8th grade and up who are mastering their skills as they move through the program. Women's Chorale will focus on musicianship and vocal technique skills. Ensembles will sing primarily 3 part (SSA) repertoire and will attend regional and state festivals. These students may also attend our Heritage Fine Arts Retreat at the beginning of second semester to experience singing in mixed ensembles.

**Prerequisite: None**

### 350 CHAMBER SINGERS

---

Is a select ensemble of 24 advanced high school singers at Heritage. This group performs a capella music from the Renaissance to today. Students are very independent, performing in caroling groups throughout the valley and attending additional concerts throughout the year. Chamber Singers tours with Concert Choir each year, as well as participates in the annual Northern Arizona University Jazz/Madrigal Festival in February. This class meets Monday-Thursday before school. Students must be in either Concert Choir or Advanced Women's in order to participate. This is a touring ensemble. Costs not to exceed \$1,650 for TOURs that require airline fees.

**Prerequisite: Also Enrolled Concert or Adv. Women's  
Full Year Commitment**

## DANCE

---

### 501 DANCE I

---

This is an introductory dance class. Students will explore technical foundations in a variety of approaches to dance. The comprehensive curriculum will encourage dance literacy as the students create, perform, respond and connect in the context of dance. Students will learn appropriate dance class etiquette. Specific dance attire required.

**Prerequisite: None**

**Required Course Fee: \$25**

### 502 DANCE II

---

The intermediate dance class builds on the fundamentals learned in beginning dance. Technique is advanced by challenging the student toward a greater level of clarity, detail and specificity. The comprehensive curriculum will encourage dance literacy. To achieve this students will create, perform, respond and connect in the context of dance and personal application. Appropriate dance class etiquette is expected and reinforced. Specific dance attire required.

**Prerequisite: Two semesters of Beginning Dance and/or teacher approval**

**Required Course Fee: \$25**

### 503 DANCE III

---

The advanced dance class emphasizes the development of artistic choice. Students will be introduced to advanced technique from a variety of approaches to dance. The comprehensive curriculum will encourage dance literacy. Students will create, perform, respond and connect in dance through personal application and working with other dancers. Students are expected to support and encourage appropriate dance class etiquette. Specific dance attire required.

**Prerequisite: At least four semesters of Intermediate Dance and/or Teacher approval**

**Required Course Fee: \$25**

### 504 DANCE IV (DANCE COMPANY)

---

The dance company class is by audition only. Students who are selected demonstrate advanced technical skills, a strong work ethic, a contributing and positive attitude and a passion for dance. Students will be challenged creatively and technically through a rigorous learning pace. Dance

literacy is achieved through creating, performing, responding and connecting personally and globally. Dance Company provides the opportunity for service, leadership, performance and travel. Seniors in Dance Company have the option to apply for the "Distinction in Dance" award. Students are expected to be the highest example of dance class etiquette. This is a touring dance group. Costs not to exceed \$1,650 for TOURs that require airline fees.

**Prerequisite: Teacher approval only**

**Required Course Fee: \$25**

### 506 LE PREMIER BALLET (LEVEL I & II)

---

This class will help dancers succeed in any form of dance they choose to pursue, including modern, jazz, hip hop, ballroom and theatrical dance. For students competing in sports or martial arts, ballet will create a strong base of flexibility, strength and control. Students will work on posture, turnout, extension and balance. The structure of the class will strictly follow the basic layout of classical ballet, starting with exercises at the ballet barre and leading into center work. Some class time will also be devoted to rehearsing for the end-of-semester dance concert.

**Required Course Fee: \$25**

## BALLROOM DISTINCTION

---

Attend five outside of Class Ballroom Dance Activities in one semester (instead of what is required in class). Write a four-page research paper on a Ballroom Dance related subject approved by teacher (instead of the one required in class). Teach three step patterns in one semester to the class under the observation of the teacher. Take four semesters of Ballroom with at least one of them being Ballroom II. Choreograph and perform a "solo" at the Ballroom Dance Showcase.

### 525 BALLROOM DANCE I

---

This class is designed to introduce the student to the basics of several popular social dances: Waltz, Foxtrot, Tango, Swing, Cha-Cha, Salsa, and Merengue. The student will learn to both lead and follow the basics in each dance and will be tested on both. There is one written assignment, one outside class activity and one required performance. To enhance the social skills they are learning through dance, basic etiquette for social interaction will be covered.

**Prerequisite: Audition Required**

**Performance fee may be required**

---

## 526 BALLROOM DANCE II

---

This class introduces the student to the basics of several popular social dances: New York Hustle, West Coast Swing, Night Club Two Step, Samba, Lindy Hop, Viennese Waltz, and Argentine Tango. The student will learn to both lead and follow the basics in each dance and will be tested on both. There is one written assignment, two outside class activities and one required performance. The pace and skill level will be higher than that of Ballroom I.

**Prerequisite: Teacher approval.**  
**Performance Fee Required**

---

## 727 BALLROOM DANCE III

---

This class is an advanced ballroom class with a focus on technique and higher level dance patterns. It is for scholars with a serious interest in Ballroom Dance. Enrollment will be limited. This is a touring ensemble. Costs not to exceed \$1,650 for TOURS that require airline fees.

**Prerequisite: Audition Required.**  
**Performance Fee Required**

## PHYSICAL EDUCATION

---

### Subject Area Goals:

- Scholars will learn to enjoy and understand the importance of maintaining a physically active lifestyle.
- Scholars will improve physical skills, learn the associated rules and etiquette, and learn the importance of cooperation and teamwork.

---

### 701 KENPO I

---

This course is the first step in the Duke Kenpo System. This system is structured from Mr. Duke's years of training in the martial arts of: Kenpo, Hakutsuru, Kobudo and Kali. The scholar is introduced to the protocol and discipline to foster respect and insure safety. The physical portion consists of learning basic skills including blocks, strikes and stances. These are then incorporated into eleven basic situational self- defense techniques designed to thwart common everyday attacks. The successful completion of a written and physical examination will earn the scholar a yellow belt.

**Prerequisite: None.**

---

### 702 KENPO II

---

This course is a continuation of the Kenpo 1 course with more emphasis placed on practical application of previous learned basic skills. Self-defense techniques are moved to a more physical level. Twenty-eight additional self- defense techniques are introduced, bringing the responsible number to thirty-nine. Scholars will be introduced to self-defense against grabs, hugs, locks, chokes, tackles, and basics of ground defense. The scholar must take two semesters to complete the course. Upon completion of this beginning course the scholar can earn orange and purple belts.

**Prerequisite: Successful completion of Kenpo 1.**

---

### 703 KENPO III

---

The scholar will be introduced to an additional twenty-three self- defense techniques against punches, kicks and combinations; bringing the responsible number to sixty-two. Additionally the concept of the "Technique line under stress" is introduced. The scholar must take two semesters to complete this intermediate course. The completed course can earn the scholar blue and green belts.

**Prerequisite: Successful completion of Kenpo I & II, Purple Belt; 9th grade & above with teacher approval.**

---

### 704 KENPO IV

---

The scholar will be introduced to an additional eighteen self-defense techniques. The scholar will learn to defend against: club, knife, gun, and more intense ground defense techniques. This brings the responsible number to eighty. Scholars will begin to help assist in the instruction. Teaching ensures that the scholars are assimilating the information and brings forth leadership capabilities. To complete this course the scholar will need to take two semesters, be 16 years of age and pass a written, oral and physical exam. Upon completion of the course the scholar can earn the brown and black belts.

**Prerequisite: Successful completion of Kenpo 1-3, Green Belt; 10th grade and above with teacher approval.**

---

### 705 KENPO V

---

The scholar will be introduced to the equation formula and eleven black belt extensions. He/she will learn additional techniques against the club, knife and ground defense. To complete this course the scholar will need to take two semesters, be 17 years of age and pass a written, oral and physical exam. Upon completion of the expert course the scholar can earn the rank of 1<sup>st</sup> Degree Black Belt.

**Prerequisite: Successful completion of Kenpo 1-4, Black Belt; 11th grade and above with teacher approval.**

---

### 709 CLUB FITNESS

---

This class offers an introduction to a variety of classes such as, Cardio Sculpt, Boot Camp, Hip Hop, Tae Box, Circuit, Step, Hi-Low, Ball, Yoga and Pilates. Classes will be held at the YMCA as well as at Heritage Academy.

**Required Fee: \$30**

---

### 711 PILATES

---

Mat Pilates is a total body fitness program with a focus on developing strength through the core of the body. Results will include improved posture, increased lung capacity, and strong muscles.

Emphasis on all around, complete fitness supports a variety of fitness goals, from building strength to increasing flexibility and coordination. Work will be performed on a mat with minimal simple resistance training equipment.

**Required Fee: None**

---

### 750 P.E.

---

Emphasizes physical fitness through a program involving individual or team exercises. This class is for those who have an interest in playing various sports. The class will focus primarily on volleyball, softball, soccer, and flag football.

**Prerequisite: None. No Fee.**

---

### 755 WEIGHT TRAINING

---

This class offers scholars an opportunity to improve their strength and basic athletic conditioning. Scholars and teacher will work together to fit the individual's needs.

**Prerequisite: None. No Fee.**

---

### 751 BOWLING

---

This class is designed to help scholars develop proper technique and form.

**Prerequisite: None**

**Required Fee: \$110 (non-refundable once the semester begins)**

---

### 753 TENNIS

---

This class is for scholars interested in learning and improving their tennis skills. They will have an opportunity to test their skills in competition.

**Prerequisite: None**

**Required Fee: \$75.00**

---

### 754 GOLF

---

Scholars will receive instruction and have an opportunity to test their skills.

**Prerequisite: None**

**Required Fee: \$100 (non-refundable once the semester begins)**

---

## TEAM SPORTS

---

The following sports are team sports and participants will compete in the CAA against other charter schools. Those scholars enrolling in any of the following will be enrolled in the last hour team sports class. All participants in the –both recreation team and regular team sports classes will be charged the fee listed for each team sport to cover the cost of the facilities and referees.

*ECA Tax Credits* may be used to cover fees

---

### 712 CROSS COUNTRY

---

This course open to both junior high and high school scholars. Course will assist the scholar athlete in preparing and competing in Cross Country meets. Cross Country consists of longer distance races over varied running terrain and conditions. The athletes will improve their conditioning, endurance and overall health. Fall Sport.

**Required Fee: \$150**

---

### 752 BOYS BASKETBALL

---

This class is planned for those scholars with a high level of interest and skill. The class provides training in fundamentals of basketball in addition to concepts of team play. Athletes will compete in the Charter Athletic Association (CAA) against other schools.

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$300 (Two-semester sport)**

---

### 756 SOCCER

---

This class is planned for those scholars with a high level of interest. This is a co-ed class; both boys and girls may participate. The class provides training in fundamentals of soccer, and prepares athletes for competition in the Charter Athletic Association

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$150**

---

### 757 BASEBALL

---

This class is planned for those scholars with a high level of interest and skill. The class provides training in fundamentals of baseball in addition to concepts of team play. Athletes will compete in the Charter Athletic Association (CAA) against other schools.

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$150**

---

### 758 TACKLE FOOTBALL

---

This class is planned for those scholars with a high level of interest and skill. Training will begin prior to the beginning of school; all interested scholars should contact a coach for full details. Athletes will compete in the Charter Athletic Association (CAA) and have an opportunity to compete against other teams and schools.

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$400**

---

## 760 SWIMMING

---

This class offers both junior high and high school scholars an opportunity to improve proficiency in the four competitive strokes: Butterfly, Backstroke, Breaststroke and Freestyle. During the ***fall semester*** the scholars will focus on athletic conditioning and the refinement of skills needed for competition. The scholars can compete for the Heritage Academy Team in the ***CAA Swim Series Meets***. Sportsmanship and safety will be emphasized in the team environment. Try outs may be scheduled. The scholar must be able to swim the four competitive strokes and 300 yards nonstop. Flip turns at the wall and a block start are preferred skills. In the ***spring semester*** we continue conditioning and skill development with ***optional*** competitive opportunities. Instruction and practice will be focused on stroke correction, specialized drills, speed and endurance training. .

**Prerequisite: None**

**Required Fee: \$175 (non-refundable)**

---

## 761 GIRLS VOLLEYBALL

---

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of volleyball, and prepares athletes for competition in the Charter Athletic Association.

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$150**

---

## 762 GIRLS BASKETBALL

---

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of basketball, and prepares athletes for competition in the Charter Athletic Association

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$300 (Two-semester sport)**

---

## 763 GIRLS SOFTBALL

---

This class is planned for those scholars with a high level of interest. The class provides training in fundamentals of softball, and prepares athletes for competition in the Charter Athletic Association

**Prerequisite: Tryouts and Teacher approval**

**Required Fee: \$150**

---

## ELECTIVE COURSES

---

---

### 715 DRIVERS EDUCATION

---

This class covers the classroom portion of the driver's education and does not provide any behind the wheel training. This course is aimed at the development of knowledge, skills and attitude necessary for performing as a competent vehicle operator.

**Prerequisite: Must be 15 years and seven months old by the completion of the course.**

---

### 740 RELEASE TIME

---

This class is for those scholars who are leaving campus to attend a religious instruction program.

---

### HON COMMUNICATIONS

---

Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication.

**Dual Enrollment option with Rio Salado College**

**Prerequisite: None**

---

### GBS132 PERSONAL & FAMILY FINANCE

---

Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting and general principles of consumerism.

**Dual Enrollment option through Rio Salado College**

---

## COLLEGE FAST TRACK PROGRAM – DUAL ENROLLMENT

---

This program will enable Heritage scholars to earn college credits while attending Heritage Academy. Scholars and families will see the following benefits:

1. Save time
  2. Save money
  3. Eliminate duplicate classes
  4. Progress at the right speed
  5. Better prepared for college
  6. Credits transfer to college/university\*
- \*verify with college/university accepting credits

### What is Dual Enrollment?

Dual Enrollment is a program which enables scholars to earn college credit while attending high school. A Dual Enrollment course is a class currently taught at Heritage, which is now approved for college credit. Courses will be offered through partnerships with Rio Salado Community College and Grand Canyon University.

### Who can participate?

- Scholars enrolled at Heritage grades 9-12
- Must pass Reading Placement Test by Rio Salado Community College or score with a PSAT > 92, SAT > 929, or ACT > 21, or have meet or exceeds on AIMS testing
- 3.25 Cumulative High School GPA for Grand Canyon University Courses
- May need to take additional college placement exams depending on course(s)

### Is there financial assistance?

Yes, some tuition assistance is available based on need through Rio Salado Community College. Contact the Rio Salado Financial Aid Office at 480-517-8310 for additional information.

### How many credits can I earn?

That's up to you! An Associate's Degree typically requires 60 credits. If a scholar earns 15 credits per year for the four years in high school, an Associate Degree is achievable. This is a very aggressive goal, but more achievable by highly motivated scholars. Even taking a few college classes will give you a *fast start* into college.

### How Do I Get Started?

Assess your college interests and the subjects you would like to study. Also study the graduation requirements for Heritage Academy. With this information, make a plan for each year of high school. Once you have identified your courses, work with your advisor or teacher to register for either Rio Salado Community College or Grand Canyon University depending on the course. Make arrangements with Rio Salado Community College to take placement exams.



# RIO SALADO DUAL ENROLLMENT COURSE OFFERINGS

---

## ENGLISH

---

### ENG101 FIRST-YEAR COMPOSITION

---

Emphasis is placed on rhetoric and composition with a focus on expository writing and understanding writing as a process. This course focuses on establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

**Rio Salado College: 3 credits**

**Prerequisites:** Junior or Senior with appropriate writing placement test score, or a grade of C or better in ENG091 or ESL097.

### ENG102 SECOND-YEAR COMPOSITION

---

Emphasis is placed on rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process. Scholars will develop advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total.

**Rio Salado College: 3 credits**

**Prerequisites:** Grade of C or better in ENG101

### ENG 111 TECH & PROFESSIONAL WRITING

---

This course covers analyzing, planning, organizing, researching, and writing correspondence, reports, and presentations for specific work-related audiences, and includes integrating data and graphics into work-related documents and presentations.

**Rio Salado College: 3 credits**

**Prerequisites:** ENG101 with a grade of C, or better.

### ENH 110 INTRODUCTION TO LITERATURE

---

This course is an introduction to international literature through various forms of literary expression. It provides a global overview of literature with special emphasis on diverse cultural contributions of women, African Americans, Asian Americans, Hispanic Americans, and Native Americans.

**Rio Salado College: 3 credits**

**Prerequisite:** Junior or Senior with appropriate English Placement Test

## FOREIGN LANGUAGES

---

### SPA 101 – ELEMENTARY SPANISH I

---

Basic grammar, pronunciation and vocabulary of the Spanish language. Includes the study of the Spanish-speaking cultures. Practice of listening, speaking, reading, and writing skills

**Rio Salado: 4 credits**

### SPA 102 ELEMENTARY SPANISH II

---

Continued study of grammar and vocabulary of the Spanish language and study of the Spanish-speaking cultures. Emphasis on speaking, reading, and writing skills.

**Rio Salado: 4 credits**

### SPA 201 INTERMEDIATE SPANISH I

---

Continued study of essential Spanish grammar and Spanish-speaking cultures. Continued practice and development of reading, writing, and speaking skills in Spanish. Emphasis on fluency and accuracy in spoken Spanish.

**Rio Salado: 4 credits**

### SPA 202 INTERMEDIATE SPANISH II

---

Review of grammar, continued development of Spanish language skills with continued study of the Spanish-speaking cultures.

**Rio Salado: 4 credits**

## MATHEMATICS

---

### MAT152 COLLEGE ALGEBRA / FUNCTIONS

---

Analysis and interpretation of the behavior and nature of functions including polynomial, rational, exponential, logarithmic, power, absolute value, and piecewise-defined functions; systems of equations, modeling and solving real world problems.

Additional topics may include matrices, combinatorics, sequences and series, and conics.

**Rio Salado College: 4 credits**

**Prerequisites:** Grade of "B" or better in MAT120, or MAT121, or MAT122, or equivalent, or satisfactory score on District placement exam.

**Course Notes:** Scholars may receive credit for only one of the following: MAT150, MAT151, MAT152, or MAT187.

### MAT182 PLANE TRIGONOMETRY

---

A study of measures of angles, properties of graphs of trigonometric functions, fundamental identities, addition and half-angle formulas, inverse trigonometric functions, solutions of trigonometric equations, complex numbers and properties of triangle solution.

**Rio Salado College: 4 credits**

**Prerequisites:** Grade of "C" or better in MAT150, or MAT151, or MAT152, or equivalent, or concurrent registration in MAT150, or MAT151, MAT152, or satisfactory score on District placement exam.

**Requirements:** Graphing Calculator May receive credit for only one of the following: MAT182 or MAT187.

### MAT 221 CALCULUS WITH ANALYTIC GEOMETRY I

---

Course topics include: limits, continuity, differential and integral calculus of functions of one variable.

**Rio Salado College: 5 credits**

**Prerequisites:** Grade of "C" or better in [MAT182 and (MAT150, MAT151 or MAT152)], or MAT187, or appropriate Math placement test score. **Course Notes:** Scholars may receive credit for only one of the following: MAT220 or MAT221.

**Requirements:** Graphing Calculator

### MAT 231 CALCULUS WITH ANALYTIC GEOMETRY II

---

Techniques of integration for both proper and improper integrals with applications to the physical and social sciences, elements of analytic geometry, and the analysis of sequences and series.

**Rio Salado College: 4 credits**

**Prerequisites:** Grade of "C" or better in MAT220, or MAT221, or equivalent. **Course Notes:** Student may receive credit for only one of the following: MAT230 or MAT231

**Requirements:** Graphing Calculator

## SCIENCE

---

### PHY 111 – GENERAL PHYSICS

---

This is a rigorous course, and the content is similar to a general Physics class at the college level. The year starts with a fast-paced section on kinematics, vectors, Newton's laws of motion, momentum, work, energy, rotational motion, gravity, electricity, harmonic motion, waves, sound and light. If time permits, a brief introduction to special and general relativity may be added at the end of the course. A graphing calculator will be needed for graphical analysis and to aid in calculations. Course includes study of motion, energy, and properties of matter.

**Rio Salado College: 4 credits**

**Prerequisites:** MAT182, or MAT 187, or one year high school Trigonometry with a grade of C or better, or permission of Department or Division.

### PHY 112 – GENERAL PHYSICS II

---

Continuation of PHY 111. Study includes electricity, electromagnetism, and modern physics.

A graphing calculator will be needed for graphical analysis and to aid in calculations. Course includes study of motion, energy, and properties of matter.

**Rio Salado College: 4 credits**

**Prerequisites:** PHY with a C or better

## HISTORY

---

### HIS 103 US HISTORY TO 1865

---

Covers the political, economic, and social development of United States from the Pre-Columbian period through the end of the Civil War (1865).

**Rio Salado College: 3 credits**

**Prerequisites: None**

---

### HIS 104 US HISTORY TO PRESENT

---

Course studies the political, economic, and social development of United States from 1865 to the present time.

**Rio Salado College: 3 credits**

**Prerequisites: None**

---

### ECN 220 INTRODUCAION TO ECONOMICS

---

The course covers microeconomic topics, macroeconomic topics, and international economics topics. Microeconomic topics include the nature and method of economics, supply and demand, utility, and supply and demand elasticities. Macroeconomic topics include the measurement of national output, factors that impact output, other means of measuring national wealth and economic well-being, unemployment, inflation, GDP accounting, and business cycles. While the focus of this course is primarily on the U.S. economy, some comparative economic analysis will be covered. In addition, select topics related to international trade and finance are introduced.

**University of Arizona**

**Prerequisites: Junior or Seniors only**

---

### POS 110 AMERICAN NATIONAL GOVERNMENT

---

Study of the historical backgrounds, governing principles, and institutions, of the national government of the United States.

**Rio Salado College: 3 credits**

**Prerequisites: None**

---

## COMPUTERS

---

### CIS105 SURVEY OF COMPUTER INFORMATION SYSTEMS

---

This course is an overview of computer technology, concepts, terminology, and the role of computers in business and society. Discussion of social and ethical issues related to computers. Use of word processing, spreadsheet, database, and presentation software, uses of application software and the Internet for efficient and effective problem solving as well as exploration of relevant emerging technologies.

**Rio Salado College: 3 credits**

**Prerequisites: None**

---

### CIS 163AA JAVA PROGRAMMING: LEVEL I

---

Introduction to Java programming. Includes features needed to construct Java Applets, Java Applications, control structures, methods, arrays, character and string manipulation, graphics, and object-oriented programming.

**Rio Salado College: 3 credits**

**Prerequisites: CIS105 with a C or better**

---

## GENERAL ELECTIVES

---

### GBS132 PERSONAL & FAMILY FINANCE

---

Principles and practices of personal and family financial planning, includes savings, budgeting, credit, buying versus renting and general principles of consumerism.

**Rio Salado: 3 credits**

**Prerequisites: Completion of Algebra I with "C" or better**

---

### COM100 INTRO TO HUMAN COMMUNICATION

---

Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process.

**Rio Salado College: 3 credits**

**Prerequisite: None**

---



Benedictine  
University

Mesa

SAVE TIME AND MONEY ON YOUR BACHELOR'S DEGREE

**FAST TRACK**  
TO BACHELOR'S

VIA

DUAL ENROLLMENT BETWEEN HERITAGE ACADEMY & RIO SALADO COLLEGE  
IN COLLABORATION WITH BENEDICTINE UNIVERSITY MESA



# FAST TRACK TO BACHELOR'S

GET YOUR EDUCATION  
ON TRACK



Earn your associate degree at Heritage Academy

Heritage Academy students work towards an associate degree through dual enrollment with Rio Salado College and BenU Mesa.



Benedictine University

Mesa

Achieve your bachelor's degree through BenU Mesa

After completing their associate degree, Heritage Academy students may then transfer their degree, or completed course credits, to BenU Mesa and attain a bachelor's degree two years faster than the average student.

Enter the professional workforce two years early

The accelerated speed at which a student may acquire a bachelor's degree through the Fast Track program also cuts college tuition in half, and can save over \$20,000 in tuition costs.

Add to that two more years earning income at a career and students may see a financial turnaround worth nearly \$100,000!\*

\*Data collected from <http://www.ben.edu/newsroom/rankings.cfm>

## TIME SPENT ON BACHELOR'S DEGREE

Fast Track Student **2 YEARS**

Average College Student

**4+ YEARS**

## IMAGINE ALL THE WAYS YOU'LL GROW AT BENU MESA

Benedictine University Mesa is an inclusive academic community dedicated to teaching and learning, scholarship and service, truth and justice, as inspired by the Catholic intellectual tradition, the social teaching of the Church, and the principles of wisdom in the Rule of St. Benedict.



Smaller Classes  
Internship Opportunities  
A Values-Based Learning Environment  
Affordable Tuition  
Numerous Clubs and Organizations  
and Much More!

CONTACT ALAN DANIELS AT BENU MESA TODAY TO FIND OUT MORE  
(602) 888-5504 | [ADANIELS@BEN.EDU](mailto:ADANIELS@BEN.EDU)

---

## **AGENDA ITEM: Financial Performance Framework**

### **Background**

During the 53<sup>rd</sup> Second Regular Legislative Session, the budget was passed with language requiring charters to meet the financial performance expectations set forth in the performance framework. This provision gave the Board the authority to take action against a charter it sponsors based on its financial framework. Over the summer, the Board seated a Financial Framework Subcommittee (“Subcommittee”) with the goal of reviewing and updating its existing financial framework in light of this additional accountability.

### **Development of Subcommittee Recommended Financial Framework**

On behalf of the Subcommittee, in July and August 2018, staff solicited public comment and attended roundtables hosted by A for Arizona and the Arizona Charter Schools Association on the Board’s current financial framework.

Between August and November 2018, the Subcommittee held six public meetings and informally and formally solicited feedback from stakeholders. Over the three-month period, numerous charters participated in the Subcommittee meetings, provided feedback or both, as did the Arizona Charter Schools Association, Arizonans for Charter School Accountability, the Grand Canyon Institute and the Reason Foundation. In addition, the Arizona Office of the Auditor General presented to the Subcommittee on the statutorily required school district receivership and solvency reviews and the Auditor General’s school district financial stress assessment. Throughout the framework’s development, the Subcommittee was advised by a panel of three outside experts in charter school accounting, auditing and financing.

### **Key Elements of Subcommittee Recommended Financial Framework**

- Measures and Measure Ratings (see Exhibit A)
  - Six measures are Going Concern, Default, Unrestricted Days Liquidity, Adjusted Net Income, Lease Adjusted Debt Service Coverage Ratio, and Average Daily Membership (“ADM”).
  - Noncash expenses have been removed from the applicable measure calculations to capture charters’ true economic performance.
  - Measure ratings have been modified to better describe the level of performance reflected – Meets Standard, Approaches Standard, and Below Standard.
  - “Below Standard” target has been established for each measure.
- Summative Performance Ratings (see Exhibit B)
  - Three summative performance ratings have been developed to better describe the level of performance reflected and better identify charters that warrant the Board’s attention.
  - The summative performance ratings are Good Standing, Adequate Standing and Intervention.
  - Summative performance rating determinations are made annually using information from the most recent audit submitted to the Board and the charter’s ADM data.
- Intervention Process (see Exhibit C)
  - The financial intervention process applies to those charters that receive an “Intervention” summative performance rating, provides an opportunity for these charters to demonstrate improved financial performance, and allows the Board to take action if these charters do not demonstrate improved performance. An intervention process flowchart has been included on page EC.7.

### **Subsequent Written Public Comment**

At its October 23, 2018 meeting, the Subcommittee directed staff to solicit public comment on the proposed framework and to bring the public comment and Subcommittee recommendation to the full Board in December 2018. The five written responses received have been included as Exhibit D.

# Exhibit A: Measures and Measure Targets

## 1. Going Concern

<u>Calculation</u>	Performance rating based on absence or presence of certain disclosure in audit
<b>Measure Ratings</b>	<p><b>Meets Standard:</b> The most recent audit reporting package does not include explanatory paragraph in Independent Auditor’s Report or disclosure in the notes to the financial statements</p> <p><b>Below Standard (in one of two ways):</b> 1. Disclosure in Independent Auditor’s Report and financial statement notes <i>(Substantial doubt about charter’s ability to continue is raised and is not alleviated by management’s plans)</i></p> <p><b>OR</b></p> <p>2. Disclosure in financial statement notes only <i>(Substantial doubt about charter’s ability to continue is raised but is alleviated by management’s plans)</i></p>
<b>Rating Adjustments</b>	None
<b>Definitions</b>	None
<b>Calculation Considerations</b>	None

## 2. Default

<u>Calculation</u>	Performance rating based on absence or presence of certain disclosure in audit
<b>Measure Ratings</b>	<p><b>Meets Standard:</b> Charter holder is not in default on material loans or facility agreements or both</p> <p><b>Below Standard:</b> Charter holder is in default on material loans or facility agreements or both</p>
<b>Rating Adjustments</b>	None
<b>Definitions</b>	None
<b>Calculation Considerations</b>	None



### 3. Unrestricted Days Liquidity

<u>Calculation</u>	(Unrestricted Cash + OTHER SOURCES OF LIQUIDITY) divided by [(Total Expenses – NONCASH EXPENSES)/365]
<b>Measure Ratings</b>	<p><b>Meets Standard:</b> 30 or more days liquidity</p> <p><b>Approaches Standard:</b> At least 15 days liquidity but fewer than 30 days liquidity</p> <p><b>Below Standard:</b> Fewer than 15 days liquidity</p>
<b>Rating Adjustments</b>	None
<b>Definitions</b>	<p>OTHER SOURCES OF LIQUIDITY = Available balances from any sources of liquidity other than cash that are disclosed in the annual audit reporting package and may include, but not be limited to, lines of credit.</p> <p>NONCASH EXPENSES = May include depreciation, amortization and write-offs of loan issuance costs and prepayment penalties.</p>
<b>Calculation Considerations</b>	The unspent Classroom Site Fund balance at June 30 <sup>th</sup> is considered restricted, and, therefore, is removed to arrive at the charter holder’s Unrestricted Cash.

### 4. Adjusted Net Income

<u>Calculation</u>	Total Revenues minus (Total Expenses – NONCASH EXPENSES)
<b>Measure Ratings</b>	<p><b>Meets Standard:</b> Adjusted net income is greater than or equal to \$1</p> <p><b>Approaches Standard:</b> Adjusted net income is zero or negative <u>and</u> adjusted net income divided by total revenue is between 0 and negative 4.99 percent</p> <p><b>Below Standard:</b> Adjusted net income is negative <u>and</u> adjusted net income divided by total revenue is less than or equal to negative 5 percent</p>
<b>Rating Adjustments</b>	None
<b>Definitions</b>	NONCASH EXPENSES = May include depreciation, amortization and write-offs of loan issuance costs and prepayment penalties.
<b>Calculation Considerations</b>	None

## 5. Lease Adjusted Debt Service Coverage Ratio

Calculation (ADJUSTED NET INCOME + Interest Expense + Facility Lease Expense) divided by (DEBT PRINCIPAL + Interest + Facility Lease Expense)

**Measure Ratings** **Meets Standard:**  
Lease adjusted debt service coverage ratio exceeds 1.10

**Approaches Standard:**  
Lease adjusted debt service coverage ratio is between 1.0 and 1.10

**Below Standard:**  
Lease adjusted debt service coverage ratio is less than 1.0

**Rating Adjustments** None

**Definitions** ADJUSTED NET INCOME = See measure 4 on page 2

DEBT PRINCIPAL = Includes principal payments associated with bonds or loans for a charter that purchases its facilities, as well as other long-term loans obtained by a charter holder, and capital leases.

**Calculation Considerations** None

## 6. Average Daily Membership (“ADM”)

<u>Calculation</u>	Averages annual percent change in 100 <sup>th</sup> day ADM for the three most recent completed fiscal years
<b>Measure Ratings</b>	<p><b>Meets Standard (in one of two ways):</b></p> <p>1. Charter holder has <u>increase</u></p> <p style="text-align: center;"><b>OR</b></p> <p>2. Charter holder has <u>decrease</u> of:</p> <ul style="list-style-type: none"> <li>▪ SMALL: 4.99% or less</li> <li>▪ MEDIUM: 4.99% or less</li> <li>▪ LARGE: 2.99% or less</li> </ul> <p><b>Approaches Standard:</b></p> <p>Charter holder has <u>decrease</u> of:</p> <ul style="list-style-type: none"> <li>▪ SMALL: 5% to 14.99%</li> <li>▪ MEDIUM: 5% to 14.99%</li> <li>▪ LARGE: 3% to 9.99%</li> </ul> <p><b>Below Standard:</b></p> <p>Charter holder has <u>decrease</u> of:</p> <ul style="list-style-type: none"> <li>▪ SMALL: 15% or more</li> <li>▪ MEDIUM: 15% or more</li> <li>▪ LARGE: 10% or more</li> </ul>
<b>Rating Adjustments</b>	<ul style="list-style-type: none"> <li>▪ A charter holder’s “Approaches Standard” or “Below Standard” rating on the ADM measure will be <u>increased by one rating category</u> if the charter holder received <u>no “Below Standard” ratings and no more than one “Approaches Standard” rating on the financial framework’s other five measures</u>. Under this scenario, an initial “Approaches Standard” on the ADM measure would become a “Meets Standard” and an initial “Below Standard” would become an “Approaches Standard”.</li> <li>▪ A charter holder’s “Approaches Standard” or “Below Standard” rating on the ADM measure will be <u>unchanged</u> if the charter holder received <u>one or more “Below Standard” ratings, two or more “Approaches Standard” ratings or both on the financial framework’s other five measures</u>.</li> </ul>
<b>Definitions</b>	<p>SMALL = Charter holder with fewer than 200 ADM</p> <p>MEDIUM = Charter holder with 200 to 599 ADM</p> <p>LARGE = Charter holder with 600 or more ADM</p>
<b>Calculation Considerations</b>	<ul style="list-style-type: none"> <li>▪ <i>ADM Adjustment</i> – Board staff will adjust the annual ADM for the fiscal years used in the calculation when a) a school transfers from a multi-school charter contract to its own contract, b) a school operating under a multi-school charter contract closes, or c) the charter holder reduces the grade levels served at its charter school.</li> <li>▪ <i>Second/Third Year Charters</i> – The targets identified in the “Measure Ratings” section will be applied to charter holders with only two years of ADM available (percent change from year 1 to year 2) or charter holders with three years of ADM available (two-year average).</li> </ul>
<b>Other Consideration</b>	In instances where a charter holder entity has multiple charter contracts with the Board and the Board receives audited financial statements that aggregate the financial activities of all the charter contracts, Board staff will note on each charter contract’s financial performance dashboard the overall ADM performance of the charter holder entity using the ratings described on the next page. The charter holder entity’s performance will not affect the individual charter contract’s performance on the ADM measure.

- **Meets Standard:** At least two-thirds of the charter contracts individually received a "Meets Standard".
- **Approaches Standard:** More than one-third of charter contracts individually received an "Approaches Standard", less than one-third of charter contracts individually received a "Below Standard", or both
- **Below Standard:** More than one-third of charter contracts individually received a "Below Standard"

### **First-Year and Second-Year Financial Site Visits**

#### **FIRST YEAR**

Since only one year of ADM data would be available, the ADM measure will not be applicable for first-year charter contracts. Board staff will visit all new schools approved through the new application, replication application or amendment processes in the fall of their first year of operation. Prior to that visit, Board staff would compare enrollment projections identified in the application or amendment request to the school's estimated count or, if available, actual ADM. During the visit, Board staff would meet with school officials and review documentation to ascertain the school's current financial situation and, if applicable, discuss adjustments made or planned due to lower than projected enrollment.

#### **SECOND YEAR**

Schools will be selected for second-year financial visits based on the results of the first-year visit and first-year audit, as well as the school's second-year estimated count or, if available, actual ADM. Any second-year visits would likely occur in the winter of the school's second year after the prior year's audit has been received and reviewed.

## Exhibit B: Summative Performance Ratings

Summative Rating	Description
Good Standing	No measure rated Below Standard and no more than one measure rated Approaches Standard
Adequate Standing	No measure rated Below Standard and two or more measures rated Approaches Standard
Intervention	One or more measures rated Below Standard <u>OR</u> Three consecutive years in Adequate Standing

### Financial Eligibility for Expansion Requests<sup>1</sup>

A charter holder with a summative performance rating of “Good Standing” or “Adequate Standing” IS ELIGIBLE to submit expansion requests.

A charter holder with a summative performance rating of “Intervention” IS NOT ELIGIBLE to submit expansion requests.

---

<sup>1</sup> The effect of the Financial Framework Subcommittee’s recommendation is to replace references in the Board’s current financial framework to “no measure rated ‘Falls Far Below Standard’” with “not received a summative performance rating of ‘Intervention’”. The Financial Framework Subcommittee made no other changes to the “Financial Eligibility for Expansion Requests” section found on page 6 and page 7 of the Board’s *Financial Performance Framework and Guidance*.

## Exhibit C: Financial Intervention Process

For those charters whose financial performance receives an INTERVENTION RATING, this appendix specifies the Board's financial intervention process (see page EC.7 for an intervention process flowchart). Defined terms are identified in all capital letters. The definitions may be found in *Appendix A: Definition of Terms*.

### Step 1 – Charter Holder Submits INITIAL FINANCIAL RESPONSE

Based on the most recent audit, each charter holder that receives an INTERVENTION RATING will be required to submit an INITIAL FINANCIAL RESPONSE to the Board.<sup>1</sup> The charter holder will be notified of the INITIAL FINANCIAL RESPONSE requirement and the submission deadline through the letter sent after the audit has been reviewed. The submission deadline will be set 30 calendar days from the audit letter's date.<sup>2</sup>

The INITIAL FINANCIAL RESPONSE will be used to assess changes in the charter holder's financial performance and health since June 30<sup>th</sup> and to ascertain if the charter holder's failure to meet one or more measure targets was a result of a one-time event or indicates a possible underlying structural problem with the charter holder's financial performance.

A charter holder's failure to timely submit the INITIAL FINANCIAL RESPONSE or to timely submit a complete INITIAL FINANCIAL RESPONSE will be noted on the charter holder's operational performance dashboard.

Efforts will be made to have the INITIAL FINANCIAL RESPONSE accessible from the charter holder's financial performance dashboard.

### Step 2 – Board Staff Reviews INITIAL FINANCIAL RESPONSE

Using the QUARTERLY FINANCIAL REPORT(s) included with the INITIAL FINANCIAL RESPONSE, Board staff will determine the charter holder's current performance and compare Board staff's results to the charter holder's calculation results.<sup>3</sup>

Board staff will review the charter holder's INITIAL FINANCIAL RESPONSE, the charter holder's financial performance dashboard(s) and audits, the charter holder's average daily membership ("ADM") as reported to the Arizona Department of Education ("Department"), and, if applicable, submissions made under the MANDATORY REPORTING RULE. Based on that review, within 30 calendar days of the INITIAL FINANCIAL RESPONSE's receipt<sup>4</sup>, Board staff will prepare STAFF'S REPORT ON INITIAL FINANCIAL RESPONSE.

As applicable, STAFF'S REPORT ON INITIAL FINANCIAL RESPONSE will identify any calculation differences identified.

Prior to the implementation of the financial framework, Board staff will develop the rubric that will be used to review each INITIAL FINANCIAL RESPONSE and post the rubric on the Board's website.

<sup>1</sup> After the charter holder's INITIAL FINANCIAL RESPONSE has been reviewed, the charter holder will be notified of subsequent submission requirements (see Step 3).

<sup>2</sup> If the 30<sup>th</sup> day falls on a Saturday, Sunday or holiday, the deadline date will be moved to the next business day.

<sup>3</sup> For the Default measure, in addition to reviewing information disclosed in the INITIAL FINANCIAL RESPONSE, Board staff will consider, if applicable, any submissions made by the charter holder under the MANDATORY REPORTING RULE.

<sup>4</sup> If the 30<sup>th</sup> day falls on a Saturday, Sunday or holiday, the date will be moved to the next business day.

Efforts will be made to have STAFF’S REPORT ON INITIAL FINANCIAL RESPONSE accessible from the charter holder’s financial performance dashboard.

**Step 3 – Charter Holder Placed in Intervention Tier, Notified of Quarterly Reporting Requirements**

Board staff will place the charter holder in the intervention tier that aligns with the criteria established by the Board (see below) and notify the charter holder in writing of: a) the charter holder’s intervention tier; b) the intervention tier’s QUARTERLY FINANCIAL REPORT requirements and QUARTERLY REPORTING DEADLINES<sup>5</sup>; and c) the availability of the STAFF’S REPORT ON INITIAL FINANCIAL RESPONSE.

A charter holder’s failure to timely submit the intervention tier’s subsequent QUARTERLY FINANCIAL REPORT(s) or to timely submit complete QUARTERLY FINANCIAL REPORT(s) will be noted on the charter holder’s operational performance dashboard.

Efforts will be made to have all QUARTERLY FINANCIAL REPORTS accessible from the charter holder’s financial performance dashboard.

Board staff will conduct a STUDENT COUNT VISIT of each school operated by a charter holder identified for Tier 1 intervention.

**Intervention Tiers**

The Board has defined two intervention tiers for the financial framework, which are described in the table below.

	Description
<b>Intervention Tier 1</b>	<ul style="list-style-type: none"> <li>▪ Going Concern measure <u>or</u> Default measure rated Below Standard <u>and</u> zero or more measures rated Approaches Standard in the audited fiscal year</li> </ul> <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> <li>▪ Two or more measures rated Below Standard <u>and</u> zero or more measures rated Approaches Standard in the audited fiscal year</li> </ul>
<b>Intervention Tier 2</b>	<ul style="list-style-type: none"> <li>▪ One measure other than the Going Concern measure or Default measure rated Below Standard <u>and</u> zero or more measures rated Approaches Standard in the audited fiscal year</li> </ul>

Board staff will also consider the following when identifying the charter holder’s intervention tier.

- INITIAL FINANCIAL RESPONSE – The following scenarios are based on STAFF’S REPORT ON INITIAL FINANCIAL RESPONSE.
  - If STAFF’S REPORT ON INITIAL FINANCIAL RESPONSE identifies a “No” as the answer to the question that asks, “Do the charter holder’s proposed or implemented actions address the problems that contributed to or caused the charter holder’s underperformance on the financial

<sup>5</sup> The QUARTERLY REPORTING DEADLINES for the QUARTERLY FINANCIAL REPORTS are standardized for all charter holders regardless of intervention tier.



framework's measures and are they realistic to implement?", then at Step 3 the charter holder would automatically be placed in Tier 1 intervention.

- If the charter holder's INITIAL FINANCIAL RESPONSE supports that the charter holder has cured the default, then at Step 3 the charter holder would either be:
  - Removed from the intervention process if the Default measure was the only measure that the charter holder received a Below Standard on for the audit fiscal year; or
  - Placed in Tier 2 intervention instead of Tier 1 intervention if the charter holder had received a Below Standard on only one other measure for the audit fiscal year.
- Operational Performance Issues – If one of the scenarios identified below is applicable to a charter holder, then at Step 3 the charter holder would automatically be placed in Tier 1 intervention.
  - For the audit fiscal year, the charter holder was required to submit an audit corrective action plan for a) failure to pay taxes or contributions due to the Internal Revenue Service, Arizona Department of Revenue, Arizona Department of Economic Security or Arizona State Retirement System, b) failure to have sufficient cash at year-end to cover the charter holder's unspent Classroom Site Fund balance, or c) failure to maintain worker's compensation insurance or liability insurance.
  - For the audit fiscal year, the current fiscal year or both, the Board has substantiated a complaint involving late payroll checks to employees, failure to make 401K deposits, or health insurance or liability insurance cancelation due to nonpayment.
  - For the audit fiscal year, the current fiscal year or both, the charter holder has made submissions under the MANDATORY REPORTING RULE.
- "Intervention" to "Adequate Standing" to "Intervention" – A charter holder whose performance fluctuates from "Intervention" to "Adequate Standing" and then back to "Intervention" will automatically be placed in Tier 1 intervention each subsequent time the charter holder is identified for intervention.

#### **Step 4 – Board Staff Reviews Subsequent QUARTERLY FINANCIAL REPORT(s) Through QUARTER 3**

For each QUARTERLY FINANCIAL REPORT submitted subsequent to the INITIAL FINANCIAL RESPONSE and prior to the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT, Board staff will determine the charter holder's current performance and compare Board staff's results to the charter holder's calculation results.<sup>6</sup> Within 30 calendar days of the QUARTERLY FINANCIAL REPORT's receipt<sup>7</sup>, Board staff will notify the charter holder in writing of a) the next submission deadline and b) any calculation differences identified.

#### **Step 5 – Status Determination Made After JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT Reviewed**

Board staff will review the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT in the same manner as the previously submitted QUARTERLY FINANCIAL REPORTS (see Step 4). After the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT has been reviewed, Board staff will determine whether the charter holder will be determined to be Not on Probation or On Probation using the table found on page EC.5.

<sup>6</sup> For the Default measure, Board staff will consider, if applicable, any submissions made by the charter holder under the MANDATORY REPORTING RULE.

<sup>7</sup> If the 30<sup>th</sup> day falls on a Saturday, Sunday or holiday, the date will be moved to the next business day.

A charter holder determined to be On Probation will be required to submit the following to the Board:

- A FINANCIAL ACTION PLAN developed and approved by the charter holder’s governing board since the charter holder’s efforts in the current year were unsuccessful.<sup>8</sup>
- QUARTERLY FINANCIAL REPORTS until the current year’s audit is received.<sup>9</sup>

Within 45 calendar days of the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT’s receipt, Board staff will notify the charter holder in writing of the charter holder’s status and, for a charter holder determined to be On Probation, the submission requirements and submission deadlines.

For a charter holder determined to be On Probation, the charter holder’s failure to timely submit the FINANCIAL ACTION PLAN, QUARTERLY FINANCIAL REPORTS or both will be noted on the charter holder’s operational performance dashboard, as will the charter holder’s failure to timely submit complete QUARTERLY FINANCIAL REPORT(s).

Efforts will be made to have the notification sent to the charter holder identifying its probation status accessible from the charter holder’s financial performance dashboard, as well as submissions made by a charter holder determined to be On Probation.

**Table Summarizing Applicability of Intervention and Probation Requirements**

	<b>Requirement Applicability</b>
<b>INITIAL FINANCIAL RESPONSE</b>	Tier 1 and Tier 2
<b>QUARTERLY FINANCIAL REPORTS required through June 30<sup>th</sup></b>	Tier 1 and Tier 2
<b>STUDENT COUNT VISIT</b>	Tier 1
<b>Submission of FINANCIAL ACTION PLAN Developed and Approved by Governing Board</b>	On Probation
<b>QUARTERLY FINANCIAL REPORTS required until next year’s audit received</b>	On Probation

<sup>8</sup> Board staff will acknowledge receipt of the FINANCIAL ACTION PLAN, but will not evaluate it (see also “Defining Financial Performance Expectations” section).

<sup>9</sup> QUARTERLY FINANCIAL REPORTS will be reviewed using the process identified in Step 4.

	Not on Probation	On Probation
<b>Tier 1</b>	<p>Based on the JUNE 30<sup>th</sup> QUARTERLY FINANCIAL REPORT, the Board’s MANDATORY REPORTING RULE, and the Board’s complaint process <u>all the following are true</u>:</p> <ol style="list-style-type: none"> <li>1. The measure(s) rated “Below Standard” in the audit year will likely improve to at least an “Approaches Standard” when calculations are completed using the charter holder’s next audit.</li> <li>2. None of the financial framework’s other measures will likely receive a “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>3. Since Board staff made the determination in Step 3, the Board has not substantiated any complaints involving late payroll checks to employees, failure to make 401K deposits, or health insurance or liability insurance cancelation due to nonpayment.</li> <li>4. Since Board staff made the determination in Step 3, the charter holder has not been required to make submissions under the MANDATORY REPORTING RULE.</li> </ol>	<p>Based on the JUNE 30<sup>th</sup> QUARTERLY FINANCIAL REPORT, the Board’s MANDATORY REPORTING RULE, and the Board’s complaint process <u>one or more of the following are true</u>:</p> <ol style="list-style-type: none"> <li>1. One or more of the measures rated “Below Standard” in the audit year will likely continue to be rated “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>2. One or more of the financial framework’s other measures will likely receive a “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>3. Since Board staff made the determination in Step 3, the Board has substantiated at least one complaint involving late payroll checks to employees, failure to make 401K deposits, or health insurance or liability insurance cancelation due to nonpayment.</li> <li>4. Since Board staff has made the determination in Step 3, the charter holder has been required to make submissions under the MANDATORY REPORTING RULE.</li> </ol>
<b>Tier 2</b>	<p>Based on the JUNE 30<sup>th</sup> QUARTERLY FINANCIAL REPORT, the Board’s MANDATORY REPORTING RULE, and the Board’s complaint process <u>all the following are true</u>:</p> <ol style="list-style-type: none"> <li>1. The measure rated “Below Standard” in the audit year will likely improve to at least an “Approaches Standard” when calculations are completed using the charter holder’s next audit.</li> <li>2. None of the financial framework’s other measures will likely receive a “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>3. Since Board staff made the determination in Step 3, the Board has not substantiated any complaints involving late payroll checks to employees, failure to make 401K deposits, or health insurance or liability insurance cancelation due to nonpayment.</li> <li>4. Since Board staff made the determination in Step 3, the charter holder has not been required to make submissions under the MANDATORY REPORTING RULE.</li> </ol>	<p>Based on the JUNE 30<sup>th</sup> QUARTERLY FINANCIAL REPORT, the Board’s MANDATORY REPORTING RULE, and the Board’s complaint process <u>one or more of the following are true</u>:</p> <ol style="list-style-type: none"> <li>1. The measure rated “Below Standard” in the audit year will likely continue to be rated “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>2. One or more of the financial framework’s other measures will likely receive a “Below Standard” when calculations are completed using the charter holder’s next audit.</li> <li>3. Since Board staff made the determination in Step 3, the Board has substantiated at least one complaint involving late payroll checks to employees, failure to make 401K deposits, or health insurance or liability insurance cancelation due to nonpayment.</li> <li>4. Since Board staff made the determination in Step 3, the charter holder has been required to make submissions under the MANDATORY REPORTING RULE.</li> </ol>
<b>Other</b>		<p>Charter holder that receives an INTERVENTION RATING for a) three consecutive fiscal years <u>or</u> b) three of the last five fiscal years with the other two fiscal years in “Adequate Standing”.</p>

## DEFINING FINANCIAL PERFORMANCE EXPECTATIONS

With the passage of Laws 2018, Ch. 285, A.R.S. § 15-183 now requires the Board’s performance framework include “the financial expectations of the charter school” and now allows the Board to consider if the charter holder has failed to “Meet the financial performance expectations set forth in the performance framework or any improvement plans” when the Board makes renewal and revocation decisions. Board staff has proposed the definitions below for Subcommittee consideration.

<b>Statutory Term</b>	<b>Proposed Definition</b>
Meets the Board’s Financial Performance Expectations	Charter holder Not on Probation
Does Not Meet the Board’s Financial Performance Expectations	Charter holder On Probation
Improvement Plans	Submissions made by a charter holder in Tier 1 or Tier 2 intervention

Under Step 5, Board staff will update the charter holder’s financial performance dashboard to reflect the charter holder’s probation status (see table below).

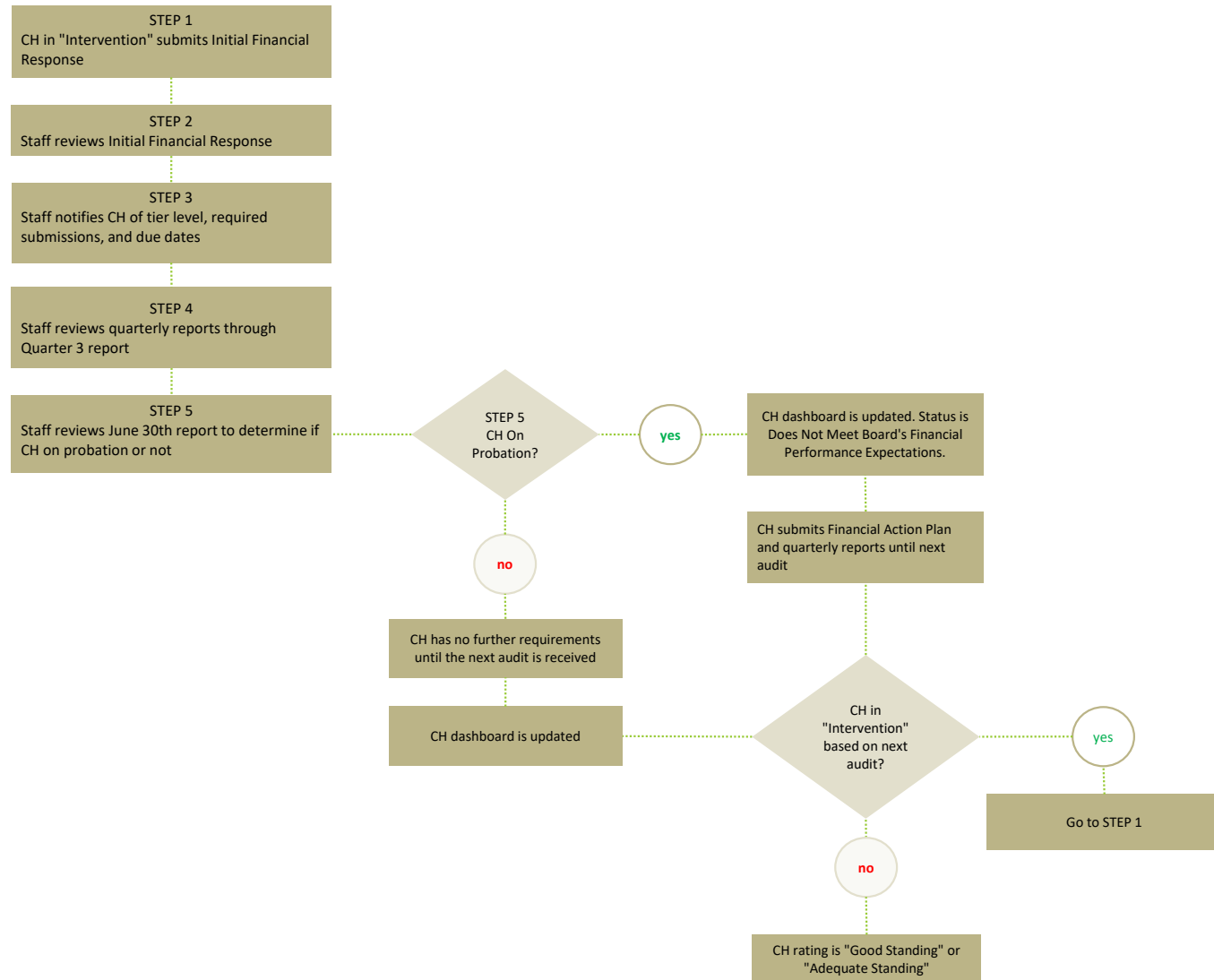
<b>Intervention Status</b>	<b>Dashboard Displays:</b>
Not on Probation	Intervention process completed: No further response required; pending review of next audit
On Probation	Intervention process completed: Does Not Meet Board’s Financial Performance Expectations

For a charter holder to move from Does Not Meet the Board’s Financial Performance Expectations to Meets the Board’s Financial Performance Expectations, an audit submitted by the charter holder must receive a “Good Standing” or “Adequate Standing” rating, which would remove the charter holder from intervention.

Once all determinations under Step 5 have been made, Board staff will report to the Board at a public meeting the audit year performance and JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT performance by measure for each charter holder that Does Not Meet the Board’s Financial Performance Expectations.

When the Board considers the renewal application package for or considers other action related to a charter holder that Does Not Meet the Board’s Financial Performance Expectations, Board staff will provide to the Board a copy of the charter holder’s FINANCIAL ACTION PLAN and either a) the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT (if the next audit has not been received) and, if applicable, any subsequent QUARTERLY FINANCIAL REPORT(s) submitted to the Board by the charter holder or b) if the next audit has been received, any subsequent QUARTERLY FINANCIAL REPORT(s) submitted to the Board by the charter holder, if applicable.

# Financial Intervention Process Flowchart



## APPENDIX A: DEFINITION OF TERMS

**FINANCIAL ACTION PLAN** – The plan, which must be developed and approved by the charter holder's governing board, details the specific steps being taken by the charter holder to improve its financial performance in the fiscal year that begins on the July 1<sup>st</sup> following the JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT and identifies milestones that the charter holder will use throughout the fiscal year to benchmark its performance against. This requirement only applies to a charter holder identified as On Probation (see table on page EC.5).

**INITIAL FINANCIAL RESPONSE** – In its response a charter holder must: 1) provide the charter holder's annual budget for the current fiscal year and the charter holder's budget for each quarter in the current fiscal year (budget could be allocated based on expected revenue and expenditure flows rather than equally across the four quarters); 2) provide a QUARTERLY FINANCIAL REPORT for each of the QUARTERS COVERED BY INITIAL FINANCIAL RESPONSE; 2) provide a schedule of debt and lease obligations and the current outstanding balances for each; 3) summarize the factors that caused or contributed to the charter holder's financial performance in the audit fiscal year; and 4) summarize the specific actions taken or being taken to improve the charter holder's financial performance in the current fiscal year.

**INTERVENTION RATING** – Under the financial framework, a charter holder receives a summative performance rating of intervention if the charter holder's most recent audit identifies a) one or more measures rated Below Standard or b) three consecutive years of a summative performance rating of Adequate Standing.

**JUNE 30<sup>TH</sup> QUARTERLY FINANCIAL REPORT** – The report submitted for QUARTER 4 must include the following:

1. An unaudited balance sheet (statement of financial position) that identifies the charter holder's results at June 30<sup>th</sup> and the charter holder's unrestricted and restricted cash balances. Minimally, the charter holder's restricted cash balance must include the charter holder's unspent Classroom Site Fund monies.
2. An unaudited income statement (statement of activities) that identifies the charter holder's results for the year ended June 30<sup>th</sup>.
3. The charter holder's budget that includes actual results versus budgeted results for the quarter.
4. The charter holder's calculation of its performance on all six of the financial framework measures.

**MANDATORY REPORTING RULE** – In accordance with Board administrative rule<sup>1</sup>, a charter holder must report the following items to the Board within 10 business days of receipt or occurrence:

1. Any notice from a lender or landlord regarding default.
2. Notice of legal filings associated with bankruptcy.
3. Any notice from the Internal Revenue Service, Arizona State Retirement System, Arizona Department of Revenue, or Arizona Department of Economic Security regarding a tax lien, levy or garnishment.
4. Correspondence from an insurance provider related to cancellation of health or liability insurance due to nonpayment.

---

<sup>1</sup> Although this rule will be promulgated at the same time as the financial framework rules, the rule will apply to all charter holders and not just those identified under the financial framework for intervention.

5. Notice of termination of line of credit whether initiated by financial institution or charter holder when replacement credit line is not in effect.
6. Withdrawals from debt service reserve funds.

**QUARTER 1** – The period covering July 1<sup>st</sup> through September 30<sup>th</sup>.

**QUARTER 2** – The period covering October 1<sup>st</sup> through December 31<sup>st</sup>.

**QUARTER 3** – The period covering January 1<sup>st</sup> through March 31<sup>st</sup>.

**QUARTER 4** – The period covering April 1<sup>st</sup> through June 30<sup>th</sup>.

**QUARTERLY FINANCIAL REPORT** – Each report submitted for QUARTER 1, QUARTER 2, and QUARTER 3 must include the following:

1. An unaudited balance sheet (statement of financial position) that identifies the charter holder’s results at the quarter end date and the charter holder’s unrestricted and restricted cash balances. Minimally, the charter holder’s restricted cash balance must include the charter holder’s unspent Classroom Site Fund monies.
2. An unaudited income statement (statement of activities) that identifies the charter holder’s results year-to-date for the quarter end date.
3. The charter holder’s budget for the applicable quarter that includes actual results versus budgeted results.
4. The charter holder’s calculation of its performance on the Default, Unrestricted Days Liquidity, Adjusted Net Income and Average Daily Membership measures.

**QUARTERLY REPORTING DEADLINES** – The submission deadlines for QUARTERLY FINANCIAL REPORTS submitted subsequent to the INITIAL FINANCIAL RESPONSE are standardized for all charter holders regardless of intervention tier and are as follows:

QUARTER 1	Due by October 30 <sup>th</sup>
QUARTER 2	Due by January 30 <sup>th</sup>
QUARTER 3	Due by April 30 <sup>th</sup>
QUARTER 4	Due by July 30 <sup>th</sup>

**QUARTERS COVERED BY INITIAL FINANCIAL RESPONSE** – The date of the audit letter will determine the quarters that must be addressed in the INITIAL FINANCIAL RESPONSE.

<u>Audit Letter Date</u>	<u>Quarters Covered</u>
Between October 1 <sup>st</sup> and December 30 <sup>th</sup>	QUARTER 1
Between December 31 <sup>st</sup> and March 30 <sup>th</sup>	QUARTER 1, QUARTER 2
Between March 31 <sup>st</sup> and June 29 <sup>th</sup>	QUARTER 1, QUARTER 2, QUARTER 3
After June 29 <sup>th</sup>	QUARTER 1, QUARTER 2, QUARTER 3, QUARTER 4



**STAFF'S REPORT ON INITIAL FINANCIAL RESPONSE** – The report prepared by Board staff after Board staff completes its review of the charter holder's INITIAL FINANCIAL RESPONSE. The report will answer each of the questions identified below and briefly explain the basis for each answer.

- Is there a sound explanation for why the charter holder underperformed on the financial framework's measures? *[Note: Answer to this question will be based on Board staff's review of the charter holder's summary of the factors that caused or contributed to the charter holder's financial performance in the audit fiscal year, the charter holder's audits and the charter holder's ADM reports.]*
- Did the charter holder perform at a level just below or well below the financial framework's measure(s) targets? *[Note: Answer to this question will be based on Board staff's review of the charter holder's audit year financial performance dashboard.]*
- In what direction is the charter holder's financial health heading? *[Note: Answer to this question will be based on Board staff's review of the charter holder's QUARTERLY FINANCIAL REPORT(s), the charter holder's last three dashboards (if applicable), the charter holder's audits and the charter holder's ADM reports.]*
- Do the charter holder's proposed or implemented actions address the problems that contributed to or caused the charter holder's underperformance on the financial framework's measures and are they realistic to implement? *[Note: Answer to this question will be based on Board staff's review of the charter holder's INITIAL FINANCIAL RESPONSE, including the charter holder's summary of the specific actions taken or being taken to improve the charter holder's financial performance in the current year, the charter holder's audits and the charter holder's ADM reports.]*

**STUDENT COUNT VISIT** – For each charter holder identified for Tier 1 intervention, Board staff will visit each school operated by the charter holder to conduct a physical count of students and compare the information observed and obtained onsite with the number of students reported to the Arizona Department of Education ("Department"). Board staff will notify the Department of any material discrepancies identified. If a school was visited during the fiscal year through another process (e.g., interval review), a second visit will not be conducted. Time permitting, Board staff could also visit schools operated by charter holders identified for Tier 2 interventions.

# Exhibit D: Written Public Comment



Charter School Board - ASBCS <charterschoolboard@asbcs.az.gov>

---

## Fin Framework Feedbk

1 message

---

**judy white** <judy@midtownprimaryschool.com>  
To: Charter School Board <charterschoolboard@asbcs.az.gov>

Thu, Oct 25, 2018 at 9:19 AM

It looks well thought out and predictive of needed intervention. The intervention flow looks fair and provides steps to get it fixed. Thank you for your hard work on this.

--

Judy White  
Principal  
Midtown Primary School  
4735 N 19th Ave  
Phz AZ 85015  
602-265-5133



Charter School Board - ASBCS &lt;charterschoolboard@asbcs.az.gov&gt;

---

## Public Comment - Financial Framework

1 message

---

**Binky Michele Jones** <bjones@ombudsman.com>

Wed, Oct 31, 2018 at 10:42 AM

To: "charterschoolboard@asbcs.az.gov" &lt;charterschoolboard@asbcs.az.gov&gt;

Recommendation to add language to ADM "Meets Standard" measure to clearly state that Charter Holder **has maintained ADM year over year** or has increased. A charter should be viewed in good standing if they are maintaining ADM as well as increasing. This additional language will ensure the public understands that maintaining or increasing ADM is the target.

Remember that a small school with a capacity of 90 students may not have the ability to increase ADM year over year but it should be celebrated that they maintain ADM, especially if they graduate 20% or more students in any given year.

Thank you for the opportunity to submit feedback,

*Binky Michele Jones*

Regional Vice President, Ombudsman Educational Services

A division of **ChanceLight™ Behavioral Health, Therapy & Education**

*Changing the Direction of Children's Lives*

O 602.840.2997 C 602.770.2419

[www.chancelight.com](http://www.chancelight.com)

\*\*\* PRIVACY NOTICE: The content of this communication is CONFIDENTIAL and may include patient and/or student information that is protected by federal law under the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient of this communication, please notify the sender immediately and delete the material without opening any attachments. Unauthorized use, disclosure, copying, or distribution is strictly prohibited and may be unlawful. \*\*\*



Charter School Board - ASBCS &lt;charterschoolboard@asbcs.az.gov&gt;

---

**public comment on dashboard**

1 message

**MaryEllen Halvorson** <dr.meh@live.com>

Wed, Oct 31, 2018 at 11:06 AM

To: "charterschoolboard@asbcs.az.gov" &lt;charterschoolboard@asbcs.az.gov&gt;

I feel very strongly that once a problem has been resolved, the dashboard box should return to green for the following reasons:

1. Dashboards should communicate to parents and the public how the school is currently operating.
2. A dashboard box can turn pink for a wide variety of reasons within that category. Some of those reasons are very minor and some are more serious. Parents and the public don't know the exact reason and often assume the worst.
3. The proposed system would make it obvious which schools resolve problems quickly and which schools consistently operate in a manner that creates problems. Also, there would be a reward for resolving problems quickly.
4. The Charter Board and staff could quickly know if a school needs to fix something. Leaving the box pink forever means the staff or Board Member must do research to see exactly what the problem was and if it was resolved. That takes time.

Thank you for considering my comment.

Mary Ellen Halvorson  
[2965 Pleasant Valley Drive](#)  
[Prescott, AZ 86305](#)

928 420 2951



Charter School Board - ASBCS &lt;charterschoolboard@asbcs.az.gov&gt;

---

**RE: Public Comment on Recommended Financial Framework**

1 message

---

**Henry Fortino** <hfortino@fortinocpa.com>  
To: Charter School Board <charterschoolboard@asbcs.az.gov>

Fri, Nov 2, 2018 at 1:59 PM

Below are my comments on the recommended framework.

1. Going concern – Would recommend that below standard measure 2 be moved to approaches standard since if substantial doubt is raised but alleviated then it shouldn't be on the same level as not alleviated.

6. ADM – Would eliminate this entirely because it only reflects revenue. Cash flow overall is what is most important and we are already measuring that with 3 and 4.

Thanks,

Henry J. Fortino, CPA, PC  
[3801 N. Campbell Ave. STE A](#)  
[Tucson, Arizona 85719](#)

Phone 1-520-393-3233

Fax 1-520-881-7392

[www.fortinocpa.com](http://www.fortinocpa.com)



**From:** Charter School Board <charterschoolboard@asbcs.az.gov>  
**Sent:** Thursday, October 25, 2018 8:48 AM  
**To:** Charter School Board - ASBCS <charterschoolboard@asbcs.az.gov>  
**Subject:** Public Comment Sought on Subcommittee's Recommended Financial Framework

At its October 23, 2018 meeting, the Financial Framework Subcommittee ("Subcommittee") accepted the measures, measure targets, summative performance ratings, interventions and financial performance expectations and recommended that the full Board move forward with administrative rulemaking for implementing the Financial Performance Framework ("Framework") proposed by the Subcommittee. Further, the Subcommittee directed staff to solicit public comment on the proposed Framework and to bring the public comment and Subcommittee recommendation to the full Board in December 2018.

The Subcommittee's proposed measures and measure targets, proposed summative performance ratings, and proposed intervention process and financial performance expectations may be accessed at <https://asbcs.az.gov/public-comment>.

**Posting period: October 25, 2018 – November 13, 2018**

Please submit your feedback in writing to the Board during the posting period using one of the following options:

1. Written comments may be emailed to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov).
2. Written comments may be mailed to the Arizona State Board for Charter Schools, P.O. Box 18328, Phoenix, AZ 85005
3. Written comments may be delivered to the Board office located at [1616 W. Adams St., Suite 170, Phoenix, AZ 85007](#)

For all responses please provide the following information:

- First and last name
- Mailing Address
- E-mail Address
- Organization (optional)

## Charter School Board Staff



**Arizona State Board for Charter Schools**

**P.O. Box 18328, Phoenix, Arizona 85005**

**Phone: (602) 364-3080**

**Website: [asbcs.az.gov](https://asbcs.az.gov)**

**Facebook: [www.facebook.com/asbcsaz](https://www.facebook.com/asbcsaz)**

**Newsletter: <https://asbcs.az.gov/news-events>**





Charter School Board - ASBCS &lt;charterschoolboard@asbcs.az.gov&gt;

---

**PUBLIC COMMENT - RECOMMENDED FINANCIAL FRAMEWORK**

1 message

**MCamacho@ypic.com** <MCamacho@ypic.com>

Tue, Nov 6, 2018 at 4:35 PM

To: charterschoolboard@asbcs.az.gov

Cc: BGrossenburg@ypic.com, AHuizar@ypic.com

Good afternoon,

After reviewing the measures, measure targets, summative performance ratings, and interventions and financial performance expectations, I have the following comments/questions:

1. For how long can a school be in "Intervention" status before other major consequences come into play. According to the flowchart, it seems like a school can be in Intervention status indefinitely.
2. When is this being implemented?
3. What is the reasoning for these additional measures?
4. This is very tight control on charter schools. Additional paperwork, time, and costs (auditors will most likely charge more to report on these measures) are being demanded of charter schools. Hoping additional funding is provided to charter school to cover expenses associated with this process.

Thank you for the opportunity to provide input.

Martha Camacho

[mcamacho@ypic.com](mailto:mcamacho@ypic.com)

3834 W. 16<sup>th</sup> Street

Yuma, AZ 85364

## Yuma Private Industry Council, Inc.

---



### Martha Camacho

Accounting and Finance Manager

**Office:** (928) 329-0990 x165

**Fax:** (928) 329-4462

3834 W. 16<sup>th</sup> Street | Yuma, AZ 85364

---

A proud partner of the  network



# Financial Framework Subcommittee's Recommended Framework

---

ASBCS BOARD MEETING

DECEMBER 10 AND 11, 2018

# Development of Framework

---

- In July and August, Staff Solicited Public Comment and Attended Roundtables on Existing Framework
- Between August and November, Subcommittee Held Six Public Meetings and Informally and Formally Solicited Feedback from Stakeholders
- Subcommittee Advised By Outside Experts



# Framework Measures

---

## RECOMMENDED MEASURES

- ❖ Going Concern
- ❖ Default
- ❖ Unrestricted Days Liquidity
- ❖ Adjusted Net Income
- ❖ Lease Adjusted Debt Service Coverage Ratio
- ❖ Average Daily Membership (“ADM”)

## KEY CONSIDERATION

- ❖ Noncash expenses have been removed from applicable measure calculations to capture charters’ true economic performance



# Framework Measure Ratings

---

## RECOMMENDED MEASURE RATINGS

- ❖ **Meets Standard**
- ❖ **Approaches Standard**
- ❖ **Below Standard**

## KEY CONSIDERATIONS

- ❖ Ratings have been modified to better describe the level of performance reflected
- ❖ “Below Standard” targets have been established for all six measures



# Summative Performance Ratings

---

## RECOMMENDED RATINGS

- ❖ **Good Standing**
- ❖ **Adequate Standing**
- ❖ **Intervention**

## KEY CONSIDERATIONS

- ❖ Three ratings have been developed to better describe the level of performance reflected and better identify charters that warrant the Board's attention
- ❖ Summative performance rating determinations are made annually using information from the most recent audit submitted to the Board and the charter's ADM data





# Financial Intervention Process

---

- Applies to Charters that Receive an “Intervention” Summative Performance Rating
- Provides Opportunity for “Intervention” Charters to Demonstrate Improved Financial Performance
- Allows Board to Act If “Intervention” Charters Do Not Demonstrate Improved Performance



**AGENDA ITEM: Transparency Recommendations**

**Background**

As part of the Financial Framework Subcommittee’s (“Subcommittee”) discussions with stakeholders, the Subcommittee determined that additional transparency is needed to complement the financial framework (“transparency recommendations”). The transparency recommendations were formally presented during the Subcommittee’s October 23, 2018 meeting. At this meeting, the Subcommittee directed staff to solicit public comment on the proposed recommendations and to provide the public comment to the Subcommittee at its November 27, 2018 meeting. In addition to a 15-day comment period, staff and Board members met with the charter community, Arizonans for Charter School Accountability and the Grand Canyon Institute. On November 27<sup>th</sup>, the Subcommittee adopted the transparency recommendations and directed staff to bring them to the Board in December.

**Transparency Recommendations**

The transparency recommendations fall into three categories – rules, best practices and areas for further study – which are described below.

RULES

	<b>Educational Service Provider Registry</b>	<b>Website Link to Performance Dashboards</b>	<b>Mandatory Notifications</b>
<b>Recommendation Description</b>	<p>Charters must declare if they have an agreement or contract with an educational service provider (“ESP”) and provide the following information:</p> <ul style="list-style-type: none"> <li>▪ Name of ESP</li> <li>▪ A written statement describing the services provided to the charter school(s)</li> </ul> <p>An ESP is defined as any number of organizations that contract with or have a governance relationship with the entity to provide comprehensive services. Major types of ESPs are education management organizations (“EMO”) and charter management organizations (“CMO”).</p>	<p>Charters must conspicuously post a link on their websites to their performance dashboards on the Board’s website. Currently, a charter holder’s academic, financial and operational dashboards are all accessible through one link.</p>	<p>Within 10 business days, charters must report to the Board:</p> <ul style="list-style-type: none"> <li>▪ Any notice from a lender or landlord regarding default</li> <li>▪ Notice of legal filings associated with bankruptcy</li> <li>▪ Any notice from the IRS, ASRS, ADOR, or ADES regarding a tax lien, levy or garnishment</li> <li>▪ Correspondence from an insurance provider related to cancellation of health or liability insurance due to nonpayment</li> <li>▪ Notice of termination of line of credit whether initiated by financial institution or charter when replacement credit line is not in effect</li> <li>▪ Withdrawals from debt service reserve funds</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>▪ Board rules must be amended before these recommendations can be implemented.</li> <li>▪ Fiscal year 2020 will be a pilot year.</li> <li>▪ Beginning with fiscal year 2021, failure to comply will be noted on charter’s operational performance dashboard.</li> </ul>		

BEST PRACTICES

	Description
<b>Board Member Training</b>	Board member participation in training related to responsibilities (e.g., Open Meeting Law, accountability) at least once every two to three years
<b>Adherence to Tax-Exempt Organization Requirements</b>	Corporate board adherence to IRS requirements for 501(c)(3) tax-exempt organizations
<b>Governing Bodies</b>	More than three-member governing bodies

AREAS FOR FURTHER STUDY

	Description
<b>Transition of Charter Contract</b>	Charter school movement is approaching 25-year milestone. A generational shift is occurring as charter holders operating schools at the beginning of the charter law (1994) have already retired or are about to retire from their schools.  Staff will bring recommendations to the full Board no later than May 2019 regarding the Board's role in this transition to ensure fidelity to the contract.
<b>Compliance Questionnaire</b>	Stakeholder meetings to discuss adding questions to the Legal Compliance Questionnaire addressing areas such as specific internal controls. Any changes would be effective for the fiscal year 2020 audits.
<b>Financial Framework's Use of Other Information</b>	Board staff will work with stakeholders to determine if other information required to be submitted to the State by charters (e.g., school level reporting) could be used to finetune the Board's intervention efforts.
<b>Communications with Other Agencies</b>	Board staff will work with the Arizona Department of Education and the Office of the Auditor General to resolve technical matters related to the financial forms (e.g., Annual Financial Report) submitted to the Department and address other matters.



# Transparency Recommendations

---

ASBCS BOARD MEETING

DECEMBER 10 AND 11, 2018

# Development of Recommendations

---

- As Part of Stakeholder Discussions, Subcommittee Determined Additional Transparency Is Needed to Complement Financial Framework
- Recommendations Fall Into Three Categories
  - Rules
  - Best practices
  - Areas for further study



# Rule Recommendations

---

- Educational Service Provider Registry
- Website Link to Performance Dashboards
- Mandatory Notifications to Board



# Best Practices Recommendations

---

- Board Member Training
- Corporate Board Adherence to Tax-Exempt Organization Requirements
- More Than Three-Member Governing Bodies





# Areas for Further Study

---

- Board's Role in Transition of Charter Contract to Ensure Fidelity to the Contract
- Possible Changes to Compliance Questionnaire
- Use of Other Information to Finetune Board's Financial Intervention Efforts
- Communications with Other Agencies



---

**AGENDA ITEM: Compliance Matters – Annual Financial Audits****Issue**

The charter holders listed on the agenda failed to submit their fiscal year 2018 annual financial statement and compliance audits (“audit”), which were due to the Board on November 15, 2018.

**General Background – Audits**

[A.R.S. §15-183\(E\)\(6\)](#) and [A.R.S. §15-914](#) require charter schools to annually submit a financial audit and compliance questionnaire. For many of the Board’s charters, the audit is due 4-1/2 months after the end of the fiscal year – November 15<sup>th</sup>. In accordance with Arizona Administrative Code R7-5-504(E), a charter holder that fails to submit a complete audit reporting package by the audit deadline may be subject to charter oversight.

Charters that expend over \$750,000 in federal funds are required to submit a single audit. The single audit and questionnaire for fiscal year ending June 30, 2018 are due March 31, 2019. Charters that fail to timely submit their single audits and questionnaires will be brought before the Board in April.

**Background Information Specific to Charter Holders Listed on Agenda**

For the fiscal year 2018 audit cycle, the Board expects to receive 410 audits – 312 financial statement audits and 98 single audits. As of the writing of this report, the Board has received 306 of the 312 financial statement audits, which were due by November 15, 2018, and 20 of the 98 single audits, which are due by March 31, 2019.

On November 16, 2018, Board staff sent an email to the 10 charter holders who did not submit their fiscal year 2018 audits by the November 15<sup>th</sup> deadline. Subsequently, four of the charter holders submitted their audits. The remaining six charter holders have been grouped on the agenda by the number of consecutive years they have failed to timely submit their audits.

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

A+ Charter Schools (“Applicant”) submitted a new charter application package on April 18, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package did not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. A+ Charter Schools has requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
A+ Charter Schools	July 24, 2019	Maricopa	7-12	180 days

### Mission Statement

A+ Charter Schools' empowers students in reaching their greatest potential by becoming responsible individuals of character and excellence, engaged community members, and lifelong learners in an ever-changing society.

### Target Population

*The following information was summarized from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant cites a limited number of quality educational options for middle and high school youth in the Maricopa area. The current school choices in the area, Sequoia Pathway Academy and Maricopa Unified School District, have students performing below the state average. Additionally, the Applicant states that Sequoia Pathway Academy “consistently has a waitlist”. The Applicant notes that Maricopa has undergone a 2873% population change since the 2000 census. It is stated that “consultants predict” that the Maricopa Unified School District, where A+ Charter Schools would be located, “will see an enrollment increase of 4,100-5,800 over the next decade” and that “within the next five to seven years the high school population will grow by 95%” creating a diverse population with a need for a high quality option in the community.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	7-10	7-11	7-12
<b>Enrollment</b>	175	250	300

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed locations:

- 19756 N. John Wayne Parkway, Maricopa
- 12501 N. Murphy Road, Maricopa
- 16540 N. Porter Road, Maricopa

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant will facilitate its mission and core values using the “TEAM-Together We Succeed, Excellent Leadership Skills, Academic and Character Growth, and Motivating Students- philosophy”. The application package states that students will be served “in a small, learning community, which includes personalized learning plans for every student” and that “all students will participate in Academic Success Groups” and an Advisory Class. The Applicant’s Curriculum Team will “develop standards based curriculum maps.” Standards aligned curriculum will offer “opportunities for real-life application”. The Applicant will emphasize project-based and cooperative learning strategies, and deliver curriculum using direct whole-group, small-group, one-on-one, and differentiated instruction.

Governance

Corporate Board Members
Rebekah Krueger
Laura Newcomb

School Governing Body Members	Type
Unnamed	Community Member
Unnamed	Community Member
Unnamed	Community Member
Unnamed	Parent
Unnamed	School Staff

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	No		No	
Any section in which more than one evaluation area scored Approaches?	Yes		Yes	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	77%	No	92%
Operational Plan Score ≥ 95% Meet standard?	Yes	100%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	91%	No	94%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

**Principal Name: Rebekah Krueger**

Current Affiliation(s): 12 years in various roles (Business Manager, Operations Director) with Arizona Charter Solutions

**Principal Name: Laura Newcomb**

Current Affiliation(s): 6 years as owner of the Autism Academy for Education and Development Schools

Past Affiliation(s) of Note:



- 11 years at Exceptional Academic Services providing special education services for charter schools
- 1 year as a teacher and 2 years as principal for Leading Edge Academy Charter Schools



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 11, 2018**

*New Charter Application for*

**A+ Charter Schools**

*Submitted by*

**A+ Charter Schools**



# Report Summary

<b>Recommendation:</b>					Approve	
<b>Applicant Name:</b>		A+ Charter Schools				
<b>Proposed School Name:</b>		A+ Charter Schools				
<b>Grades Served Year 1:</b>	7-10	<b>Grades Served Year 2:</b>	7-11	<b>Grades Served Year 3:</b>	7-12	
<b>Location:</b>	Maricopa, AZ					
<b>Mission Statement:</b>	A+ Charter Schools' empowers students in reaching their greatest potential by becoming responsible individuals of character and excellence, engaged community members, and lifelong learners in an ever-changing society.					

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	77%	No	92%
Operational Plan Score ≥ 95%?	Yes	100%	Yes	100%
Business Plan Score ≥ 95%?	No	91%	No	94%

## In-Person Interview Summary

The Applicant team at the interview included the Charter Principal/Authorized Representative Laura Newcomb and Charter Principal Rebekah “Becki” Krueger. Both participants were able to respond readily to questions about all areas of the application. The TRP was impressed by the description of the educational plan, the Applicant’s ability to describe how implementation what the program of instruction would look in action (Capacity Interview 11:40), and how it would meet the needs of the target population in a way that was not readily available among the educational options currently available in the target area (Capacity Interview 1:04:50).

Prior to the interview, the TRP had concerns about the Applicant’s capacity to address the rigor of State standards at the high school level. The Applicant addressed these concerns both through their description of their experience with schools serving high school grades (Capacity Interview 16:00) and their description of the process they would use to ensure that standard rigor would be implemented in classrooms (Capacity Interview 20:40; 26:50).

Another area where the TRP had initial concerns was the budget. Two areas where the Revised application had not met the criteria were the Employee Required Expenses and the viability of the budget for student technology equipment. Ms. Krueger’s response demonstrated her understanding of the financial and organizational aspects of charter school operation, and gave the TRP comfort that she would be able to handle any vagaries of the cash flow (Capacity Interview 29:20; 36:00).

While the Operational Plan met 100% of the criteria in both the preliminary and revised applications, the TRP had questions about the relationship of the applicant with both the private schools for children with autism operated by Ms. Newcomb, and with the LEAD Charter Schools, of which Ms. Krueger is Director of Operations. The responses described organizations which would be supportive but independent (Capacity Interview 46:45; 59:30).

Both Charter Principals demonstrated a thorough understanding of all components of the Application Package and an ability to work closely together, with complementary skill sets. Overall, the TRP felt that the Applicant team had demonstrated the capacity to implement the plan described in the Application and operate a quality charter school.

### TRP Qualitative Analysis Summary

The TRP recommends that the application for A+ Charter Schools be approved because all three sections of the written Application package either met or were very close to meeting the Board’s criteria, the Applicant team was able to address the TRP’s concerns regarding the areas of the Application Package which had not met the criteria, and the Applicant presented a compelling description of a rapidly growing community in need of quality educational choices, along with a solid plan to provide one.

The Educational Plan includes a number of elements that would address the needs of the students of Maricopa, including a rigorous yet engaging program including project-based learning, leadership development, honors classes, and a system for tracking data and addressing deficiencies. Ms. Newcomb has long experience operating a provider of Special Education services, and could ensure that students with special needs are fully supported.

Both the Business Plan and the Operational Plan were well thought out, described in detail, and supported by the team in the interview. Both Principals have ongoing relationships with other educational organizations that can provide logistical support to A+, but have structured the organization to maintain its independence. The two Principals impressed the TRP with their vision for the school and capacity to implement their vision.

### Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score ≥ 95%?	No	41	Of	53	No	49	of	53
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	12				4			

### Plan Summary

A+ intends to serve the middle and high school students of Maricopa, Arizona, a rapidly-growing city of around 50,000 residents in Pinal County. Currently, Maricopa has one district high school, two district middle schools, one charter school serving grades K-12, and two charter schools serving grades K-8. According to the Charter Principals, who each have an association with Leading Edge Academy Maricopa (serving K-8), parents frequently ask for options for high school. The two local options, Maricopa High School and Sequoia Pathways Academy, each have test scores below the state average. In addition, Sequoia Pathways Academy usually has a waitlist. Many parents are choosing to bus their students to the Ahwatukee neighborhood of Phoenix. The residents of Maricopa have a median household income of \$75,000 and, according to the Principals, between 70% and 80% will qualify for Free or Reduced-Price Lunch (Capacity Interview 36:00).

A+ plans to open serving grades 7-10, and add a grade each of the first two years until it is serving grades 7-12. The school will have a maximum class size of 25, and use a ratio of 5 students to 1 staff member for small group instruction. Each student will work with staff to develop a Personalized Learning Plan (PLP), which will track data towards completion of the student’s Education Career Action Plan (ECAP) (Section A.2, p. 8; Capacity Interview 15:39). The school will have a special emphasis on cooperative learning, project-based learning, and character development. Students will also be offered the opportunity to take more rigorous classes for honors credit, earning grades that weight the student’s grade point average for college admission.

The school will have a modified block schedule. Mondays and Thursdays will have all 6 periods and focus on whole-group instruction. Tuesdays and Wednesdays will be on an A/B block schedule, with longer periods for project-based learning. Fridays will have a half day on a rotating A/B schedule focusing on small group instruction (Capacity Interview 11:40). The school will have 180 days of instruction, with school hours Monday through Thursday being 8:00 am to 3:00 pm, and Friday 8:00 am to noon.

The school’s assessment plan includes a variety of assessment types, including diagnostic, formative, authentic, summative, and standardized (Capacity Interview 25:30). Students will track their data during meetings with a teacher or advisor three times a year and after each benchmark. Teachers and administrators will also analyze data using an online platform such as iReady to identify issues with curriculum or instruction (Section A.5, p. 5).

**Analysis**

The educational plan approaches the criteria for approval because the Applicant provided high school Reading curriculum samples that did not address the full rigor of the required standard in instructional planning, instruction, formative assessment, or summative assessment. However, aside from one insufficiently addressed standard component on one instructional analysis, the Education Plan presented by the applicant met the Board’s criteria. During the Capacity Interview, the Charter Principals demonstrated sufficient capacity to implement an Educational Plan that would lead to a quality charter school.

The Educational Plan meets the needs of the target population for educational choice, and for a school offering personal support and an engaging experience. The Charter Principals described a day in the life of a student, demonstrating their understanding of, and passion for the proposed school, and illustrating the specific components that differentiate the proposed school from the other choices in the community (Capacity Interview 13:55). They further described how they would develop the curriculum for the opening of the school, with emphasis on the project-based learning component, adapted from offerings of the Buck Institute (Capacity Interview 20:40). Finally, they addressed the reservations of the TRP regarding standard rigor by describing the process that school leaders would use to ensure that each standard is fully addressed within the curriculum (Capacity Interview 26:50).

**Operational Plan**

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	Yes	22	of	22	Yes	22	of	22
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	0				0			

## Plan Summary

The corporate board of A+ Charter Schools (Applicant) shall be separate from the governing body of the school it operates, also called A+ Charter Schools (School). The Applicant consists of two Principals, Laura Newcomb and Rebekah (Becki) Krueger. Ms. Newcomb will serve as the Authorized Representative and Board President. She is currently the President and owner of Autism Academy for Education and Development (AAED), a private school network serving 380 children with autism at three campuses in the East Valley for the last 6 years. She has also operated Exceptional Academic Services for 11 years, providing Special Education teachers and services to charter schools for 11 years. Prior to that, she was a charter school teacher and administrator, and has State certification as a principal, K-8 teacher, and special educator.

Ms. Krueger is the Operations Director and Business Manager for Arizona Charter Solutions, the Charter Management Organization (CMO) for LEAD Charter Schools and Leading Edge Academy Maricopa, and has 25 years' experience in school business and operations.

The two Principals have identified three additional members that they intend to appoint to the corporate board upon approval of the charter: Vicky Schildgen (a school principal with LEAD Charter Schools), Deborah Havens (a special education director and former regulator with 42 years' experience), and Derrick Jamerson (a school principal with AAED and LEAD).

The Applicant was incorporated as a non-profit entity on May 8, 2017, for the purpose of operating a charter school, and is in good standing with the Arizona Corporation Commission. It has no corporate members (Section B.1).

The governing body per A.R.S. §15-183 (E) (8) will be the Governing Board (Board), which will include between 5 and 7 members, and which will be fully appointed by the corporate board by February 2019 (Section B.2, p. 2). Currently, the Board includes Ms. Krueger, Mr. Jamerson, and Mr. Mat Reese, the principal of leading Edge Academy Maricopa. The Board intends to fill the remaining seats by February 2019 with members of the Maricopa community, possibly including tribal, business, or financial leaders and parents (Section B.2, p. 5).

The Board will delegate administrative responsibilities to the Principal and Business Manager (Section B.3, p. 1). The Principal shall be responsible for academic and instructional matters, student discipline, human resources for instructional staff, volunteers, professional development, assessment, employee evaluation, curriculum development, and Special Education. The Business Manager shall be responsible for fiscal, compliance, daily operations, fundraising, contracted services, community relations, food service, and student records. Both shall share responsibility for marketing, safety, and compliance.

The Applicant will contract with external service providers in the following areas: accounting; audit; human resources and payroll; custodial; legal; information technology support; and special education services (psychology, speech language pathology, occupational and physical therapy, etc.).

## Analysis

The operational plan presented by A+ meets the criteria for approval because the planned governance and management structure is detailed and appropriate for an operation the size and scope of the one described in the Application. The Charter Principals have and will maintain associations with other entities that can support the growth of A+. Ms. Newcomb also operates AAEC, a private educational entity that will contract with A+ to provide accounting, human resources, payroll, and information technology services (Section B.3.2, p. 3; Capacity Interview 46:45). Ms. Krueger is employed by Arizona Charter Solutions, which operates the Leading Edge Academies, and despite having Leading Edge personnel on their corporate and governing boards, will maintain independence (Capacity Interview 18:35).

# Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
	No	29	of	32	No	30	of	32
Business Plan Score $\geq$ 95%?	No	29	of	32	No	30	of	32
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	3				2			

## Plan Summary

- Proposed Location:**
- 19756 N. John Wayne Pkwy – 19,756 sq. ft.
  - 12501 N. Murphy Rd. – 10,870 sq. ft.
  - 16540 N. Porter Rd. – 5.64 acre vacant land for proposed build – preferred option
- No facility has been secured yet.

- Facilities Requirements:**
- Year 1: 178 students – 11,000-15,000 sq. ft., 8 regular classrooms, 3 elective/resource classrooms, office area, 1 multipurpose room.
- Year 2: 250 students – 19,000-22,000 sq. ft., add 3 classrooms, 1 cafeteria/gym area, additional office space.
- Year 3: 300 students – 24,000-27,000 sq. ft., add 4 classrooms, 1 computer lab/media center, additional office space.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	n/a	178	250	300
Total Revenue:	250,000	1,267,741	1,849,211	2,244,002
Total Expenditures:	231,258	1,202,012	1,816,347	2,101,191
Ending Balance:	18,742	4,471	37,335	180,146

The Applicant's Business Plan includes a detailed facility acquisition plan with a viable timeline for opening a school by the proposed opening date of July 24, 2019. A+ has identified two available facilities within the target area which would allow it to implement the program of instruction, as well as a parcel of land suitable for a proposed build (Section C.1, p. 3). During the interview, the Applicant stated that they are working with Performance Charter School Development, and have identified a 10 acre parcel west of the Walmart on which the developer would do a phased build-out to fit enrollment growth (Capacity Interview 48:40).

A+ proposes to open serving grades 7-10, and add grades 11 in year 2 and 12 in year 3. Their plan calls for 50 students per grade, and based on their market research they foresee being able to fill all grades but 10 in year 1, with full enrollment at each grade offered in following years (Section C.2, p. 8). Both Principals have worked for LEAD Charter Schools, a charter network which operates a K-8 school in Maricopa. During the Capacity Interview, Ms. Krueger stated that this school has a sizeable waitlist at grades 7-8, and many parents are not satisfied with the high school options in Maricopa and transport their children to schools in Ahwatukee (Capacity Interview 1:04:50).

To market the school in the startup period, Ms. Newcomb plans to use the existing resources of her private schools, including the marketing director and marketing coordinator (Section C.2, p. 4). The plan starts with establishing web and social media announcements, and following approval, a campaign with print advertising, visits to local middle schools, direct mail, and attendance at local festivals. The Applicant will also canvass the area with door flyers, and have logo materials to pass out at school visits and open houses.

The plan to recruit and hire teachers will focus on Maricopa and the surrounding areas of Chandler, Gilbert, Florence, and Casa Grande. It will use websites, job fairs, visits and contacts with schools of education (local

and national), and word of mouth (Section C.3, p. 3). Once hired, training will begin seven days before the beginning of school (Section A.4, p. 2) and continue weekly (Section C.3, p. 3).

The Start-Up Budget is based on a loan of \$250,000 from Charter Principal Laura Newcomb. It covers employee costs for the School Principal and Business manager from April of the opening year, and teachers starting in July for an opening on July 24. It also covers supplies, instructional and resource material, software, and marketing expenses as major expenditures. There is a carryover of just under \$19,000 to the first year. The 3-Year Operational Budget is based on 95% enrollment, and covers expenses each year using only State equalization revenue and carryover.

## Analysis

The business plan approached the criteria for approval because the plan did not meet the 95% threshold required by the Board.

The TRP had concerns about two areas. The Employee Required Expenses (ERE) appeared underfunded with the Applicant participating in Arizona State Retirement System. The Applicant had budgeted 18% of salary for each employee (Section C.3, p. 4; Section C.5, p. 3), but the TRP found that the total of FICA, FUTA, and ASRS would total 21.45%, which could cause the Year 1 expenditures to exceed revenues, and have repercussions in following years. During the capacity Interview, Ms. Krueger stated that the ERE issue was an error in their calculations, but that recalculation with the updated 2018-2019 equalization figures showed a balanced budget with the corrected ERE figures. She also expressed frustration that the Application requirements prevented her from including revenue that she, as an experienced school business manager, knew would be available, including Title I funds, Proposition 301 funds, and others (Capacity Interview 29:20).

The TRP also had concerns regarding the viability and adequacy of the budgeted amounts for student technology equipment. The 3-Year Operational Budget Assumptions describe year 1 expenditures of \$7,500 for 30 Chromebook-type computers for 178 students, with 5 more added in each of years 2 and 3. The Applicant also assumed that many students would participate in a Bring Your Own Device allowance, using personal phones, tablets, and computers (Section C.5 Assumptions, p. 6). However, the Program of Instruction described Tier III of the Response to Intervention program as being based on online assessment and instruction (Section A.3, p. 6), and all TRP members had worked at schools that struggled with the equity, security, and bandwidth issues of students using personal devices for core instruction. We also were concerned with the State's increasing requirements for online standardized assessments, and the capacity of the resources described in the Budget Assumptions. During the Capacity interview, the Applicant described how they planned to implement technology within their program (Capacity Interview 36:00), and discussed the limitations of connectivity in Maricopa (Capacity Interview 41:50). Ms. Newcomb also described how her Autism Academy rotates teacher laptops out after two years, and these could supplement the computers found in the budget (Capacity Interview 43:20).

Overall, the TRP agreed that, despite the issues with the ERE and technology, the plan was sufficiently thorough and viable to warrant a recommendation to approve the application package, especially as we understand that other sources of revenue, not verifiable at the time of charter approval, are typically available to operating schools. Ms. Newcomb, in particular, has expressed willingness to draw on the resources of her other organization (Autism Academy for Education and Development, to assist A+ in starting up (Capacity Interview 46:45). The answers provided by the Applicant demonstrated the capacity to start and operate a financially sound charter school, and gave the TRP members comfort in recommending approval.



# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Laura Newcomb	Authorized Representative, Charter Principal	Yes
Rebecca Krueger	Charter Principal	Yes

## Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a high quality school because the team includes members with complementary skills in academics, operations, and finances, experience in serving the target population, and an evident passion for meeting the needs of students who desire a more engaging, hands-on educational experience.

Ms. Newcomb has experience as a teacher, school principal, and special educator. She describes a plan that has both rigor and flexibility, and understands the challenges of implementing that plan in a start-up school.

Ms. Krueger brings operational knowledge and skills, including experience dealing with State regulators and funding agencies. She has a deep understanding of the proposal and experience operating schools that serve the community.

Throughout the capacity interview, both members of the applicant team were engaged and provided in-depth answers related to their respective areas of expertise. These answers allayed the concerns raised by the review of the written application, and provided the TRP with comfort in recommending approval of the Application.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	A+ Charter Schools
<b>Proposed School Name</b>	A+ Charter Schools

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Meets the Criteria
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Revised Submission Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria



A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Meets the Criteria
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Meets the Criteria
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>• gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>• identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>• verifying if the instruction allows students to effectively master state standards, and</li> <li>• ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>• using criteria to clearly measure instructional quality, and</li> <li>• disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>• determining what PD topics will be covered throughout the year and</li> <li>• deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>• supporting high quality implementation of PD strategies by providing support and</li> <li>• allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>• monitoring that the strategies learned in professional development are implemented, and</li> <li>• following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments

A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.6-8 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Writing and Science. Revised submission meets the criteria in Mathematics.  Addresses the criteria, but lacks sufficient detail in: Describing the instructional strategies used to lead students to meet each of the identified learning targets in Reading. Specifically, instructional strategies adequately addressing each of the identified learning targets.

A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Writing and Science. Revised submission meets the criteria in Mathematics.  Addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Reading. Specifically, activities/tasks identifying each learning target, adequately addressing the rigor of the standard.	
A.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Writing and Science. Revised submission meets the criteria in Mathematics.  Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Reading. Specifically, listing criteria that determines how students have met each learning target.	
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Writing and Science.  Revised submission meets the criteria in Mathematics.  Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading. Specifically, mastering rigor.	
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Writing, Mathematics, and Science. Revised submission meets the criteria in Reading	
<b>A.6.9-12 Total</b>				<b>0</b>	<b>4</b>	<b>3</b>
	<b>Part A Sub Total</b>			<b>0</b>	<b>4</b>	<b>49</b>
<b>Part B</b>	<b>Operational Plan</b>					
<b>B.1</b>	<b>Applicant Entity</b>	F	A	M	Technical Assistance / Comments	
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.				1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.				1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.				1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.				1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.				1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.				1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.				1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.				1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>		<b>8</b>	
<b>B.2</b>	<b>Governing Body</b>	F	A	M	Technical Assistance / Comments	
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).				1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.				1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.				1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.				1	Meets the Criteria

B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
B.3.1	Education Service Providers	F	A	M	Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				NOT APPLICABLE
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				NOT APPLICABLE
<b>B.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
B.3.2	Contracted Services	F	A	M	Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria

B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		0	0	5	
	<b>Part B Sub Total</b>	0	0	22	
<b>Part C</b>	<b>Business Plan</b>				
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		0	0	6	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria

C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	<b>Personnel</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised submission addresses the criteria, but lacks sufficient detail in: Ensuring ERE and Benefits costs as described in the narrative are accounted for in the Three Year Operational Budget. Ensuring ERE and Benefits costs as described in the narrative are fully described in the Budget Assumptions.
<b>C.3 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
C.4	<b>Start-Up Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Revised Submission Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised submission addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for student technology equipment are viable and adequate.



C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.				NOT APPLICABLE
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
C.5 Total		0	1	6	
	<b>Part C Sub Total</b>	0	2	30	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	6	101	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Fails 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Fails 95% Test				
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

# AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

## Request

Abraham Lincoln Preparatory School: A Challenge Foundation Academy (“Applicant”) submitted a new charter application package on May 24, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

## Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Abraham Lincoln Preparatory School	August 5, 2019	Glendale	K-4	181 days

### Mission Statement

Abraham Lincoln Preparatory School exists to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children, resulting in students meeting and exceeding academic standards.

### Target Population

*The following was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

Abraham Lincoln Preparatory School (“ALPS”) proposes to serve students and families in Phoenix’s Maryvale community, roughly defined as the area south of Camelback Road, east of 91st Avenue, north of Interstate 10, and west of Grand Avenue. The majority of the target community is in Arizona’s Legislative District 29. In addition, the neighborhood includes portions of the Alhambra Elementary, Cartwright Elementary, Isaac Elementary, Pendergast Elementary, Tolleson Elementary and Phoenix Union High School Districts. According to the 2010 Census, there are approximately 75,000 students in the target community to be served by ALPS. According to the Children’s Action Alliance, 78% of the district’s children are Hispanic/Latino, 12% are non-Hispanic White, 5% are Black, and 4% are of other races, including Native American and Asian.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-2	K-3	K-4
<b>Enrollment</b>	150	200	250

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed locations:

- 7317 North 61st Avenue, Glendale
- 7726 North 59th Avenue, Glendale
- SWC 83rd Avenue and Camelback Road, Phoenix

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant stated: “The program of instruction will focus on expanding background knowledge and fostering civic leadership for the academic and professional success of all students.” English Language Arts, Social Studies, Science, and Visual Arts and Music instruction will follow the *Core Knowledge Sequence* and Mathematics will align to the *Core Knowledge Sequence*, and utilize materials from the Singapore Math program. ALPS will “utilize research-based instructional best practices” such as objective-driven instruction, cooperative learning structures, high-yield instructional strategies, differentiation strategies, and *Teach Like a Champion* techniques.

Corporate Board Members
Anthony "Tony" Best
Peter Boyle
Kimberley Marchisotto
James Sandoval

School Governing Body Members	Type
Mariann Nystrom	Community Member
Debbie Peterson	Community Member
Annette Tanori	Community Member

See Charter Principal Resumes in Appendix B

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	No		No	
Any section in which more than one evaluation area scored Approaches?	Yes		No	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	88%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	Yes	96%	Yes	96%
Business Plan Score ≥ 95% Meet standard?	Yes	97%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

### Principal Name: James Sandoval

Current Affiliation(s): 2 years as the Arizona State Director for Team CFA

Past Affiliation(s) of Note:

- 9 years as Vice President of Community Initiatives for the Valley of the Sun YMCA
- 2 years as mathematics instructor at James Sandoval Preparatory High School
- 3 years as a School Board Member of Pioneer Preparatory School
- 3 years as Governing Body President of Arizona Virtual Academy

### Principal Name: Peter Boyle



Current Affiliation(s): 4 years as School Director of Western School of Science and Technology: A Challenge Foundation Academy

Past Affiliation(s) of Note:

- 2 years as a middle school math teacher at Pioneer Preparatory School

**Principal Name: Anthony "Tony" Best**

Current Affiliation(s): Director of School Support for Team CFA

Past Affiliation(s) of Note:

- 7 years as School Director at Pioneer Preparatory School: a Challenge Foundation Academy

**Principal Name: Kimberley Marchisotto**

Current Affiliation(s): 1 year as a Gold Leadership Fellow and Future School Leader for Team CFA

Past Affiliation(s) of Note:

- 10 years at Paradise Valley Unified School District as a teacher
- 18 years as a National Consultant/Licensed Professional with the Core Knowledge Foundation

**Education Service Provider Background Information**

*This summary is based on information submitted for the Applicant's Operational Plan B.3.1: Education Service Providers. Additionally, as part of the due diligence process, staff reviewed the academic performance of the ESP the Applicant intends to contract with.*

The Applicant team consists of several individuals affiliated with CFA of Arizona, Inc. (also known as TeamCFA), an Arizona nonprofit corporation. The sample management agreement submitted as part of the application package indicates that CFA of Arizona, Inc. intends to provide the Applicant with professional, educational and management services. CFA of Arizona, Inc. provides services to four schools authorized by the Arizona State Board for Charter Schools.

**Academic Performance of Associated Schools**

- Ethos Academy: A Challenge Foundation Academy, a K-8 school in Glendale, in operation since FY 2016.
- Hirsch Academy: A Challenge Foundation Academy, a K-6 school in Scottsdale, in operation since FY 2014.
- Pioneer Preparatory School: A Challenge Foundation Academy, a K-6 school in Phoenix, in operation since FY 2010.
- Western School of Science and Technology: A Challenge Foundation Academy, a 7-12 school in Phoenix, in operation since FY 2015.

A chart summarizing the academic performance data for these schools is below.

Charter Holder	FY 18 Letter Grade	FY 18 State Assessment Data			FY17 Academic Performance Dashboard Overall Rating
		ELA	Math	Science	
Ethos Academy: A Challenge Foundation Academy	A	37%	36%	80%	Not Reported
Hirsch Academy: A Challenge Foundation Academy, Inc.	D	10%	14%	44%	Falls Far Below Standard
Pioneer Preparatory School: A Challenge Foundation Academy	D	21%	31%	27%	Meets Standard
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	B	33%	27%	44%	Above Standard

**Operational Performance of Associated Charters**

Charter Holder	FY18 Operational Performance
Ethos Academy: A Challenge Foundation Academy	Meets Operational Expectations
Hirsch Academy: A Challenge Foundation Academy, Inc.	Meets Operational Expectations
Pioneer Preparatory School: A Challenge Foundation Academy	Meets Operational Expectations
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	Meets Operational Expectations

**Financial Performance of Associated Charters**

Charter Holder	FY18 Financial Performance
Ethos Academy: A Challenge Foundation Academy	Does Not Meet Financial Performance Expectations
Hirsch Academy: A Challenge Foundation Academy, Inc.	Meets Financial Performance Expectations
Pioneer Preparatory School: A Challenge Foundation Academy	Meets Financial Performance Expectations
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	Meets Financial Performance Expectations

Additional information regarding the academic, financial and operational performance of these schools can be found in Appendix C.



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 14, 2018**

*New Charter Application for*

**Abraham Lincoln Preparatory School**

*Submitted by*

**Abraham Lincoln Preparatory School: A Challenge Foundation Academy**



# Report Summary

<b>Recommendation:</b>				Approve	
<b>Applicant Name:</b>		Abraham Lincoln Preparatory School: A Challenge Foundation Academy			
<b>Proposed School Name:</b>		Abraham Lincoln Preparatory School			
<b>Grades Served Year 1:</b>	K – 2 <sup>nd</sup>	<b>Grades Served Year 2:</b>	K – 3 <sup>rd</sup>	<b>Grades Served Year 3:</b>	K – 4 <sup>th</sup>
<b>Location:</b>	The Maryvale community of Phoenix, AZ				
<b>Mission Statement:</b>	Abraham Lincoln Preparatory School exists to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children, resulting in students meeting and exceeding standards.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	88%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	96%	Yes	96%
Business Plan Score ≥ 95%?	Yes	97%	Yes	100%

## In-Person Interview Summary

In attendance at the Capacity Interview were the following individuals listed below. Their positions within the organization are listed beside their name:

- Kimberley Marchisotto – Authorized Representative and Charter Principal
- Tony Best – Charter Principal
- Peter Boyle – Charter Principal
- Matt Sandoval – Charter Principal
- Debbie Peterson – Member of School Governing Board
- Mariann Nystrom – Member of School Governing Board

The questions asked were answered for the most part by Ms. Kimberly Marchisotto (Proposed school leader) and Mr. Tony Best (Challenge Foundation Academy Arizona – CFA AZ), but all members of the applicant team were able to answer questions when appropriate.

Prior to the interview the TRP was concerned with the value of the relationship between the charter school and the chosen CMO. The main concern was how the relationship between the two would help the charter school meet their vision/mission within the target population. Additionally there was concern about the specific use of Core Knowledge for the ELA curriculum with the identified target population and whether the curriculum would help students progress towards mastery.

Each of these concerns were addressed at length during the Capacity Interview. Ms. Marchisotto explained that Core Knowledge was chosen because of the results it has demonstrated with other schools in the same type of demographic area. Additionally, Ms. Marchisotto is a nationally recognized Core Knowledge consultant and she is aware of this curriculum from start to finish, having worked to help implement the sequence through the Paradise Valley School District and also throughout the country. (Capacity Interview 34:55) The concern as to how the choice of a CMO would benefit the charter school was answered explicitly. From the choice of a school site, to the support for back office processes, and the assistance with tasks that must take place prior to the opening of the charter school, Mr. Best was able to ensure the TRP that the CMO was willing and able to help bring this charter school to fruition. (Capacity Interview 36:50)

During the closing remarks, Ms. Marchisotto reiterated that the strength of the application was in the strength of the team. Each member of the team plays a vital role in the development of the ongoing survival of the charter school. There is support from fellow CFA school leaders as well as school governing board members with experiences in specific areas that will benefit the new charter school and help steer the school in the proper direction. With the assistance of Mr. Tony Best from CFA AZ and the CFA real estate team, Abraham Lincoln preparatory School will be located in a high need area of Maryvale when school begins in August 2019.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Abraham Lincoln Preparatory School be approved because of the strength of the written application and the capacity of the entire Applicant Team as evidenced during the Capacity Interview. The educational plan contains a rigorous curriculum that will support the target population as well as assist the students on their way to becoming great scholars. The organizational plan outlines two well defined boards – corporate and school governing – that are seated with qualified individuals that can assist in the start-up and continued operations of the charter school. Additionally, a well-established CMO that has had success within the same type of target population will provide support throughout the start-up process and ongoing operation. The business plan presents a conservative budgeting approach that will provide the charter school with adequate resources to provide the type of charter school described in the application. The Applicant Team is a strong group of individuals, qualified in a variety of important fields that will provide the knowledge and experience to support all areas of the application.

The educational plan was well written to include specific aspects that will address the needs of the students in the target population. The curricula for ELA and math have been chosen for their success among similar populations. Along with the curriculum, the Applicant has developed a comprehensive assessment system that will be implemented to monitor student success within the curriculum and to help identify areas of needed improvement within teaching practices. The educational plan has all necessary

aspects to address the needs of both teachers and students.

The operational plan is well done, explaining the relationship between the CMO and the charter school. During the Capacity Interview, Mr. Best explained the exact methods in which the CMO will assist the charter school in the areas of academics, operations and business. (Capacity Interview 36:50 – 41:23) The CMO is present to make sure the proposed school leader is able to focus on ensuring the students have the opportunity to become great scholars. Both the existing corporate board and the school governing board have a plethora of skills in a variety of areas that will benefit the charter school now and in the future. Individuals with experiences and/or skill sets in the area of marketing and human resources will be recruited for the school governing board once the charter school is up and running. (Capacity Interview 18:30 – 19:00)

The business plan is well developed with the initial search for a facility to begin after the charter approval with the assistance of CFA AZ. Challenge Foundation Academy Arizona will provide assistance in locating a facility within the target location, and working through the renovation of that facility to be ready for the opening of school. The plan presents a conservative budget, and the Applicant has tools in place for long term success. The TRP had no concerns with either the initial or resubmitted application in the review process.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	No	42	Of	48	Yes	48	of	48
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				0			

## Plan Summary

The target population served by Abraham Lincoln Preparatory School will be those living in the Maryvale area of Phoenix. This geographic area has 75,000 school aged students that are mostly Latino. Many speak English as a second language, and the free and reduced lunch rate is higher than the state average of 47%. Additionally, educational choices in this area are not high quality, with neighborhood schools scoring 25% proficiency rates on the AzMERIT exam with 60% scoring minimally proficient. (Capacity Interview 12:30 – 14:00) The proposed charter school will serve grades K–2 in year one and will grow to K–4 by the third year of operation. The educational philosophy and mission statement indicate that the school will expose these students to rich content through the Core Knowledge curriculum thereby giving them every opportunity to be successful in school. (Application Section A.1 Pages 6-7)

The curricula are Core Knowledge and Singapore Math. These choices are made based on their success within similar populations of students. By providing rigorous educational experiences along with highly qualified and trained teachers, the students will have the opportunity to surpass the results of other students in the targeted area. The Science and Social Studies curriculum will help support the ELA acquisition through the content rich lessons aligned to the ELA lessons, and further develop listening skills

as presented through these two content areas. (Capacity Interview 26:00 – 30:00)

The school year is a traditional model with 181 instructional days. School days are longer than normal and provide instructional hours far above the state requirement for all grade levels. Time is built into the schedule for early release days for teacher professional development each Friday to allow the staff to review results from the week, analyze instructional practices and to make adjustments to curriculum and develop supplemental materials if needed to help students' perfect necessary skills. (Application Section A.4 Pages 1-3)

## Analysis

The educational plan meets the criteria for approval because the Applicant has presented a well written educational program that provides sufficient time for teacher preparation, adjustments to the curriculum and time during each school day allotted to meet the needs of all students, along with an assessment that helps identify gaps in student learning and weaknesses in the curriculum.

The TRP originally had concerns surrounding the choice of curriculum with the target population. These concerns were based around the fact that the CMO supports the curriculum. The TRP wondered whether the charter school would have the opportunity to change the curriculum if it was not successful with the target population. Those concerns were sufficiently addressed during the Capacity Interview with the team members, specifically Ms. Kimberley Marchisotto and Mr. Peter Boyle, indicating that if the curriculum is not meeting the needs of the student population, other curriculum would be discussed. (Capacity Interview 30:00) Ms. Marchisotto explained that Core Knowledge was specifically chosen because of the results it has with similar populations. Through her work as a Core Knowledge nationwide consultant, she has been able to see these results upfront. Additionally, the Academic Systems Plan in the application contains an outlined process to evaluate all curricula for alignment to the school philosophy and the needs of the students. (Capacity interview 34:30 - 35:15) (Application Section A.5. Pages 3, 8-10)

The daily schedule allows sufficient time for addressing the specific needs of individual students. By providing a daily ELA and Math remediation/acceleration block, the teachers will have focused time to devote to meeting the needs of all students no matter their particular academic achievement level. The early release Fridays will allow teachers time needed to monitor their student achievement, ensuring each student has the tools necessary to excel academically. The Academic Systems Plan presents a well-defined system of curriculum development, implementation, and revision. This process, along with the time allotted each week for teacher professional development (early release Fridays and two weeks prior to the start of school), (Section A.4 page 3) will result in an educational plan that will meet the needs of each student.

An assessment program will be used to monitor student attainment of standards and goals throughout the school year. Each time the students are given the NWEA MAP assessment, decisions will be made as to what type of interventions each student needs to have success within the curriculum. (Application Section A.5 Pages 11-19) Summative assessments are provided that will assist in determining whether or not a curricular gap is present, providing the teaching staff information to help guide the revision of curriculum as appropriate.

# Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	Yes	26	of	27	Yes	26	of	27
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	1				1			

## Plan Summary

The organizational section of the application is well written. Roles and responsibilities for the corporate board and the school governing body are aligned to the organizational chart provided. Founding corporate board members include individuals who are currently employed at other Challenge Foundation Academy schools in Arizona and Tony Best who is representative of CFA AZ. The school governing board is made up of community representatives with a variety of useful skills for both the development phase of the charter school and into the operational stage. With the experience on the corporate board of individuals who have started and operated CFA AZ schools, this school is poised for success.

The organizational structure will consist of a full time School Director that reports to the corporate board and works alongside the governing board. This structure also includes a half time Operations Director along with teaching staff and contracted support staff. Additionally, the Applicant will work with a CMO for necessary supports.

The Applicant will outsource several key services to vendors. These include food services, special education services, information technology services, legal services, janitorial/maintenance/landscape services and the obtaining of substitute teachers. While the charter school recognizes the need for these types of services, it is not fiscally responsible to take on employees for each area at this time.

## Analysis

The operational plan meets the criteria for approval because the Applicant Team, through the Capacity Interview, demonstrated good leadership skills and thought processes that indicate the presence of the ability to take on the challenge of opening a charter school. The application package was well written with very few revisions needed. The organization is well defined from the corporate board down to the personnel reporting structure. Systems are in place to recruit students, purchase and evaluate curriculum and to recruit teachers and other staff members. The major concern with this section was the specific choice of this CMO to assist the charter school in their endeavor to educate the students of Maryvale.

During the planning phase and through the start-up phase, the corporate board has been lending support and expertise in the development of the educational and business arms of the charter school. Working alongside Ms. Marchisotto, the Applicant has set processes in place to ensure students are recruited, the necessary curriculum is purchased, and the teaching staff is in place the first day of school. Once school begins, the focus of the school board will be to set policies, approve budgets and financial reports and handle certain student discipline issues. (Capacity Interview 45:50 – 48:08) For now, the skills and talents of the governing board will be utilized along with the skills of the corporate board to prepare the charter school in all aspects for opening day.

The organizational chart presents an extremely clear reporting structure that includes all staff members and contracted vendors reporting to the School Director. The organizational structure is expanded as the school grows to full enrollment within the first three years. Roles and responsibilities for each position are clearly articulated in section B.3 of the application package. (Pages 3 – 10)

The proposed School Director is well qualified to take on this role having been a national consultant for Core Knowledge, one of only four nationwide, who helped implement the program in several different states. She has spent the year in training with other successful school leaders in CFA schools. Through all of these experiences she has had the opportunity to coach teachers alongside school leaders and observe successful systems and procedures currently in place to determine what would be beneficial to have at Abraham Lincoln Preparatory Academy. With the continued assistance of members of the corporate board, who have experience in the CFA model and the Core Knowledge curriculum, she will continue to develop her capacity as a school leader. (Capacity interview 34:55 – 36:07 and 16:29 – 17:05)

The TRP was concerned about the choice of CMO for the proposed charter school. During the Capacity Interview, the Applicant responded to a question as to how the CMO will help the charter school to achieve their mission with the target population. (Capacity Interview 36:50 – 43:20) Mr. Best explained how the new charter school would be supported in all three areas of the application – academics, operations and business. Through providing funding for professional development, curriculum support and assistance with the benchmark testing program, the academic support will provide a well-rounded approach to meeting teacher and student needs. The CMO will provide assistance with marketing, student enrollment processes and general ready to open support, ensuring the charter school will have sufficient student numbers and teacher capacity to support the program of instruction. Business areas such as bulk purchasing power, facilities support and financial services for payroll and Human Resources will allow the school leader to focus on the academic portion of the charter instead of being so concerned with the operational pieces. The support of this CMO will take the burden of compliance off of the school leader allowing more time to focus on academics. The TRP was satisfied with this explanation for use of this specific CMO.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	Yes	31	of	32	Yes	32	of	32
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				0			

## Plan Summary

**Proposed** 7317 North 61<sup>st</sup> Avenue, Glendale, AZ 85301  
**Location:** 7726 North 59<sup>th</sup> Avenue, Glendale, AZ 85031  
 SWC 83<sup>rd</sup> Avenue and Camelback Road, Phoenix, AZ 85037

**Facilities Requirements:** *At the end of the third year of operation, the school campus will require 10 general education classrooms totaling 11,750 sf. The charter school will require access to restrooms, drinking fountains, reception areas, administrative offices, special education meeting space, a multi-purpose room, outdoor recreation space and special area instructional space.*



## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	150	200	250
Total Revenue:	344,000.00	1,071,354.55	1,328,278.57	1,441,983.59
Total Expenditures:	307,881.90	1,029,514.00	1,261,081	1,384,776.10
Ending Balance:	36,118.10	41,840.55	67,197.40	57,207.49

The Applicant has provided a detailed explanation of the required facilities and a timeline for acquisition and facility improvements. With the help of Challenge Foundation Properties (CFP) the Applicant hopes to secure a facility that will be consistent with the mission of the charter school and the needs of the students. (Application Section C.1. Page 1) Enrollment will expand from 150 in year 1 to 250 in year 3 as the school expands from K – 2<sup>nd</sup> to K – 4<sup>th</sup> grades. Marketing has begun through spreading the word within the targeted community. The Applicant has a goal to have 1/3 of prospective students enrolled by March 2019 or they will step up their door to door canvassing. (Capacity Interview 1:03:31 – 1:06:44) The proposed school leader, Ms. Marchisotto, has reached out to Grand Canyon University (GCU) to discuss teacher recruitment. Since GCU is very active in the Maryvale community partially because of its close proximity, Ms. Marchisotto felt this was a good place to begin the recruiting effort. School staff will have 10 days of professional development prior to the beginning of school. This, along with early release Fridays, will provide the teaching staff time to reflect on teaching practices, work on curriculum needs and analyze assessment results to better meet the needs of students. The budget is conservative but provides curriculum and school supplies that are needed for the program of instruction. The budget is based upon 90% enrollment.

## Analysis

The business plan meets the criteria for approval because the plan presented in the written application is solid, well defined, and addresses all required areas in great depth. Outside of a single score of approaches in the first submission, this section was perfect.

The marketing strategy is outlined with dates and activities specified. With the assistance of CFA AZ the Applicant will attend community meetings, canvas neighborhoods, and host meetings specifically for parents to hear about the new charter school offering and sign letters of intent if appropriate for their student. Once the charter receives approval, a big push will begin for enrollment. (Application Section C.2, Page 1)

The proposed school leader has been in the CFA Fellows program this past year, shadowing school leaders at Ethos Academy and Western School of Science and Technology, both CFA charter schools. Additionally, she has extensive knowledge of the curriculum that will be used for ELA – Core Knowledge. She is a national consultant for this program, working with schools across the nation to implement the curriculum with fidelity in many different geographic areas. Her deep understanding of Core Knowledge will ensure the implementation at Abraham Lincoln Preparatory School is done with fidelity. (Capacity Interview 16:50 – 17:16) In addition to the leader’s vast experiences, Tony Best and Peter Boyle, members of the corporate board, have experienced success in all areas of charter school operations with their work in CFA AZ schools. (Capacity interview 17:16 – 17:48)

Teacher recruitment has begun conversations with Grand Canyon University and the Teach for America organization. Ms. Marchisotto has also begun conversations with other teacher preparation schools to identify students that would be a good fit for the charter school. Competitive salaries and benefits have been established to aid in the recruitment of teachers. (Capacity interview 1:06:44 – 1:08:00)

Both the start-up budget and the operational budget are conservative in their approach, but also provide the curriculum, facilities, and technology supplies needed for the school to begin operations. The budget is based on 90% enrollment of the target projection for all three years. During the Capacity interview the question was asked as to what would happen on day 1 if enrollment was only at 50% of the projected target. Ms. Marchisotto responded with a logical thought process indicating that enrollment targets had been set and if they are not met by the timeframe given, then student recruiting efforts would have to be increased. Despite the extra push if needed, Ms. Marchisotto indicated that if enrollment was at 50% the staffing plan would have to be reviewed to determine what positions would have to be cut in order to provide for the needs of the students enrolled in school. (Capacity Interview 1:12:52 – 1:15:08)



# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Kimberley Marchisotto	Charter Principal, Charter Representative, Proposed School Leader	Yes
Tony Best	Charter Principal, CFA AZ	Yes
Matt Sandoval	Charter Principal, Charter Representative	Yes
Peter Boyle	Charter Principal	Yes
Debbie Peterson	School governing board member	Yes
Mariann Nystrom	School governing board member	Yes
Annette Tanori	School governing board member	No

## Analysis

The Applicant presented a near perfect application which was followed by a Capacity interview that left no doubt in the minds of the TRP that this team of people have the capacity to open and operate a highly successfully charter school

The educational plan has a well-defined curriculum, along with a comprehensive assessment system that will support the teachers in their endeavor to identify areas of student need. Professional development days prior to the start of the school year will enable teachers to become familiar with the curricula and work towards preparing to implement each with fidelity. Early release Fridays will provide the teaching staff time to reflect on their practices and make adjustments as necessary. Overall, the educational plan is well done.

With the support of the corporate board and the school governing body, the charter school will have a multitude of skill sets and practical life experiences to draw from to help develop this charter school. The CMO will provide assistance in the areas of real estate acquisition and renovation to ensure the facility is ready to go by day one. Additionally, the finance and compliance pieces of charter school operation will be supported by the CMO allowing the school leader to be the academic leader who supports the teaching staff.

Through the entire application process, the Applicant has demonstrated the leadership capacity to operate a charter school. The partnership with CFA AZ and the experiences of the proposed school leader will provide Abraham Lincoln Preparatory School the support needed to become a thriving charter school in the Maryvale neighborhood.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Abraham Lincoln Preparatory School: A Challenge Foundation Academy
<b>Proposed School Name</b>	Abraham Lincoln Preparatory School

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Revised Submission Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Revised Submission Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Revised Submission Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria

A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Revised Submission Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments

A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.3-5 Total</b>		0	0	7	
<b>Part A Sub Total</b>		0	0	48	
<b>Part B Operational Plan</b>					
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		0	0	8	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		0	0	5	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria

B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.			1	Revised submission addresses criteria, but lacks sufficient detail in: Providing a detailed explanation of how contracting with or having a governance relationship with the ESP allows the Applicant to fulfill its mission and implement its program of instruction.
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.			1	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.			1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.			1	Meets the Criteria
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>1</b>	<b>26</b>	
<b>Part C</b>	<b>Business Plan</b>				
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments



C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.				NOT APPLICABLE
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria

C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		0	0	5	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		0	0	8	
	<b>Part C Sub Total</b>	0	0	32	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	1	106	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Meets 95% Test				
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Alexander Hamilton Community School: A Challenge Foundation Academy (“Applicant”) submitted a new charter application package on May 24, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Alexander Hamilton Community School	August 5, 2019	Phoenix (Maryvale)	K-4	181 days

### Mission Statement

Alexander Hamilton Community School: A Challenge Foundation Academy exists to support our scholars in being academically and professionally successful by coupling high expectations with rigorous instruction, activating student leadership, and strategically partnering with families, organizations, and leaders from the community, resulting in scholars meeting and exceeding academic standards.

### Target Population

*The following was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

Alexander Hamilton Community School: A Challenge Foundation Academy (“AHCS”) proposes to serve students and families in Phoenix’s Maryvale community, roughly defined as the area south of Camelback Road, east of 91st Avenue, north of Interstate 10, and west of Grand Avenue. The majority of the target community is in Arizona’s Legislative District 30. In addition, the neighborhood includes portions of the Alhambra Elementary, Cartwright Elementary, Isaac Elementary, Pendergast Elementary, and Phoenix Union High School Districts. According to the 2010 Census, there are approximately 75,000 students in the target community to be served by AHCS. According to the Children’s Action Alliance, 78% of the district’s children are Hispanic/Latino, 12% are non-Hispanic White, 5% are Black, and 4% are of other races, including Native American and Asian.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-2	K-3	K-4
<b>Enrollment</b>	150	200	250

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed locations:

- 6502 North 27th Avenue, Suite C, Phoenix
- 3102 North 29th Avenue, Phoenix
- 6502 North 27th Avenue, Suite B, Phoenix

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

According to the Applicant, the program of instruction will include a rigorous college-preparatory curriculum and “highly-effective instruction facilitated by highly-qualified and developed teachers that meets the needs of all students, as determined by data.” English Language Arts, Social Studies, Science, and Visual Arts and Music instruction will follow the *Core Knowledge Sequence* and Mathematics will align to the *Core Knowledge Sequence*, but utilize materials from the Singapore Math program. AHCS will “utilize research-based instructional best practices” such as objective-driven instruction, cooperative learning structures, high-yield instructional strategies, differentiation strategies, and Teach Like a Champion techniques.

Corporate Board Members
Anthony "Tony" Best
Peter Boyle
Jessica Roman-Salazar
James Sandoval

School Governing Body Members	Type
Mario Gonzalez	Community Member
LaSetta Hogans	Community Member
Dustin Panoff	Community Member

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	No		No	
Any section in which more than one evaluation area scored <b>Approaches</b> ?	Yes		No	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	90%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	Yes	96%	Yes	96%
Business Plan Score ≥ 95% Meet standard?	Yes	100%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

### Principal Name: James Sandoval

Current Affiliation(s): 2 years as the Arizona State Director for Team CFA

Past Affiliation(s) of Note:

- 9 years as Vice President of Community Initiatives for the Valley of the Sun YMCA
- 2 years as mathematics instructor at James Sandoval Preparatory High School
- 3 years as a School Board Member of Pioneer Preparatory School
- 3 years as Governing Body President of Arizona Virtual Academy

### Principal Name: Peter Boyle

Current Affiliation(s): 4 years as School Director of Western School of Science and Technology: A Challenge Foundation



Academy

Past Affiliation(s) of Note:

- 2 years as a middle school math teacher at Pioneer Preparatory School

**Principal Name: Anthony "Tony" Best**

Current Affiliation(s): Director of School Support for Team CFA

Past Affiliation(s) of Note:

- 7 years as School Director at Pioneer Preparatory School: a Challenge Foundation Academy

**Principal Name: Jessica Roman-Salazar**

Current Affiliation(s): 1 year as a Future School Leader for Team CFA

Past Affiliation(s) of Note:

- 1 year as Director of Student Advocacy & Outreach at Brophy College Preparatory
- 3 years as a third and fourth grade teacher at Pioneer Preparatory School
- 2 years as a Campus Campaign Coordinator with Teach For America (TFA)

**Education Service Provider Background Information**

*This summary is based on information submitted for the Applicant's Operational Plan B.3.1: Education Service Providers. Additionally, as part of the due diligence process, staff reviewed the academic performance of the ESP the Applicant intends to contract with.*

The Applicant team consists of several individuals affiliated with CFA of Arizona, Inc. (also known as TeamCFA), an Arizona nonprofit corporation. The sample management agreement submitted as part of the application package indicates that CFA of Arizona, Inc. intends to provide the Applicant with professional, educational and management services. CFA of Arizona, Inc. provides services to four schools authorized by the Arizona State Board for Charter Schools.

**Academic Performance of Associated Schools**

- Ethos Academy: A Challenge Foundation Academy, a K-8 school in Glendale, in operation since FY 2016.
- Hirsch Academy: A Challenge Foundation Academy, a K-6 school in Scottsdale, in operation since FY 2014.
- Pioneer Preparatory School: A Challenge Foundation Academy, a K-6 school in Phoenix, in operation since FY 2010.
- Western School of Science and Technology: A Challenge Foundation Academy, a 7-12 school in Phoenix, in operation since FY 2015.

A chart summarizing the academic performance data for these schools is below.

Charter Holder	FY 18 Letter Grade	FY 18 State Assessment Data			FY17 Academic Performance Dashboard Overall Rating
		ELA	Math	Science	
Ethos Academy: A Challenge Foundation Academy	A	37%	36%	80%	Not Reported
Hirsch Academy: A Challenge Foundation Academy, Inc.	D	10%	14%	44%	Falls Far Below Standard
Pioneer Preparatory School: A Challenge Foundation Academy	D	21%	31%	27%	Meets Standard
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	B	33%	27%	44%	Above Standard

**Operational Performance of Associated Charters**

Charter Holder	FY18 Operational Performance
Ethos Academy: A Challenge Foundation Academy	Meets Operational Expectations
Hirsch Academy: A Challenge Foundation Academy, Inc.	Meets Operational Expectations
Pioneer Preparatory School: A Challenge Foundation Academy	Meets Operational Expectations
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	Meets Operational Expectations

**Financial Performance of Associated Charters**

Charter Holder	FY18 Financial Performance
Ethos Academy: A Challenge Foundation Academy	Does Not Meet Financial Performance Expectations
Hirsch Academy: A Challenge Foundation Academy, Inc.	Meets Financial Performance Expectations
Pioneer Preparatory School: A Challenge Foundation Academy	Meets Financial Performance Expectations
Western School of Science and Technology: A Challenge Foundation Academy, Inc.	Meets Financial Performance Expectations

Additional information regarding the academic, financial and operational performance of these schools can be found in Appendix C.



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**



ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 13, 2018**

*New Charter Application for*

**Alexander Hamilton Community School**

*Submitted by*

**Alexander Hamilton Community School: A Challenge Foundation  
Academy**

# Report Summary

<b>Recommendation:</b> Approve				
<b>Applicant Name:</b>		Alexander Hamilton Community School: A Challenge Foundation Academy		
<b>Proposed School Name:</b>		Alexander Hamilton Community School		
<b>Grades Served Year 1:</b>	K - 2	<b>Grades Served Year 2:</b>	K - 3	<b>Grades Served Year 3:</b> K- 4
<b>Location:</b>	The Maryvale Community of Phoenix			
<b>Mission Statement:</b>	Alexander Hamilton Community School: A Challenge Foundation Academy exists to support our scholars in being academically and professionally successful by coupling high expectations with rigorous instruction, activating student leadership, and strategically partnering with families, organizations, and leaders from the community, resulting in scholars meeting and exceeding academic standards.			

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	90%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	96%	Yes	96%
Business Plan Score ≥ 95%?	Yes	100%	Yes	100%

## In-Person Interview Summary

The in-person interview was held on October 31, 2018. The interview was attended by the following individuals:

- Jessica Roman-Salazar - Proposed School Director and Authorized Representative
- Tony Best – Charter Principal and State Director for Challenge Foundation Academy, AZ
- Matt Sandoval – Charter Principal, Secretary of the Corporation
- Peter Boyle – Charter Principal
- Mario Gonzalez - President of the School Governing Board
- LaSetta Hogans - School Governing Board Member
- Dustin Panoff - Treasurer of the School Governing Board

The questions asked by the TRP were addressed mainly by Ms. Roman-Salazar and Mr. Best, but each member of the interview team did participate in the in-person interview as was appropriate to each question and was able to completely answer the specific questions asked.

The TRP had concerns regarding the choice of this specific CMO and the specific curriculum (Core Knowledge) with respect to meeting the needs of the target population. During the Capacity Interview, the Applicant was able to provide information indicating the chosen curriculum has proven results, particularly with language development, which is an integral part of a student's continuing success in school. Generally, students in the target population come to school with large learning gaps, but through the use of Core Knowledge and the teaching of rich texts, students are able to build their background knowledge, which in turn will increase their vocabulary, causing a natural increase in reading skills. (Capacity Interview 21:29 – 22:56) Because of the experiences of the Charter Management Organization with the Core Knowledge curriculum and their successes with the target population, the Applicant is ensured that the new charter school will be appropriately served and supported in this endeavor by the chosen CMO. (Capacity Interview 34:50 – 39:05)

During the closing statement (Capacity Interview 1:15:01) Ms. Roman-Salazar reiterated the strength of the entire applicant team with “over 100 years” of experience within the areas of school start-up, teaching, leading, non-profit management, and financial knowledge and experience. Additionally, the Applicant Team has the support of CFA (Challenge Foundation Arizona) and the existing school leaders that operate other charters in the target population area. The team shares a strong belief in the school's philosophy and vision and all are dedicated to bringing this new charter school to successful fruition.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Alexander Hamilton Community School be approved because of the strength of the written application and the capacity of the entire team, as evidenced during the Capacity Interview. The educational plan provides a rigorous curriculum that will support the target population and assist the students on their way to becoming great scholars. The organizational plan presents qualified individuals seated on both the corporate and school governing boards to assist within the start-up and continued operations of the charter school. This structure is supported by the strength of the CMO with demonstrated success with similar target populations. The business plan presents a conservative budgeting approach that will enable the Applicant Team to carry out the business of educating students with enough resources to provide for the specific needs of individual students. The Applicant Team demonstrated during the Capacity Interview that they are a strong group of individuals who have the skills, knowledge and experience to support all three areas of the application.

The educational plan was well written, addressing all aspects of educating students living in the target population area. The curricula for ELA and Math have been chosen for their success within similar populations of students. A comprehensive assessment system will be implemented to monitor student success within the program and to assist with the identification of areas in which the teaching staff may need further development or assistance. Overall, the plan is strong.

The operational plan demonstrated capacity within the school leadership team and the CMO to support the activities necessary to operate a charter school. The CMO assists the charter school by taking on many of the operational pieces allowing the “School leader to be free to be the academic leader” (Capacity Interview 38:50 – 39:10) Both the existing corporate board and the school governing body have a diverse group of skill sets that will be beneficial to the start-up and continued operation of the charter school. Plans are in place to seek additional members of the school governing body that will provide additional expertise in needed areas consistent with the bylaws of the Corporation.

The business plan is well developed with the initial search for a facility to take place with the assistance of the CFAAZ (Challenge Foundation Academy Arizona). Through the benefits provided by CFA, the Applicant will have support for the identification and renovation of the facility and access to bulk purchasing and back office support. Along with a conservative budget, the Applicant has the tools in place for long term success. The business plan was well written with no concerns in either the initial or resubmitted review process.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
	No	43	Of	48	Yes	48	Of	48
Educational Plan Score ≥ 95%?								
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	5				0			

## Plan Summary

The Applicant will serve a section of the Maryvale Community in Phoenix with a population of 75,000 school aged children. This population has a large proportion of students that speak English as second language, a free and reduced lunch percentage well over the state average of 47%, and a large percentage of the adult population that does not have a high school diploma or GED. (Pg. 3 of 9) The proposed charter school will begin serving Kindergarten through second grade and will increase a grade level each year stopping with fourth grade. The educational philosophy is heavily based on filling the gaps that children from poverty typically have when they first enter school. This will be achieved through three foundational beliefs – an education that expands a student’s background knowledge, involves families in the education, and involves community organizations that can provide assistance in helping students achieve these goals.

The Core Knowledge curriculum will be utilized for English Language Arts (ELA) and Singapore Math will be used for the math program. Both of these curricula have allowed other schools with the same demographic make-up to produce successful academic results, helping students fill the gaps and become productive scholars. Additionally, the Science and Social Studies curricula will help support the acquisition of Language and Listening Skills and will provide direct alignment to the ELA curriculum. The NWEA assessment program will be used to monitor student progress throughout the school year.

The school calendar is a traditional calendar that includes 181 instructional days. The length of the school day is significantly longer than the average school day and far exceeds the minimum hour requirements as defined in Arizona statute. Fridays are designated early release days so that teaching staff will have time to plan, analyze their instructional practices, and make adjustments to curriculum where needed.

## Analysis

The educational plan meets the criteria for approval because the Applicant provided a well-defined educational program that includes teacher preparation, time for adjustments to the curriculum, sufficient time during the day to meet the needs of all students, and an assessment program that will help identify gaps in student learning.

The TRP had original concerns surrounding the choice of curriculum with the target population. The TRP originally had concerns surrounding the choice of curriculum with the target population. These concerns were based around the fact that the CMO supports the curriculum. The TRP wondered whether the charter school would have the opportunity to change the curriculum if it was not successful with the target population. Those concerns were sufficiently addressed during the Capacity Interview with the team members, specifically Ms. Roman-Salazar, indicating that supplementation to the two major curricula (Core Knowledge and Singapore Math) would be done if it was discovered there were gaps in student learning that were not being met and if necessary, a new curriculum could be provided. The curriculum choices of Core Knowledge and Singapore Math were justified, and have proven successes within populations with the same demographics. (Capacity Interview, 24:35 – 25:49, 29:03 – 31:00)

The daily schedule allows sufficient time for addressing the specific needs of individual students. By providing a daily ELA and Math remediation/acceleration block, the teachers will have focused time to devote to meeting the needs of all students no matter their particular academic achievement level. The early release Fridays will allow teachers time needed to monitor their student achievement, ensuring each student has the tools necessary to excel academically. The Academic Systems Plan presents a well-defined system of curriculum development, implementation, and revision. This process, along with the time allotted each week for teacher professional development (early release Fridays and two weeks prior to the start of school, Section A.4 page 3) will result in a curriculum that will meet the needs of each student.

An assessment program will be used to monitor student attainment of standards and goals throughout the school year. Each time the students are given the NWEA MAP assessment, decisions will be made as to what type of interventions each student needs to have success within the curriculum. Summative assessments are provided that will assist in determining whether or not a curricular gap is present, providing the teaching staff information to help guide the revision of curriculum as appropriate.

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	Yes	26	of	27	Yes	26	of	27
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				1			

## Plan Summary

The organizational section of this application is well done with definitive roles and responsibilities for the corporate board and the school board that align with the personnel organization. Founding corporate board members include individuals who currently work within other Challenge Foundation charter schools in the same geographic region, as well as Tony Best, who is a representative from Challenge Foundation Arizona.

The school governing board is comprised of community members with other prospective members in the wings. Each board has roles and responsibilities and will oversee the foundational development of the school and will then provide ongoing support to the governing body.

The organizational structure will consist of a full time School Director that reports to the corporate board and works alongside the governing board. This structure also includes a half time Operations Director along with teaching staff and contracted support staff. Additionally, the Applicant will work with a CMO for necessary supports.

Several key services will be outsourced to vendors. These include food services, special education services, information technology services, legal services, janitorial/maintenance/landscape services and the obtaining of substitute teachers. The charter school recognizes the need for these services, but at the school start-up it will be fiscally responsible to outsource instead of having employees take on these roles.

## Analysis

The operational plan meets the criteria for approval because the Applicant Team, through the Capacity Interview, demonstrated the ability to open and operate a charter school, and the original application package was well written, with little revision necessary. The charter school organization is spelled out from the corporate board down to the actual personnel reporting structure. Systems are in place to recruit students, purchase curriculum and identify teachers and other staff members. One concern from the written application surrounded how the choice of this specific CMO would assist the charter school in meeting the needs of the students in the target population.

During the planning and start-up phase of the charter school, the corporate board will lend expertise in development of the educational and business plans working alongside Ms. Roman-Salazar to ensure students are recruited, curriculum is procured, and teaching staff is in place for opening day. After the school is open and running, the governing board will transition to the “maintenance board” with the purpose of creating policies, hearing grievances and approving vouchers, to say the least. This work will be supported by the members of the corporate board who have extensive experiences in many aspects of the educational field. As the charter school approaches the actual opening, additional governing board members will be recruited from the community to fill specific positions of need according to the bylaws. (Capacity Interview 44:50 - 46:01)

The organizational chart presents an extremely clear reporting structure that includes all staff members and contracted vendors reporting to the School Director. The organizational structure is expanded as the school grows to full enrollment within the first three years. Roles and responsibilities for each position are clearly articulated in section B.3 of the application package. (Pgs. 3 – 10)

The proposed School Director has spent the year in training with other successful school leaders in CFA schools. She has had experiences coaching teachers alongside school leaders, observing systems and procedures in place in existing schools, and discovering how the curriculum and assessment tools are utilized within the target population. With the continued assistance of members of the corporate board who have experience in the CFA model and the Core Knowledge curriculum she will continue to develop her capacity as a school leader. The proposed school leader is currently developing systems and processes that

are designed specifically for Alexander Hamilton Community School. (Capacity Interview 50:17)

The TRP was concerned about the choice of CMO for the proposed charter school. During the Capacity Interview the Applicant responded to a question as to how the CMO will help the charter school to achieve their mission with the target population. (Capacity Interview 34:50 – 39:30) Mr. Best responded to the question indicating the specific aspects of their support for the charter school in the areas of academics, operations and business. The CMO is tasked with making sure the school leader is free to be the academic leader of the charter school. To that end, the CMO provides supports for teacher professional development, assistance with curricular implementation, weekly trainings, marketing, assistance with HR functions and back office support such as accounts payable, accounts receivable and facility acquisitions. Ms. Roman-Salazar indicated that the availability of interventions and supplements for the ELA and Math curriculum are of vital importance to the success of the young scholars. The CMO provides that information to the charter school, allowing student needs to be met. (Capacity Interview 39:50 – 43:00) The TRP was satisfied with this explanation of the reasoning behind the selection of this CMO.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	Yes	32	of	32	Yes	32	of	32
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	0				0			

### Plan Summary

#### Proposed

**Location:** No specific location has been identified, but three possibilities exist:  
 6502 N. 27<sup>th</sup> Ave, Suite C Phoenix 85017  
 3102 North 29<sup>th</sup> Ave, Phoenix 85017  
 6502 North 27<sup>th</sup> Ave. Suite B Phoenix 85017

**Facilities Requirements:** The facility will require 6 general education classrooms for year one and increase to 10 in year three. Minimum square footage is 7,050 in year one increasing to 11,750 in year three for an average of 47 square feet per student. Additional facility needs include a reception area, administrative offices, special education meeting space, outdoor recreation space and a multi-purpose room. The square footage of these additional spaces is included in the 47 square feet per student.

### Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		150	200	250
Total Revenue:	344,000	1,071,354.55	1,328,278.57	1,441,983.59
Total Expenditures:	307,504	1,029,514	1,261,081	1,384,776.10
Ending Balance:	36,118.10	41,840.55	67,197.40	57,207.49

The Applicant has provided a timeline for securing an appropriate facility. Beginning immediately upon having a charter approval, the Applicant will work with CFAAZ to secure a facility within the target population area and renovate the facility to have all necessary items in place for an August opening. Enrollment is projected to grow during the first three years of operation as a grade level is added each year. The marketing plan is well defined beginning in January of 2018 and is ongoing through the first day of school.



Promotional materials will be provided by CFA and assistance with website and social media presence will also be provided by CFA. Relationships are being developed with organizations that are involved in teacher recruitment, such as Teach For America and local universities. The budget is based upon an enrollment of 90% of the total projected school enrollment. The budget is conservative with competitive salaries and benefits for employees.

## Analysis

The business plan meets the criteria for approval because it is specific with clearly articulated timelines, marketing strategies, and management processes. Upon the initial review of the submitted application, the Applicant had a perfect score with all areas completed. (Application section C.1. Page 1)

With the assistance of CFAAZ, the Applicant has begun canvassing the target neighborhoods providing preliminary information about the possibility of a new charter school. Upon approval, the Applicant will begin marketing and student recruitment efforts in earnest, again with the assistance of CFAAZ. This assistance is not only monetary, but hands on, with corporate board members providing assistance as needed.

The proposed school leader has had the opportunity to participate in training for this school year with school leaders in other CFA schools located within similar target populations. By working with these successful leaders, Ms. Roman-Salazar has had the opportunity to observe successful practices in action and has begun to build her own leadership capacity. The staffing plan outlined for the first three years of operation provides a sufficient number of staff members to implement the program of instruction with fidelity and allow enrollment growth, as defined in the budget, to proceed as planned. (Application section C.3 Page 1)

Teacher recruitment involves working with different organizations and university education programs to identify, and eventually hire, the most talented individuals to work with the student population. (Capacity Interview 59:00) Competitive salaries and benefits are included in the personnel plan.

A conservative budget is presented. Necessary curriculum items, office supplies and furniture and equipment are listed with cost sources included. Enrollment is projected at 150 the first year but the budget is built on 90% of that estimate to account for dips in enrollment. During the Capacity Interview the TRP asked what the Applicant would do if it was the beginning of the school year and the actual enrollment was only 50% of projections. Ms. Roman-Salazar indicated that staff would have to be scaled back beginning with the three teaching assistants, then teaching staff. The Applicant might find it necessary to scale back the facilities as well. Certain aspects of the curriculum were discussed that could be cut if the situation became dire. Overall, Ms. Roman-Salazar addressed the question logically and thoughtfully demonstrating good leadership capacity. (Capacity Interview 1:12:35)

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Jessica Roman-Salazar	Proposed Director, Charter Principal	Yes
Tony Best	Charter Principal	Yes



Matt Sandoval	Charter Principal	Yes
LaSetta Hogans	School Governing Board Member	Yes
Dustin Panoff	School Governing Board Member	Yes
Mario Gonzalez	School Governing Board Member	Yes
Peter Boyle	Charter Principal	Yes

## Analysis

Both in the written application and the Capacity Interview, the Applicant team demonstrated capacity for operating a charter school. Through the narrative provided in the educational plan it is clear that the chosen curricula are strong for use with the target population. The Academic Systems Plan (section A.5) describes the development, implementation and revision of the curriculum and the professional development provided to make sure the educational plan is implemented with fidelity to meet the needs of the students.

The partnership with an experienced CMO that is currently operating other charters in the same geographic areas will be critical to the charter school's success. This support will provide a plethora of educational and operational experiences that will enable the proposed school leader and the school governing board a backbone of support during the formative years.

A conservative budget and financial assistance provided by the CMO through payment of marketing activities, as well as providing HR and back office support, will provide a cushion for the surprises that always happen when a new charter is opened.

Throughout the Capacity Interview, the entire team spoke to the experiences they each bring to the table for the support of the new leadership team and the services that will be provided to this new charter school so that success will be highly possible.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Alexander Hamilton Community School: A Challenge Foundation Academy
<b>Proposed School Name</b>	Alexander Hamilton Community School

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	<b>Educational Philosophy</b>				
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Revised Submission Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria

A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course state assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4c	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Revised Submission Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students,</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments

A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.3-5 Total</b>		<b>0</b>	<b>0</b>		<b>7</b>	
	<b>Part A Sub Total</b>	<b>0</b>	<b>0</b>		<b>48</b>	
<b>Part B</b>	<b>Operational Plan</b>					
B.1	Applicant Entity	F	A	M		Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.				1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.				1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.				1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.				1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.				1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.				1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.				1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.				1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>		<b>8</b>	
B.2	Governing Body	F	A	M		Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).				1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.				1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.				1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.				1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.				1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>		<b>5</b>	
B.3	Management and Operation	F	A	M		Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.				1	Meets the Criteria

B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).				1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.				1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.				1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>		
B.3.1	Education Service Providers	F	A	M		Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				1	Revised submission addresses criteria, but lacks sufficient detail in: Providing a detailed explanation of how contracting with or having a governance relationship with the ESP meets the needs of the target population, including improving pupil achievement.
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				1	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				1	Meets the Criteria
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.					NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.					NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.					NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				1	Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>		
B.3.2	Contracted Services	F	A	M		Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.				1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.				1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.				1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.				1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
<b>Part B Sub Total</b>		<b>0</b>	<b>1</b>	<b>26</b>		
<b>Part C</b>	<b>Business Plan</b>					



C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.				NOT APPLICABLE
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>the grades and number of students to be served in each of the first three years of operation, and</li> <li>the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria

C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		0	0	5	
C.4	<b>Start-Up Budget</b>	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		0	0	8	
	<b>Part C Sub Total</b>	0	0	32	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	1	106	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Meets 95% Test				
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

ARCHES Academy (“Applicant”) submitted a new charter application package on May 25, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be denied.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
ARCHES Academy	August 5, 2019	Apache Junction	K-8	180 days

### Mission Statement

Our mission is to help each learner achieve mastery of the standards by use of authentic learning experiences, coaching and mentoring, freedom of choice, service to others, and personal responsibility. Students will learn academics and life skills in a value-rich environment stressing Honor, Courage, Strength, and Discipline. We believe that our methods will produce outstanding individuals who not only have acquired exceptional literacy in the arts and sciences, but mastery over self and true leadership ability.

### Target Population

*The following was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Apache Junction Unified School District, within which ARCHES Academy plans to locate, reports a current Average Daily Membership of 3855. District-wide, they report the following percentages of students in various ethnicities: 63% White, 31% Hispanic/Latino, 1.5% African American, less than 1% Asian and Pacific Islander, and 2.4% that identify as more than one race. Per the enrollment report provided by the Department of Education website as of November 2016, of those that identify as Hispanic/ Latino 9.42% are English Language Learners. In addition, a full 70% of the total student population within the Apache Junction Unified School District qualifies for the Free/Reduced Lunch Program and 17% are identified as disabled.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
Grade Levels	K-6	K-7	K-8
Enrollment	250	300	350

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

#### Unconfirmed Locations:

- Arizona Vedic Cultural Center, located at 1150 W. Superstition Boulevard, Apache Junction
- Desert Chapel United Methodist Church, located at 462 N Palo Verde Drive, Apache Junction

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

ARCHES stands for "American Revolutionary Classical Holistic Educational System". The Applicant’s philosophy focuses on applying the ideals and methods of the Boy Scouts of America in an educational setting. These ideals include choice, hands-on learning, cooperative learning, recognition, leadership and community involvement. According to the Applicant, “classes are assigned and schedules designed to meet students where they are and provide the best possible outcomes for each enrolled student. Content classes are designed to accommodate short attention spans and to provide focused environments and plenty of movement for students.” The Applicant proposes to use Standards-aligned curricula for all core subjects, with teachers using a “backwards design” method to plan lessons and units. Teachers will also utilize the Core Knowledge Sequence for Science, Social Studies, Music and Fine Arts curricula. The Applicant also plans to implement a leadership program using the Warrior Ethos and The Leader-in-Me programs.

Corporate Board and School Governing Body Members	Type
Jessica Droppo	Charter Organization
Michelle Edwards	Charter Organization
Nathan King	Charter Organization
Rachel Lautenschlager	Charter Organization
Richard "Jason" Mow	Charter Organization
Quinn Thacker	Charter Organization

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores	Revised TRP Scores
Any Falls Below the Expectations ratings?	No	No
Any section in which more than one evaluation area scored Approaches?	Yes	No

	Percent Meets		Percent Meets	
Educational Plan Score ≥ 95% Meet standard?	No	75%	Yes	95%
Operational Plan Score ≥ 95% Meet standard?	Yes	100%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	94%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be denied. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

### Principal Name: Jessica Droppo

Current Affiliation(s): None

Past Affiliation(s) of Note:

- 3 years as a Kindergarten Instructional Assistant at American Leadership Academy
- 1 year as First Steps Intern/Lead PM Teacher at Bridges Preschool and Kindergarten

### Principal Name: Michelle Edwards

Current Affiliation(s): 2 years as a teacher at Happy Valley School-East Campus

Past Affiliation(s) of Note:



- 1 year as a teacher at Leading Edge Academy-Mountain View
- 1 year as a teacher and team lead at Avalon Charter School
- 3 years as a teacher and team lead at American Leadership Academy

**Principal Name: Nathan King**

Current Affiliation(s): 7 years as an Academic Counselor at University of Phoenix

Past Affiliation(s) of Note: None

**Principal Name: Rachel Lautenschlager**

Current Affiliation(s): 5 years as Senior Evaluator/Faculty at Western Governors University

Past Affiliation(s) of Note:

- 7 years as an Online Teacher with Educate Online (Baltimore, MD)
- 7 years as a teacher with Mesa Public Schools

**Principal Name: Richard "Jason" Mow**

Current Affiliation(s): 5 years as owner of Ethos Productions

Past Affiliation(s) of Note:

- 9 years as a Police Officer with the City of Phoenix

**Principal Name: Quinn Thacker**

Current Affiliation(s): 26 years as Adjunct faculty at Maricopa Community College

Past Affiliation(s) of Note: None

# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 10, 2018**

*New Charter Application for*

**ARCHES Academy**

*Submitted by*

**ARCHES Academy**

## Report Summary

<b>Recommendation:</b>						Deny
<b>Applicant Name:</b>		ARCHES Academy				
<b>Proposed School Name:</b>		ARCHES Academy				
<b>Grades Served Year 1:</b>	K-6	<b>Grades Served Year 2:</b>	K-7	<b>Grades Served Year 3:</b>	K-8	
<b>Location:</b>	Apache Junction					
<b>Mission Statement:</b>	Our mission is to help each learner achieve mastery of the standards by use of authentic learning experiences, coaching and mentoring, freedom of choice, service to others, and personal responsibility. Students will learn academics and life skills in a value-rich environment stressing Honor, Courage, Strength, and Discipline. We believe that our methods will produce outstanding individuals who not only have acquired exceptional literacy in the arts and sciences, but mastery over self and true leadership ability.					

### Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score $\geq$ 95%?	No	75%	Yes	95%
Operational Plan Score $\geq$ 95%?	Yes	100%	Yes	100%
Business Plan Score $\geq$ 95%?	No	94%	Yes	100%

### In-Person Interview Summary

Board members Michelle Edwards, Rachel Lautenschlager, Quinn Thacker, Nathan King, and Richard “Jason” Mow attended the Capacity Interview. The TRP’s issues to address for this interview were about curriculum development, mastery expectations, insurance, and pre-opening operational timeline. Based on the Applicant’s responses, these concerns were not adequately addressed, as detailed below. Beginning at 1:13:00 the Applicant provided concluding statements that were consistent with the TRP’s concerns about the capacity of the team to implement the proposed plan.



## TRP Qualitative Analysis Summary

The TRP recommends that the application for ARCHES Academy be denied because while the Educational, Operational and Business plans met the criteria for approval, the Educational plan did not provide examples of curricular providers they intend to consider, did not share sufficient detail about their planned assessment system, and did not address how student mastery would be measured. Furthermore, details provided during the interview did not address the concerns of the TRP.

Although, the educational plan met the criteria for approval, the Applicant failed to provide course descriptions and did not effectively link course categories to state standards. Additionally, the Applicant's assessment plan was poorly organized and too broad. The Applicant also failed to describe the criteria used to determine whether a student has mastered the Required Standards in Reading, Writing, and Mathematics.

The operational plan meets the criteria for approval as 100% of criteria was deemed "meets the criteria" by the TRP. However, two areas of weakness are the lack of prior charter school operations experience possessed by the founders, and questions regarding which board members would continue as board members versus employees versus both, as indicated in the Capacity Interview.

The business plan meets the criteria for approval because 100% of criteria were deemed "meets the criteria" by the TRP. Specifically, the Applicant provided adequate detail across all criteria and improved upon two areas (C.5.a and C.4.a) between the first and second reviews.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	No	41	Of	55	No	52	of	55
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	14				3			

## Plan Summary

The Applicant plans to draw students from the surrounding area of Apache Junction where they state that nearly one-third of the student population identifies as a race other than Caucasian. Of these, nearly 10% are considered English Language Learners, nearly one-fifth are identified as Special Needs, and at least 70% qualify for the Free and Reduced Lunch Program. The Applicant plans to serve 350 students when fully enrolled and will grow by one grade level each year, starting with grades K-6 in year 1, growing to K-7 in year 2, and to K-8 in year 3.

The Applicant's educational philosophy is focused on individualized learning with a goal of teaching students how to think, rather than what to think. The Applicant's method aligns with nine principles, including:

1. Choice
2. Strong, standards-aligned curricula and best-practice instructional strategies
3. Experiential, hands-on learning
4. Cooperative learning
5. Advancement and recognition

6. Character development
7. Student leadership
8. Community involvement
9. Uniforms

The Applicant will offer a standard school schedule with 180 days of instruction and most school days consisting of nine 30-minute periods and one 60 minute period for a total of 5.5 hours of instruction. The weekly school schedule is Monday through Thursday from 7:50 a.m. to 3:30 p.m. and Fridays from 7:50 a.m. to 1:30 p.m.

The Applicant plans to use a mastery or competency-based education model in which students are promoted only after then have mastered 80% of the standards in each core content area as measured by internally created summative assessments and other measures they did not detail. While no course offerings were provided by the Applicant, content areas described include: Reading Instruction, Reading Practice, Spelling, Writing, Math Instruction, Math Practice, Leadership, Technology, One Special Per Day, and Science and Social Studies.

## Analysis

The educational plan meets the criteria for approval, however, the Applicant did not adequately support their case on three categories as summarized below:

- A.3.a: Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.
  - The Applicant failed both to describe the curriculum for core academic content area(s): Math and ELA and to clearly demonstrate alignment of the curriculum to the Arizona State Standards in core area(s): Math and ELA. While the application did provide assurances and descriptions, no examples of curricula sources were provided.
- A.5.d: Provide sufficiently detailed and implementable action steps that address each of the elements of a comprehensive assessment system to assess student performance (Area II).
  - The Applicant failed to provide sufficiently detailed and implementable action steps that address each of the elements of a comprehensive assessment system to assess student performance (Area II) summarized below. Their plans remain poorly organized with action steps that are too broad.
    - i. Developing the assessment system;
      - ensuring the assessment system is aligned to the curriculum, and
    - iv. Year to Year comparison;
      - determining what data will be collected to allow for valid and reliable comparisons of student growth and proficiency
      - determining the analysis completed during the year to allow for valid and reliable comparisons from year to year.
- A.6.K-2f: Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. (6) Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.
  - The Applicant failed to describe the criteria used to determine whether a student has mastered the Required Standard in Reading, Writing, and Mathematics. While there were lots of activities

in Math leading up to the student taking a summative assessment (including more than the standard requires), no descriptions of the summative assessment (i.e. how many problems) were provided. For Writing, it was unclear what the "level" assessment was and how multiple paragraphs would be scored. During the interview, the Applicant assured that rubrics would be used but gave no examples of points to be earned in relation to a standard. Repeated interview questions lead to assurances that the "passport" would address such issues, but specifics of the passports were not given.

During the interview, when asked about "screening assessments" Mrs. Edwards assured that they were only for placement. She indicated that no such assessments have yet been decided upon but with prompting from Mrs. Lautenschlager five assessments that could be used were listed. Mrs. Edwards explained that details like this would be decided before the school opens. A concern for the TRP is that the program execution hinges on assessments and several assurances were given about them, but a clear plan for the battery of assessments does not exist.

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	Yes	22	of	22	Yes	22	of	22
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	0				0			

## Plan Summary

The Applicant's corporate board is its Board of Directors which currently serves, and will continue to serve, as the only governing body of the school. The Board of Directors supervises the school Principal who then supervises the teaching staff, Dean of Students, and Business Manager. The Business Manager supervises non-teaching staff and contracted services providers. Board members are responsible for the following:

- Take initial actions necessary to get school started including initial curriculum adoption, creation of enrollment and registration documentation, curriculum implementation documentation, initial purchasing, overseeing facility construction, initial hiring, and initial professional development planning
- Hiring of Administrative Council members
- Making final hiring decisions and setting salaries/wage schedules
- Creating/amending employment contracts, job descriptions, and staff/family handbooks
- Budget approval
- Policy creation
- Corrective action plans for Administrative Council
- Hearing appeals
- General oversight
- Ensuring financial sustainability

The Board of Directors is comprised of Michelle Edwards, who serves as the president, Jessica Droppo, as vice-president, Rachel Lautenschlager, Quinn Thacker, Jason Mow, and Nathan King. Several board members

possess education experience and one, Jessica Droppo, is the adult daughter of Michelle Edwards and is pursuing a college degree. According to the Applicant, school employees may not step down from board.

Applicant plans to contract with outside vendors to support the following:

- Back-office Support – American Charter Development listed as contracted provider
- Special Education Services
- Food Services
- Professional Development
- Operations and Maintenance

## Analysis

The operational plan meets the criteria for approval as 100% of criteria was deemed “meets the criteria” by the TRP. The Applicant’s materials were complete and adequately summarized the governance, organizational structure, and service providers required to operate program. An area of weakness that exists is the lack of prior charter school operations experience possessed by the founders. The board members were unclear as to who would continue as a board member, who would become an employee, and who might be both a board member and an employee. During the interview, Mrs. Edwards presented this as an asset that demonstrates their flexibility, but a lingering concern for the TRP is the ability of the Board to oversee management of the school and its leadership.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	No	30	of	32	Yes	35	of	35
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	2				0			

## Plan Summary

**Proposed Location:**

The Applicant’s preferred location option is to lease space from a local church, community space, or nonprofit until they are able to build their own facility. While not yet finalized, the Applicant is negotiating with Arizona Vedic Cultural Center, located at 1150 W. Superstition Blvd, Apache Junction, AZ 85120, and Desert Chapel United Methodist Church, located at 462 N Palo Verde Dr, Apache Junction, AZ 85120.

**Facilities Requirements:**

The Applicant needs a facility with at least 10 classrooms large enough for 25 students each, a library, a multipurpose room (for PE, a cafeteria, and assemblies) and sufficient office space that will meet educational occupancy requirements without significant additional costs. The Applicant’s goal is to find or build a 21,000 - 28,000 sq. ft facility, providing at least 65 sq. ft. per student.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	225	270	315
Total Revenue:	65,000	1,431,614	1,716,861	2,006,755
Total Expenditures:	60,430	1,329,862	1,312,967	1,538,746
Ending Balance:	4,570	106,322	510,216	468,009

The Applicant proposes a lease agreement with a local organization who will share space and perhaps allow Applicant to add modular buildings if necessary until a more suitable space can be identified, renovated or built. Projected lease payments from negotiations with one of the potential partners listed are as follows: \$142,875 in year one, \$171,450 in year two, and \$200,025 in year three.

The Applicant expects enrollment to grow from 225 in Year 1 (90% of 250 cap) to 270 in Year 2 (90% of 300 cap) and 315 in Year 3 (90% of 350 cap) with a full enrollment goal of 350 students in future years. The total budget as listed assumes 90% enrollment.

Marketing expenses are projected to be highest during the start-up year (\$11,000) then falling to \$6,000 in year 1 and to \$2,000 in years 2 and 3. The Applicant assumes marketing will be most important in early years and hopes to rely on word-of-mouth and other less expensive marketing options once the program is well established in the community.

The Applicant plans to attend employment events and fairs, conduct networking, purchase advertising, and build relationships with teacher-education programs to identify its teaching staff. The proposed hiring process will consist of an initial background check and reference screening, phone interview, in-person interviews and observation of a live sample lesson. The proposed training plan consists of orientation to Applicant’s mission and philosophy, basic teacher training for new teachers, pre-services training specific to curriculum, and ongoing trainings as needed.

## Analysis

The business plan meets the criteria for approval because 100% of the criteria were deemed “meets the criteria” by the TRP. Specifically, the Applicant provided adequate detail across all criteria and improved upon two areas (C.5.a and C.4.a) between the first and second reviews.

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Michelle Edwards	Principal/President of Board/founder	Yes
Jessica Droppo	Board Member/Vice President of Board/co-founder	No

Rachel Lautenschlager	Board Member	Yes
Quinn Thacker	Board Member	Yes
Nathan King	Board Member	Yes
Richard "Jason" Mow	Board Member	Yes

## Analysis

*Summary of your evaluation of the team's capacity to implement the plans presented in the application.*

Michelle Edwards is a former charter school teacher who has assumed several leadership roles at charter schools, but has never led a charter school. She was the Director of a preschool/daycare and has completed educational leadership programs that should position her to assume the role of Principal. There is some concern with her limited experience leading a charter school specifically. She is agreeable to becoming an employee as well as a board chair, or as a non-voting Board member.

Jessica Droppo is the adult daughter of Ms. Edwards, who was involved in the creation of the program and is considered the Applicant's co-founder. She is currently pursuing a college degree and has limited prior experience teaching or in education beyond her contributions to the creation of the program. There is concern about her ability to contribute to Applicant's success given limited experience in the education and specifically charter school sector.

Rachel Lautenschlager has worked in education for 15 years and holds a Bachelor's and Master's degree in education. Her experience will enable her to provide support to the Applicant specifically in the areas of instruction. She plans to be the reading specialist and may or may not remain on the Board.

Quinn Thacker teaches college level chemistry and possesses both Bachelor's and Master's degrees. He has experience developing curriculum and teaching across multiple modalities. He also has private sector business experience. His experience will enable him to provide value to the Applicant in the areas of curriculum and business operations. During the Capacity Interview, he was clear that he does not plan to become an employee.

Nathan King is a college academic counselor and small business owner with a Bachelor's degree in Communications. He is the father of special needs children and advocate for education. His experience may support the Applicant with start-up challenges, marketing, and knowledge of college-level student challenges.

Richard Jason Mow is a writer and motivational speaker with experience in the military and law enforcement. He also possesses a Bachelor's degree. He is also a small business owner and has developed a character development curriculum that the Applicant plans to leverage in its programming. His experience may enable him to provide support in the areas of campus safety, business operations, and curriculum. He

does not plan to be an employee but it is not clear if the use of his Warrior program will be donated to the school.

During the interview it was notable that Mrs. Edwards is the focal point of the organization. Mrs. Lautenschlager spoke very little, and the others seldom spoke unless specifically queried by the interview team. There is unanimous support for the mission of the proposed school, but only Mrs. Edwards spoke regarding the details to implement the educational philosophy. Thus, the capacity of the Governing Board to provide adequate oversight of Mrs. Edwards if she becomes the principal is questionable.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	ARCHES Academy
<b>Proposed School Name</b>	ARCHES Academy

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	<b>Educational Philosophy</b>				Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing <u>how students will learn and what the teacher's role in that learning will be.</u>			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing the specific curriculum for core academic content areas.
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Revised Submission Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria



A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.2	<b>Course Offerings and Graduation Requirements</b>	F	A	M	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
A.4	<b>School Calendar and Weekly Schedule</b>	F	A	M	Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4c	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.5	<b>Academic Systems Plan</b>	F	A	M	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students,</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons</li> </ul>		1	<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>Developing the assessment system to ensure the assessment system is aligned to the curriculum.</p>

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Revised Submission Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	1	9	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments

A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Revised Submission Meets the Criteria
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Revised Submission Meets the Criteria
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Revised Submission Meets the Criteria
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Revised Submission Meets the Criteria
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.		1		Revised submission addresses the criteria, but lacks sufficient detail in: Describing the criteria used to determine whether a student has mastered the Required Standard in Writing and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6 Total		0	1	6	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria

A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Revised Submission Meets the Criteria
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised Submission Meets the Criteria
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6.3-5 Total		0	0	7	
A.6.6-8	6-8 Grade Span Instructional Analysis				
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Revised Submission Meets the Criteria
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Revised Submission Meets the Criteria
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Revised Submission Meets the Criteria
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6.6-8 Total		0	0	7	

	<b>Part A Sub Total</b>	0	3	52	
<b>Part B</b>	<b>Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS)			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria

B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		0	0	4	
<b>B.3.1</b>	<b>Education Service Providers</b>	F	A	M	Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				NOT APPLICABLE
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				NOT APPLICABLE
<b>B.3.1 Total</b>		0	0	0	
<b>B.3.2</b>	<b>Contracted Services</b>	F	A	M	Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		0	0	5	
<b>Part B Sub Total</b>		0	0	22	
<b>Part C Business Plan</b>					
<b>C.1</b>	<b>Facilities Acquisition</b>	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.			1	Meets the Criteria

C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.			1	Meets the Criteria
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>C.2</b>	<b>Marketing and Student Enrollment</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>C.3</b>	<b>Personnel</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>the grades and number of students to be served in each of the first three years of operation, and</li> <li>the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>C.4</b>	<b>Start-Up Budget</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Revised Submission Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria



C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Revised Submission Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
	<b>Part C Sub Total</b>	<b>0</b>	<b>0</b>	<b>35</b>	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	<b>0</b>	<b>3</b>	<b>109</b>	
SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Meets 95% Test				
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Arizona Online Academy, Inc. (“Applicant”) submitted a new charter application package on May 25, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Arizona Online Academy, Inc. has requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be denied.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Arizona Online Academy	August 5, 2019	Online	K-12	180 days

### Mission Statement

The mission of Arizona Online Academy is to create future leaders passionate about making a positive contribution to their local and global communities. This will be accomplished by • Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of Arizona’s State Standards through a personalized learning approach • Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility • Cultivating international awareness through the acquisition of a second language • Developing skills leading to independence in continued learning • Developing 21st Century Learning Skills • Provide students with the balance of flexibility and support they need to be successful in the online environment.

### Target Population

*The following summary was summarized from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant proposes to operate an online school that serves K-12 students statewide. Arizona Online Academy (“School”) plans “to serve a population that is approximately 45% Hispanic, 39% White, 5% Native American/Alaskan Native, 5% African American, and 4% multiracial or other”. The School plans to serve students who have chosen an online school because they desire a wider range of academic options, live in a rural area, require a personalized approach to learning, have a unique schedule, have health issues, or who are at a higher risk of not receiving a high school diploma.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-12	K-12	K-12
<b>Enrollment</b>	2600	2600	2600

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

The Applicant plans to operate a full-time online program, where all staff will work from virtual home offices and all students attend school from home. The Applicant plans to secure temporary facilities for state testing such as library meeting rooms, hotel conference rooms, and other community meeting places. The Applicant states that “the school will ensure that all students will have a testing location available to them that is within a reasonable proximity to their homes”.

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

According to the Applicant, students will receive access to an academically rigorous college preparatory program consistent with a curriculum based on the Arizona state Standards. The proposed instructional model will allow for “a flexible learning experience in a structured environment” in which “students learn by accessing the online curriculum, which is available 24 hours a day, seven days a week. “Students and parents can access assistance from teachers through weekly live class sessions, private office hours, phone calls, texts, and emails. “Parents/Guardians are heavily involved in their children’s learning experience and are referred to as Learning Coaches.” The School’s courses would “incorporate curricula from a variety of nationally recognized online publishers” that would combine a “vast amount of skill-appropriate learning

resources”. The students “will utilize asynchronous, online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction, and collaborative projects”.

The Applicant proposes to open an online school; therefore, it was required to submit an Arizona Online Instruction additional information package (“AOI package”) as a component of its written application package. An administratively complete AOI package was not submitted by the provided deadline, which was originally set for August 15, 2018, and was extended to August 20, 2018.

Governance

Corporate and School Governing Body Members	Type
Brenda Koerselman	Community
Mickey Nunez	Community

See Charter Principal Resumes in Appendix B.

**TRP Recommendation and Scoring**

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

Overall Scoring Results

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any Falls Below the Expectations ratings?	Yes		Yes	
Any section in which more than one evaluation area scored Approaches?	Yes		Yes	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	36%	No	66%
Operational Plan Score ≥ 95% Meet standard?	No	30%	No	83%
Business Plan Score ≥ 95% Meet standard?	No	36%	No	73%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be denied. A full explanation of the TRP’s recommendation is provided in Appendix A.

Recommendation Report

**Applicant Background Summary**

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

**Principal Name: Mickey Nunez**

Current Affiliation(s): None

Past Affiliation(s) of Note:



- 2 years as a Teacher/Academic Advisor/Coach at Joy Christian High School (Glendale)
- 7 years as an Ambassador of Compassion at Lift Up Resiliency Initiative (Mission Viejo, CA)
- 10 years as Adjunct Faculty at Maricopa Community Collee District (Tempe)

**Principal Name: Brenda Koerselman**

Current Affiliation(s): 4 years as a Librarian at Gilbert Public School (Gilbert)

Past Affiliation(s) of Note:

- 2 years as a Media Specialist at Higley Unified School District (Gilbert)

## Education Service Provider Background Information

*This summary is based on information submitted for the Applicant’s Operational Plan B.3.1: Education Service Providers. Additionally, as part of the due diligence process, staff reviewed the academic performance of the ESP the Applicant intends to contract with.*

The Applicant intends to contract with A3 Education (“ESP”), a non-profit Education Management Organization. A3 manages schools in Florida, Oregon, and California. The ESP agreement indicates that A3 Education will provide curriculum, recruit and hire quality teachers and staff, and will provide professional development services. Additionally, A3 Education will provide training for the Applicant’s board.

### Florida

The ESP manages two charter schools in Florida. The State of Florida uses a letter grade accountability system. The academic performance of these schools, as reported by the Florida Department of Education, is in the chart below.

School Name	Model	Grades Served	FY 2017 Letter Grade	FY 2018 Letter Grade
Burns Science and Technology Charter School	Traditional	K-8	A	A
Ivy Hawn Charter School of the Arts	Traditional	K-8	A	A

### Oregon

The ESP also manages one online charter school in Oregon. According to the Applicant’s narrative, the school is a newly approved program which commenced enrollment in February of 2018, therefore state performance data was not available.

### California

The ESP also manages nine schools in California. The standardized tests used for evaluation of academic performance for grades 3-12 is the Smarter Balance Assessment System. Students who take a Smarter Balanced Assessment receive an overall score of Standard Not Met, Standard Nearly Met, Standard Met or Standard Exceeded. The academic performance data from the Smarter Balance Assessment System for the schools operated by A3 Education are listed below.

School Name	Model	Date Opened	Grades Served	FY18 Enrollment	% of Students Meeting or Exceeding Standard in 2017: ELA	% of Students Meeting or Exceeding Standard in 2017: Math
California Prep Sutter K-7	Online	July 1, 2015	K-7	92	29%	21%
California Prep Sutter 8-12	Online	July 1, 2015	8-12	106	54%	18%
California STEAM San Bernardino	Online	July 1, 2016	K-12	945	42%	15%
California STEAM		July 1, 2016	K-12			



Santa Barbara	Online			51	57%	19%
Uplift Monterey	Online	August 23, 2016	K-12	138	32%	36%
Uplift California North Charter School	Online	July 1, 2017	9-12	14	*	*
Uplift California Santa Barbara	Online	July 1, 2017	K-12	463	*	*
Uplift California South Charter School	Online	July 1, 2017	9-12	46	*	*
California Academy of Sports Science Fresno	Online	September 12, 2017	K-12	36	*	*

\*Assessment data for schools that opened in Fiscal Year 2018 is not yet available.



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

NOVEMBER 12, 2018

*New Charter Application for*

**Arizona Online Academy**

*Submitted by*

**Arizona Online Academy, Inc.**

# Report Summary

Recommendation: Deny

Applicant Name: Arizona Online Academy, Inc.  
 Proposed School Name: Arizona Online Academy  
 Grades Served K-12      Grades Served K-12      Grades Served K-12  
 Year 1:                              Year 2:                              Year 3:  
 Location: N/A (Applicant intends to have a fully online program)

**Mission Statement:** The mission of Arizona Online Academy is to create future leaders passionate about making a positive contribution to their local and global communities. This will be accomplished by Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of Arizona’s State Standards through a personalized learning approach Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility Cultivating international awareness through the acquisition of a second language Developing skills leading to independence in continued learning Developing 21st Century Learning Skills Provide students with the balance of flexibility and support they need to be successful in the online environment.

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	Preliminary TRP Scores		Revised TRP Scores	
Any falls below the expectations ratings?	Yes		Yes	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	36%	No	66%
Operational Plan Score ≥ 95%?	No	30%	No	83%
Business Plan Score ≥ 95%?	No	36%	No	73%



## In-Person Interview Summary

Board member Mickey Nunez attended the interview. Justin Schmitt, the COO of the ESP (A3 Education) also attended and answered the majority of the TRP's questions. The TRP's issues to address during this interview were how the program will benefit students, defining the relationship with the ESP, and understanding the proposed use of funds. Based on the Applicant's responses, these concerns were not adequately addressed, as detailed below. Beginning at 1:23:53 the Applicant provided concluding statements consistent with the TRP's concerns about the team's ability to implement the proposed plan.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Arizona Online Academy, Inc. be denied because it failed to meet the required criteria across the Academic, Operational, and Business plans.

The educational plan falls below the criteria for approval because the Applicant did not adequately support its case, as summarized below. Specifically, the Applicant received a rating of "falls below" on 1 criteria and a rating of "approaches" on 22 criteria. Most significantly, the Applicant failed to describe the proposed curriculum and its alignment to the Educational Philosophy and Arizona State Standards.

The operational plan falls below the criteria for approval because the Applicant received a rating of "approaches" in five categories, failing to adequately support its proposed budget, organizational chart, performance expectations for the ESP, and motivation for starting a charter school.

The business plan falls below the criteria for approval because the Applicant did not adequately support its case, as summarized below. Specifically, the Applicant received a rating of "falls below" on 5 criteria and a rating of "approaches" on 3 criteria. Most significantly, the Applicant failed to support its budget, planned marketing spending, student recruitment timeline, and enrollment targets.

## Educational Plan

	Preliminary TRP Scores			Revised TRP Scores		
Educational Plan Score $\geq$ 95%?	No	24	Of 67	No	44	of 67
Number of "Falls Below" ratings	4			1		
Number of "Approaches" ratings	39			22		

## Plan Summary

The Applicant plans to draw K-12 students from across Arizona. It estimates that its student population will reflect the demographics of Arizona and include students who identify as follows: 45% Hispanic, 39% White, 5% Native American/Alaskan Native, 5% African American, and 4% multiracial or other. The Applicant is prepared to serve a large English Language Learner student population, as well as those served by an Individualized Education Plan (IEP). No information was provided in terms of the economic demographics for the projected student population. The Applicant plans to serve 2600 students across K-12 grades when fully enrolled.

The Applicant's educational philosophy is focused on individualized learning, aiming to provide students with maximum flexibility with 24/7 access to curriculum and supporting teachers in creating learning plans unique to

each student. The Applicant will offer a standard school schedule with 180 days of instruction and a weekly schedule as follows:

- Grades K-6 = 25 hours/week
- Grades 7-8 = 30 hours/week
- Grades 9-12 = 30 hours/week

The Applicant plans to administer an adaptive diagnostic to determine baseline information and enable teachers to customize learning for each student. Teachers will then use interim diagnostic testing to determine growth. Grade promotion will vary by grade, grouping as follows:

- Elementary:
  - Accomplishment of the academic standards in reading, writing, mathematics, science, and social studies on iReady assessments
  - Yearly attendance
  - Grades attained on classroom activities
  - Recommendation by certified teacher of record
- Middle School: based on credits earned for the current grade level rather than social promotion
- High School: require students to complete six courses, equivalent to twelve semesters

The Applicant plans to partner with Pearson Online & Blended Learning to provide both core and elective coursework to students.

## Analysis

The educational plan falls below the criteria for approval because the Applicant did not adequately support its case as summarized below. Specifically, the Applicant received a rating of “falls below” on 1 criteria and a rating of “approaches” on 22 criteria.

- Criteria considered “falls below”:
  - A.3.a: Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.
    - Does not meet the criteria in describing the curriculum for core academic content areas; clearly demonstrating alignment of the curriculum to the Educational Philosophy in core areas; and clearly demonstrating alignment of the curriculum to the Arizona State Standards in core areas.
- Criteria considered “approaches”:
  - A.1.e: Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.
    - Applicant does not address criteria regarding:
      - Providing clear details to support how the selected approach improves pupil achievement, especially for subgroups, in relation to the target population
      - Providing details regarding research and/or experience in relation to the selected approach and how it will be adapted virtually.
  - A.2.a: Identify the target population consistent with the information provided on the

Target Population page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.

- Addresses criteria, but lacks sufficient detail in: identifying the target population; demonstrating a clear understanding of the students and community the school intends to serve.; and including current levels of academic performance of surrounding schools. There was no specific reference to "surrounding" or comparable schools, including historically low scores at other online schools in Arizona. It was unclear what applicant will do differently from other online schools to improve academic success.
- A.2.b: Present an explanation of how the implementation of the Program of Instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.
  - Addresses criteria, but lacks sufficient detail in: presenting an explanation of how the implementation of the Program of Instruction described in A.3 meets the identified needs of the target population; providing details explaining how the school's proposed Program of Instruction improves pupil achievement in the target population; providing details explaining how the school's proposed Program of Instruction improves educational choice in the target population. The section regarding providing choice would be stronger if Applicant addressed a comparison of other online schools. Applicant does clearly describe needs of targeted students and specifically discusses Special Education needs.
- A.2.c: Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.
  - Does not meet the criteria in describing the teacher-student ratios; providing details of how the class size and teacher-student ratios address the identified needs of the target population for improved pupil achievement; providing details of how the class size and teacher-student ratios address the identified needs of the target population and the need for educational choice. The Applicant materials are unclear how students will be assigned to a specific class and how many classes each teacher will have. See also comments in A3c.
- A.3.d: Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.
  - Addresses criteria, but lacks sufficient detail in: Explaining how the Program of Instruction will result in achieving the outcomes described in the school's mission. Applicant provides clearer understanding of what they are going to do and how they will do it, but not specifically how they will achieve the outcomes.
- A.3.1c: Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
  - Addresses criteria, but lacks sufficient detail in: Presenting a rationale for the selected criteria and conditions that guide the grade level promotion decisions. Applicant provides clear standards, but does not discuss rationale nor who will be making decision.
- A.3.2b: Describe a comprehensive, viable and adequate process that includes clear criteria and conditions for awarding course credit.
  - Addresses criteria, but lacks sufficient detail in: describing a comprehensive, viable and adequate process for awarding course credit; and describing clear criteria and conditions for awarding course credit.

- A.3.2c: Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State Assessments.
  - Addresses criteria, but lacks sufficient detail in: providing a rationale for the selected criteria and conditions for awarding course credit; and providing a rationale for the selected criteria and conditions demonstrating the student's capacity to pass the end of the course State Assessment.
- A.3.2d: Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.
  - Applicant did not provide detailed course offerings.
- A.5.c: Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I).
  - Applicant lacked specific detail as it pertains to “integrating curriculum into instruction consistently,” and “implementing the curriculum with fidelity to the design of the curriculum and program of instruction.” While implementation is student and mentor focused, there is no reference to teacher training or principal oversight.
- A.5.d: Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II).
  - Applicant lacked specific detail as it pertains to “developing the assessment system” and “year to year comparison.” Their program automatically produces data for analysis. The year to year comparison seems to compare achievement of last year's students to that of the current year's students, an approach that will not show growth.
- A.5.e: Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III).
  - Applicant lacked specific detail as it pertains to “Monitoring instruction,” “Evaluating instructional practice,” and “Evaluating curriculum.”
- A.6.K-2b: Provide a complete response based on the required standard for reading, writing, and mathematics. Prior Knowledge: list the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: listing the knowledge/skills required prior to meeting learning targets for reading and mathematics. Prior knowledge has several items that either repeat the learning targets or have nothing to do with the targets (add 3 numbers, place value, use objects or drawings or symbols, and multiplication).
- A.6.K-2d: Provide a complete response based on the required standard for reading, writing, and mathematics.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: identifying components of the Program of Instruction and education philosophy that are incorporated into reading and mathematics instruction. The Applicant inserted the reading instruction section in the mathematics section.
- A.6.K-2e: Provide a complete response based on the required standard for reading, writing, and mathematics. Formative Assessment: list criteria for determining whether students have met each of the learning targets.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient

detail in: listing the criteria for determining whether students have met each learning target for reading and mathematics; and ensuring consistency and alignment with the application. The reading section is complete, but mathematics section is mixed with reading instruction and assessment

- A.6.K-2f: Provide a complete response based on the required standard for reading, writing, and mathematics. Summative Assessment: describe how students will demonstrate mastery of the required standard. Describe the criteria used to determine whether a student has mastered the required standard.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: describing how students will demonstrate mastery of the required standard in mathematics; and describing the criteria used to determine whether a student has mastered the required standard in reading. The Application materials list names of internal online tests and state that 70% is mastery, but is not specific about what constitutes mastery or how the assignments will be scored.
- A.6.3-5b: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Prior Knowledge: list the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: listing the knowledge/skills required prior to meeting learning targets for reading and mathematics.
- A.6.3-5d: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Instruction: describe the activity/tasks students will complete to meet the learning targets. Identify components of the Program of Instruction and Educational Philosophy that are incorporated into instruction.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: describing the activity/tasks students will complete to meet the learning targets in reading.
- A.6.3-5e: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Formative Assessment: list criteria for determining whether students have met each of the learning targets.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: listing the criteria for determining whether students have met each learning target for reading.
- A.6.3-5f: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Summative Assessment: Describe how students will demonstrate mastery of the required standard. Describe the criteria used to determine whether a student has mastered the required standard.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: describing the criteria used to determine whether a student has mastered the required standard in reading and mathematics. Applicant's reading assessment does not address the standard and is more of a writing assignment.
- A.6.3.9-12e: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Formative Assessment: list criteria for determining whether students have met each of the learning targets.

- Applicant meets the criteria in reading and writing. Applicant addresses the criteria, but lacks sufficient detail in: listing the criteria for determining whether students have met each learning target for mathematics and science. The exemplar Science submission is a good lesson, but it does not address the standard.
  - A.6.3.9-12f: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Summative Assessment: Describe how students will demonstrate mastery of the required standard. Describe the criteria used to determine whether a student has mastered the required standard.
    - Applicant meets the criteria in reading and writing. Applicant addresses the criteria, but lacks sufficient detail in: describing how students will demonstrate mastery of the required standard in mathematics and science; and describing the criteria used to determine whether a student has mastered the required standard in mathematics and science. See above.

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	No	9	of	30	No	25	of	30
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	18				5			

## Plan Summary

The Applicant will partner with A3 Education to provide an innovative school model with the Applicant's board of directors providing oversight. The board of directors will supervise A3 Education, which will in turn supervise the school principal. The principal will supervise the following staff: teachers (three K-5, nine 6-12, one SPED), administrative assistant, orientation specialist, mentor teacher, and counselor.

The Board of Directors will be responsible for the following:

- Approval of the annual school budget, calendar, major fundraising events, and grant writing
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the Arizona State Board for Charter Schools as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter
- Monitoring the fiscal solvency of the Charter School
- Participation in the Charter School's independent fiscal audit
- Participation in the Charter School's performance report to the Arizona State Board for Charter Schools
- Participation as necessary in student expulsion matters; and Increasing public awareness of the Charter School
- Fundraising efforts

- Protect the legal interests of the charter school and adhere to all applicable laws

Applicant plans to contract with outside vendors to support the following:

- Legal services
- Financial services
- Student services
- EMO/ESP

## Analysis

The operational plan falls below the criteria for approval because the Applicant received a rating of “approaches” on five categories as summarized below:

- B.1.a: Describe in detail the Applicant’s history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.
  - Applicant addresses criteria, but lacks sufficient detail in: describing in detail the applicant’s history; describing in detail the applicant’s establishment and evolution; and describing in detail how a charter school became part of the applicant’s mission. While there is a general outline, there is no evidence of the applicant entity evolving to want to start a charter school. It is unclear why the Applicant’s mission is to start a charter.
- B.1.b: Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.
  - Applicant addresses criteria, but lacks sufficient detail in: providing a clear and cohesive organizational chart that clearly delineates the roles, responsibilities and reporting structure for each position on the chart; and providing a clear and cohesive narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. While the Applicant’s chart is clear, there is very little explanation of reporting and responsibilities.
- B.3.a: Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.
  - Applicant addresses criteria, but lacks sufficient detail in: clearly delineating the roles and responsibilities of the CFO, CEO, and Principal; and alignment of this chart to section A3. It appears that the COO of the ESP is in control of the school because the COO hires and evaluates the principal. Additionally, any suggested curriculum changes must be approved by the COO and ESP.
- B.3.1f: (EMOs only) Describe the Applicant’s performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.
  - Applicant addresses criteria, but lacks sufficient detail in: ensuring consistency with the service agreement regarding relationship between EMO and CMO; and describing how the applicant will evaluate that performance. The contract between the ESP and the applicant entity says it renews annually and will be in force as long as the school operates, but elsewhere the Board says it can stop the contract whenever it wants.
- B.3.2d: Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.
  - Applicant addresses criteria, but lacks sufficient detail in: describing how the costs associated with

the CMO & EMO are viable and adequate for the target population identified in A.2.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score $\geq$ 95%?	No	13	of	36	No	24	of	33
Number of "Falls Below" ratings	8				5			
Number of "Approaches" ratings	15				4			

### Plan Summary

**Proposed Location:** N/A - Since the Applicant's proposed program is entirely online, no permanent facilities will be required. All students and teachers are expected to study and work from home. The Applicant acknowledges that temporary space will be required to accommodate state testing periods. Additionally, the Applicant will require storage space for student records, which A3 Education will manage.

**Facilities Requirements:** N/A - See above

### Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	n/a	500	716	791
Total Revenue:	\$200,000	\$3,409,251	\$4,798,925	\$5,257,554
Total Expenditures:	\$177,688	\$3,399,761	\$4,612,532	\$5,116,824
Ending Balance:	\$22,313	\$31,802	\$217,995	\$358,726

The initial submission indicated that the Applicant expects enrollment to grow from 500 in Year 1 to 716 in Year 2 and 791 in Year 3. However, the revised submission indicated that the applicant intends to serve 2600 students from the first year of operation. The numbers in the Budget Summary above are pulled from the Projected Revenue Calculator in section C.5.

Marketing expenses are projected to be \$75,000 during the start-up year (starting in January 2019) and increase to \$100,000 in years 1-3. Rationale for the expenditure is that less will be required in the start-up phase given the shorter time period than a full academic year. The Applicant plans to rely heavily on EMO/ESP partner to manage recruitment. The total budget, as listed, assumes 95% enrollment.

The Applicant plans to attend employment events and fairs and post positions on well-known job boards. The proposed hiring process will consist of an interview with the Principal, who will make recommendations to the board. The proposed training plan consists of support from A3 Education and the use of PLCs.

### Analysis

The business plan falls below the criteria for approval because the Applicant did not adequately support its case as summarized below. Specifically, the Applicant received a rating of "falls below" on 5 criteria and a rating of "approaches" on 3 criteria.

- Criteria considered "falls below":



- C.2.a: Provide a viable and adequate time frame for recruiting students consistent with the start-up date of the proposed school identified on the Target Population page.
  - Applicant does not address the criteria in: provide a viable and adequate time frame for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.
- C.2.c: Provide clear and specific sources for costs associated with the marketing plan.
  - Applicant does not address the criteria in: providing clear and specific sources for costs associated with the marketing plan.
- C.2.d: Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.
  - Applicant does not address the criteria in: describing how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget. Applicant assumes that large marketing effort will attract students, but there is no linking of marketing technique to target interests.
- C.2.e: Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.
  - Applicant does not address the criteria in: ensuring costs as described in the narrative are accounted for in the Budget and fully described in the assumptions. Costs are accounted for in the budget, but the assumptions do not break out the amounts for each planned marketing venue.
- C.2.h: Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.
  - Applicant does not address the criteria in: identifying the enrollment targets' minimum and maximum projected enrollment at each grade level; and Identifying how the enrollment targets were determined. Targets seem to be determined based on other school experiences. The way Applicant lists minimum targets sounds like they might only offer grades if they have at least 24 students.
- Criteria considered “approaches”:
  - C.2.b: Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.
    - Applicant addresses criteria, but lacks sufficient detail in: providing a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.
  - C.3.b: Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including the grades and number of students to be served in each of the first three years of operation, and the number of each type of instructional and non-instructional personnel each year.
    - Applicant does not address the criteria in: describing how the staffing plan is adequate for the effective implementation of the Program of Instruction and operation of the charter school as described, including the grades and number of students to be served in each of the first three years of operation. The proposed School Mentor seems to have a lot of students to support and undefined responsibilities. More information is needed regarding how the School Mentor will interact with students.
  - C.5.e: Demonstrate through the assumptions that the amounts listed are viable and adequate.
    - Applicant does not address the criteria in: demonstrating through the assumptions that the amounts listed for each budget line are viable and adequate. Marketing is not clearly described. Specifically, there is concern about the plan for the \$576,721.53 accumulated in years 2 & 3.

# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Mickey Nunez	Authorized Representative, Board member	Yes
Brenda Koerselman	Board member	No
Justin Schmitt	ESP Representative	Yes

## Analysis

*Summary of your evaluation of the team's capacity to implement the plans presented in the application.*

The Applicant states that Mickey Nunez has 20 years of classroom experience as well as academic coaching and advising. It is unclear whether Mr. Nunez has experience in school leadership or charter school management.

The Applicant states that Brenda Koerselman has 29 year of education experience serving in a variety of roles, but does not provide detail related to school leadership or charter school management.

Justin Schmitt attended the interview representing the EMO. The majority of the questions posed by the TRP were answered by Mr. Schmitt.

Further concerns exist with capacity as follows:

- The charter principals included resumes and described their experience, but at no point does the applicant express personal motivation to open a charter school.
- There are discrepancies between the applicant's bylaws and the charter application.
- It seems that all aspects of the school are primarily controlled by the ESP, which does have a positive track record in other states. However, there is no reference to differences in state laws or competition.
- Marketing is not scheduled to begin until April 2019. Competition for students is fierce in Arizona, so a late start in recruitment could make the goal of enrolling the proposed number of students difficult.
- In A.5 the applicant sets achievement goals which seem reasonable based on state test averages (math = 5-point gain, reading = 8-point gain). However, the applicant also includes test averages of existing online schools which indicate a much wider gap to be covered (math =22 points, reading = 12 points). The Applicant does not explain what its program will do differently from other online schools in order to produce such large gains in achievement.
- The online curricula may be excellent, but it often stretches to, or even misses, specifically aligning to Arizona State Standards. This could impact student achievement on state required tests aligned to Arizona's standards.
- After year one, large sums of money begin to accumulate but there is no stated plan for its use. As an online school, there is no need for additional campuses. There is no reference to providing additional services to students.

Based on the above, the TRP does not believe that Arizona Online Academy will be a strong addition to educational choice in Arizona.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Arizona Online Academy, Inc.
<b>Proposed School Name</b>	Arizona Online Academy

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Revised Submission Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Revised Submission Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Revised Submission Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Revised submission addresses criteria, but lacks sufficient detail in: Providing clear details to support how the selected approach improves pupil achievement, especially for subgroups, in relation to the target population. Providing details regarding research and/or experience in relation to the selected approach and how it will be adapted virtually.
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Revised Submission Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>1</b>	<b>5</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Revised submission addresses criteria, but lacks sufficient detail in: Identifying the target population. Demonstrating a clear understanding of the students and community the school intends to serve. Including current levels of academic performance of surrounding and comparable schools.
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Revised submission addresses criteria, but lacks sufficient detail in: Presenting an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population. Providing details explaining how the school's proposed program of instruction improves pupil achievement in the target population. Providing details explaining how the school's proposed program of instruction improves educational choice in the target population.
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Addresses criteria, but lacks sufficient detail in: Describing the teacher-student ratios. Providing details of how the class size and teacher-student ratios address the identified needs of the target population for improved pupil achievement. Providing details of how the class size and teacher-student ratios address the identified needs of the target population and the need for educational choice.
<b>A.2 Total</b>		<b>0</b>	<b>3</b>	<b>0</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.		1		Revised Submission Does Not Meet the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria

A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Revised Submission Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Addresses criteria, but lacks sufficient detail in: Explaining how the Program of Instruction will result in achieving the outcomes described in the school's mission.
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>1</b>	<b>1</b>	<b>3</b>	
<b>A.3.1</b>	<b>Mastery and Promotion</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Revised Submission Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Revised Submission Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Revised submission addresses criteria, but lacks sufficient detail in: Presenting a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Addresses criteria, but lacks sufficient detail in: Describing a comprehensive viable and adequate process for awarding course credit. Describing clear criteria and conditions for awarding course credit.
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Addresses criteria, but lacks sufficient detail in: Providing a rationale for the selected criteria and conditions for awarding course credit. Providing a rationale for the selected criteria and conditions demonstrating the student's capacity to pass the end of the course State Assessment.
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Addresses criteria, but lacks sufficient detail in: Providing course descriptions.
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
<b>A.3.2 Total</b>		<b>0</b>	<b>3</b>	<b>2</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4c	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>

A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2		1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.		1	Meets the Criteria
A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps and responsible party that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>ii. Implementation of curriculum;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul>
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determining what data will be collected to allow for valid and reliable comparisons of student growth and proficiency.</li> </ul>

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>• gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>• identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>• verifying if the instruction allows students to effectively master state standards, and</li> <li>• ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>• using criteria to clearly measure instructional quality, and</li> <li>• disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups. evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>	1		<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>ii. Evaluating instructional practices, specifically what walkthroughs will look like and the teacher evaluation tool details, especially for an online environment.</p>
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>• determining what PD topics will be covered throughout the year and</li> <li>• deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>• supporting high quality implementation of PD strategies by providing support and</li> <li>• allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>• monitoring that the strategies learned in professional development are implemented, and</li> <li>• following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>	1		Revised Submission Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.	1		Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.	1		Revised Submission Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).	1		Revised Submission Meets the Criteria
A.5j	Be consistent with all sections of the application package	1		Revised Submission Meets the Criteria
A.5 Total		0	3	7

A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Revised Submission Meets the Criteria
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria in Writing and Reading. Revised submission addresses the criteria, but lacks sufficient clarity in: Listing the knowledge/skills required prior to meeting learning targets for Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Writing. Revised Submission Meets the Criteria in Reading. Revised submission addresses the criteria, but lacks sufficient detail in: Identifying components of the program of instruction and education philosophy that are incorporated into Mathematics instruction.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Writing. Revised Submission Meets the Criteria in Reading. Revised submission addresses the criteria, but lacks sufficient detail in: <del>Listing the criteria for determining whether students have met each learning target for Mathematics</del>
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised submission addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Mathematics, Reading and Writing. Describing the criteria used to determine whether a student has mastered the Required Standard in Mathematics, Reading and Writing.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6 Total		0	4	3	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria in Writing and Science. Revised Submission Meets the Criteria in Mathematics. Revised submission addresses the criteria, but lacks sufficient detail in: <del>Listing the knowledge/skills required prior to meeting learning targets for Reading</del>
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.		1	Meets the Criteria in Writing, Mathematics, and Science. Revised submission addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Reading.
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.		1	Meets the Criteria in Writing, Mathematics, and Science. Revised submission addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Reading.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.		1	Meets the Criteria in Writing, Mathematics, and Science. Revised submission addresses the criteria, but lacks sufficient detail in: Describing the criteria used to determine whether a student has mastered the Required Standard in Reading.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5 Total		0	4	3
A.6.6-8	6-8 Grade Span Instructional Analysis			Technical Assistance/Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.		1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.		1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.



A.6.6-8 Total		0	0	7	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading and Writing. Revised submission addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Mathematics and Science.
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading and Writing. Revised submission addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Mathematics and Science. Describing the criteria used to determine whether a student has mastered the Required Standard in Mathematics and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12 Total		0	2	5	
	<b>Part A Sub Total</b>	1	22	44	
	<b>Part B Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Revised submission addresses criteria, but lacks sufficient detail in: Describing in detail the applicant's establishment / evolution. Describing in detail how a charter school became part of the applicant's mission.
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Revised submission addresses criteria, but lacks sufficient detail in: Providing a clear and cohesive organizational chart that clearly delineates the roles, responsibilities and reporting structure for each position on the chart. Providing a clear and cohesive narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Revised Submission Meets the Criteria

B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Revised Submission Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Revised Submission Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Revised Submission Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>2</b>	<b>6</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Revised Submission Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Revised submission addresses criteria, but lacks sufficient detail in: <ul style="list-style-type: none"> <li>Clearly delineating the roles and responsibilities of the CFO, CEO, and Principal.</li> <li>Alignment of this chart to section A3.</li> </ul>
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: <ol style="list-style-type: none"> <li>Instruction,</li> <li>Curriculum and Assessment (mandated State testing),</li> <li>Staff Development,</li> <li>Financial Management,</li> <li>Contracted Services,</li> <li>Personnel,</li> <li>Grants Management, and</li> <li>Student Information System (SIS).</li> </ol>			1	Revised Submission Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Revised Submission Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>1</b>	<b>3</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>

B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.			1	Meets the Criteria
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.			1	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.			1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.			1	Revised Submission Meets the Criteria
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.			1	Meets the Criteria
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.			1	Revised submission addresses criteria, but lacks sufficient detail in: • Ensuring consistency with the service agreement regarding relationship between EMO and CMO.
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.			1	Revised Submission Meets the Criteria
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Revised Submission Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>7</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Revised Submission Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Revised Submission Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Revised submission addresses criteria, but lacks sufficient detail in: Describing how the costs associated with the CMO & EMO are viable and adequate for the target population identified in A.2
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Revised Submission Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>5</b>	<b>25</b>	
<b>Part C</b>	<b>Business Plan</b>				
<b>C.1</b>	<b>Facilities Acquisition</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Revised Submission Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Revised Submission Meets the Criteria

C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.	1			Revised Submission Does Not Meet the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.		1		Addresses criteria, but lacks sufficient detail in: Providing clear and specific rationale for costs associated with the marketing plan.
C.2c	Provide clear and specific sources for costs associated with the marketing plan.	1			Revised Submission Does Not Meet the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.	1			Revised Submission Does Not Meet the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.	1			Revised Submission Does Not Meet the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Revised Submission Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.	1			Revised Submission Does Not Meet the Criteria
<b>C.2 Total</b>		<b>5</b>	<b>1</b>	<b>2</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including the grades and number of students to be served in each of the first three years of operation.
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing the specific process for recruiting initial instructional staff and how it will result in a staff qualified to effectively implement the program of instruction.
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised Submission Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>2</b>	<b>3</b>	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments

C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Revised Submission Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Revised Submission Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Revised Submission Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Revised Submission Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.		1		Revised submission addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions using clear rationale that the amounts listed for each budget line are viable and adequate to accomplish the mission statement.
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		<b>0</b>	<b>1</b>	<b>7</b>	
	<b>Part C Sub Total</b>	<b>5</b>	<b>4</b>	<b>24</b>	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	<b>6</b>	<b>31</b>	<b>93</b>	
<b>SUMMARY</b>	One or more areas in Part A, B, or C scored Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Fails 95% Test				
	Operational Plan Fails 95% Test				
	Business Plan Fails 95% Test				
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Copper State Academy of Business and Design (“Applicant”) submitted a new charter application package on May 25, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Copper State Academy of Business and Design requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be denied.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Copper State Academy of Business and Design	August 5, 2019	Phoenix	9-12	180 days

### Mission Statement

We believe that all students have natural abilities and talents for creating sustainable solutions to real-world challenges. We provide a business and design focused curriculum that is engaging and relevant for the 21st century workplace. We provide a structured and safe learning environment that encourages all students to be entrepreneurial. We strive to impart a life-long pursuit of business and design innovations that help to make our lives and other people's lives better.

### Target Population

*The following was summarized from the Applicant’s Educational Plan A.2: Target Population narrative.*

“Copper State Academy of Business and Design will geographically serve students residing between Northern Avenue and Van Buren and from Central Avenue to 40th Street.” The Applicant proposes to operate in the area of the Creighton, Wilson, and Balsz School Districts, and hopes to attract students who are interested in entrepreneurship and/or design. The Applicant states that “the statistics clearly show that the majority of the target population has all the characteristics of being economically disadvantaged; however, being economically disadvantaged provides many opportunities to innovate and create a variety of strong support systems for students”.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	9-10	9-11	9-12
<b>Enrollment</b>	200	250	300

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

#### Unconfirmed locations:

- 2002-2030 East Osborn, Phoenix
- 425 North 36<sup>th</sup> Street, Phoenix
- 3535 East McDowell Road, Phoenix

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant states: “The Copper State Vision is to create the future drivers of our local and global economy”. To accomplish this, “The objective of Copper State’s core curriculum (English, Math, Science, and Social Studies) is to prepare students for post-secondary education and business opportunities.” Topics and content for courses will be determined by Essential Questions and an Enduring Understanding in individual subject areas, which are outlined in the application package. Students will work toward meeting Copper State’s Success Expectations for the areas of Knowledge, Collaboration, and the Workplace. Teachers will be responsible for planning curriculum and instruction that includes determining business and design related essential questions and enduring understandings, mapping curriculum, aligning curriculum to Copper State’s Mission, Vision, and Success Expectations, using Lesson Planning Guidance, and delivering daily lessons. The program also plans to include community outreach and experiences with local businesses to allow students the opportunity to obtain work experience while participating in the high school programs.

Governance

Corporate Board Members
Anne Ferraioli
Mark Houlden
Pamela Houlden

School Governing Body Members	Type
Unnamed	Charter Organization
Unnamed	Community Member
Unnamed	Community Member
Unnamed	Community Member
Unnamed	Parent
Unnamed	School Staff

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	No		No	
Any section in which more than one evaluation area scored <b>Approaches</b> ?	Yes		Yes	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	63%	No	80%
Operational Plan Score ≥ 95% Meet standard?	No	77%	Yes	95%
Business Plan Score ≥ 95% Meet standard?	No	85%	No	91%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be denied. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

**Principal Name: Anne Ferraioli**

Current Affiliation(s): None

Past Affiliation(s) of Note:

- 4 years as a teacher at Pan-American Charter School

**Principal Name: Mark Houlden**

Current Affiliation(s): 10 years as a teacher at Pan-American Charter School

Past Affiliation(s) of Note: None



**Principal Name: Pamela Houlden**

- Current Affiliation(s): 2 years as a teacher at Pan-American Charter School

Past Affiliation(s) of Note:

- 1 year as a teacher at Phoenix Elementary School district
- 7 years as a teacher at Pan-American Charter School



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 16, 2018**

*New Charter Application for*

**Copper State Academy of Business and Design**

*Submitted by*

**Copper State Academy of Business and Design**

# Report Summary

<b>Recommendation:</b> Deny					
<b>Applicant Name:</b>		Copper State Academy of Business and Design			
<b>Proposed School Name:</b>		Copper State Academy of Business and Design			
<b>Grades Served Year 1:</b>	9 <sup>th</sup> -10 <sup>th</sup>	<b>Grades Served Year 2:</b>	9 <sup>th</sup> - 11 <sup>th</sup>	<b>Grades Served Year 3:</b>	9 <sup>th</sup> - 12 <sup>th</sup>
<b>Location:</b>	Phoenix, between Northern Avenue and Van Buren and from Central Avenue to 44th Street.				
<b>Mission Statement:</b>	We believe that all students have natural abilities and talents for creating sustainable solutions to real-world challenges. We provide a business and design focused curriculum that is engaging and relevant for the 21st century workplace. We provide a structured and safe learning environment that encourages all students to be entrepreneurial. We strive to impart a life-long pursuit of business and design innovations that help to make our lives and other people's lives better.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	63%	No	80%
Operational Plan Score ≥ 95%?	No	77%	Yes	95%
Business Plan Score ≥ 95%?	No	85%	No	91%

## In-Person Interview Summary

The Capacity Interview was attended by the following individuals. Both their current and future roles are listed.

- Mrs. Pamela Houlden - Authorized Representative, Charter Principal, Proposed School Director
- Mr. Mark Houlden – Charter Principal, Proposed Director of Operations and Management
- Mrs. Anne Ferraioli – Charter Principal, Proposed Chair of Student Opportunities

Pamela Houlden answered the bulk of the questions with the other two team members interjecting information as was appropriate to the question. Prior to the interview, the TRP had significant concerns about the lack of a curriculum, the overload of work that will be placed on the teaching staff, and the lack of leadership experience from the team members. The TRP’s questions to address these concerns were asked, clarified when not addressed by the Applicant and then reworded to help the Applicant understand exactly what we were attempting to discover through their answer. Information was gathered from these answers, but nothing was addressed to a deep level that would convince the TRP that the Applicant had the

knowledge or capacity to operate this charter school.

During the closing statement, Mrs. Houlden indicated that they believed in Copper State and helping students be prepared for life after high school. (Capacity Interview 1:12:35). She also indicated they were excited about the possibilities and the opportunities they will be able to offer the students that are not offered anywhere else in the target population area.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Copper State Academy of Business and Design be denied because neither the educational plan nor the business plan met the criteria, even through the revision and resubmission phase of the process. The educational plan lacks specific information regarding the curriculum; specifically, there is very little information regarding the possible curriculum that will be utilized. The bulk of the responsibility for development of the school curriculum will rest on the shoulders of the teaching staff. Additionally, the business plan does not provide sufficient information to conclude that the Applicant is able to operate this business model with any degree of success.

While the philosophy and mission statement of the proposed charter school are sound and the target population is well defined, the educational plan does not identify a curriculum, nor does it identify possibilities that are being considered. The Applicant did discuss the curriculum during the Capacity Interview and noted that they had looked at Springboard from College Board. Essential questions are written for each subject area and the curriculum must be able to answer those questions and address the state standards. Mrs. Houlden indicated that they were in the process of researching options. (Capacity Interview 10:11 – 25:50) Because there is no specific curriculum, the bulk of curriculum design work will fall on the teachers. The Academic Systems Plan loosely defined the process in which curriculum will be developed. This process is heavily weighted on the teachers, from development of curriculum maps, extensive lesson plans, leadership reports, and updating interactive notebooks. This method is not setting the teachers, students, or charter school up for success.

While the operations plan met the criteria with the resubmission of the application, there are still concerns about the leadership capacity of the team. Mr. Houlden has three years of experience as a Dean of Students in a local school, but Mrs. Houlden's only semi-administrative experience is leading the accreditation team for a high school. While this is an important task, it does not make one qualified to take on the role of School Director.

The Applicant has begun the process of recruiting for school governing board members. Presently, the Corporate Board is acting as the governing board, which is not uncommon at this point in the application process, but it does not appear that there is much solid movement towards securing individuals to fill specific needs on the governing board. Since the Applicant team does not have needed experience in the areas of leadership, finance, or business practices, it would be beneficial to have individuals secured for these roles. During the Capacity Interview it was noted by Mrs. Ferraioli that they were reaching out to local businesses with one commitment from a small business owner and a commitment from an ASU professor. (Capacity Interview 41:00 – 45:17)

The business plan did not meet the criteria during either submission. The concerns in this area include the lack of understanding about the facility costs to bring a building up to specifications, the thought process surrounding ways in which to cut expenses if needed, and the budget, which has calculation errors.

The Applicant was indecisive during the Capacity Interview regarding the cost of bringing this building up to the specifications described in Section C.1 of the application. There was no additional funding added in the Start-up budget for building and land improvements. The Applicant assumed that these costs are taken care of by the owner. Mr. Houlden indicated that he has made some assumptions about repairs and innovations of the building so he has now added money into the budget for these costs. (Application Section C.4 Revised Page 9) (Capacity Interview 38:26 – 41:00) This lack of knowledge and experience on the part of the Applicant team is problematic moving forward.

When asked what would happen if the actual student enrollment on the first day of school is 50% of the projection, the answer provided did not promote confidence on the part of the TRP. Mr. Houlden responded that he and Mrs. Houlden would have to take on teaching roles and trim the fat off the budget. It was also discussed that when teacher evaluations had to be completed they might have to hire a substitute teacher to fill in so Mrs. Houlden could do that part of her job. While Mr. Houlden did state that he would surround himself with good people so that all necessary jobs could be completed, the overall answer was not sufficient. (Capacity Interview 32:00 – 38:26)

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score ≥ 95%?	No	26	of	41	No	33	of	41
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	15				8			

## Plan Summary

The Applicant intends to serve a racially diverse target population of students looking for a high school experience in the business and design area who will leave high school prepared for entry-level positions, post-secondary education and with the ability to pursue business opportunities. This charter school will be located in the East/Central area of Phoenix in the ZIP codes of 85008, 85014, 85016, and 85018. (Revised Application Section A.2 page 2) The proposed charter school will serve students in grades 9 and 10 in year one and add an additional grade level until they offer a full high school experience. The educational philosophy is to provide real world experiences within the classroom by providing students with the opportunity to gain knowledge in the business and design arenas. An Interactive Notebook will be utilized to provide students an opportunity to create a portfolio of their learning. (Application Section A.3 Revised, pages 7 – 8) The school calendar is traditional in that students will attend school 180 days. The daily schedule is different in that the delivery is based on a trimester schedule in which students take 5 courses each day and change courses three times during the year. The school day is 6.5 hours long with Wednesday being less than 5 hours to allow teachers time for professional development. The curriculum plan is vague at best. Essential questions will be created for each grade level/subject area that will guide the selection of curriculum. Assessment will be woven throughout the curriculum to monitor the Success Expectations of the students. There is no mention of AzMERIT exams in the application. (Application Section A.5 Revised, pages not numbered)

## Analysis

The educational plan approaches the criteria for approval because the Applicant fails to define a curriculum plan or to tie this curriculum to the philosophy and mission of the charter school. Because there is no specific curriculum defined, except to note that the Applicant stated during the Capacity Interview that they were looking at Springboard from College Board, it is difficult to determine how the needs of this student population, relative to a business and design education, will be met. (Capacity Interview 16:11 – 22:20) According to Mrs. Houlden, essential questions have been developed for each subject and the chosen curriculum must be used to answer these questions and address the state standards. (Capacity interview 22:20 – 25:50)

The TRP has major concerns about the number of responsibilities asked of the teaching staff and the time it will take to complete these tasks well. When asked during the Capacity interview the Applicant stated that there is an early release day once a week where professional development (PD) will occur. This PD will include an agenda planned by the School Director. After the PD, the Director will conduct weekly walkthroughs to monitor whether the subjects learned in PD were being implemented in the classroom. The TRP asked the question again and it was said that teachers will have 30 minutes of office hours after school each week to meet with students. When these teachers meet with students they must keep a log of the student concerns. Additionally, teachers will have one prep hour a day that they can use however they see fit. Without a well-defined curriculum, teachers would likely struggle to completely develop the curriculum, plan daily lessons, fill out the Leadership Reports required of each teacher by the school leaders, and look at the Interactive Notebooks from their students. Responsibilities for instructional planning, rigor, assessment and management are outlined in the Program of instruction. These requirements would be daunting even to a seasoned teacher. (Application Section A.3 Revised Pages 6 – 10)

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	No	17	of	22	Yes	21	of	22
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	5				1			

## Plan Summary

The corporate board and school governing body will be separate entities upon the opening of the charter school and the recruitment of individuals for specific roles on the governing body is complete. During the planning phases, the corporate board will operate as the school governing body. The organizational structure consists of the corporate board overseeing all operations with the governing board responsible for the School Director. The Director is directly responsible for the other school leaders and the teaching staff. Contracted services will be utilized for the following areas: Special Education, legal, internet and communications, custodial services and business consultants.

## Analysis

The operational plan meets the criteria for approval because the applicant’s organizational structure is

explained in detail in the application. (Application Section B.1 Revised) The separation of the corporate and governing boards is discussed, with the two boards acting as one during the planning phases. There is concern regarding definitive individuals who will make up the composition of the school governing board. While the Applicant has discussed the possibility of certain people being members of the board, there is only stated commitment from a small business owner and an ASU professor. Finding qualified individuals with the necessary skill sets to sit on a school governing body is difficult, and the Applicant does not seem to have made much progress in this very important area. (Capacity Interview 43:00 – 45:17)

The Applicant has delineated the areas in which outside vendors will be necessary. The preferred qualifications of individuals within each area are listed along with estimated costs. There are companies named in the application that are possible sources as vendors, with most having had experiences within the charter sector.

There is a serious lack of leadership experience among the leadership team. The Proposed Director has little leadership experience outside of leading the accreditation team for her school. (Application Section B.3 Pages 7-8) While this is an important role, it in no way compares to the day to day operations of a charter school. Each member of the team claims to be ready to open a charter school. However, outside of Mr. Houlden spending three years as the Dean of Students at a local school, there are no experiences that would make the team members qualified for the positions they will be occupying. (Application Section B.3 Pages 7 – 15) The corporate board is comprised of the three individuals that will operate this school. With little experience in these endeavors and no other members on the corporate board with valid experience, this does not present itself as a successful endeavor.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	No	28	of	33	No	30	of	33
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	5				3			

## Plan Summary

### Proposed

**Location:** East/Central Phoenix with boundaries of Central Ave to 44<sup>th</sup> St between Northern and Van Buren

**Facilities Requirements:** Within the first three years of operation, the Applicant will need ten general education classrooms, two art studios, an incubator lab, a multipurpose room, restroom and reception area for a total of 16,850 square feet. The art studios will be located in a separate building from the general education facilities.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	200	275	350
Total Revenue:	200,000	1,168,176.75	1,697,906.52	2,309,295.70
Total Expenditures:	177,287.25	1,163,604.23	1,402,349	1,768,183.64
Ending Balance:	22,712.25	4,572.52	295,558.02	541,112.06

The Applicant has identified a geographic area in which to locate the charter school and has provided a timeline that assumes the facility will be ready for occupancy in July 2019. Projected enrollment figures indicated on the cover page begin with 200 students in year one and growing to 300 in year 3. The budget is built on the assumption that 75% of these target numbers will enroll each year. A marketing plan consists of the Applicant attending local events to distribute promotional flyers, going door to door, and a social media presence in order to meet the goal of enrollment of 150 students in year one. The Applicant indicated during the Capacity interview that a model classroom will be set up so that people can come for a tour in hopes of signing up for attendance. (Capacity interview 47:45 – 52:45) Recruitment of teachers will be conducted by the corporate board members with the intention of all individuals being in place by July 1, 2019. Teachers will be sought for their expertise in business and their ability to bring real world situations into the classroom.

## Analysis

The business plan approached the criteria for approval because of the calculation errors in the budget, and the fact that the Applicant failed to include the cost of building improvements in the start-up budget. While the Applicant presented conservative budgets, there are still some concerns about the overall depth of knowledge related to the inner workings of a charter school.

During the Capacity interview a question was asked about the cost of renovations/improvements to an acquired facility. Mr. Houlden indicated he made some assumptions about repairs and innovations being included in the lease so he had not included funding for that in the budget. After the application was submitted he did add these costs to the budget. (Capacity interview 38:26 – 41:00) This type of mistake supports the thoughts of the TRP about the lack of capacity to operate a school.

During the opening remarks, Mrs. Houlden indicated that the decision was made to open a charter school with her experience in business and teaching students how to open a business, along with Mr. Houlden's art experience it seemed natural to offer a program that is not offered anywhere in Phoenix. (Capacity interview 05:15 – 07:04)

The Applicant team was asked what would be done if enrollment was only 50% of projections. Mr. Houlden indicated that he and Mrs. Houlden would have to take on teaching roles with the idea to make sure everything else gets done, even if it means working very long hours. (Capacity interview 32:00 – 38:26) This answer demonstrates the Applicant's lack of knowledge of the inner workings of a charter school – the many reports that must be done, ensuring teachers are being supported and students are being monitored.

Because of the lack of leadership capacity within the finance area, it is difficult to make the assumption that this endeavor would have a positive outcome. Additional experiences with school leadership as well as budget and finance would be beneficial.



# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview ?
Pamela Houlden	Charter Principal, Charter Representative and Proposed School Director	Yes
Mark Houlden	Charter Principal, Proposed Director of Operations and Management	Yes
Anne Ferraioli	Charter Principal, Proposed Chair of Student Opportunities	Yes

## Analysis

The TRP concluded through the reading of the application, the revision, and conducting the Capacity Interview that the Applicant seriously lacks the leadership capabilities and overall management skills and knowledge to open and operate this charter school. There is little leadership experience amongst the proposed school leaders and without information concerning individual members of the school governing board and the specific skill sets they bring to the organization, it is difficult to determine whether the board could effectively govern this school.

The proposed School Director failed to sufficiently answer the questions asked about curriculum, assessment and teacher workload. (Capacity Interview 25:52 – 32:00) Additionally, the proposed Director of Operations and Management did not fully address the questions regarding the acquisition of facilities and the activities that would take place if enrollment was significantly lower than expected. (Capacity Interview 32:00 – 41:00)

The Capacity interview demonstrated the scattered thought processes of the Applicant. When asked to explain the roles and responsibilities of the founders now and how they will change when the school opens, Mrs. Houlden discussed her job as director as making sure teachers have what they need and that all activities evolve around the mission. She discussed ECAP which is a state mandated process by which high school students track their courses, extra-curricular activities, college prep test scores and other aspects of planning for post-high school years. At no other time during the interview was ECAP discussed, and very little information was given in the written application. Each member of the Applicant team took the opportunity to respond to the steps that would need to be taken to ensure the school was ready to open on time. No team member discussed the recruitment of teachers until asked. (Capacity Interview 1:09:50) This oversight speaks volumes about the capacity of this team to open and operate a successful charter school.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Copper State Academy of Business and Design
<b>Proposed School Name</b>	Copper State Academy of Business and Design

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.		1		Revised submission addresses criteria, but lacks sufficient detail in: Providing details explaining how the school's proposed program of instruction improves pupil achievement in the target population. Providing details explaining how the school's proposed program of instruction improves educational choice in the target population.
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>1</b>	<b>2</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing the curriculum for core academic content area(s): ELA, Math, Science and Social Studies. Clearly demonstrating alignment of the curriculum to the Educational Philosophy in core area(s): ELA, Math, Science and Social Studies.
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.		1		Revised submission addresses criteria, but lacks sufficient detail in: Demonstrating understanding of methods of instruction key to the program of instruction. Demonstrating understanding of methods of instruction which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.		1		Revised submission addresses criteria, but lacks sufficient detail in: Presenting a rationale for the selected curriculum that supports improving pupil achievement in the target population. Presenting a rationale for the methods of instruction that supports improving pupil achievement in the target population. Presenting a rationale for the assessment that supports improving pupil achievement in the target population.

A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>3</b>	<b>2</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Meets the Criteria
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Meets the Criteria
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Revised Submission Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Revised Submission Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Revised Submission Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>	1	<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>iv. Revision of curriculum;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul>
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>	1	<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum</li> </ul> <p>ii. Analyzing assessment data to include;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapting to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determining what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determining the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>• gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>• identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>• verifying if the instruction allows students to effectively master state standards, and</li> <li>• ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>• using criteria to clearly measure instructional quality, and</li> <li>• disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups. evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>	1		<p>Revised submission addresses criteria, but lacks sufficient detail in:</p> <p>Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>• verifying if the instruction allows students to effectively master state standards, and</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iv. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>• determining what PD topics will be covered throughout the year and</li> <li>• deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>• supporting high quality implementation of PD strategies by providing support and</li> <li>• allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>• monitoring that the strategies learned in professional development are implemented, and</li> <li>• following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>	1		Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.	1		Revised Submission Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.	1		Revised Submission Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).	1		Revised submission addresses criteria, but lacks sufficient detail in: Providing adequate personnel resources responsible for completing action steps that support Area 2 regarding development of the school curriculum and implementation of assessments.
A.5j	Be consistent with all sections of the application package	1		Meets the Criteria

A.5 Total		0	4	6	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12 Total		0	0	7	
	<b>Part A Sub Total</b>	0	8	33	
	<b>Part B</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Revised Submission Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Revised Submission Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria

B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.		1		Revised submission addresses criteria, but lacks sufficient detail in: Providing a description of the school governing body's capacity to fulfill its requirements and support the school mission.
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Revised Submission Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>Part B Sub Total</b>		<b>0</b>	<b>1</b>	<b>21</b>	
<b>Part C</b>	<b>Business Plan</b>				
C.1	Facilities Acquisition	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>

C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Revised submission addresses criteria, but lacks sufficient detail in: Ensuring consistency with section A.2 of the application package regarding boundaries.
<b>C.1 Total</b>		<b>0</b>	<b>1</b>	<b>5</b>	
<b>C.2</b>	<b>Marketing and Student Enrollment</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Revised Submission Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>C.3</b>	<b>Personnel</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: • the grades and number of students to be served in each of the first three years of operation, and			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria



C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		0	0	5	
C.4	<b>Start-Up Budget</b>	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Revised submission addresses criteria, but lacks sufficient detail in: Expenditures listed in the budget related to Operations and Management appear insufficient to cover student technology, land and improvements, and building improvements, as described in the Three-Year Operational Plan Assumptions in the application package.
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Revised Submission Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Revised submission addresses criteria, but lacks sufficient detail in: Ensuring consistency with section C.5 Operational Budget of the application package regarding accuracy of computations.
<b>C.5 Total</b>		0	2	6	
	<b>Part C Sub Total</b>	0	3	30	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	12	84	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Fails 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Fails 95% Test					
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Educational Models for Learning, Inc. (“Applicant”) submitted a new charter application package on April 19, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Educational Models for Learning - Arizona	August 7, 2019	South Scottsdale	9-12	180 days

### Mission Statement

Educational Models for Learning-Arizona will implement personalized, educational programs to facilitate student achievement. These educational programs will demonstrate standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### Target Population

*The following summary was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant States: Educational Models for Learning – Arizona (EML-AZ) intends to serve a student population that is representative of the demographics of the community and schools located within the South Scottsdale area. EML-AZ is proposing to serve students and families with children who have attended chronically underperforming schools in grades 9-12. The Applicant will strategically position its school within a 5-mile radius of Coronado High School. Coronado High School has an ethnic distribution of approximately 3% Asian, 8% American Indian, 7% African American, 56% Hispanic, and 25% White and 68% of the students are on Free and Reduced Lunch. The academic performance rates for the target population indicate that 62% of students are minimally proficient for ELA, 56% are minimally proficient for math, and 60% are minimally proficient for science.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	9-12	9-12	9-12
<b>Enrollment</b>	112	157	192

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed locations:

- 2221-2225 N. Scottsdale Rd., Scottsdale (preferred location)
- 2024 W. 1st St., Tempe
- 1419 W. 12th Pl., Tempe
- 1219 S. McClintock Dr., Tempe
- 5017 E. Washington St., Phoenix, AZ

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant’s core curriculum aligns with its philosophy of providing a quality educational option for students with instruction that “provides personalized, rigorous options for multiple learning styles”. Students will have a Pathways Personalized Education Plan (PPEP), and will meet daily with their teacher, who guides the PPEP to “correlate with academic needs and deficiencies”. Teachers will use strategies that include a Blended Learning Flex Model via an online curriculum content provider, such as Edgenuity, and textbooks from Pearson or a similar provider. Teachers will also provide collaborative learning, interactive learning groups of 5-7 students, and one-on-one direct instruction.

Corporate and School Governing Body Members	Type
Vicki L. Barber	Charter Organization
Tom R. Davis	Charter Organization
Arlene Gluck	Charter Organization

See Charter Principal Resumes in Appendix B

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores	Revised TRP Scores
Any Falls Below the Expectations ratings?	Yes	No
Any section in which more than one evaluation area scored Approaches?	Yes	No

	Percent Meets		Percent Meets	
Educational Plan Score ≥ 95% Meet standard?	No	73%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	No	77%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	91%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

#### Principal Name: Tom Davis

Current Affiliation(s): 5 years as an Independent Consultant at the Altus Institute (San Diego, CA)

Past Affiliation(s) of Note:

- 2 years as an Independent Consultant at Total School Solutions (Fairfield, CA)
- 18 years as a Principal with the Redlands Unified School District (Redlands, CA)

#### Principal Name: Arlene Gluck

Current Affiliation(s): None

Past Affiliation(s) of Note:

- 7 years as a member of the Board of Trustees for Mirus Charter Schools (Hesperia, CA)
- 22 years as Principal with the Hesperia Unified School District (Hesperia, CA)



**Principal Name: Vicki Barber**

Current Affiliation(s):

- Consultant with the Eldorado County Office of Education in various roles (Placerville, CA)
- 5 years as President of Barber & Barber, Inc. (Goodyear, AZ)

Past Affiliation(s) of Note:

- 30+ years in various roles (Superintendent, Deputy Superintendent, Assistant Superintendent, and Director of Special Services) with El Dorado County Office of Education (Placerville, CA)

# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 05, 2018**

*New Charter Application for*

**Educational Models for Learning - Arizona**

*Submitted by*

**Educational Models for Learning, Inc.**

# Report Summary

<b>Recommendation:</b> Approve				
<b>Applicant Name:</b>		Educational Models for Learning, Inc.		
<b>Proposed School Name:</b>		Educational Models for Learning - Arizona		
<b>Grades Served Year 1:</b>	9-12	<b>Grades Served Year 2:</b>	9-12	<b>Grades Served Year 3:</b> 9-12
<b>Location:</b>	South Scottsdale, in close proximity to Coronado High School, within the vicinity of N. Scottsdale Road, Scottsdale, AZ.			
<b>Mission Statement:</b>	Educational Models for Learning-Arizona will implement personalized, educational programs to facilitate student achievement. These educational programs will demonstrate standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.			

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level. level

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	73%	Yes	100%
Operational Plan Score ≥ 95%?	No	77%	Yes	100%
Business Plan Score ≥ 95%?	No	91%	Yes	100%

## In-Person Interview Summary

All three of the Charter Principals were present and participated equally in the interview. All interviewees were able to respond readily to questions about all parts of the application. The TRP was impressed with the overall written application, the only concern was if any of the Charter Principals were going to actually be on site on a daily basis to run the operations. The Applicants addressed our concern. (Capacity Interview 29:31) The Applicant explained their educational, operational, and business plans in greater detail. The TRP has no doubt of the Applicant’s ability or capacity to successfully launch a charter school.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Educational Models for Learning, Inc. be approved because the educational, operational and business plans obtained perfect scores in meeting the Board’s criteria. Furthermore, the Capacity Interview confirmed the decision of the TRP by demonstrating that the Applicants do possess the knowledge, skills and experience to successfully operate their charter school described in the application package. The TRP fully recommends that the application be approved without reservation.

# Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	Yes	30	of	41	Yes	41	of	41
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	8				0			

## Plan Summary

The Applicant intends to serve students and families with children who have attended chronically underperforming schools in grades 9-12, in the South Scottsdale area (Educational Plan A.2: Target Population, p.1). The area includes as far North as McDowell, south at Broadway, East at 48<sup>th</sup> Street and as far West as Dobson (Educational Plan A.2: Target Population, p. 3). The Applicant anticipates that its student population will mirror the surrounding schools, and strategically position its classroom within a 5-mile radius of Coronado High School (Educational Plan A.2: Target Population, p.1). About 56% of the student population will be Hispanic Latino, 25% White, 8% American Indian, 7% Black, and 3% Asian. Sixty-eight percent of the students will be on Free and Reduced Lunch (Educational Plan A.2: Target Population, p. 2).

The philosophical approach of the Applicant is to provide students and families with a quality educational option in neighborhoods with chronically underperforming schools. The Applicant will be committed to the development of a personalized instructional program with flexible student schedules that demonstrates positive outcomes for each student (Educational Plan A.1.: Educational Philosophy, p.1). The Applicant will have an instructional program that provides students an individualized, Blended Learning Flex Model. Each student will receive a personal education plan that can include one-on one tutoring, online course options, field trips, supervised study, and assistance with accessing community and government agency services. Students will follow a course of study consistent with the AzCCRS and requirements for graduation (Educational Plan A.1: Educational Philosophy, p. 6).

The Applicant will provide a flexible schedule option for students, where they can attend a session in the morning, afternoon, or evening (Educational Plan A.1.: Educational Philosophy, p.5) with students taking courses that last 9 weeks (Educational Plan A.1.: Educational Philosophy., p. 4). The school year will include 180 instructional days (Educational Plan A.3: Program of Instruction, p.4).

The Applicant will meet the needs of all students through a Pathways Personalized Education Plan. This plan shall include formative and summative testing data (AzMERIT, PSAT, SAT, ACT, local assessments such as unit and end-of-course exams, career and learning style surveys, as well as computer adaptive standards-based assessments). Through assessments, a set of instructional goals will be developed (Educational Plan A.1.: Educational Philosophy p. 4).

## Analysis

The educational plan meets the criteria for approval because the Applicant defines the plan for providing a learning environment that will improve pupil achievement in the target population, as well as a clear picture of the student experience with respect to educational climate, structure, assessment, and outcomes. The highlights of the proposed methods of instruction are a blended learning flex model (Educational Plan A.3: Program of Instruction, p. 4) and the Pathways Personalized Education Plan



(Educational Plan A.3: Program of Instruction p. 8). The rationale for the selected curriculum outlines the structure and accountability for concept mastery (Educational Plan A.3: Program of Instruction, p.5).

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	Yes	17	of	22	Yes	22	of	22
Number of "Falls Below" ratings	1				0			
Number of "Approaches" ratings	4				0			

### Plan Summary

Educational Models for Learning, Inc. (EML, Inc.) is an Arizona nonprofit corporation that is currently applying for federal tax-exempt status and intends to achieve such prior to or during the first year of its operation as a charter school. The Applicant operates under the direction of an independent volunteer Board of Directors (Board), who exercise ultimate decision-making authority for the charter, and Educational Models for Learning-AZ (EML-AZ) to be operated by EML, Inc. The Board of EML, Inc. is responsible for managing the business and affairs of EML, Inc. The Board will also serve as the governing body for EML-AZ and will be responsible for the policy decisions of the charter school, as well as providing general supervisory oversight for academics, finances, and regulations (Operational Plan B.2.a: School Governing Board, p. 2).

The School Principal reports to, and is accountable to, the Governing Board for day-to-day management decisions and instructional leadership (Operational Plan B1: Applicant Entity, p.4). Additionally, the School Principal will be responsible for overseeing the back office provider and will work with the Board to directly oversee financial management and growth of the school. After the third year of operations, when enrollment increases, EML-AZ will recruit and hire a Business Manager. The School Principal will have oversight over the non-instructional personnel (Operational Plan B1: Applicant Entity, p. 5).

The Applicant proposes to contract services in the areas of Special Education Services, Legal Services, Information Technology, Financial Management and Business Solutions, Financial Auditing, and Custodial Services (Operational Plan B.3.2.: Contracted Services, p.1).

### Analysis

The operational plan meets the criteria for approval because it provides an understanding of school operations, management, and governance, representing a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

The board member qualifications are clearly described and the board members are certainly qualified and experienced. The Applicant does acknowledge, and is looking at, ways to broaden and increase the depth of its board by including qualified individuals from other ethnic and age groups. (Capacity Interview, 27:13)

The listed costs and sources for Contracted Services are correlated to the needs of the target population and to the needs of implementing the chosen model of instruction. (Operational Plan B.3.2: Contracted Services, pages 1-9).

# Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score $\geq$ 95%?	Yes	30	of	33	Yes	33	of	33
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	3				0			

## Plan Summary

Proposed

Option 1: 2024 W. 1st St. Tempe, AZ 85281

Location:

Option 2: 1419 W. 12th Pl. Tempe, AZ 85281

Option 3: 1219 S. McClintock Dr. Tempe, AZ 85281

Option 4: 2221-2225 N. Scottsdale Rd. Scottsdale, AZ 85257 (Preferred)

Option 5: 5017 E. Washington St. Phoenix, AZ 85034

(Business Plan C.1: Facilities Acquisition, p. 3).

Facilities

Requirements:

Year 1: A projected 112 students, with a floorplan allowing for 106 students at any given time.

Year 2: A projected 157 students, with a floorplan allowing for 106 students at any given time.

Year 3: A projected 192 students, with a floorplan allowing for 106 students at any given time.

(Business Plan C.1: Facilities Acquisition, p. 1)

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		101	142	173
Total Revenue:	245,500.00	895,799.19	1,229,982.59	1,501,501.50
Total Expenditures:	130,312.81	754,163.60	1,046,732.	1,250,785.86
Ending Balance:	115,187.19	141,635.59	183,250.50	250,715.64

The plan included five facility options all located within the targeted area (Business Plan C.1: Facilities Acquisition, p. 3). The Applicant's desired location is a freestanding building with 18,113 square feet. The Applicant will lease a portion of this facility, with the Landlord configuring the space in accordance to the needs of the Applicant. As soon as the Arizona State Board for Charter Schools grants the Applicant a charter, negotiation for a facility will begin. In February of 2019, the tenant improvement will begin, and city permits will be obtained. In of May 2019, the school site will be set up with furniture, internet and technology (Business Plan C.1: Facilities Acquisition, p. 1).

The Applicant projects to have a minimum/ maximum of 101/ 112 students for Year 1, a minimum of 142/ 157 students for Year 2, and a minimum of 173/ 192 students for Year 3 (Business Plan C.2: Marketing and Student Enrollment, p. 7). Enrollment targets are based on the number of eligible students in the area surrounding the proposed location, the performance of local schools serving a similar student population, and the marketing impressions that the plan will achieve. The numbers also closely align with budgetary needs for the school to be fiscally solvent (Business Plan C.2: Marketing and Student Enrollment, p.9).

The Applicant will advertise and promote its program with a community outreach, creating community engagement for students in grades 9-12. Target audiences will include adults with children ages 13-17 years. Primary geo-targeting will include a 5-mile radius from the Applicant's facility. Secondary geo-targeting will include a 7- to 10-mile radius. (Operational Plan C.2: Marketing and Student Enrollment, p. 1). Advertising will include a website, Facebook, outreach, open houses, collateral, digital ads, organic social media and online search opportunities, paid social media, and public relations (Operational Plan C.2: Marketing and Student Enrollment, p. 1-2).

The Applicant plans to recruit personnel through outreach to local teacher-training colleges and universities, advertisements in local, state and national publications, and career and community fairs (Business Plan C.3: Personnel, p. 6). The first step in the hiring process involves an initial online application, a supplemental application with open-ended questions, the completion of a Work Styles Behavior Survey and an initial assessment aligned to the job description. Selected applicants will receive interviews. If this is a choice candidate, a background and reference check will be performed. Training will include an onboarding process, including best practices, school culture, and strategic initiatives (Business Plan C.3: Personnel, p. 7). Ongoing professional development will include ethical responsibilities, curriculum content, student engagement and teacher and staff efficiency & effectiveness. These will all encompass Professional Learning Communities (Business Plan C.3: Personnel, p. 7-8).

Revenue calculations for the three-year operational budget are based on 90% of anticipated full enrollment for the first three years. Expenses on average for the first three years consume 84% of revenue, thus providing a cushion for the event of any setbacks. The budget has been carefully constructed to implement and sustain the educational model selected.

## Analysis

The business plan meets the criteria for approval because it provides an understanding of the development and management of the school's financial operations. The facility plan includes five options, each with a detailed building configuration (Business Plan C.1: Facilities Acquisition, p. 3). The marketing plan includes cost efficient measures and analysis for three-year projections (Business Plan C.2: Marketing and Student Enrollment, p. 1). The personnel plan provides details in describing professional qualifications and/ or experience for each projected position (Business Plan C.2: Marketing and Student Enrollment, p. 2-4). An immediate recruiting, hiring, and initial training timeline was included and detailed (Business Plan C.2: Marketing and Student Enrollment, p. 6). The budget plan aligns with other sections of the application. The budget plan is aligned with other sections of the application. The decision to budget revenue at 90% of full enrollment for each of the three years is evidence of the Applicant's ability to plan for contingencies.

# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Arlene Gluck	Authorized Representative, Charter Principal	Yes
Vicki Barber	Authorized Representative, Charter Principal	Yes
Tom Davis	Charter Principal	Yes

## Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a charter school. The application is detailed and well-crafted and all three plans meet the Board’s criteria with perfect scores. The Applicant team has a combined rich experience working as leaders and educators, and demonstrates a strong understanding of underserved students in Phoenix. The Applicants were engaged and knowledgeable during the Capacity Interview and were all comfortable discussing all parts of the application in depth. The Applicant demonstrated deep knowledge of, and commitment to, its plan. The TRP fully recommends Educational Models for Learning, Inc. for approval.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Educational Models For Learning, Inc.
<b>Proposed School Name</b>	Educational Models For Learning-Arizona

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Revised Submission Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.				NOT APPLICABLE

A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.				NOT APPLICABLE
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.				NOT APPLICABLE
A.3.1d	Describe the process for student retention.				NOT APPLICABLE
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.				NOT APPLICABLE
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.			1	Revised Submission Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Revised Submission Meets the Criteria
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Meets the Criteria
A.3.2d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Meets the Criteria
A.3.2e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Revised Submission Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Revised Submission Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	<p>Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science.</p> <p><b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.



A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.				1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics and Science.
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.9-12 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>		
<b>Part A Sub Total</b>		<b>0</b>	<b>0</b>	<b>41</b>		
<b>Part B Operational Plan</b>						
B.1	Applicant Entity	F	A	M		Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.				1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.				1	Revised Submission Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.				1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.				1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.				1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.				1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.				1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.				1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>		
B.2	Governing Body	F	A	M		Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).				1	Revised Submission Meets the Criteria

B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Revised Submission Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>0</b>	<b>22</b>	
<b>Part C</b>	<b>Business Plan</b>				
<b>C.1</b>	<b>Facilities Acquisition</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria

C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
<b>C.2</b>	<b>Marketing and Student Enrollment</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>C.3</b>	<b>Personnel</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: • the grades and number of students to be served in each of the first three years of operation, and			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Revised Submission Meets the Criteria

C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		0	0	5	
C.4	<b>Start-Up Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		0	0	8	
	<b>Part C Sub Total</b>	0	0	33	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	0	96	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Meets 95% Test					
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Integrated Education Foundation, Inc. (“Applicant”) submitted a new charter application package on May 24, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Integrated Education Foundation, Inc. requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be denied.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Kaleidoscope School	August 7, 2019	Phoenix	K-8	180 days

### Mission Statement

Within an innovative and creative model of elementary education, Kaleidoscope School inspires and prepares students to be competent, confident learners equipped with the critical thinking, problem solving, literacy, and numeracy skills necessary for success in an increasingly complex, global society.

### Target Population

*The following summary was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant plans to open in North Central Phoenix, drawing students from zip codes 85023 and 85053. The Applicant states that the area’s “median age is 34 with a median income of \$42,448. 35% of the population is households with children. The total number of children ages 5 to 14 in this population is 7,880.” The Applicant also states that the targeted area includes nine public elementary schools and four charter schools. According to data provided by the Applicant, the majority of the district schools in the area are ranked as a “B” with average math proficiency of 49% and average reading proficiency of 45.25% on the AzMERIT test.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-3	K-4	K-5
<b>Enrollment</b>	180	240	300

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

#### Unconfirmed Locations:

- 2929 W. Greenway Road, Phoenix
- 13454 N. Black Canyon Highway, Phoenix
- 2806 W. Cactus, Phoenix

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant’s five Core Values are fundamental to its program of instruction. These five values are cooperation, structured and unstructured play, strong character, meaningful parental involvement, and community involvement. The Applicant proposes to “develop and deliver high quality, research-based curriculum that is aligned to our educational philosophy and Arizona State Standards. Specifically, the school will utilize Core Knowledge, Singapore Math, Excellence in Writing, Easy Grammar, novel studies, Spalding, Wordly Wise, and teacher created curriculum.” Methods of instruction will include direct instruction, cooperative learning, hands on learning, inquiry based learning, and differentiated learning. Play-based curriculum and structures will be used to build confidence, critical thinking, problem solving, literacy, and numeracy skills.

Governance

Corporate Board Members
Marissa Anderson
Laura Brasher
Robin Soare

School Governing Body Members	Type
Christine Davis	Parents
Tracy Lange	School Staff
Brodie Soare	Non-Voting Member
Unnamed	Community Member

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	Yes		No	
Any section in which more than one evaluation area scored <b>Approaches</b> ?	Yes		Yes	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score $\geq$ 95% Meet standard?	No	55%	Yes	98%
Operational Plan Score $\geq$ 95% Meet standard?	No	45%	No	91%
Business Plan Score $\geq$ 95% Meet standard?	No	75%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be denied. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

Principal Name: **Laura Brasher**

Current Affiliation(s): 10 years as a middle school science teacher at Valley Academy

Past Affiliation(s) of Note:

- 5 years as a science teacher at Arizona Conservatory for Arts and Academics

Principal Name: **Marissa Anderson**

Current Affiliation(s): 4 years as a Senior Staff Attorney at Arizona Legal Women and Youth Services

Past Affiliation(s) of Note: None



Principal Name: **Robin Soare**

Current Affiliation(s): 3 years as Owner/Director of Kaleidoscope Preschool

Past Affiliation(s) of Note:

- 9 years as a teacher at Benchmark Elementary School



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**



ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 14, 2018**

*New Charter Application for*

**Kaleidoscope School**

*Submitted by*

**Integrated Education Foundation, Inc.**

# Report Summary

<b>Recommendation:</b>					Deny
<b>Applicant Name:</b>		Integrated Education Foundation, Inc.			
<b>Proposed School Name:</b>		Kaleidoscope School			
<b>Grades Served Year 1:</b>	K-3	<b>Grades Served Year 2:</b>	K-4	<b>Grades Served Year 3:</b>	K-5
<b>Location:</b>	Applicant has listed three potential sites in the Northwest section of Phoenix				
<b>Mission Statement:</b>	At Kaleidoscope School, we seek to have a learning community where students, parents, and staff are life-long learners, fostering individuality. Our mission has a balanced, varied curriculum. Our community will be globally aware through multicultural experiences as well as integrated subjects. Cooperative learning ensures students are life-long learners. We incorporate a social curriculum through our character education and good citizenship programs. Curriculum is designed and constantly updated to respond to the changes and challenges that face the new generation. The motto for Integrated Education Foundation is Listening, Loving, Learning. We are Listening to the voices of students, parents, and staff, Loving the opportunity to share knowledge through multi-sensory experiences, and Learning about the world together.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	55%	Yes	98%
Operational Plan Score ≥ 95%?	No	45%	No	91%
Business Plan Score ≥ 95%?	No	75%	Yes	100%

## In-Person Interview Summary

Corporate Board Members:

Laura Brasher

Marissa Anderson

Robin Soare

All three charter principals, along with three board members were present in the interview. The co-founder, Robin Soare, was the primary speaker, but each member of the team contributed by providing details according to their area of expertise. The TRP initially had serious concerns about all three plans during the initial

evaluation of the written application, but the Applicant demonstrated its ability to present a much-improved revised application. However, after the interview, strong concerns resurfaced about the Applicant’s operations and business capacity. (Capacity Interview 14:11). During the capacity interview, the Applicant could not explain in detail a viable contingency plan in the event the projected enrollment amount was not met. Coupled with this fact, that their model is based on having two teachers and an instructional assistant in each classroom. No strategic solution was provided to ensure that the model could be upheld in the event the projected enrollment numbers were not met. (Capacity Interview 14:11) Also, no timeline was provided to have principal to step down from being an active board chair. (Capacity Interview 21:30) Furthermore, there appears to be an inconsistency with the Applicant’s rationale for setting up a charter school in the targeted area. The Applicant indicates that this is so that parents can have a choice of sending their children to their “A” ranked school in an area where the schools are predominately “A” & “B”. The targeted area has 9 traditional elementary schools and 4 charter schools, 5 of which rank “A”. (Educational Plan, A2: Target Population, Page 3)

**TRP Qualitative Analysis Summary**

The TRP recommends that the revised application package for Integrated Education Foundation, Inc. be denied because the lack of proper planning in the operational plan. These inadequacies will have serious repercussions affecting the other two plans; therefore, it does not meet the Board’s criteria for approval.

Critical issues related to Educational Plan:

The Applicant intends to utilize an existing private school to start-up a charter school and provide free public education. The model chosen heavily depends on recruitment of two highly qualified teachers and an instructional assistant in each classroom that are well versed in their chosen model. Neither a strategic and aggressive recruitment plan to obtain the required personnel nor a well-structured process for training teachers for the chosen model was presented.

Critical issues related to Operational Plan:

The TRP had serious concerns about the proposed governance structure. No timeline was provided as to when the founder/board member (Robin Soare) would step down from being the board chair when consecutively performing the duties of acting principal of the school.

Critical issues related to Business Plan:

The Applicant’s response to not having a realistic contingency plan in the event the projected enrollment amount was not sufficient. No details were provided to demonstrate that the model chosen could be kept in place if enrollment projections were not met.

**Educational Plan**

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score ≥ 95%?	Yes	55	Of	56	Yes	53	of	55
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				2			

**Plan Summary**

The Applicant proposes to serve students in grades K-8, with the first year serving K-3, the second year serving K-4, and the third year serving K-5. Each subsequent year increases one grade level as they reach capacity.

67% of the target population is comprised of white collar workers, with 33% being blue collar workers. The total

number of children ages 5 to 14 in this population is 7,880. (Educational Plan, A2: Target Population, Page 3)

The Applicant's educational philosophy is to employ fully integrated curricula, with all content taught as part of one thematic unit. The school will gradually incorporate thematic units, beginning the first year with units based in math and science as well as language arts and social studies. Students will be placed in cooperative learning groups based on data obtained from previous year's teacher as well as the portfolio that follows that student. The groups will put like-minded students together, which allows students to proceed at an individualized pace. (Educational Plan, A1: Educational Philosophy, Page 8)

The school day will be from 8:00 am to 3:15 pm, with 5.5 and 6.25 hours of instruction per day, based on grade level on full days, and 3 hours of instruction per day on half days. Hours of instruction per year is as follows:

Kindergarten	990 hrs.
First	990 hrs.
Second	990 hrs.
Third	1,035 hrs.
Fourth	1,035 hrs.
Fifth	1,035 hrs.
Sixth	1,035 hrs.
Seventh	1,035 hrs.
Eighth	1,035 hrs.

Kaleidoscope school will have 180 days of school for the calendar year 2019/2020. (Educational Plan, A4: School Calendar and Weekly Schedule, Page 1)

The Applicant proposes to implement a research-based curriculum that is aligned to its educational philosophy and Arizona State Standards. The school will utilize Core Knowledge, Singapore Math, Excellence in Writing, Easy Grammar, novel studies, Spalding, Wordly Wise, and teacher created curriculum.

The Applicant proposes to use summative assessments, benchmark assessments, and state testing to determine the effectiveness of the curriculum, the teachers, and the instructional strategies for student learning. This data, along with the formative assessment data, will be reviewed and analyzed to determine adjustments to curriculum, teacher placement, professional development, and instructional strategies to further increase student achievement. (Educational Plan, A4: Program of Instruction, Page 5)

## Analysis

The educational plan falls below the criteria for approval because the Applicant failed to adequately demonstrate that the proposed program is sustainable through their operational and business plans, and because the TRP has concerns of capacity. The Applicant failed to demonstrate during the capacity interview that they have sufficient capacity to implement the planned academic program so that it increases academic performance in the target population. While the application does describe a number of positive core values and general instructional approaches, these approaches and values are not sufficiently linked to the target population. (Capacity Interview, 25:07).

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	No	#20	of	#26	No	20	of	22
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	3				2			

## Plan Summary

Integrated Education Foundation, Inc. is governed by a single Board of Directors (the "Board") which serves as the sole governing body of Kaleidoscope School (the "School"), and is charged with overseeing the management of the School's affairs including all operational, financial, and pedagogical issues. Pursuant to, ARS §15-183(E) (8), the Board will set direction based on the mission and vision of the School. (Operational Plan, B2: Governing Body, Page 6)

Responsibilities and the role of official governing board positions are provided in detail (Operational Plan, B2: Governing Body, Pages 2-6)

Contracted services will be proposed and evaluated by the Business Manager and approved by the Governing Board. The following is a list of contracted services the School intends to use:

Audits – Conduct all state-required audits

Benefits – Provide employees Health insurance, Dental insurance, and Retirement

Copier – Provide and maintain copiers for school

ESS – Provide Special Education services needed at school, to include ESS Teacher, school psychologist services, OT services, speech language services, and PT services

Facility Services – Provide facility maintenance and cleaning

Finance Services – Provide accounting, tax preparation, compliance services, budget reports, payroll, accounts payable, monthly cash flow statements, and annual financial report

Food Services – Provide students with on-site lunches

Information Technology Services – Network set-up and installation, computer maintenance (both software and hardware), and web development and maintenance

Insurance – Provide property and liability insurance which includes risk management and extra-curricular injury

Legal Services – Provide legal services and guidance in tax and regulatory issues

(Operational Plan, B.3.2: Contracted Services, Pages 1-2)

## Analysis

The operational plan falls below the criteria for approval because the TRP has critical concerns about its current board structure. The Applicant provided organizational charts for the first three years. The roles and responsibilities of the board and each projected position were presented. However, the fact that the board chair has not presented a timeframe for stepping down while also serving as principal was lacking.

It is unclear whether the school can implement with fidelity the chosen model of instruction without having a well-structured recruitment and training plan. Furthermore, the Applicant does not have a solid contingency plan in the event projected enrollment falls short of expectations. The TRP's level of concern increased when during the capacity interview when it was stated that if in such an event where enrollment projections fall short, that parent volunteers would be used to off-set contracted services (Capacity Interview, 14:11)

The TRP believes the Applicant requires further development of its board structure and process, in addition to development of an aggressive recruitment and rigorous training plan in order for all criteria under the operational plan can be successfully met.

# Business Plan

	Preliminary TRP Scores			Revised TRP Scores		
Business Plan Score ≥ 95%?	Yes	33	of 33	Yes	32	of 32
Number of “Falls Below” ratings	0			0		
Number of “Approaches” ratings	0			0		

## Plan Summary

**Proposed Location:** 2929 W. Greenway, Phoenix  
 2806 W. Cactus, Phoenix, AZ 85029  
 13454 N. Black Canyon Highway, Phoenix, AZ 85029.

**Facilities Requirements:** Year One  
 Integrated Education Foundation, Inc. (IEF) will need a facility to house a projected 180 students its first year. The facility must have a minimum of 6 general education classrooms, 2 special classrooms (rotating music, Spanish, art and computers), 2 administrative offices, 1 office entry area, 1 ESS room, 1 teacher resource room, 1 multi-use room, and enough restrooms and drinking fountains to satisfy the number of children and adults at the school. IEF will need a total of 65 interior square feet per child, for a total of 11,700 sq. ft. in its first year.

Year Two  
 IEF’s student population is projected to be 240 students in year two. In order to deliver IEF’s Program of Instruction IEF will need 8 classrooms, 2 special classrooms (rotating music, Spanish, art and computers), 2 administrative offices, 1 entry area, 1 ESS room, 1 teacher room, 1 multi-use room, and enough restrooms and drinking fountains to satisfy the number of children and adults at the school. IEF will need a total of 65 interior square feet per child, for a total of 15,600 interior sq. ft. in its second year.

Year Three  
 The third year student projection is 300 students. IEF will need 10 classrooms, 2 special classrooms (rotating music, Spanish, art and computers), 2 administrative offices, 1 office entry area, 1 ESS room, 1 teacher room, 1 multi-use room, and enough restrooms and drinking fountains to satisfy the number of children and adults at the school. IEF will need a total of 65 interior square feet per child, for a total of 19,500 interior sq. ft. in its third year.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		180	240	300
Total Revenue:	150,000.00	1,124,431.25	1,398,460.00	2,014,290.21
Total Expenditures:	98,654.75	1,062,685.00	1,539,095.25	1,782,453.04
Ending Balance:	51,345.25	61,746.25	140,635.21	231,837.17

The business plan included three facility options all located within the targeted area. A timeline for securing the facility and projected facility costs are also included. All three options include a plan for growth through the first three years of operation. (Business Plan, C.1: Facilities Acquisition, Pages 1-13)

The Applicant proposed a marketing plan and budget to encourage enrollment through press releases, traditional advertising, non-traditional advertising, a webpage, social media, and soft marketing practices. (Business Plan, C.2: Marketing and Enrollment, Pages 1-4)

The personnel plan provided details in describing professional qualifications and experience for each projected position. A recruitment plan and hiring process were included. Teacher training and professional development

were proposed as well. (Business Plan, C.3: Personnel, Pages 5-10)  
 The start-up budget included employees, insurance, office supplies, and other maintenance and operations costs. (Business Plan, C.4: Start Up Budget Pages 1-2). Revenue calculations for the three year operational budget are based on 33% for the first year, 44% for the second year, and 55% for the third year.

**Analysis**

The business plan falls below the criteria for approval because there was no clear contingency laid out in the event enrollment projections were to fall at or below 50% of the expectations. (Capacity Interview 14:11) The lack of a detailed realistic contingency plan jeopardizes severely the implementation and sustainability of the model chosen since it is heavily dependent on having two teachers and an instructional aide in each classroom. A sound financial strategic plan should be in place allocating sufficient funds with a reasonable projection anticipating any challenges that the school may face. The TRP finds the Applicant lacks the capacity in the financial planning that is necessary to launch a charter school.

**Evidence of Capacity**

**Applicant Summary**

Name	Role	Attended Interview?
Laura Brasher	Charter Principal	Yes
Marissa Anderson	Charter Principal	Yes
Robin Soare	Charter Principal and Authorized Representative	Yes

**Analysis**

The TRP finds that the Applicant has combined experience in operating a private school. In reviewing the written application and interviewing the Applicant, the TRP concludes that the absence of some critical elements in three plans would hinder the ability of the Applicant to launch a successful charter school. These elements include a clearly defined target population and its needs so that an education plan can be designed and proposed to address the specific needs of the target population; a timely, effective board structure so that an operational plan can be executed; and a sound, strategic business plan so that sufficient funds can be allocated to support an effective implementation of its academic program. In summary, the TRP recommends that the Applicant continues to further increase its capacity to secure a favorable charter contract at a later time.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Integrated Education Foundation, Inc.
<b>Proposed School Name</b>	Kaleidoscope School

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	Educational Philosophy				Technical Assistance / Comments	
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Revised Submission Meets the Criteria	
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Revised Submission Meets the Criteria	
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Revised Submission Meets the Criteria	
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Revised Submission Meets the Criteria	
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>		
A.2	Target Population				Technical Assistance / Comments	
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria	
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria	
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria	
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>		
A.3	Program of Instruction				Technical Assistance / Comments	
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Revised Submission Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Revised Submission Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
A.3.1	Mastery and Promotion				Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Revised Submission Meets the Criteria	



A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Revised Submission Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Revised Submission Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Revised Submission Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>			1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>			1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Revised Submission Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Revised Submission Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
<b>A.5 Total</b>		<b>0</b>	<b>0</b>	<b>10</b>	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments

A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction</b> : Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.		1		Meets the Criteria in Reading, Mathematics, and Science.  Addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Writing. Specifically, activities/tasks identifying each learning target. Activities/tasks adequately addressing the rigor of the standard. Identifying components of the program of instruction and education philosophy that are incorporated into Writing instruction.
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment</b> : List criteria for determining whether students have met each of the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment</b> : Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation</b> : Describe the processes available to provide support to students that do not meet the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.3-5 Total</b>		<b>0</b>	<b>1</b>	<b>6</b>	
A.6.6-8	<b>6-8 Grade Span Instructional Analysis</b>				Technical Assistance/Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target</b> : Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge</b> : List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan</b> : Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction</b> : Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment</b> : List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment</b> : Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.6-8 Total</b>		0	0	7	
	<b>Part A Sub Total</b>	0	1	54	
<b>Part B</b>	<b>Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Revised Submission Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Revised Submission Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		0	0	8	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.		1		Revised submission addresses criteria, but lacks sufficient detail in: Indicating if the corporate board for Applicant will also act as the school governing body or indicating if and when a school governing body separate from the corporate board will be established.
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.		1		Revised submission addresses criteria, but lacks sufficient detail in: Providing a description of the school governing body's capacity to fulfill its requirements and support the school mission.
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.2 Total</b>		0	2	3	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria

B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).				1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.				1	Revised Submission Meets the Criteria
B.3d	Be consistent with all sections of the application package.				1	Revised Submission Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>		
B.3.1	Education Service Providers	F	A	M		Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.					NOT APPLICABLE
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.					NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.					NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.					NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.					NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.					NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.					NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.					NOT APPLICABLE
<b>B.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>		
B.3.2	Contracted Services	F	A	M		Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.				1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.				1	Revised Submission Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.				1	Revised Submission Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.				1	Revised Submission Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				1	Revised Submission Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
<b>Part B Sub Total</b>		<b>0</b>	<b>2</b>	<b>20</b>		

Part C		Business Plan			Technical Assistance / Comments
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Revised Submission Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Revised Submission Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised Submission Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Revised Submission Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>the grades and number of students to be served in each of the first three years of operation, and</li> <li>the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Revised Submission Meets the Criteria



C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
C.4	<b>Start-Up Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.5	<b>Three-Year Operational Budget</b>	F	A	M	<b>Technical Assistance / Comments</b>
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.				NOT APPLICABLE
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Revised Submission Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Revised Submission Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
	<b>Part C Sub Total</b>	<b>0</b>	<b>0</b>	<b>32</b>	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	<b>0</b>	<b>3</b>	<b>106</b>	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Fails 95% Test				
Business Plan Meets 95% Test					
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

New Learning Ventures, Inc. (“Applicant”) submitted a new charter application package on April 23, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Phoenix Modern	August 5, 2019	Phoenix	K-8	180 days

### Mission Statement

The mission of Phoenix Modern is to support a diverse community of learners in developing the skills, mindset and character that best prepare them for positive, healthy and productive engagement in the world.

### Target Population

*The following was summarized from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant is proposing to serve students in Central Phoenix. The targeted boundaries are Jefferson Street to the South, Bethany Home Avenue to the north, 40th Street to the east, and 19<sup>th</sup> Avenue to the west. Potential students will most likely reside in one of the following Phoenix villages: Alhambra, Encanto, Central City, or Camelback East. This target area draws students from the Phoenix Elementary, Osborn, and Creighton school districts. The target community is home to more than 50,000 students between the ages of 5 and 14, with an estimated one to two percent annual growth rate, and the majority of families being Hispanic, the second most prevalent race being white. The Applicant plans to “serve a diverse student population with at least 40% of students coming from disadvantaged families, while also attracting wealthier families.” In addition, the Applicant expects that 15% of their enrolled student population will be English Language Learners and 10% will qualify for special education services.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-5	K-7	K-8
<b>Enrollment</b>	75	150	210

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed Locations:

- 730 E Highland Avenue, Phoenix
- 3605 N 7th Avenue, Phoenix
- 2002 E Osborn Road, Phoenix
- 2303 E Thomas Road, Phoenix
- 733-737 W McDowell Road, Phoenix
- 750 W Grand Avenue, Phoenix

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant states, “The instructional approach at Phoenix Modern provides students significant opportunity to take responsibility for their learning and shape the community.” The Applicant plans to serve students in multi-age learning studios, with students forming a tightly bound community grounded in positive, supportive relationships. The model will utilize 21st Century learning components that include self-paced mastery of reading, writing and math skills, real world tools and skills, critical thinking, powerful writing and speaking, and authentic relationships. The Applicant’s approach to student achievement includes Building Blocks for Learning, adaptive/personalized instructional programs, project based learning, and

providing students a sense of purpose in learning. In this model, “the role of the adult is significantly different than in a typical classroom. Referred to as guides, they act as game makers, facilitators, coaches, and mentors. They inspire, ask probing questions, present challenges, help students reflect, and hold them accountable for upholding the community’s standards of excellence. Guides may also use time to conference one on one or in a small group with students to provide intentional support on a particular area of focus requested by the student or initiated by the guide based on data collected from observation, learning programs, and assessments.”

Governance

Corporate Board Members	School Governing Body Members	Type
Andrew Collins	Unnamed	Community Member
Jack DeBartolo	Unnamed	Community Member
Tyler Johnson	Unnamed	Community Member
James Aaron Klusman	Unnamed	Community Member
Steven Wheeler	Unnamed	Community Member
	Unnamed	Community Member
	Unnamed	Community Member
	Unnamed	Community Member

See Charter Principal Resumes in Appendix B.

**TRP Recommendation and Scoring**

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	Yes		No	
Any section in which more than one evaluation area scored <b>Approaches</b> ?	Yes		No	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	89%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	Yes	95%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	82%	Yes	100%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

**Applicant Background Summary**

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the



*Applicant's ability to implement a charter or operate a charter school.*

**Principal Name: Andrew Collins**

Current Affiliation(s): 2 years as President/CEO of New Learning Ventures

Past Affiliation(s) of Note:

- 7 years Senior Director of School Development at the Arizona Charter Schools Association
- 4 years as a sixth-grade teacher at Laveen Elementary (with Teach for America)
- Board Secretary for Empower College Prep

**Principal Name: James Aaron Klusman**

Current Affiliation(s): 12 years as the Owner of Camelback Partners/Klusman Family Holdings

Past Affiliation(s) of Note:

- Co-founder of Acton Academy Phoenix
- Board member of Grand Canyon University's Colangelo School of Business

**Principal Name: Steven Wheeler**

Current Affiliation(s): Chairman of HonorHealth

Past Affiliation(s) of Note:

- Executive Vice President of Arizona Public Service
- Partner at Snell & Wilmer Law Firm
- Director and Vice Chair of the Flinn Foundation
- Director of the Helios Education Foundation
- Director of Great Hearts America

**Principal Name: Tyler Johnson**

Current Affiliation(s): 17 years as Lead Pastor of Redemption Church Arizona

Past Affiliation(s) of Note:

- Member of Governors Counsel for Child Safety and Family Empowerment
- Board Member of Foster Care Initiatives Arizona
- Board Member of City Serve Arizona

**Principal Name: Jack DeBartolo**

Current Affiliation(s): 12 years as the President of DeBartolo Architects, Ltd.

Past Affiliation(s) of Note:

- Board Member and Phoenix Metro Director of AIA Arizona

# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 05, 2018**

*New Charter Application for*

**Phoenix Modern**

*Submitted by*

**New Learning Ventures, Inc.**

# Report Summary

<b>Recommendation:</b>					Approve	
<b>Applicant Name:</b>		New Learning Ventures, Inc.				
<b>Proposed School Name:</b>		Phoenix Modern				
<b>Grades Served Year 1:</b>	K-5	<b>Grades Served Year 2:</b>	K-7	<b>Grades Served Year 3:</b>	K-8	
<b>Location:</b>	6 potential sites listed in central Phoenix. Decision to be made in 12/2018					
<b>Mission Statement:</b>	The mission of Phoenix Modern is to support a diverse community of learners in developing the skills, mindset and character that best prepare them for positive, healthy and productive engagement in the world.					

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	89%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	95%	Yes	100%
Business Plan Score ≥ 95%?	No	82%	Yes	100%

## In-Person Interview Summary

Corporate Board Members:

James Aaron Klusman

Andrew Collins

Steven Wheeler

Tyler Johnson

Jack DeBartolo

All five charter principals attended the interview. Andrew Collins was the primary speaker for the group; however, each member did participate in answering a question. The TRP was impressed with the overall quality of the written plan. The only concern was if there was a contingency plan in place in the event the enrollment number should be 50% of the projected amount. The applicant explained that the current budget was based on attaining a 75% enrollment and also having secured financial backing for start-up funds, in addition to strategically making cuts in the areas of staff and facility space. (Capacity Interview 11:39)

## TRP Qualitative Analysis Summary

The TRP recommends that the application for New Learning Ventures, Inc. be approved because all three plans have perfect scores in meeting the criteria for board approval. Furthermore, the capacity interview solidified the TRP's position to fully recommend the approval for New Learning Ventures, Inc.

### Academic Plan

New Learning Ventures has developed a well-structured and detailed educational plan. The TRP saw no concern with them implementing their model.

The Educational plan meets all the required criteria. New Learning Ventures has laid out a clear and solid educational philosophy to guide the mission of the school. There is also a program of instruction that is well-researched and meets the needs of the school's target population. Mastery and promotion criteria have all been addressed and the course offerings and graduation requirements are clearly spelled out. Finally, the academic systems plans put in place guarantee that all the subject matter areas have been well thought out in terms of instruction, assessment, and remediation.

### Operational Plan

New Learning Ventures' operational plan clearly stands on its own. The TRP saw no concerns in the administration of the Applicant's plan.

The Operational plan offers the necessary functional framework necessary for ensuring the participants are all in place to see to the fulfillment of the educational plan. The operational plan also provides a clear picture of the various internal personnel involved in running the school and their various capacities towards guaranteeing the successful operation of the school. The section also clearly details the various contracted personnel necessary to meet the needs of the target population.

### Business Plan

New Learning Ventures has developed a carefully crafted business plan. It is obvious that the applicant team has the capacity to put its plan into action

The Business Plan clearly lays out the necessary financial foundation to support the practical budgetary requirements for the infrastructure of the school. It is obvious that New Learning Ventures, Inc. has researched and secured the necessary facilities to house its school. Personnel hiring and the budget to operate the school both in its first year and subsequent three-year period of operation is clearly laid out and viable.

## Educational Plan

	<u>Preliminary TRP Scores</u>				<u>Revised TRP Scores</u>			
Educational Plan Score $\geq$ 95%?	Yes	43	Of	49	Yes	49	of	49
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				0			

### Plan Summary

The Applicant proposes to serve students in grades K-8. The target community is home to more than 50,000 students between the ages of 5 and 14, with an estimated one to two percent annual growth rate. The data also shows that the majority of families are Hispanic with the second most prevalent race being white. The population in this area are non-citizens and about 11% speaking only Spanish at home with up to 37 percent of families having one parent in the household with no spouse.

The Applicant's educational philosophy is based on the premise that the current educational process is a "one size fits all" approach that is inadequate and does not properly address the needs of today's students to be prepared for the increasingly complex world. The Applicant's objectives for the students include the following:

- Master core skills in math, reading, and writing
- Develop 21st Century skills, including strong communication, critical thinking, collaboration, and creativity



- Apply skills in a variety of domains including science, art, and humanities.
- Demonstrate the necessary building blocks for a life time of learning, including a growth mindset and perseverance (Educational Plan A.1: Educational Philosophy, page 2).

The Applicant's learning methodology components of its model are:

- Self-paced mastery of reading, writing and math skills – through deliberate practice and the latest in educational technology, students spend a period of the day working on their core academic skills.
- Real world tools and skills – through hands on integrated projects, students build 21<sup>st</sup> century skills, including how to apply their core skills in useful ways.
- Critical thinking and powerful writing and speaking – through deep Socratic discussions, a writer's workshop, and public exhibitions, students engage in critical thinking and build purposeful and effective communication skills.
- Authentic relationships – through community promises, students form a tightly bound community grounded in positive, supportive relationships, led mostly by themselves (Educational Plan A.3: Program of Instruction, page 1).

The Applicant's proposed calendar for the 2019-2020 school year includes 180 days of instruction, with each day officially starting at 8:30 a.m. and ending at 3:30 p.m. This provides a total of 1,080 hours of instruction (not including lunch or 15 minutes of studio maintenance). Though the weekly schedule is flexible, it provides time for at least 300 minutes of math and 450 minutes of core skill instruction in reading and another 60 minutes for dedicated reading time, with choice books every week. Additionally, the weekly schedule provides 300 minutes of instruction in specialty areas, and another 420 minutes of time for integrated projects and writer's workshop that incorporate math, reading, writing, science and social studies. Finally, the schedule provides 225 minutes for intentional discussion that addresses communication skills, habits of success, helpful learning frameworks, and motivation for learning. (Educational Plan A.4: Calendar & Weekly Schedule, page 1).

The proposed curriculum is aligned with Arizona State Standards utilizing materials, such as Lexia, NewsELA, Click N' Spell, NoRedInk, and Evan-Moor's Grammar and Punctuation for language arts and similar adaptive programs for math, such as Khan Academy, Dreambox, ST Math, and ALEKS. (Educational Plan A.3: Program of Instruction, page 1-4).

Through a variety of assessments such as: Learning Badges (competency based), 360 Reviews, Portfolios of work, Exhibitions, Goal Setting and Reflections, Academic Trackers, and Standardized Tests will be administered to measure student achievement.

## Analysis

The educational plan meets the criteria for approval because the selected curriculum and instructional strategies are clearly linked to the needs of the target population including its sub-groups. As a result, the TRP had no concerns about the Applicant's understanding of its target population or of the method of implementation for its educational model. Furthermore, the calendar fully supports the model, which showcases goal setting, core skills, exploration and enrichments, projects/discussion/writer's workshop, choice reading and exhibition. (Educational Plan A.4: School calendar, page 2).

It is evident that the Applicant has a policy consistent with the State requirement to determine student mastery and promotion based on the criteria provided (Educational Plan A.4: Mastery & Promotion, pages 1-4).

The Applicant team has successfully submitted a well structured educational plan. At the capacity interview Mr. Collins was the primary speaker; however, all members did respond when questioned and were fully

engaged. It was clear that all participants were fully on board with a clear understanding of their application and its mission.

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	Yes	20	of	21	Yes	21	of	21
Number of "Falls Below" ratings	1				0			
Number of "Approaches" ratings	0				0			

### Plan Summary

The Phoenix Modern Governing Board ("Governing Body") will be an appointed subcommittee of the corporate board for New Learning Ventures, Inc. and is established for the school to serve as the governing body in accordance with A.R.S. §15-183. The corporate board will establish this governing body for Phoenix Modern and appoint at least five members within one month of signing the charter contract. (Operational Plan B.2: School Governing Body, page 1).

The Governing Body approves school policies and monitors the school's performance in accordance with A.R.S. §15-183. The Governing Body will also review and make a formal recommendation for the school's budget to the corporate board. Adopted policies and procedures for the school are communicated to parents via the school's Parent/Student Handbook, which includes the policies, procedures, and operations of the school. It presents information highlighting school policies and guidelines necessary for the academic achievement, safety, welfare, and wellbeing of the students. The governing board will also meet monthly to review progress on school objectives, including a monthly review of financials (cash flow statements, statement of financial activities, including budget to actuals, and statement of financial position) and an overview of student academic progress. Additionally, the Governing Body will support and hold accountable the managing director of Phoenix Modern, conducting his or her annual review and evaluation. (Operational Plan B.2: School Governing Body, page 1).

The Applicant proposed to contract services in the areas of Curriculum Development, Education Specialists, Special Education, Community Engagement Liaison, Accounting, Auditing Services, Legal Services, and Informational Technology Services. (Operational Plan B.3.2: Contracted Services, page 1).

### Analysis

The operational plan meets the criteria for approval because all sections are detailed and reflect an understanding of how a charter school operates. The proposed governance plan includes detailed descriptions of roles and responsibilities, as well as training and support of the board. (Operational Plan B.2: School Governing Body, page 1).

Members of the governing board will include a diverse group of local community members who align to the mission and philosophy of the school and who have the capacity to ask critical questions, evaluate performance, and plan strategically. Initially appointing members to the school governing board is the sole responsibility of the corporate board with support from NLV's CEO and managing director for Phoenix Modern. When appointing members to the school governing body, the NLV corporate board will seek individuals who can objectively govern the school and demonstrate skills relevant to fulfilling their responsibilities as governing board members. (Operational Plan B.2: School Governing Body, page 1).

The costs for Contracted Services are correlated to the needs of the target population and appropriate to effectively implement the chosen model of instruction. (Operational Plan B.3.2: Contracted Services, pages

1-9).

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
	Yes	21	of	27	Yes	27	of	27
Business Plan Score $\geq$ 95%?								
Number of "Falls Below" ratings		1				0		
Number of "Approaches" ratings		5				0		

### Plan Summary

**Proposed Location:** Option 1: 730 E Highland Ave  
 Option 2: 3605 N 7th Ave  
 Option 3: 2002 E Osborn Rd  
 Option 4: 2303 E Thomas Rd  
 Option 5: 733-737 W McDowell Rd  
 Option 6: 750 W Grand Ave

**Facilities Requirements:** Year 1: A projected 75 students requiring 3,900 Sq. Ft. w/ 3 studios  
 Year 2: A projected 150 students requiring 6,900 Sq. Ft. w/ 3 studios  
 Year 3: A projected 210 students requiring 9,300 Sq. ft. w/3 studios  
 The Applicant anticipates the facility divided into at least three sections or large rooms, one each for primary, elementary, and middle school studios. The space may also be further sectioned off so that each group of up to 25 students and their guide have their own studio space.

### Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		75	150	210
Total Revenue:	612,500.00	875,756.25	1,165,390.59	1,540,911.74
Total Expenditures:	486,532.00	733,262.16	1,075,801.00	1,357,511.12
Ending Balance:	125,968.00	142,494.09	89,589.24	183,400.62

The business plan included six facilities options within the targeted area. A timeline for securing the facility and projected facility costs budget outlining costs for the first three year are also included. (Business Plan C.1: Facility Acquisition, pages 1-3).

The applicant provided estimated enrollment projections covering the first three years, (Business Plan C.2 Marketing and Student Enrollment, Page 5) as well as providing detailed information regarding a contingency plan if projections are not met. (Capacity Interview 11:39)

The Applicant proposed a multifaceted marketing campaign that will include mailers sent to homes within a 5-10 mile radius of the target location, print advertising in local newspapers, flyers at local businesses, as well as online at parenting blogs, Facebook, Schola (school matching system), Choose-A-School, and other websites relevant to its target communities. The Applicant will also provide fun, engaging events for families to attend at partner locations such as local churches and cultural locations (e.g. museums and libraries). The Applicant will also work with a public relations company to share information in widely circulated newspapers in their target community. Furthermore, it will maintain a website that has information in English and translated in Spanish. Additionally, the Applicant will hire community liaisons to reach targeted communities, help overcome any language barriers, and provide support for understanding the learning approach and navigating the enrollment process. (Business Plan C.2 Marketing and Student Enrollment, Page 1)

The Applicant has provided a well-structured proactive recruitment plan and a detailed hiring selection process. In addition, a carefully thought out plan for teacher training, an attractive competitive compensation plan, as well as a professional growth and time off package that promotes building and supporting teachers were provided. (Business Plan C.3 Personnel, Pages 5-7)

Revenue calculations for the three-year operational budget are based on 95% of anticipated full enrollment for the first three years. Expenses on average for the first three years consume 88% of revenue, thus providing a cushion for the event of any setbacks. The budget has been carefully crafted to implement and sustain the education model selected.

**Analysis**

The business plan meets the criteria for approval because all sections of the plan are detailed and demonstrates the Applicant’s understanding of the resources necessary to operate a charter school. The facility plan includes costs for renovating and upgrading each of the six potential site locations. The marketing plan was well written. The Applicant provided the details on enrollment goals for the first three years, plans to attract families and community members, costs and timeline benchmarks for the marketing plan with outcomes. Under the section “An Attractive Place to Work” (Business Plan C.3 Personnel, Pages 7), the Applicant summarizes a competitive compensation packages for teachers. The budget plan is aligned with other sections of the application. The decision to budget revenue at 95% of full enrollment for each of the three years is evidence of the Applicant’s ability to plan for contingencies.

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Andrew Collins	Authorized Representative, Charter Principal	Yes
James Aaron Klusman	Charter Principal	Yes
Steven Wheeler	Charter Principal	Yes
Tyler Johnson	Charter Principal	Yes
Jack DeBartolo	Charter Principal	Yes

**Analysis**

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a charter school. The application is detailed and well- crafted, and all three plans met the Board’s criteria. The Applicant team has combined rich experience working as leaders and educators in understanding underserved students in Phoenix. The Applicant team was engaged and knowledgeable during the capacity interview and was comfortable discussing all parts of the application. The Applicant demonstrated deep knowledge of, and commitment to, its plan. The TRP fully recommends New Learning Ventures, Inc. for approval.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	New Learning Ventures, Inc.
<b>Proposed School Name</b>	Phoenix Modern

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	<b>Educational Philosophy</b>					
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria	
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria	
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria	
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria	
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>		
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments	
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria	
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria	
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria	
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>		
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments	
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Revised Submission Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	

A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Revised Submission Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Revised Submission Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments



A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Revised Submission Meets the Criteria in Reading, Writing and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.3-5 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.6-8 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
<b>Part A Sub Total</b>		<b>0</b>	<b>0</b>	<b>55</b>	
<b>Part B Operational Plan</b>					
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria

B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				NOT APPLICABLE

B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				NOT APPLICABLE
<b>B.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Revised Submission Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>Part B Sub Total</b>		<b>0</b>	<b>0</b>	<b>22</b>	
<b>Part C Business Plan</b>					
<b>C.1</b>	<b>Facilities Acquisition</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria

C.1 Total		0	0	6	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Revised Submission Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised Submission Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Revised Submission Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.3 Total		0	0	5	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria

C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.				NOT APPLICABLE
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		0	0	7	
	<b>Part C Sub Total</b>	0	0	32	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	0	109	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Meets 95% Test					
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				

# AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

## Request

Phoenix International Academy (“Applicant”) submitted a new charter application package on April 19, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

## Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Phoenix International Academy	August 5, 2019	Phoenix	K-8	200 days

## Mission Statement

The mission of Phoenix International Academy is to provide a rigorous academic environment, where students apply knowledge and skills through interdisciplinary projects that require creative thinking and complex problem solving. Students will develop the skills necessary to thrive in a diverse, interdependent world through a focus on global competency and community-based learning projects that will have a positive local and global impact.

## Target Population

*The following summary was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

Phoenix International Academy will be located in the heart of the South Mountain community and specifically target students in the 85040 and 85042 zip codes. Current data (2017) demonstrates that in the largest school district in this community, approximately 23% of students were proficient in English Language Arts and 25% were proficient in Math. 3% of students identified as English Language Learners were proficient in ELA, and 8% of those same students were proficient in Math. The target population also includes many low-income students, students of color, and students from families that speak a language other than English at home.

## Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	5-8	4-8	3-8
<b>Enrollment</b>	150	225	300

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed locations:

- 5806 South 35th Avenue, Phoenix
- 4411 S 40th Street, Building D, Phoenix
- 3540 E. Baseline Road, Phoenix

## Program of Instruction

*This summary is excerpted from information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

All systems and structures at Phoenix International Academy are focused on providing students with a rigorous, standards-driven, and authentic learning experience. The Arizona Standards and Arizona English Language Proficiency Standards will serve as the foundation for the curriculum at Phoenix International Academy. With the support of school leaders, teachers will collaborate using a backwards design model to develop curriculum. Students at Phoenix International Academy will have a chance to apply their learning in authentic ways through hands-on, project-based learning. Projects will have a social justice component and work towards positioning students to provide solutions to challenges in their local and global community. Units of study will be framed around supporting students to build their global competency in investigating the world, recognizing perspectives, communicating ideas, and taking action. Students at Phoenix International Academy will work in learning community cohorts of approximately 75 students across two grade levels. Students will spend two years with their learning community in order to foster deeper relationships with their peers and teachers.



Governance

Corporate Board Members	School Governing Body Members	Type
Erin Baril	Jade Bradfish	Other
Ivette Rodriguez Marquez	Kelly Kunkee	Community Member
	Susie Wissinger	Community Member

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores	Revised TRP Scores
Any Falls Below the Expectations ratings?	Yes	No
Any section in which more than one evaluation area scored Approaches?	Yes	No

	Percent Meets		Percent Meets	
Educational Plan Score $\geq$ 95% Meet standard?	No	92%	Yes	100%
Operational Plan Score $\geq$ 95% Meet standard?	Yes	95%	Yes	100%
Business Plan Score $\geq$ 95% Meet standard?	No	81%	Yes	97%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

### Principal Name: Erin Baril

Current Affiliation(s): 11 years in various roles (Teacher, Behavior Specialist, Staff Development Coach) with the Roosevelt School District

Past Affiliation(s) of Note:

- 4 Summers at the Teach For America New Teacher Training Institute

### Principal Name: Ivette Rodriguez Marquez

Current Affiliation(s): 16 years in various roles (Teacher, Principal, Assistant Superintendent) with Roosevelt School District

Past Affiliation(s) of Note: None





# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 14, 2018**

*New Charter Application for*

**Phoenix International Academy**

*Submitted by*

**Phoenix International Academy**

# Report Summary

<b>Recommendation:</b>					<b>Approve</b>
<b>Applicant Name:</b>		<b>Phoenix International Academy</b>			
<b>Proposed School Name:</b>		<b>Phoenix International Academy</b>			
<b>Grades Served Year 1:</b>	5-8	<b>Grades Served Year 2:</b>	4-8	<b>Grades Served Year 3:</b>	3-8
<b>Location:</b>	Phoenix zip codes 85040 and 85042, in the South Mountain neighborhood, from Central Ave. east to 48 <sup>th</sup> Street, and Buckeye Road south to South Mountain Park.				
<b>Mission Statement:</b>	The mission of Phoenix International Academy is to provide a rigorous academic environment, where students apply knowledge and skills through interdisciplinary projects that require creative thinking and complex problem solving. Students will develop the skills necessary to thrive in a diverse, interdependent world through a focus on global competency and community-based learning projects that will have a positive local and global impact.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	92%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	95%	Yes	100%
Business Plan Score ≥ 95%?	No	81%	Yes	97%

## In-Person Interview Summary

The Applicant team at the interview included the two Charter Principals/Authorized Representatives: Erin Baril and Ivette Rodriguez Marquez, as well as the three members of the Governing Body: Kelli Kunkee (Procurement Director for Teach For America), Susie Wissinger (retired school administrator and non-profit board member) and Jade Bradfish, Esq. (attorney and former teacher). While the questions were directed towards the team as a whole, all were answered by the two Principals. The Governing Body members introduced themselves, presented their credentials and experience, and expressed their support for the Applicant (Capacity Interview 4:15).

Prior to the interview, the TRP had few concerns about the viability of the proposed school. The Preliminary Application had presented a solid, well thought out proposal, and the few issues noted by the TRP were competently addressed in the Revised package. Both Principals described years of experience working in the elementary district serving the target area, and demonstrated a thorough understanding of their target population (Capacity Interview 6:15).

One area where the TRP had some concern was the Applicant’s plan to open serving grades 5-8, and grow

towards the younger grades. This is the opposite of how a majority of new charters grow, and other charter schools in the target area have struggled with the middle grades. The Principals answered that grades 5-8 were where they had seen the greatest need while serving at the local district, and it was also where they had the most connection with parents (Capacity Interview 13:00). They also described an innovative system for tracking potential students and establishing a confidence scale for each registrant, to minimize the risk of an imbalance between resources and enrollment (Capacity Interview 18:35).

Both Charter Principals demonstrated a thorough understanding of all components of the proposal, and worked seamlessly as a team to build on each other's answers. Overall, the TRP felt strongly that the Applicant team had demonstrated the capacity to implement the detailed and thorough plan described in the application package, and operate a quality charter school.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Phoenix International Academy (PIA) be approved because all three sections of the written Application package met the Board's criteria; the education plan provides a rigorous and innovative approach to meeting the needs of an underserved population; the business plan appears sound and is supported by the resources of a multi-year AZCSP grant; and the Applicant team demonstrated, during the in-person interview, a strong capacity to effectively implement the planned program.

The Educational Plan includes a number of elements aimed at addressing the academic challenges inherent in the historically underserved target population, including a longer school day and year, a highly-engaging hands-on approach, including a multi-classroom model with a project-based component, and digital support. and a Restorative Justice focus on developing and maintaining community norms and expectations. These elements were described both in writing and by the Applicant team in their interview to form a coherent whole, supported by research and the experience of the team members.

Both the Business Plan and the Operational Plan were well thought out, described in good detail, and supported by the team in the interview. The Applicant understands the difficulty in attracting students and staff to a newly-opening school, and had contingency plans in place to address potential issues. The members of the Applicant team impressed the panel with their vision, passion, and evident capacity to serve the target population.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	Yes	51	Of	55	Yes	55	of	55
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	2				0			

### Plan Summary

The population targeted by the Applicant lives in the Roosevelt school district in the South Mountain area of Phoenix, where both Principals worked as teachers, site leaders and district administrators for over a decade each (Capacity Interview 1:19:00). The population is mostly minority, with about 60% Hispanic and 15% Black. The area has a median income around \$40,000, and about half of the households speak a language other than English.

The school will open serving grades 5-8, and add lower grades each year until finally serving grades K-8. The Application Title Page lists adding one grade per year, but during the interview, the Principals stated that they may add two years at a time (Capacity Interview 13:15) to align with their program which includes multi-age classrooms (e.g. 5<sup>th</sup>-6<sup>th</sup>, 7<sup>th</sup>-8<sup>th</sup>). The program calls these "Learning Communities", and they are made up of around 100 students. The school will have flexible class sizes within the learning community, ranging from 30 to 35 when the teacher is explaining a new concept to small groups of 5-10 to practice or work on a project.

The Applicant's philosophy is focused on bringing a "rigorous, standards-driven, and authentic learning experience" to an underserved population. To address the strengths and needs of the population, the school will implement a project-based learning environment where students integrate learning from many subjects to solve real-world problems. To build community, the school will implement a Restorative Justice culture, identifying norms and expectations and helping members repair the harm when those are breached.

The school day will start with advisory, where the students will be with the same advisor over multiple years, focusing on community-building and communication. Core classes in ELA and Math will be scheduled in the morning. After lunch, there will be a block of time for multidisciplinary projects incorporating Social Studies and Science standards, followed by special classes and PE (Capacity Interview 20:30).

The school calendar will include 200 days, running from early August to late June. The school day will be from 8:00 am to 3:30 pm, providing between 1,200 instructional hours in the primary grades and 1,300 hours in the middle school grades, substantially more than required by state law.

The curriculum of the proposed school will come from Arizona standards-based common formative assessments and curriculum maps developed by the teachers (Capacity Interview 50:45). At least four times a year, students will take assessments to monitor progress and determine areas of need (Section A.3, p. 5). The staff will also develop rubrics for evaluating project-based learning products (Section A.5, p. 12). Data from the various assessments will be analyzed by each multi-classroom twice a week, and following more comprehensive assessments; action steps will be developed to address individual student needs, instructional changes, and systemic adjustments (Section A.5, p. 13).

### Analysis

The educational plan meets the criteria for approval because the Applicant understands and addresses the needs of the target population through specific details of the program of instruction, including a 200-day school year, a combination of direct and project-based instruction, a multi-year team with an advisory

structure, and a focus on Restorative Justice as a means of building community.

The Applicant has been granted a federal CSP grant, and has used the resources to develop an innovative program aligned to the needs of the target community for rigor, academic support, and supportive culture. The Principals are experienced educators who have served the target population for many years, and understand the needs of the community.

PIA provides a great deal of data showing the demographic challenges faced by the population in the target area, and the current low performance of the K-8 school options in the area. Only one, EAGLE College Prep, has AzMERIT passage rates above 35% in both Reading and Math (Section A.2, p. 1-2). The population also has a high rate of English Language Learners and a low socio-economic status. The educational plan presented by PIA addresses these issues with a number of research-based, cohesive strategies including an extended school day and year, project-based learning, multi-classroom teams led by a highly-experienced teacher, digital learning platforms for academic support, and a culture of Restorative Justice (Sections A.2, p. 4; A.3).

The Applicant’s assessment plan includes standards-based common formative assessments, NWEA MAP benchmark assessments, and state standardized assessments, with frequent meetings to analyze data, provide sufficiently varied and frequent feedback to address the needs of individual students and to allow the leadership and faculty to make adjustments to the instructional program and professional development (Capacity Interview 57:50).

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	Yes	21	of	22	Yes	22	of	22
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				0			

## Plan Summary

The corporate board of Phoenix International Academy (Applicant) shall be separate from the governing body of the school it operates, also called Phoenix International Academy (School). The Applicant consists of two Principals, Ivette Rodriguez Marquez and Erin Baril, both experienced educators who worked together in the Roosevelt School District. Ms. Rodriguez Marquez will serve as the Executive Director of the School, as an Ex-Officio non-voting member of the governing body, and as an Authorized Representative with the ASBCS. Ms. Baril will serve as the Student Success Specialist and an Authorized Representative, but will not sit on the governing body.

The Applicant was incorporated as a non-profit entity on August 23, 2017, for the purpose of operating a charter school, and is in good standing with the Arizona Corporation Commission. It has no corporate members (Section B.1).

The governing body per A.R.S. §15-183 (E) (8) will be the Governing Board (Board), which will include an odd number between 3 and 13 members. At the time of submission, three members had joined the Board: Kelli Kunkee, Treasurer, who is the Director of Procurement for Teach For America; Susie Wissinger, President, who is a retired teacher and school administrator in the Mesa Unified District; and Jade Bradfish, Esq., Secretary, an attorney and former teacher (Section B.2). All three members attended the interview. According to Ms. Rodriguez Marquez, a fourth member has been identified, and they plan to have five members upon opening, eventually reaching seven (Capacity Interview 1:14:00).

The Board will delegate all administrative responsibilities to the Executive Director, who will also act as Principal. The Student Success Specialist will supervise all academic responsibilities, while the Executive Director will focus on financial and operational oversight. Both will be evaluated by the Board (Section B.3).

The Applicant will contract with external service providers in the following areas: financial management (tax, compliance, payroll, accounts payable, annual financial report); special education (school psychologist, speech language services, physical and occupational therapy); information technology; facility maintenance and cleaning; food service; employee benefits; insurance; and legal services.

**Analysis**

The operational plan presented by PIA meets the criteria for approval because the planned governance and management structure is detailed and appropriate for an operation the size of the one described in the Application. The governing body members who attended the interview described sufficient qualifications and experience to oversee a high quality charter school (Capacity Interview 4:15). The Applicant Principals provide an organizational structure appropriate to the type and size of school described in the application package (Section B.1, p. 4).

**Business Plan**

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	No	26	of	32	Yes	31	of	32
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	3				1			

**Plan Summary**

**Proposed Location:** The target area is within the 85040 and 85042 zip codes in the South Mountain area of Phoenix. Three potential facilities have been identified:  
 1) 5806 S. 35<sup>th</sup> Ave, Phoenix, AZ 85041 – 22,214 sq. ft.  
 2) 4411 S. 40<sup>th</sup> Street Building D, Phoenix, AZ 85040 – 11,166 sq. ft.  
 3) 3540 E. Baseline Road, Phoenix, AZ 85042 – preferred option – 20,733 sq. ft.  
 No facility has been secured yet

**Facilities Requirements:**  
 Year 1: 150 students -, 6,750 to 8,550 sq. ft. – 6 classrooms, a conference room, a collaborative learning space, a multi-purpose space, a teacher workroom, an area for special education and services, and office space.  
 Year 2: 225 students – 10,125-12,825 sq. ft. – add 3 classrooms.  
 Year 3: 300 students – 13,500-17,100 sq. ft. – add 3 classrooms, 1 electives room, 1 collaborative learning space, 1 office.

**Budget Summary**

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		150	225	300
Total Revenue:	450,000	1,326,253	1,595,452	2,119,621
Total Expenditures:	450,000	1,173,850	1,493,216	1,977,821
Ending Balance:	0	152,403	254,640	396,439

The Applicant's Business Plan includes a detailed facility acquisition plan with a viable timeline for opening a school by the proposed opening date of August 5, 2019. PIA has identified three available facilities within the target area which would allow it to implement the program of instruction. During the interview, the Applicant stated that the facility at 36<sup>th</sup> Street and Baseline Road would be its preferred facility. They said it was located at the entrance of the Raven Golf Course, which could allow some possible PE or extracurricular opportunities (Capacity Interview 1:17:20). This facility also has sufficient space for the growth planned for the first three years and beyond, and the owner has indicated the possibility of leasing the building in phases (Section C.1, p. 5).

The Applicant is applying for a charter serving grades K-8, but only plans to open serving grades 5-8 with 150 students (35-40 students per grade), with the other grades being added in subsequent years, at a rate of 75 students per year. At full enrollment the school would serve 450 students K-8. The Target Population Page lists the school adding one lower grade per year, but during the In-Person Interview, the Applicant stated that its program of instruction suggests adding two grades at a time (Capacity Interview 13:00). Ultimately, each grade would have 50 students (Section C.2, p. 1).

As the Principals and Board members have been working in the area for many years, their initial marketing approach is through social media and word-of-mouth. They have also been meeting with local businesses, community organizations, faith-based organizations, and local publications to spread the word. They have already established a web presence, started spreading promotional materials, and collecting names of interested parents. They are also working with New Schools Venture Fund (who gave them a \$215,000 startup grant) to develop an interest/enrollment tracking system with confidence indexing (Capacity Interview 18:35). Following charter approval, they will begin hosting dinners with potential families, door-to-door canvassing with flyers and door hangers, and home visits. They will also be hosting open houses, parent mixers, and orientations.

The plan to recruit and hire staff is aligned to the personal relationship strategy described in the Marketing Plan. As long-time school and district administrators in the target area, the Principals have relationships with many teachers who might be interested in the innovative program offered by PIA. If necessary, they will also recruit through ASU and other schools of education, Teach for America, education job fairs, and digital listings (Section C.3, p. 3). During the Interview, the Principals also acknowledged the ongoing teacher shortage, and described how their model is designed to address it, with one master Multi-Classroom Leader per two-grade team (Capacity Interview 1:07:00), high-market salaries for classroom teachers, and a paraprofessional Learning Coach eligible for performance bonuses (Capacity Interview 1:09:00).

The 3-Year Operational Budget of PIA is based on 100% of enrollment, but includes additional funding from the AZCSP Grant awarded to the Applicant (3 years @ \$250,000 per year). These additional funds, the modest starting size and grade range, and the Principals' long association with the area give them confidence that they will be able to reach their enrollment goals. During the In-Person Interview, the Principals stated that if enrollment was far short of the target, one or both Principals, as experienced teachers, would move into the classroom, but that the enrollment tracking system they were developing with New School Venture Fund should reduce the likelihood of an unpleasant surprise in enrollment (Capacity Interview 18:35).

## Analysis

The business plan meets the criteria for approval because all parts of the plan are detailed and show a solid understanding of the needs of the target population. The facilities plan includes three options within the target area that meet the space and budget requirements. The marketing and enrollment plan is detailed and comprehensive, and the personnel plan provides for a competitive recruiting package and detailed training schedule.

During the capacity interview, the Applicant team addressed TRP questions about starting with the middle



grades instead of lower grades (Capacity Interview 13:00). The Principals described how that is the age when, in their experience in the area, children start disengaging from school. The program of instruction the plan is aimed at addressing this disengagement. They also have many connections with parents and students at this grade level.

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Erin Baril	Authorized Representative, Charter Principal	Yes
Ivette Rodriguez Marquez	Authorized Representative, Charter Principal	Yes
Kelli Kunkee	Governing Body Member	Yes
Susie Wissinger	Governing Body Member	Yes
Jade Bradfish	Governing Body Member	Yes

### Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a high quality school because the application is detailed and well written, and both of the Principals have extensive experience teaching at and leading schools serving the target population. They also demonstrated a deep understanding of, and commitment to, their plan, as well as effective collaborative leadership skills during the interview. The Governing Board members present also showed the range of experience and depth of enthusiasm to oversee and support the implementation of the proposal.

All sections of the application package are clear, well-written, detailed, and cohesive. The academic plan includes innovative elements that the team members have specifically planned to address needs they have seen in the past. Ms. Rodriguez Marquez has been a teacher, school administrator, and district Assistant Superintendent in the target area for 16 years. Ms. Baril also has 10 years of experience teaching and providing staff development under the leadership of Ms. Rodriguez Marquez. Both Principals demonstrated a thorough understanding of the plan, and could explain the purpose of each element persuasively.

The members of the Applicant team were engaged and knowledgeable during the capacity interview and were comfortable elaborating on all parts of the application. The TRP entered the interview with few concerns, due to the quality of the written application, and came away assured that the team has the capacity to effectively implement a program that could benefit the target population.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Phoenix International Academy
<b>Proposed School Name</b>	Phoenix International Academy

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	<b>Educational Philosophy</b>					
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria	
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria	
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria	
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria	
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>		
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments	
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria	
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria	
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria	
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>		
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments	
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria	

A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Revised Submission Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Revised Submission Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.K-2a	<p>Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics.</p> <p><b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>			1	Meets the Criteria in Reading, Writing, and Mathematics.

A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.

A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
<b>A.6.3-5 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.6-8 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
	<b>Part A Sub Total</b>	<b>0</b>	<b>0</b>	<b>55</b>	
<b>Part B</b>	<b>Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria

B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Revised Submission Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				NOT APPLICABLE



B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				NOT APPLICABLE
<b>B.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
B.3.2	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>0</b>	<b>22</b>	
<b>Part C</b>	<b>Business Plan</b>				
C.1	<b>Facilities Acquisition</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Revised Submission Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria

C.1 Total		0	0	6	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Revised Submission Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Revised Submission Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised submission addresses criteria, but lacks sufficient detail in: Ensuring Executive Director's salary and benefit costs as described in the narrative are accounted for in the Three Year Operational Budget and consistent with the Budget Assumptions.
C.3 Total		0	1	4	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Revised Submission Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
C.4 Total		0	0	6	

C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.				NOT APPLICABLE
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
C.5 Total		0	0	7	
	<b>Part C Sub Total</b>	0	1	31	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	1	108	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Meets 95% Test					
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Somerset Academy Arizona, Inc. (“Applicant”) submitted a new charter application package on May 25, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Somerset Academy Arizona, Inc. has requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Somerset Academy of Arizona	July 22, 2019	Goodyear	K-8	180 days

### Mission Statement

The mission of Somerset Academy of Arizona is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment; correlating with the vision to provide an equitable, high-quality education for all students.

### Target Population

*The following summary was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant plans to serve students in the city of Goodyear, Arizona, which has an expected population increase of 14% over the next four years. The Applicant indicates that “71% of the student population identifies as races other than White, 8% are considered English Language Learners, 11% are identified as Special Needs, and 50% qualify for the Free and Reduced Lunch Program.” The applicant states that “based on 2015 AzMERIT results, only 23.1% of the students in the target population are proficient in English language arts (ELA), while only 19.8% are proficient in mathematics and 39.6% are proficient in science.”

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-3	K-4	K-5
<b>Enrollment</b>	325	425	525

Proposed Location (see Business Plan C.1: Facilities Acquisition):

Unconfirmed location:

- Skyway Church of the West Valley, 14900 West Van Buren Street, Goodyear

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

“Somerset Academy of Arizona (SOMAZ) is a college preparatory school with an emphasis on cultivating effective leaders, developing good character, and instilling in each child a desire to render service.” The Applicant states that “the educational philosophy at SOMAZ is anchored by the key areas of collaboration, communication, creativity and critical thinking.” According to the Applicant, students will receive instruction in research-based strategies that are shown to be especially effective with those that are at-risk and ELL. These may include University of Kansas’ Strategic Instruction Model and CORE Reading with Explicit Phonics, and CORE Math. The school’s educational program will also include data-driven differentiated instruction, a thematic approach to integrate core areas of study, a focus on creativity and critical thinking, and 21<sup>st</sup> century skills. Students will experience technology-rich classrooms” staffed with certified master teachers qualified in their field”.

Corporate and School Governing Body Members	Type
Ana Diaz	Charter Organization
Todd German	Charter Organization
Lourdes Isla Marrero	Charter Organization
Tony Morales	Charter Organization
Taylor Smith	Charter Organization

See Charter Principal Resumes in Appendix B.

## TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

### Overall Scoring Results

	Preliminary TRP Scores	Revised TRP Scores
Any Falls Below the Expectations ratings?	Yes	No
Any section in which more than one evaluation area scored Approaches?	Yes	No

	Preliminary TRP Scores		Revised TRP Scores	
	Yes	Percent Meets	No	Percent Meets
Educational Plan Score ≥ 95% Meet standard?	No	89%	Yes	98%
Operational Plan Score ≥ 95% Meet standard?	No	79%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	84%	No	94%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

### TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report

## Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

### Principal Name: Tony Morales

#### Current Affiliation(s):

- 3 years as a Director at N2 Growth (King of Prussia, PA)
- 2 years as Treasurer and Director for the Board of Directors of Somerset Academy Foundation, Inc.

#### Past Affiliation(s) of Note:

- 1 year as a Management Consultant at The ACE Foundation (Miami, FL)
- 1 year as Director of Strategy and Analytics and 2 years as Director of Compliance and Governmental Affairs with Academica (Miami, FL)



**Principal Name: Lourdes Isla Marrero**

Current Affiliation(s): 12 years Principal at Mater Gardens Academy Charter School (Miami, FL)

Past Affiliation(s) of Note:

- 3 years as a Teacher and 4 years as Assistant Principal with Mater East Academy (Miami, FL)

**Principal Name: Todd German**

Current Affiliation(s): 5 years as Partner with Keys Wealth Management (Key West, FL)

Past Affiliation(s) of Note:

- 7 years as a Vice President at Centennial Bank (Key West, FL)
- 5 years as an Assistant Vice President of Keys Federal Credit Union (Key West, FL)

**Principal Name: Taylor Smith**

Current Affiliation(s): 9 years as President at Project Finance and Development (Jacksonville, FL)

Past Affiliation(s) of Note:

- Served on Florida’s founding Charter School Review Panel

**Principal Name: Ana Diaz**

Current Affiliation(s): 4 years as Elementary School Principal at Pinecrest Preparatory Academy Charter School (Miami, FL)

Past Affiliation(s) of Note:

- 9 years as Assistant Principal at Pinecrest Academy South Campus Charter School (Miami, FL)

**Education Service Provider Background Information**

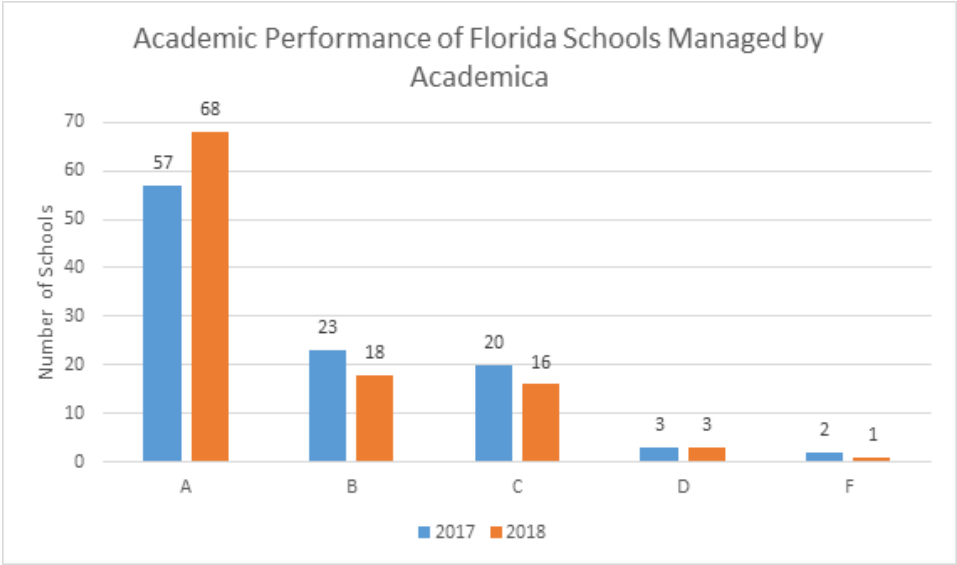
*This summary is based on information submitted for the Applicant’s Operational Plan B.3.1: Education Service Providers. Additionally, as part of the due diligence process, staff reviewed the academic performance of the ESP the Applicant intends to contract with.*

The Applicant team is comprised of individuals from Somerset Academy, Inc., a non-profit charter school management organization (“CMO”). Additionally, the Applicant will be contracting with the ESP, Academica. According to the Applicant, “although it is not common for a CMO to contract with an ESP, Somerset Academy Inc. has found that this model works well. Somerset Academy Inc. schools have contracted with Academica for over a decade.” Academica will not manage day-to-day operations of the school, but rather, will provide back office support and independent accountability for the school’s board. These services will include financial services, human resources, public relations and marketing, board facilitation, professional development, acting as a government liaison, assistance with facilities, strategic planning and implementation, as well as accountability.

**Academic Performance**

A chart summarizing the academic performance data for the schools managed by Academica, according to the Florida Department of Education, is below.





More detailed information regarding specific school performance can be found in Appendix C.



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**



ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 12, 2018**

*New Charter Application for*

Somerset Academy of Arizona

*Submitted by*

Somerset Academy Arizona, Inc.

# Report Summary

<b>Recommendation:</b> Approve					
<b>Applicant Name:</b>		Somerset Academy Arizona, Inc.			
<b>Proposed School Name:</b>		Somerset Academy of Arizona			
<b>Grades Served Year 1:</b>	K-3	<b>Grades Served Year 2:</b>	K-4	<b>Grades Served Year 3:</b>	K-5
<b>Location:</b>	6340 Sunset Dr South Miami, FL 33143				
<b>Mission Statement:</b>	The mission of Somerset Academy of Arizona is to maximize student achievement and foster the development of responsible, self-directed life-long learners in a safe and enriching learning environment; correlating with the vision to provide an equitable, high-quality education for all students.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	89%	Yes	98%
Operational Plan Score ≥ 95%?	No	79%	Yes	100%
Business Plan Score ≥ 95%?	No	84%	No	94%

## In-Person Interview Summary

Present for the interview representing the Applicant were all five listed Board Members (Lourdes Isla Marrero, Todd German, Ana Diaz, Tony Morales, and Taylor Smith) and a representative from the EMO (Francisco Mestre). The TRP’s issues to address for this interview were about budget assumptions, especially related to recruitment and how the program of instruction addressed the target population. Based on the Applicant’s responses, all of these concerns were addressed, as detailed below. Beginning at 1:07:00 the Applicant provided concluding statements that spoke to the capacity of the team to implement the proposed plan from both their experiences in growing to, and operating in other communities, and the human impact from the perspective of a graduate of their program.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Somerset Academy of Arizona be approved because the Educational and Operational plans both met the criteria for approval. The Business plan did not meet the criteria for approval during the substantive review of the revised application package; however, further details provided during the interview answered all concerns the TRP had during its review, and gave it confidence that the Business plan is sufficient.

The Applicant’s educational plan meets the criteria for approval, materials were mostly complete, and adequately summarized the target population, grades, philosophy, schedules, and assessment systems. The sole area rated “approaches,” was adequately explained during the interview. It is clear how the program of instruction will meet the needs of the target population.

Applicant’s operational plan materials were complete and adequately summarized the governance, organizational structure, and service providers required to operate program. Applicant’s experience provided a strong case for being able to execute the proposed plan. Despite the fact that the operational plan met the criteria for approval, the TRP has one remaining concern about Applicant’s experience in Arizona. This concern is balanced by the Applicant’s knowledge and success operating in other communities across the US.

Although the Applicant’s business plan materials did not meet the criteria for approval based on the detail provided about budget assumptions, the discussion at the Capacity Interview of how these assumptions provided adequate bases for the numbers given, mitigated the TRP’s initial concerns and showed that the budgets are viable. This plan section further provided evidence of the Applicant’s experience and knowledge of school operation.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score ≥ 95%?	No	49	Of	55	Yes	54	of	55
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	6				1			

## Plan Summary

The Applicant plans to serve students in the city of Goodyear, Arizona, a suburb of the Phoenix metropolitan area, where it states that 71% of the student population identifies as races other than White, 8% are considered English Language Learners, 11% are identified as Special Needs, and 50% qualify for the Free and Reduced Lunch Program. The Applicant plans to serve 2,000 students in grades K-8 when fully enrolled and will grow by one grade level each year, starting with grades K-3 in year 1 and growing to K-4 in year 2 and to K-5 in year 3.

The Applicant proposes a college preparatory school, seeking to replicate the highly successful Somerset Academy Inc.’s 55 charter schools in Florida. The Applicant will implement the “neighborhood school” philosophy to maintain the feeling of a small school environment, with student expectations, a unique code of excellence, an expectation of parental commitment, and a collaborative management infrastructure derived from the inception of its first school.

The Applicant will offer a standard school schedule with 180 days of instruction operating five days per week, with Wednesdays as early release days, as follows:

- Elementary: MTuThF 8:00 am-3:00 pm; W 8:00 am-12:20 pm

- Middle: MTuThF 7:50 am-3:10 pm; W 7:50 am-12:30 pm

The Applicant’s process for promotion includes the use of formative and comprehensive assessments as well as AzMERIT assessments. K-5 students must meet specific levels of performance in reading, writing, mathematics, science and social science for progression from one grade to another. Students in grades 6-8 must complete the following courses: ELA, Math, Science, Social Studies, PE, and 1.5 credits of electives. The Applicant will use baseline and Interim Assessments include a school-based assessment for Kindergarten upon registration and i-Ready Diagnostic screening to establish baseline at the beginning of the school year (K-8) in Reading and Mathematics and AIMS in Science (Grades 4 and 5).

While no course offerings were provided by the Applicant, content areas described include: reading, writing, math, science, social studies, PE and electives.

## Analysis

The educational plan meets the criteria for approval as 98% of criteria was deemed “meets the criteria” by the TRP. While the Applicant’s materials were mostly complete and adequately summarized the target population, grades, philosophy, schedules, and assessment systems, they received a rating of “approaches” for the following:

- A.2.b: Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.
  - The Applicant addressed criteria, but lacked sufficient detail in: Providing details explaining how the school's proposed program of instruction will improve educational choice in the target population, particularly compared to the choices that already exist for that population.

Detail provided during the interview about the program of instruction, its flexibility and how it is used in similar communities addressed how it is adequate and viable to meet the needs of the target population.

## Operational Plan

	<u>Preliminary TRP Scores</u>				<u>Revised TRP Scores</u>			
<u>Operational Plan Score ≥ 95%?</u>	No	23	of	29	Yes	29	of	29
<u>Number of “Falls Below” ratings</u>	1				0			
<u>Number of “Approaches” ratings</u>	5				0			

## Plan Summary

The Board of Directors supervises the school Principal who then supervises the Teachers, Special Education teacher/specialist(s), Instructional Assistants, Receptionist, Registrar, and custodial.

Applicant plans to add an Assistant Principal in year 3.

The Applicant’s Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including, but not limited to, academic direction, curriculum, and budgetary functions. The Board of Directors is comprised of individuals with background in education, finance, real estate, charter operations, including Lourdes Isla Marrero, Todd German, Ana Diaz, Tony Morales, and Taylor Smith. Board members will:

- Oversee operational policies; Academic accountability, and financial accountability.

- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its sponsor

The Applicant plans to contract with outside vendors to support the following:

- Educational Service Provider (ESP)
- Special Education Services
- Information Technology Services
- Legal Services
- Food Services
- Substitute Teacher Services
- Audit Services
- Facility Maintenance

## Analysis

The operational plan meets the criteria for approval as 100% of criteria was deemed “meets the criteria” by the TRP. The Applicant’s materials were complete and adequately summarized the governance, organizational structure, and service providers required to operate program. The Applicant showed a strength in the number and caliber of local supporters backing their growth to this community.

While the applicant does not have experience in Arizona, it did demonstrate capacity to operate in states outside of its experience and is in the process of expanding to new locations outside of its home state. The Applicant and the EMO does not have experience in Arizona and the Governing Board does not currently have Arizona residents. Only a limited Board presence will be represented by local residents once added. However, the Applicant has success operating schools aligned with the proposed plan in other communities across the US, including places that mirror the proposed location of this school.

## Business Plan

	<u>Preliminary TRP Scores</u>				<u>Revised TRP Scores</u>			
<b>Business Plan Score ≥ 95%?</b>	No	26	of	31	No	31	of	33
<b>Number of “Falls Below” ratings</b>	0				0			
<b>Number of “Approaches” ratings</b>	5				2			

## Plan Summary

**Proposed Location:** The Applicant plans on entering into a long-term lease with Skyway Church of the West Valley located at 14900 West Van Buren Street located in the Avondale Elementary School District area.

## Facilities

### Requirements:

The educational building currently at Skyway Church consists of 37,570 Sq. Ft. with 23,800 Sq. Ft. of classroom space and approximately 5,500 Sq. Ft. for the gymnasium. Somerset Academy Arizona will have access to 22 classrooms, 5 office spaces, a cafeterium, along with outdoor recreational space. The Applicant plans to have 325 students in 13 classrooms in year 1, 425 students in 17 classrooms in year 2, and 525 students in 21 classrooms in year 3.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	n/a	310	405	500
Total Revenue:	\$200,000	\$1,875,674	\$2,480,809	\$3,066,965
Total Expenditures:	\$131,536	\$1,889,176	\$2,433,265	\$2,981,493
Ending Balance:	\$68,464	\$54,962	\$102,506	\$187,977

The Applicant plans on entering into a long-term lease with Skyway Church of the West Valley located at 14900 West Van Buren Street located in the Avondale Elementary School District area. Projected lease payments are as follows: \$6,000 in start-up year, \$281,351 in year one, \$323,554 in year two, and \$372,087 in year three. Lease budget for start-up year is for rental of several offices spaces in June & July to prepare for school opening.

The Applicant expects enrollment to grow from 310 in Year 1 (95% of 325 cap) to 405 in Year 2 (95% of 405 cap) and 500 in Year 3 (95% of 525 cap) with a full enrollment goal of 2,000 students once all grades are fully enrolled.

Marketing expenses are projected to total \$10,000 with 100% of funds expended in the start-up year. The Applicant plans to leverage the following tools to attract students: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

The Applicant will begin in Year One with a total staff of 22 - 18 teachers and four admin and support staff. By Year Three, Applicant will expand to a total staff of 36 - 27 teachers and nine admin and support staff. The Applicant's board will lead the search for the founding principal and the hiring process will include a background check, fingerprinting, letters of recommendation, and interviews. Once hired, the principal will lead the search for all remaining staff. The Applicant plans to leverage job placement ads in national industry publications and local advertising/marketing to attract talent.

The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, goals from School Improvement Plans, blended learning programs, and annual school reports. Teachers will be evaluated via direct observation, date/outcomes, and the examination of artifacts, and informal and formal classroom observations.

The total budget as listed above assumes 95% enrollment.

## Analysis

The business plan fell below the criteria for approval in the revised application, but the Applicant did adequately support their case in the interview on two categories as summarized below:

- C.4.c: Demonstrate through the assumptions that the amounts listed are viable and adequate. (start-up budget)
  - Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for insurance, connectivity, office furniture, and copier are viable and adequate.
- C.5.c: Demonstrate through the assumptions that the amounts listed are viable and adequate. (three-year budget)
  - Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for registration, travel, marketing, fees and permits, and furniture are viable and adequate.

Detail provided during the interview addressed assumptions for both budgets in a way that shows they are adequate and viable amounts and align to the operational plan, especially with respect to student recruitment. Additionally, the applicant showed strength in experience having the flexibility in their EMO costs to adjust in startup years if needed.

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Lourdes Isla Marrero	Board member; Chair	Yes
Todd German	Board member; Vice Chair & Treasurer	Yes
Ana Diaz	Board member; Secretary	Yes
Tony Morales	Board member; Alumnus	Yes
Taylor Smith	Board member	Yes

### Analysis

Lourdes Isla Marrero has 15 years of education experience and serves as the principal of a K-8 charter school in Florida. She brings school administration, charter operations, budgeting, and education expertise.

Todd German is an advisor and partner at a private investment management firm. He has served on a number of education organization boards. He brings financial, real estate, and charter school governance experience.

Ana Diaz has 15 years of education experience including teaching and charter school leadership. She brings school operations, curriculum planning, program evaluation, data analysis, assessment design and professional development to the board.

Tony Morales is an alumnus of Somerset who has education consulting experience which enables him to advise on an exceptional educational plan for the school.

Taylor Smith is the President and founder of Project Finance & Development Inc. (PFDI) which specializes in charter school site location and development. He brings knowledge of charter schools and the importance of charter schools and their service to the community.

An additional person, Francisco Mestre, attended the interview as well, to represent the EMO.

The Applicant's team has considerable experience operating schools across the US, including communities that

mirror the proposed location, along with the extensive work to build community ties, suggests they have the capacity required to execute the plan.



**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Somerset Academy Arizona, Inc.
<b>Proposed School Name</b>	Somerset Academy of Arizona

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	<b>Educational Philosophy</b>					
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria	
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria	
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria	
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria	
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>		
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments	
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria	
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.		1		Revised submission addresses criteria, but lacks sufficient detail in: Providing details explaining how the school's proposed program of instruction will improve educational choice in the target population, particularly compared to the choices that already exist for that population.	
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Revised Submission Meets the Criteria	
<b>A.2 Total</b>		<b>0</b>	<b>1</b>	<b>2</b>		
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments	
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	

A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Revised Submission Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Revised Submission Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Revised Submission Meets the Criteria
A.5j	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>A.5 Total</b>		<b>0</b>	<b>0</b>	<b>10</b>	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.K-2a	<p>Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics.</p> <p><b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>			1	Meets the Criteria

A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria

A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6.</b> <b>Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7.</b> <b>Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6.3-5 Total		0	0	7	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/ Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3.</b> <b>Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4.</b> <b>Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6.</b> <b>Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7.</b> <b>Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6.6-8 Total		0	0	7	
	<b>Part A Sub Total</b>	0	1	54	
<b>Part B</b>	<b>Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria

B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.			1	Meets the Criteria

B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.			1	Revised Submission Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.			1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.			1	Meets the Criteria
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.			1	Meets the Criteria
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.			1	Meets the Criteria
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Revised Submission Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Revised Submission Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Revised Submission Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>0</b>	<b>29</b>	
<b>Part C</b>	<b>Business Plan</b>				
C.1	Facilities Acquisition	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria



C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
<b>C.2</b>	<b>Marketing and Student Enrollment</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Revised Submission Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
<b>C.3</b>	<b>Personnel</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year.			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>C.4</b>	<b>Start-Up Budget</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Revised Submission Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.		1		Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for start-up expenses prior to June are viable and adequate to achieve target enrollment.
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria

C.4 Total		0	1	5	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.				NOT APPLICABLE
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.		1		Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for marketing are viable and adequate.
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.				NOT APPLICABLE
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
C.5 Total		0	1	5	
	<b>Part C Sub Total</b>	0	2	29	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	3	112	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Fails 95% Test					
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Valor Preparatory Academy, LLC (“Applicant”) submitted a new charter application package on May 23, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Valor Preparatory Academy, LLC has requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Valor Preparatory Academy	July 29, 2019	Goodyear	6-12	184 days

### Mission Statement

Valor Preparatory Academy’s mission is to provide every student, no matter how they learn or regardless of their academic background an educational experience that values a blended approach using teacher facilitated instruction, digital curriculum and technology to develop Arizona college and career ready citizens into contributing members of the community, one in which excels in collaboration, critical thinking and show competency in mastery of the Arizona State Standards.

### Target Population

*The following summary was excerpted from the Applicant’s Educational Plan A.2: Target Population narrative.*

The Applicant plans to serve students in Goodyear and the surrounding zip codes. The narrative indicates that Goodyear’s population of 81,400 is steadily increasing and is projected to nearly double by 2030. Within five miles of the proposed location “there are 3 Charter, 1 Private and 10 Public schools serving grade levels from 6th – 12<sup>th</sup>.” Based upon data gathered by the Applicant, the “expected baseline growth percentile for students entering the school is 38.70% for ELA and 44.30% for Math.” The Applicant states that its “model is for students who have flexible scheduling needs that allow them to benefit from a blended learning experience”, specifically, those students “who aren’t finding the right option with the more traditional school” and the children of military families, as the school intends to be located just 5 miles from Luke Air Force Base.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	6-9	6-10	6-11
<b>Enrollment</b>	340	425	510

### Proposed Location (see Business Plan C.1: Facilities Acquisition):

The Applicant has a secured facility at 2840 N. Dysart Road in Goodyear.

### Program of Instruction

*This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.*

The Applicant plans to provide “students with a flexible, flipped blended learning educational experience using digital curricula to meet the Arizona State Standards”. Students will be assessed from the day they enroll to determine their academic level, develop a personalized plan, and be “placed into one of three instructional tier groups”. Students will move through three instructional tiers: guided, support, or modified. Each of these tiers will include a different amount of on site teacher-led facilitated learning in combination with online learning completed at home. The instructional model will utilize a “structured teacher-led facilitated blended learning model along with the StrongMind digital online curriculum” that is aligned to state standards. “Teachers will use a small group instructional model that provides direct instruction, inquiry, critical thinking, application of learning, Socratic seminars, collaboration and an understanding of how to work as a team member”.

The Applicant proposes to open a school with an online instruction component; therefore, it was required to submit an Arizona Online Instruction additional information package (“AOI package”) as a component of its written application package. The AOI package was submitted by the deadline and forwarded to Rio Salado Community College for a substantive review and in-person demonstration. The AOI package submitted by the Applicant met 100% of the required criteria (See Appendix C: AOI Rubric).

Governance

Corporate Board Members	School Governing Body Members	Type
Scott Barker	Scott Barker	Other
Damian Creamer	Damian Creamer	Other
Ryan Shook	Troy Wallin	Other
Troy Wallin		

See Charter Principal Resumes in Appendix B.

**TRP Recommendation and Scoring**

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

Overall Scoring Results

	Preliminary TRP Scores	Revised TRP Scores
Any Falls Below the Expectations ratings?	No	No
Any section in which more than one evaluation area scored Approaches?	Yes	Yes

	Preliminary TRP Scores		Revised TRP Scores	
	Meets	Percent Meets	Meets	Percent Meets
Educational Plan Score ≥ 95% Meet standard?	No	89%	Yes	98%
Operational Plan Score ≥ 95% Meet standard?	No	82%	No	90%
Business Plan Score ≥ 95% Meet standard?	No	88%	Yes	97%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be approved. A full explanation of the TRP’s recommendation is provided in Appendix A. Recommendation Report.

**Applicant Background Summary**

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

Principal Name: Scott Barker

Current Affiliation(s): 8 years as CEO of Global Pacific Management, Inc. (Scottsdale)

Past Affiliation(s) of Note:

- Former Chairman and CEO of Core Digital Technologies



- Former Chairman and Managing Director of Bluegum Group Pty. Ltd.

**Principal Name: Damian Creamer**

Current Affiliation(s):

- 18 years as CEO of Primavera Online High School (Chandler)
- 18 years as CEO of StrongMind

Past Affiliation(s) of Note: None

**Principal Name: Ryan Shook**

Current Affiliation(s): 1 year as Senior VP, Corporate Development at Primavera Technical Learning Center (Chandler)

Past Affiliation(s) of Note:

- 8 years as Vice President of Operations at Charter School Management Corporation (Temecula, CA)

**Principal Name: Troy Wallin**

Current Affiliation(s): 11 years as an attorney at Waller Hester, PLC (Gilbert)

Past Affiliation(s) of Note:

- 5 years as a Partner and Associate Attorney with Hutchison Steffen and Wallin (Gilbert and Las Vegas)

**Additional Background Information**

Additional data is included below to provide information related to the Applicant principals' experience, qualifications, and current and prior charter compliance as an indicator of the Applicant's ability to implement a charter or operate a charter school.

**Charter Principal Affiliations**

**Authorized Representative Name:** Andrew Szczepaniak

**Principal Name:** Damian Creamer

**Current Affiliation:** Primavera Online

**Notes:** Mr. Szczepaniak currently serves as the Executive Director of Primavera Online Middle and High School, an online only program. Mr. Creamer is the Founder and CEO of Primavera Online High School.

**Academic Performance**

Below is a copy of the FY 2017 Academic Dashboard and additional academic performance data for Primavera Online. This school is currently designated as an alternative school and identified as a Comprehensive Support and Improvement school by the Arizona Department of Education for FY 2017 and FY 2018.

Primavera Online

FY 2017		
Alternative		
K12 6-12		
Measure	Rating	
1a. A-F Letter Grade	TBD	TBD
1b. School Improvement	Comprehensive	Falls Far Below
<b>OVERALL RATING</b>	<b>Falls Far Below Standard</b>	

School Name	Primavera Online		
Date Open	August 2003		
Location	N/A-Online School		
Grades Served	6-12		
	FY 16	FY 17	FY 18
ELA AzMERIT (13% <sup>+</sup> )	31%	28%	36%
Math AzMERIT (10% <sup>+</sup> )	18%	17%	23%
Science AIMS (*)	27%	28%	32%

\*FY 18 State Average Passing for Alternative Schools

\*FY 18 State Average Passing for Alternative Schools in Science is Not Available



### Operational Performance

Below is a copy of the Operational Dashboard for American Virtual Academy, the charter holder entity for Primavera Online.

Measure	2015	2016	2017	2018	2019
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	Does Not Meet	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	Meets	Meets	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Does Not Meet	Meets	Meets	Meets	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	Meets	Meets	--
2.d. Is the charter holder transparent in its operations?	Does Not Meet	Meets	Meets	Meets	--
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	Meets	Meets	Meets	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	Meets	Meets	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Meets	--
<b>OVERALL RATING</b>	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	--
<b>BOARD EXPECTATIONS</b>	--	--	Meets Operational Expectations	Meets Operational Expectations	--

Last Updated: 2018-11-28 10:13:49

### Financial Performance

Below is a copy of the Financial Dashboard for American Virtual Academy, the charter holder entity for Primavera Online.

American Virtual Academy

Interpreting the Financial Performance Dashboard

Fiscal Year 2017

Fiscal Year 2018

Near-Term Measures

	Fiscal Year 2017		Fiscal Year 2018	
	No	Meets	No	Meets
Going Concern				
Unrestricted Days Liquidity <30, but ≥15: Does Not Meet <15: Falls Far Below	84.25	Meets	67.39	Meets
Default	No	Meets	No	Meets

Sustainability Measures\*

	Fiscal Year 2017		Fiscal Year 2018	
		Meets		Meets
Net Income ≥0: Does Not Meet	\$4,548,352	Meets	\$4,967,021	Meets
Fixed Charge Coverage Ratio <1.10: Does Not Meet	17.88	Meets	16.57	Meets
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	\$2,751,156	Meets	\$3,485,946	Meets

Cash Flow Detail by FY	FY 2017	FY 2016	FY 2015	FY 2018	FY 2017	FY 2016
	(\$2,557,535)	\$5,308,691	—	\$734,790	(\$2,557,535)	\$5,308,691

Meets Board's Financial Performance Expectations

\* Negative numbers indicated by parentheses.  
\*\* Target effective beginning with FY16 audits.



# **APPENDIX A**

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

---

# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

---

**NOVEMBER 14, 2018**

*New Charter Application for*

**Valor Preparatory Academy**

*Submitted by*

**Valor Preparatory Academy, LLC**



# Report Summary

<b>Recommendation:</b>					<b>Approve</b>
<b>Applicant Name:</b>		Valor Preparatory Academy, LLC			
<b>Proposed School Name:</b>		Valor Preparatory Academy			
<b>Grades Served Year 1:</b>	6 <sup>th</sup> – 9 <sup>th</sup>	<b>Grades Served Year 2:</b>	6 <sup>th</sup> – 10 <sup>th</sup>	<b>Grades Served Year 3:</b>	6 <sup>th</sup> – 11 <sup>th</sup>
<b>Location:</b>	Goodyear, AZ				
<b>Mission Statement:</b>	Valor Preparatory Academy’s mission is to provide every student, no matter how they learn or regardless of their academic background an educational experience that values a blended approach using teacher facilitated instruction, digital curriculum and technology to develop Arizona college and career ready citizens into contributing members of the community, one in which excels in collaboration, critical thinking and show competency in mastery of the Arizona State Standards.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	89%	Yes	98%
Operational Plan Score ≥ 95%?	No	82%	No	90%
Business Plan Score ≥ 95%?	No	91%	Yes	97%

## In-Person Interview Summary

All members of the corporate board and school governing board were present for the Capacity Interview. These individuals, along with their titles, are listed below:

Andrew Szczepaniak – Authorized Representative, Proposed School Leader

Scott Barker – Charter Principal, Member School Governing Board

Troy Wallin – Charter Principal, Member School Governing Board

Damian Creamer – Charter Principal, Member School Governing Board

Ryan Shook – Charter Principal

The bulk of the questions were answered by Mr. Szczepaniak, Mr. Shook and Mr. Creamer, although each individual participated when direct questions were asked of them or when the question was within their

area of expertise. The TRP originally had concerns with the tracking of hours that a student actually attends school, since some of the students will be working mainly from home, and how the board will prevent a conflict of interest in the choice of online curriculum given the fact that Mr. Creamer is the founder of StrongMind, which operates the online curriculum mentioned in the application. During the Capacity Interview, the Applicant was able to successfully address these two particular items. Mr. Creamer and Mr. Barker were responsible for the conflict of interest question and addressed it by referencing the Conflict of Interest Policy. Additionally, Mr. Barker indicated that there would be a “disinterested curriculum committee” that is ultimately in charge of the selection, (Capacity Interview part 2, 26:41 – 27:25 and Section A.5 Revised, Pages 2 – 5). The tracking of student hours was explained both through the lens of the required number of hours per school year each grade level must attend, and the software which the students use to do coursework. A student will login to the online software program and if they are not actively working, the software will automatically log them out of the program. The total number of active minutes are recorded within the software program.

In the closing statement, Mr. Creamer discussed the capacity of both the corporate and school governing boards to carry out the mission of this charter school. He is the originator of this blended learning plan so he recruited people with necessary skill sets to be a part of the organization. This recruitment will continue after the charter school is operational to find additional people with the needed skill sets to help carry out the mission, (Capacity Interview Part 2, 59:01). Mr. Shook discussed the capacity of the entire team as being able to execute the plan with the assistance and financial support from the corporate board. Each team member is knowledgeable of specific sections of the application and is prepared to work diligently to make the school successful for the students in Goodyear.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Valor Preparatory Academy, LLC be approved because the application is well written and the team demonstrated through the Capacity Interview that they have the capacity to open and operate this charter school. The educational plan is well written with sufficient time for teachers and staff to monitor students and their progress in the curriculum, while providing an innovative system for students to progress through their middle and high school years of education. The operational plan presents delineated roles and responsibilities for each team member from the Corporate Board to the teaching assistants. Measures are in place to prevent conflicts of interest and to ensure the charter school has all necessary tools to be successful. The business plan defines a chosen location for the new charter school based on demographics and infrastructure. A well thought out personnel plan provides the charter school with sufficient staff members to meet the varying needs of the student population. A conservative budget provides for the needs of the students, teaching staff and general operations with an ample amount of carryover each school year.

The educational plan presents an innovative, well defined blended learning experience for students, that is aligned to the state standards. Teachers will work with students at the school campus during the week based on the tiered level in which the students are placed and students will work from home all other times. The placement level is determined by the amount of support the student needs. Teachers are provided time for collaboration to discuss student specific needs and curriculum specific needs. Galileo benchmarking exams will be used to monitor student’s overall progress in meeting the state standards.

The operational plan has a well-defined organizational structure. At present, the corporate board is the acting school board, but this structure will be altered after the school receives approval to open. This change will include board members from diverse backgrounds that can further support the development of the charter school, (Capacity Interview Part B, 39:59- 43:00). Roles and responsibilities are defined along with a concise organizational chart that will enable everyone involved in the charter school to understand their position.

The business plan presents a conservative budget that includes sufficient funding for the supplies and materials that will be needed to operate this blended learning model. The marketing strategies are clear and concise to recruit the needed number of students. The Applicant will offer a highly competitive teaching salary in hopes of recruiting individuals that have experience in the online/blended learning environment. Funding will also be provided by the non-profit for materials that are needed for students to be successful in this program, (Capacity Interview Part B 03:24 – 04:28).

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	No	47	Of	53	Yes	52	of	53
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				1			

### Plan Summary

The applicant will serve students in grades 6 – 12 in Goodyear, AZ. The proposed charter school is targeted towards students who “aren’t finding the right option with the more traditional school.”(Section A.1 page 12). By providing the opportunity for a blended learning model with student work occurring both at home and in school, the Applicant will meet educational and lifestyle needs of these students. Using a traditional school calendar with options for additional assistance provided during intercessions, students will have the opportunity for success. The curriculum is developed to be accessed online and supported in person by teachers. This is the blended learning model that the Applicant hopes will allow students to find their needed school setting.

### Analysis

The educational plan meets the criteria for approval because the Applicant has outlined an educational program that is based on 20 years of experience with an online charter school and has provided multiple options for middle and high school students to complete their education based on their individual needs. The target population is the City of Goodyear, AZ. The strategic focus of Goodyear’s City Council includes ideals that align to the philosophy of the proposed charter school, namely a strong sense of community,(Application Section A.2 page 3). This reason, along with the easy access to Goodyear with its close proximity to freeways and the presence of many high tech use industries, that have located businesses in this part of the Valley, make Goodyear an excellent selection for this proposed charter school, (Application Section A.2 page 3).

A concern of the TRP when reading the application was the tracking of student attendance hours in order to

meet the state requirements. It was not clear how the time spent at home doing school work is going to be accounted for. The Applicant explained during the Capacity Interview that the online system counts the time the student is engaged. When a student is logged on, but not actively working, the system will log them off, stopping the counting of engaged hours. Additionally, all final exams are taken at the blended learning center. If there is a discrepancy between the exam grade and the grades earned through working on the curriculum online, the teacher will investigate, (Capacity Interview Part B 20:14 – 21:00 and 07:16 – 09:30). Additionally, teachers can compare face to face interactions with students to their online work and address any discrepancies found in the quality of these encounters.

Based on a tiered level approach, placing students based on the amount of in person support needed, will allow teachers the opportunity to work with students at their level. During the school year students are moved between levels based on their progress or lack thereof. The school day is structured such that students may attend on campus instruction for only the amount of time needed for their success. The school building is designed so that student collaboration can occur as well, providing quiet spaces for students to work individually. The school calendar is based on 184 instructional days and 1,104 hours of instruction, meeting the state requirements.

Students will participate in benchmark testing through ATI Galileo. This testing program is aligned to state standards and will assist teachers in determining whether or not the student is receiving the proper amount of support or is in need of an adjustment to their tiered level. Through the scheduling of bi-monthly professional development days, the teachers will have the opportunity to dive deeply into the data provided by these exams to ensure each student is placed correctly, (Capacity Interview Part B 27:25 – 29:31).

The TRP had initial concerns regarding accessibility to the online curriculum from home if the student did not have a computer or internet access. During the capacity Interview it was noted that any student who did not have the required tools to participate in the program would be provided a Chrome Book, reimbursed for internet services, and given a bus pass if needed. The Applicant team made it very clear that no student would be denied access to this program based on the inability of the family to provide needed tools.,(Capacity Interview part B 03:24 – 04:28).

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	No	18	of	22	No	20	of	22
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	4				2			

## Plan Summary

The corporate board and the school governing body are the same during the planning phases of the charter school. Once the charter is approved the corporate board will recruit disinterested members for the school governing board from people with diverse backgrounds including academics, legal, parents and business owners. Once operational, the corporate board will be focused on their mission of offering educational opportunities to students, (Capacity Interview Part B 45:00 – 46:45). The organizational structure includes the parent company, Primavera Technical Learning Center, a 501c(3), as its the board of directors. Next is the Valor Preparatory School Board, followed by the Executive Director(ED)/Principal with all staff members

answering directly to the ED/Principal. Outside services will be utilized for payroll, employee benefits, informational technology services for network installation, legal services, student information system marketing, custodial, audit services, and copy/prINTER leases.

## Analysis

The operational plan approached the criteria for approval because the section did not provide a clear understanding of the function of the corporate board, the school governing board. However, the section provides a clear outline of the roles and responsibilities of the Principal, and Assistant Principal, providing each individual with a clear expectation of their role within the charter school.

There was initial concern about the relationship between the corporate and school boards and the perception of conflicts of interest between a Charter Principal, Mr. Creamer, with regards to the use of online curriculum developed by him within the last 20 years. In the Capacity Interview the Applicant successfully and explicitly explained the corporate structure to the satisfaction of the TRP including the use of the online curriculum. Board member Barker explained it very well during the Capacity Interview, “The nonprofit is not Damien (Mr. Creamer). The work of the Corporate Board will continue with or without Damien”,(Capacity Interview Part B 45:00 – 46:45). The Applicant has capacity to execute this plan with members representing the legal, business, finance, and educational fields.

The Applicant has current board members with experiences that will benefit the operation of the charter school; legal, investment, technology, back office support, and education. With over 20 years of experiences working within an online educational delivery system, the Applicant is well versed on the technicalities of making this program successful as a component of the blended learning model. The non-profit board has committed a substantial amount of financial resources to the success of the charter school. As stated by Mr. Shook during the closing statement, “there is a great team in place with financial support to allow us to capture student’s needs in one place.” (Capacity Interview Part B 59:01 – 1:03:00)

The corporate board is staged to begin recruiting for new board members when the application is approved. These new board members will be recruited based on their life experiences and the ability to bring a wealth of expertise to the operation of the charter school. Individuals will be recruited from Maricopa County to support the areas of education, finance, business, technology, and will include parents if possible.

Outside vendors will be utilized for areas of operation that do not require full time support and for components of the program that are sometimes difficult to acquire, such as special education support. Each area of need is explained with a source for services noted as well as the costs associated with the service, (Application Section 3.2 pages 1 - 7).

# Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score $\geq$ 95%?	No	29	of	33	Yes	32	of	33
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	4				1			

## Plan Summary

**Proposed Location:** The approximate address of the new building is:  
2840 N. Dysart Road  
Goodyear, AZ 85395

**Facilities Requirements:** Facilities will include a large library space where students can work collaboratively (1050 square feet), a computer lab and two classrooms, one of which will be a wet lab that can be used for small groups and for lab demonstrations. Outside space will be provided for students to utilize as needed for group work or for building relationships with other students while having a break or downtime, thereby supporting the sense of community the Applicant is hoping to establish.

## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
<b>Projected Enrollment:</b>	0	200	315	425
<b>Total Revenue:</b>	200,000.00	1,333,697.70	2,179,234.72	3,090,205.74
<b>Total Expenditures:</b>	168,751.30	1,333,697.98	1,871,746.00	2,588,860.85
<b>Ending Balance:</b>	31,248.70	124,058.72	307,488.74	501,344.89

The business plan includes a location in Goodyear, Arizona. Building documents are currently under review by the city of Goodyear. The facility is designed to promote student collaboration as well as a sense of community within the school and neighborhood. It is also located adjacent to a freeway and along a major transportation route. The timeline assures the facility will be ready for operation when the 2019-2020 school year begins, if the application is approved. Enrollment is expected to steadily increase over the first three years of operations as one grade level is added each subsequent year. A marketing plan is in place with these efforts financially supported by the corporate board. The recruitment plan is well defined to secure qualified school staff. Job descriptions and salary information are provided and potential avenues for finding teachers are discussed. The staffing plan is sufficient for the operation of the instructional program. The budget is conservative and allows for a significant amount of carryover monies from one year to the next. Basing this budget on 92% enrollment of the projected student population for each of the first three years of operation, will provide for those situations when one grade does not have the number of projected students.

## Analysis

The business plan meets the criteria for approval because of the information provided in this section of the application. A location is secured and a facility is in progress, marketing strategies are outlined and financially supported, the personnel plan is well defined and adequate for the projected student population, and the budget is balanced and provides for the variety of needs for the program of instruction.

The Applicant has secured a building for the new charter school that is designed specifically for this type of learning environment. With wide open learning spaces, as well as specialty spaces such as a computer lab

and wet lab for science experiments, the charter school will develop a sense of security and community within the walls of the school. The location of the new build will afford students the chance to ride city busses to and from school with bus passes being provided by the school,(Application Section C1, Page 8). The lease arrangement with the non-profit corporation is designed to allow the charter school to have possession of the building that will house the anticipated long term enrollment numbers without having to start in a smaller space and then move into a larger space as enrollment demands increase.

With a marketing plan that is well outlined in order to attract students, the charter school has a good chance of meeting the enrollment targets. With social media presence and direct mail flyers to both parents and students, the charter school hopes to attract the type of student that has not found success in a traditional school setting. Additionally, the Applicant has begun to build community awareness and interest in the new offering. Because the charter school is a blended model, the community will need to be educated as to what this actually looks like from a student’s perspective as well as how this model can benefit students, (Application Section C2, Page 3).

Personnel needs are sufficient for the proposed school schedule along with the number of expected students that will need in person assistance based upon their academic tiered level placement. The Applicant is able to offer highly competitive salaries that will, hopefully, attract teachers that are experts working within the blended learning delivery model. Job descriptions are provided for each staff position making it clear as to the roles and responsibilities of each.

The budget is balanced with an ample amount of carryover funding for each school year. Within the budget narrative, an explanation is given as to the type of equipment required for this model. As outlined in Section C1, great thought has been given as to the type of furnishings that will be used to promote the needs of the students, such as horseshoe shaped tables to promote collaboration.

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Andrew Szczepaniak	Authorized Representative, Proposed School Leader	Yes
Scott Barker	Charter Principal	Yes
Damian Creamer	Charter Principal	Yes
Troy Wallin	Charter Principal	Yes
Ryan Shook	Charter Principal	Yes

### Analysis

The Applicant, through both the application process and the Capacity Interview, has demonstrated that it has the experience, knowledge and leadership capacity to open and operate this charter school. Through the relationship with Primavera Technical Learning Center and the board of directors, the Applicant has access to many years of experience within an online curriculum and the presence of a non-profit entity that is willing and able to provide for the ongoing needs of the students that attend this charter school. Through the purchase of chrome books, internet access and bus passes, the non-profit indicates a

knowledge of the community and its needs, as well as a willingness to support these students in their endeavors to become contributing members of society.

The school leader brings over 25 years of educational experience with him to support the academic program. Additionally, Mr. Shook has many years of experience providing back office support to charter school in California, (Capacity Interview 8:46 – 11:45). Together, these two individuals have the leadership capacity to monitor both the success of the educational program and the compliance within both operations and finance.

Throughout the Capacity Interview, the passion for the success of this particular charter school was evident from the entire interview team. With the collective life experiences of these individuals, the TRP is confident that this charter school will meet the goals for both the students and the community.



**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Valor Preparatory Academy, LLC
<b>Proposed School Name</b>	Valor Preparatory Academy

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	<b>Educational Philosophy</b>					
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria	
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria	
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria	
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria	
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>		
A.2	<b>Target Population</b>	F	A	M	Technical Assistance / Comments	
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria	
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria	
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria	
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>		
A.3	<b>Program of Instruction</b>	F	A	M	Technical Assistance / Comments	
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>		
A.3.1	<b>Mastery and Promotion</b>	F	A	M	Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	

A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Meets the Criteria
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Meets the Criteria
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Revised Submission Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.		1		Revised submission addresses the criteria, but lacks sufficient detail in: Clearly demonstrating that the school calendar is in compliance with A.R.S. 15-341.01, specifically in monitoring the number of instructional hours that a student attends school.
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Revised Submission Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Revised submission Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	<p>Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science.</p> <p><b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.</p>			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8 Total		0	0	7	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6.</b> <b>Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7.</b> <b>Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
<b>A.6.9-12 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
	<b>Part A Sub Total</b>	<b>0</b>	<b>1</b>	<b>52</b>	
<b>Part B</b>	<b>Operational Plan</b>				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
<b>B.1 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.		1		Revised submission addresses the criteria, but lacks sufficient detail in: Providing a description of the school governing body's capacity to fulfill its requirements and support the school mission.
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.		1		Revised submission addresses the criteria, but lacks sufficient detail in: Ensuring consistency with section Bylaws of the application package regarding the number of directors on the school board.
<b>B.2 Total</b>		<b>0</b>	<b>2</b>	<b>3</b>	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria

B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).				1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.				1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.				1	Meets the Criteria
<b>B.3 Total</b>		0	0		4	
<b>B.3.1</b>	<b>Education Service Providers</b>	F	A	M		Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.					NOT APPLICABLE
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.					NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.					NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.					NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.					NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.					NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.					NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.					NOT APPLICABLE
<b>B.3.1 Total</b>		0	0	0		
<b>B.3.2</b>	<b>Contracted Services</b>	F	A	M		Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.				1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.				1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.				1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.				1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				1	Revised submission Meets the Criteria
<b>B.3.2 Total</b>		0	0	5		
<b>Part B Sub Total</b>		0	2	20		

Part C	Business Plan	F	A	M	Technical Assistance / Comments
C.1	Facilities Acquisition				
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.				NOT APPLICABLE
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.			1	Meets the Criteria
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.			1	Meets the Criteria
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>7</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>the grades and number of students to be served in each of the first three years of operation, and</li> <li>the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria



C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Revised Submission Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
C.4	<b>Start-Up Budget</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
C.5	<b>Three-Year Operational Budget</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.				NOT APPLICABLE
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Revised Submission Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.		1		Revised submission addresses criteria, but lacks sufficient detail in: Ensuring consistency with section C.5 of the application package regarding the offering of special education services.
<b>C.5 Total</b>		<b>0</b>	<b>1</b>	<b>6</b>	
	<b>Part C Sub Total</b>	<b>0</b>	<b>1</b>	<b>32</b>	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	<b>0</b>	<b>4</b>	<b>104</b>	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Fails 95% Test				
Business Plan Meets 95% Test					
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				