

## **AGENDA ITEM EXECUTIVE SUMMARY: Revisions to the New Charter Application**

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### **Issue**

Consideration of the proposed revisions to the New Charter Application for the 2020-2021 cycle (attached).

### **Statutory Provisions**

A.R.S. §15-183 requires a charter school sponsor to post on the sponsor's website the "application, application process, and application time frames". The law further requires that the application adopted by the sponsor include a detailed educational, business, and operational plan and any other materials required by the sponsor. Additionally, Arizona Administrative Code R7-5-201 requires the Arizona State Board for Charter Schools ("Board") to approve an application for a new charter for a specified annual application cycle by March 31 every year.

### **Background**

As part of the new charter application process, staff updates the New Charter Application and instructions to reflect the upcoming cycle. The proposed revisions to the New Charter Application for the 2020-2021 cycle include:

- Technical changes to provide clarity and transparency to the instructions.
- All relevant due dates are updated to reflect the new calendar year.
- Removing the "Applicant Instructions" sections, and replacing each with a "Section Overview" stating the purpose of the section. Instead, the instructions are communicated through a "Narrative Prompts and Evaluation Criteria" component. Any information previously contained in the Application Instructions that was not already in the evaluation criteria has been added as a new criterion for evaluation.
- The Arizona standards required for section A.6 Instructional Analysis are replaced every year with a different set of standards for each grade level span.

The table below provides the proposed substantive changes to the New Charter Application and the rationale for the change.

<b>Overview of the Application Process</b>	<b>Proposed Change and Rationale</b>
Administrative Completeness	Added information about the requirement for an applicant to be in Good Standing with the Arizona Corporation Commission ("ACC"), as well as names of the Applicant and Charter Principals being in exact alignment with what is on file with the ACC. These components have previously been required for administrative completeness, but were not clearly explained in the application instructions. The addition of this information in the instructions increases transparency for applicants regarding Board staff's process during the administrative review process.
Educational, Operational, and Business Plans	<b>Proposed Change and Rationale</b>

All Sections	Criteria have been weighted to place more emphasis on key application components, and less emphasis on more administrative components of the application. Weighting has been identified for each individual evaluation criteria throughout the application.
<b>Educational Plan</b>	<b>Proposed Change and Rationale</b>
A.2 Target Population	An evaluation criteria of “Ensure the target population provided on the Target Population Page in the online application wizard is consistent with the narrative in this section” has been added to clearly inform applicants of the importance of, and check for, consistency between these application components during the substantive review.
A.3 Program of Instruction	Instructions have been added for applicants intending to operate an online school or program to contact Board staff prior to submitting an application package. This will allow the applicant to work with Board staff to understand and complete the additional components required of an applicant wishing to operate such a school or program.
A.4 School Calendar and Weekly Schedule	Evaluation criteria have been added regarding meeting requirements of new statutes related to recess and Move on When Reading Requirements. This provides transparency to applicants regarding components that Board staff will check for compliance in their first year of operation. Adding this requirement to the application requires an applicant to demonstrate knowledge of, and compliance with these requirements prior to opening.
A.5 Academic Systems Plan Area 3: Monitoring Instruction	Criteria ii and iii have been combined for clarity. Previous year applicants and Technical Review Panel (“TRP”) members expressed confusion related to these two criteria being separated. They have been combined to decrease confusion in these areas and create one cohesive section regarding the evaluation of instructional practices.
A.6 Instructional Analysis	This area experienced the most significant difference due to the weighting of the evaluation criteria. In the previous year’s application, A.6 was worth only 21 of the total points if an applicant was serving grades K-2, and 105 of the total points if an applicant was serving grades K-12. This area is proposed to be worth a total of 10 points, regardless of the number of grades served, making it of equal importance for all applicants. The applicant will still be provided an evaluation and feedback on each individual analysis document. However, the score out of 10 will be determined as follows: Each instructional analysis document will be scored for a total of 5 points per instructional analysis document. Once each individual instructional analysis document has been assigned its point value, a total score will be assigned for all instructional analysis documents together. Then, a percentage of the possible points will

	<p>be calculated. The percentage will determine the number of points (out of 10) that an applicant will receive for this section.</p> <p>For example, if an applicant is applying to serve grades K-5, it will submit 7 instructional analysis documents worth a total of 35 points. If the document scores, when added together, total 30 points, the applicant's percentage will be 85.7%. Therefore, the applicant would receive 8.57 out of 10 points for this component of the Educational Plan.</p>
<b>Business Plan</b> C.2 Marketing and Student Enrollment	<b>Proposed Change and Rationale</b>  <p>A Required Exhibit has been added to this section. In addition to describing enrollment processes, the applicant will be required to provide the enrollment form that will be used at the school. This will allow the TRP and Board staff to evaluate the form that will be used for compliance.</p> <p>An additional evaluation criteria has been added, requiring an applicant to "Ensure all processes, procedures, and documentation used in the enrollment process are compliant with all applicable state and federal statutes, Rules, and policies." This broadens the previous criteria, which only required compliance with A.R.S. §15-184, which is not consistent with the level of compliance required by the Board in the area of enrollment practices.</p>



# Application for a New Charter

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**20198 CALL FOR QUALITY CHARTER SCHOOLS**

Schools Opening Fall 202019 and Beyond

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## Introduction

The mission statement of the Arizona State Board for Charter Schools (“Board”, “ASBCS”) is: *“To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.”*

Pursuant to A.R.S. §15-181, charter schools were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils.

The Board follows the procedures set forth in A.R.S. §15-183 and §15-183.01, and Arizona Administrative Code (“Rule”, “A.A.C.”) regarding the annual Application for a New Charter cycle. A copy of the statutes relating to the Board’s application process may be found at <http://www.azleg.gov/arsDetail/?title=15>. A copy of the Rules relating to the Board’s application process is on file with the Arizona Secretary of State and can be accessed through the Arizona Secretary of State’s website at [http://apps.azsos.gov/public\\_services>Title\\_07/7-05.pdf](http://apps.azsos.gov/public_services>Title_07/7-05.pdf).

The Board approved the 2019-2020 application on ~~January 16, 2018~~February 11, 2019. The final deadline for submission of the application package is ~~May 25, 2018~~June 19, 2019 at 11:59 p.m. There are no extensions or exceptions to the deadline.

Complete application packages will be accepted in electronic form only, unless the application is completed through the alternative submission process. Electronic submission of new charter application packages must be submitted online through a web-based application wizard on the ASBCS Online database located at <http://online.asbcs.az.gov>.

## An Overview of the Application Process

### Instructions and Evaluation

The specific instructions, narrative prompts, and evaluation criteria for each component of the application are included and detailed within each section listed in the Table of Contents. In addition to being scored for content, the application package will also be evaluated for readability. Special Instructions for the completion of the forms are provided within each template.

Prospective Applicant Online Technical Assistance is available on the Board’s website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

### Submission

There are two options for submitting an application package:

1. Application packages submitted online through a web-based application wizard on the ASBCS Online database will be accepted until the deadline of ~~Friday, May 25, 2018~~Wednesday, June 19, 2019 at 11:59 p.m. For details, refer to the **Online Submission Process**.
2. As an alternative to an application submission using the ASBCS Online system, an Applicant may submit the application package in the form of electronic files on a flash drive, using the **Alternative Submission Process**. Under this submission, application packages will be accepted by close of business until the deadline of ~~Friday, May 4, 2018~~Wednesday, May 29, 2019. For details, refer to the Alternative Submission Process.

### Application Processing Fee

An application processing fee ("Fee") is required to complete the submission of a new charter application package. The ~~F~~fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (to the mailing address: ASBCS, P.O. Box 18328, Phoenix, AZ 85005~~9~~), FedEx/UPS (to the physical address: 1616 W. Adams St. Suite 170, Phoenix, AZ, 85007) or hand delivery to the Board office **during regular office hours** on or before the submission deadline of ~~Friday, May 25, 2018~~~~Wednesday, June 19, 2019~~ for the Online Submission Process or ~~Friday~~~~Wednesday~~, May ~~29~~4, 2019~~9~~8 for the Alternative Submission Process.

Failure to timely submit the Fee will result in the application package being deemed administratively incomplete. Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the *New Charter Application Fee* form and include the form with the Fee. All Checks shall be deposited within five days of submission.

- If an Applicant's ~~application processing fee~~~~Fee~~ payment to the Board is dishonored for any reason including an insufficient funds check:
  - The application package shall be deemed administratively incomplete, and
  - The Applicant shall use a cashier's check to pay the application processing fee for any application package submitted to the Board by the Applicant at any later date.
- If an application package is found to be administratively incomplete, and the Applicant paid the ~~application processing fee~~~~Fee~~, the ~~F~~fee shall be refunded to the Applicant. The ~~application processing fee-refund~~ ~~of the Fee~~ shall be mailed by U.S. Postal Service regular mail to the authorized representative at the address provided in the application package.
- If an application package is found to be administratively complete, the ~~application processing fee~~~~Fee~~ shall become non-refundable.

### Administrative Completeness

Board staff confirms whether the application package contains all components required by statute, ~~R~~ule, and ~~the~~ application instructions, and that the Fee has been timely received. An administratively complete application package must follow formatting requirements, adhere to ~~the~~~~any identified~~ page limitation ~~, if identified,~~ in each section, and contain the following:

1. Complete information for each application component, ~~and ensure~~ensuring the information is consistent with the contents of the application package. This includes:
  - Cover Page,
  - Title Page, and
  - Target Population Page;
2. All narrative sections, required exhibits, and forms;
3. All necessary information for completing a Background, Fingerprint, and Credit Check report for each Authorized Representative and **Principal** (see Terms to Know) to include:
  - **Fingerprint Clearance Card:** A copy of *both sides* of a valid FCC, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.
  - **Affidavit:** The Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.

- **Background Information Sheet:** The ~~attached~~ Background Information Sheet must be completely and accurately filled out.
  - **Resume:** A current resume (2-page maximum) is required.
  - **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.
4. Confirmed availability of start-up funds as listed in the application package and the completed Verifiable Proof of Secured Funds ("VPSF") form;
  5. Instructional Analysis documents submitted on the approved template, identifying the Required Standard (Reading, Writing and Math)/Performance Objective (Science), and following the criteria for administrative completeness found in section A.-6 Instructional Analysis.
  6. Required documents completely filled out, and submitted on the application form and/or template, approved for the current application cycle.

By March 31 of each year, the Board approves and makes available online at its web site an application for a new charter for a specified fiscal year. On ~~January 16, 2018~~February 11, 2019, the Board approved the application for a new charter for the ~~202019-20210~~ application cycle, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content, format, and sequence. An application package submitted for a new charter is not administratively complete if it contains modifications to the content, format, or sequence of the templates or forms or if it contains templates or forms that were approved for use in a prior fiscal year.

Additionally, Board staff will confirm that the information about the Applicant, as listed in the submitted application package is consistent with information on file with the Arizona Corporation Commission ("ACC"). This includes:

1. The Applicant being in Good Standing with the ACC;
2. The Applicant name, as listed in the submitted application package being in exact alignment with the corporation name on file with the ACC; and
3. The charter principals listed in the application package being in exact alignment with the Officers, Directors, Members, and/or Partners on file with the ACC.

Failure to meet the criteria above will result in the application package being deemed administratively incomplete. The application ~~package~~ will be evaluated based on the information that is included ~~in the application package~~ when it is submitted. Applicants will receive written notification of the deficiencies not more than 25 business days after the submission ~~date~~ of the application package and ~~processing fee~~Fee. If the application is deemed administratively incomplete, the Applicant's file will be closed.

An Applicant who submits an application package by May 10, 2019 (the "Soft Deadline") will receive notification of the application package's administrative completeness prior to the deadline date. If the application package is deemed administratively incomplete, this gives the Applicant an opportunity to

correct deficiencies identified in the initial administrative completeness check and resubmit an application package by the deadline of Wednesday, June 19, 2019.

The Applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the submission deadline of ~~May 25, 2018~~June 19, 2019 at 11:59 p.m. has not passed.

Pursuant to Rule, an Applicant who believes that their application package was erroneously designated as administratively incomplete may submit a written request for reconsideration to the Board within 10 days of the date of notice.

~~Additionally, an Applicant who submits an application package prior to April 19, 2018 will receive notification of it having been determined "administratively complete"ness prior to the deadline date, which gives the Applicant an opportunity to correct deficiencies identified in the initial administrative completeness check and resubmit an application package by the deadline of Friday, May 25, 2018.~~

### **Substantive Completeness**

Upon determination that an application package is administratively complete, the Technical Review Panel ("TRP") will score the application package using the evaluation criteria. ~~Staff will complete the Background, Fingerprint, and Credit Check as part of the substantive review.~~

A substantively complete application package meets the following scoring requirements:

- ✓ No evaluation area receives a score of Falls Below the Criteria; and
- ✓ No more than one evaluation area in each section is scored as Approaches the Criteria; and
- ✓ 95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level.

### *Substantively Incomplete Application Package*

Each Applicant whose application package fails to meet the scoring requirements will receive written notification of the deficiencies, including a copy of the scoring rubric completed by the TRP. An Applicant with a substantively incomplete application package ~~then~~ has three options for continuing in the application process:

- The Applicant may use the information provided in the scoring rubric as technical assistance to improve the application package, and resubmit within 20 days of notification for a second review by TRP members, or
- Within 20 days of notification, the Applicant may submit a written request that the application package be considered by the Board without revision, or
- Within 20 days of notification, the Applicant may submit a written request that the application package be withdrawn.

If a revised application package or letter has not been submitted within 20 days of notification, the Applicant's file will be closed.

### *Substantively Incomplete Revised Application Package*

Each Applicant whose revised application package fails to meet the scoring requirements will receive written notification of the Board's intent to close the file. This notification will include a copy of the scoring rubric completed by the TRP. To continue in the application process, within 20 days of this

notification, the Applicant must submit a written request that for the substantively incomplete revised application package to be considered by the Board, or the Applicant's file will be closed.

### **Background Check, VPSF, and Due Diligence Process**

Staff will complete the Background, Fingerprint, and Credit Check, verify funds, and conduct a due diligence process as part of the substantive review. Board staff will conduct a background and credit check of each principal and authorized representative of the Applicant, confirm each possesses a valid FCC, and confirm availability of start-up funds.

,andAdditionally, staff will conduct a due diligence process relating to current or former charter operations of the Applicant, any principal or authorized representative of the Applicant, or an Education Service Provider. The due diligence will include cross referencing information provided about charter principals in the application package, including confirming that information contained in all materials is consistent, and is consistent with information provided during the background and credit check. If issues arise from the information obtained during the background and credit checks or due diligence of any principal or authorized representative, the Board staff shall, in writing, notify the pertinent person of the issues and he/she will have the opportunity to present a written response clarifying the information. Information obtained and communications conducted during this process shall be considered by the Board in making its decision on whether to grant or deny a charter.

### **In-Person Interview**

Upon determination that an application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team must make themselves available for an in-person interview with the TRP to:

- ✓ Demonstrate a thorough understanding of the Educational Plan, Operational Plan, and Business Plan presented in the written application package, and
- ✓ Demonstrate the capacity to implement a plan to operate a high-quality charter school, and
- ✓ Address any issues that arise during the due diligence process relating to current or former charter operations of the Applicant, any Officer, Director, Member, or Partner, or an Education Service Provider.

### **Board Consideration**

A substantively complete application package, or a substantively incomplete application package with timely submission of a written request for consideration, is eligible to be forwarded to the Board for consideration. Board members will be provided with:

- The application package;
- A link to the audio recording of the in-person interview;
- The scoring rubric completed by the TRP;
- The TRP Recommendation Report; and
- An executive summary prepared by Board staff including:
  - A summary of the information included in the application package;
  - The TRP's final recommendation;

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- The scoring information for the application package, as determined by the TRP; analysis of the quality of the application package and capacity of the Applicant;
- Staff's analysis of information regarding the academic, operational, and financial performance of any charter authorized by the Board and operated by an Applicant, any principal of the Applicant, or an Education Service Provider working with the Applicant;
- Information regarding the results of the Applicant's background, fingerprint, and credit checks (if applicable); and
- Information regarding the due diligence check of current or former charter operations.

Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

The Board will follow the requirements of statute and rule in determining whether to approve the application package and grant the charter.

## Timeframes

Timeframe	Process Stage
<b>Application Soft Deadline</b> <u>April 19, 2018</u> <u>May 10, 2019</u>	An Applicant who submits an application package via the ASBCS Online system by the soft deadline will receive notification of administrative completeness (within 25 business days of submission) prior to the deadline date, which gives the Applicant an opportunity to correct deficiencies and resubmit by the hard deadline.
<b>Application Due</b> <u>May 25, 2018</u> <u>June 19, 2019</u>	The application package is due <u>May 25, 2018</u> <u>June 19, 2019</u> at 11:59 p.m. There are no extensions or exceptions to the deadline.
<b>Administrative Review</b> <i>Completed within 25 Business Days of submission</i>	Staff will confirm that the application package meets the administrative completeness requirements identified in Rule and the application instructions. Administratively incomplete applications will be closed. Administratively complete applications will continue to the substantive review process.

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<b>Substantive Review</b> <i>Completed by early August</i>	The Technical Review Panel will score the application package using the evaluation criteria.  An Applicant whose package meets the scoring requirements will be deemed substantively complete and move forward to the applicant interview.  An Applicant whose package fails to meet the scoring requirements will receive written notification of the deficiencies.
<b>Resubmission of Application Package</b> <i>Within 20 Business Days of Notification</i>	An Applicant may use the information provided in the scoring rubric or technical assistance provided in the preliminary substantive review notification to improve the application package, and resubmit the package to the Board.
<b>Applicant Interview</b> <i>Late-Mid October</i>	Upon determination that an application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team must make themselves available for an in-person interview.
<b>Board Consideration</b> <i>December</i>	Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

## Online Submission Process

All new charter applications must be submitted using the ASBCS Online system or completed according to the requirements of the Alternative Submission Process.

### Creating a New Charter Applicant Account

An Authorized Representative of the Applicant must create a login on the system.

From the website of the ASBCS (<http://asbcs.az.gov>), click **ASBCS Online** under "Helpful Links". From here you can **Login** or **Register**. If the Authorized Representative already has an account with the ASBCS Online system, he or she must use it to create the new application. If the Authorized Representative does not have an account, click **Register**.

Enter the First Name, Last Name, Date of Birth, and Last 4 Digits of SSN for the Authorized Representative, then click **Register**. If this information has not already been entered in the system, it will

open a new window called **Create a New Charter Applicant Account**. Fill out the fields as specified on the webpage.

- **Email Address:** The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate about the application package with those designated as Authorized Representatives in this application.
- **Applicant Name:** This is the name of the entity applying for the charter. (i.e., public body, private person or private organization). Only use an individual's name if that individual is applying as a Sole Proprietorship.
- **School Name:** This is the proposed name for the new school.

The **Username** for the account will be the email address of the Authorized Representative.

Once you click **Complete Registration**, the ASBCS Online system will send an email with a **verification code and link** to the email address provided by the Authorized Representative. Open the email and click the link, or copy and paste the link into a browser window. This will take you to the ASBCS Online Login screen. This will also generate a second email, which contains a **temporary password**.

Return to the Login screen and enter your User ID, which is the Authorized Representative's email address, and the temporary password. The system will immediately ask you to **Change Password**. Enter the temporary password in **Current Password**, and choose a **New Password**, which you will enter twice.

### **Creating an Application**

Upon login to the ASBCS Online system, the home page is called the **Dashboard**. Under the heading **Create Application**, click **Create Application**.

### **Inputting Data into the Application Wizard**

The Application Wizard on the ASBCS Online system has six parts (Cover Page, Title Page, Target Population, A: Educational Plan, B: Operational Plan, C: Business Plan), which may be completed in any order. The instructions below are given in the order they appear in the Table of Contents.

#### **Cover Page**

The Application Agreement Information must be signed by a designated Authorized Representative of the Applicant entity. Use the password of the account which created the application to sign the form. If the name connected with the password used for the signature is not an Authorized Representative, the application package will be deemed Administratively Incomplete.

#### **Title Page**

##### **Uploading and Saving Files**

The Title Page and parts A (Educational Plan), B (Operational Plan), and C (Business Plan) require the attachment of files generated outside the application wizard. Before uploading and saving a document, ensure that the file meets all evaluation criteria, is thoroughly proofread, and contains accurate information.

- **In sections allowing only a single document:** Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Once the file path and name appears in the box, click **Save and Continue**. The file name will be changed to reflect the section title. Once saved, click **View uploaded file** to ensure that the correct file was uploaded. To revise the file before submitting, upload and save again – the previous version will be automatically removed.

- **In sections allowing multiple document uploads:** Many sections require multiple documents to be uploaded. In these sections, for each document, click **Add a New Attachment**. Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Write a **Brief Description** of the file in the box (e.g.: 4th Grade Reading, Bylaws). Once the file path and name appears in the box, click **Add Attachment**. Click **Save and Continue**, at which point the file name will be modified, with a prefix at the beginning and a number at the end. Once saved, click **View/download file** to ensure that the correct file was uploaded. To revise a document before submitting, click **remove** to delete the old one before uploading the new one.

**Note:** Once you click **Open**, the file will be saved to your browser, NOT to the ASBCS Online system. You must click **Save and Continue** to transfer the file to the ASBCS Online system. Files uploaded but not saved may Timeout, and will need to be uploaded again.

### Formatting Requirements

All documents uploaded to the ASBCS Online System must follow the following formatting requirements:

- The ASBCS Online System uploads only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

*A.1 Educational Philosophy*                   *Charter Prep, Inc.*                   *Page 2 of 4*

- Fonts must be no less than **11-point**.
- The application calls for many official documents to be scanned and uploaded. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives or attachments. Information contained in a link to an external document or website will not be considered in the evaluation of the application package.

Once files have been uploaded and saved, view each one to confirm it is the document and version you wish to submit. Once the application package is submitted, individual documents may not be substituted. If you discover an error after submission and before the deadline, you may withdraw the old application and start a new application. No documents may be added to an application package after the deadline. Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

### Title Page Data Fields

Some of the fields on this page may be pre-populated by information entered during the registration process.

- **Applicant Name:** This is the name of the entity applying for the charter. This may be a public body, private person or private organization. *Only use an individual's name if that individual is applying as a Sole Proprietorship.*
- **Charter School Name:** This is the proposed name for the new school.
- **Authorized Representative:** This is Aan individual with the power to bind an applicant contractually according to the Applicant's Articles of Incorporation, operating agreement, or by-laws. This

individual will be the primary point-of-contact for communications regarding the application. An application package may have more than one Authorized Representative.

Click ‘**Add Authorized Representative**,’ and a dialog box will come up asking for the **last four digits of the SSN**, and **Date of Birth**. Once entered, the dialog box will expand, with fields to enter the Authorized Representative’s **First Name**, **Last Name**, and **Email Address**. The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application package.

For each Authorized Representative, upload **legible scanned copies** of the following documents into these fields: ~~If the Authorized Representative is a current Charter Representative or Principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with a request for confirmation. Upload a confirmation email into these fields:~~

- **Fingerprint Clearance Card:** A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.
- **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.
- **Background Information Sheet:** The ~~attached~~ Background Information Sheet must be completely and accurately filled out.
- **Resume:** A current resume (2-page maximum) is required.
- **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.

Once information for at least one Authorized Representative has been entered, click **Save and Continue** at the bottom of the page.

~~If the Authorized Representative is a current Charter Representative or Principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with a request for confirmation. Upload a confirmation email into the fields identified above.~~

- **Authorized Representative Mailing Address:** This address will be used for all official mail from the Board.
- **County:** The name of the Arizona county in which the proposed school will be located.
- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.
- **Fax:** Optional.

- **Form of Organization:** List the type of entity applying for the charter, which must be consistent with the Applicant Entity documents submitted in the Operational Plan (e.g., Nonprofit Corporation, For-Profit Corporation, Partnership, Sole Proprietorship, Government Entity, Tribal Entity).
- **Educational Service Provider (“ESP”):** All Applicants are asked to declare whether they intend to contract with or have a governance relationship with an ESP (see Terms to Know).
- **Principal Background Information:** For each principal (officer, member, director, and partner) of the Applicant entity, you must provide the following background documents. The list of principals in this section must be consistent with the amended Articles of Incorporation, Articles of Organization, or most recent annual report filing with the Arizona Corporation Commission-ACC submitted in the Operational Plan and on file with the ACC. ~~If a principal is a current Charter Representative or principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with a request for confirmation. Upload a confirmation email into the fields for each appropriate principal.~~
  - **Fingerprint Clearance Card:** A copy of both sides of a valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for each principal (officer, member, director, and partner) of the Applicant entity.
  - **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check must be completely and accurately filled out, signed, and notarized.
  - **Background Information Sheet:** The attached Background Information Sheet must be completely and accurately filled out.
  - **Resume:** A current resume (2-page maximum) is required.
  - **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.

~~If a principal is a current Charter Representative or principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with a request for confirmation. Upload a confirmation email into the fields for each appropriate principal.~~

- **School Governing Body:** Identify the type and name of members of the proposed School Governing Body as per A.R.S. §15-183(E)(8). If you do not know the names of your governing body members, use the name field to indicate the number of each type of member.

### Target Population Page

- **Mission Statement:** Provide ~~a statement describing~~ the mission statement of the proposed school, ~~and e~~ ensure it meets the criteria listed in section A.1 Educational Philosophy.

## Application for a New Charter

- **Grades Served:** Check the box of all grades to be taught. The grades checked ~~should~~ ~~must~~ reflect the Applicant's expansion plans for the first three years of operation.
- **Projected Enrollment Cap Year 1:** The number of students to be served by the proposed school in the first year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Projected Enrollment Cap Year 2:** The number of students to be served by the proposed school in the second year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **Projected Enrollment Cap Year 3:** The number of students to be served by the proposed school in the third year of operation. This number must be consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **School Calendar:** Schools may have Standard or Extended School Year calendars (see Terms to Know). Ensure that this selection is supported in Section A.4.
- **Instructional Days:** The number of days of instruction proposed in Section A.4.
- **Target Start Date:** The proposed first day of school.

### Application Processing Fee for Online Submission

An application processing fee ("Fee")The Fee is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (to the mailing address: ASBCS, P.O. Box 18328, Phoenix, AZ 850059), FedEx or UPS (to the physical address: 1616 W. Adams St. Suite 170, Phoenix, AZ 85007), or hand delivery to the Board office **during regular office hours** on or before the submission deadline of Friday, May 25, 2018Wednesday, June 19, 2019. Failure to timely submit the Fee will result in the application package being deemed administratively incomplete. Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the *New Charter Application Fee* form and include the form with the Fee. The Check will be held until the completion of the Administrative Review.

## Alternative Submission Process

As an alternative to an application submission using the ASBCS Online system, an Applicant may submit the-an application package in the form of electronic files on-saved to a flash drive, using the Alternative Submission Process. An Applicant may notify the Board of its intent to submit an application using the Alternative Submission Process by submitting a signed, notarized *Waiver of Online Submission of Application for New Charter* ("Waiver") to the Board office. The Waiver must be received no later than close of business on Friday, April 6, 2018Wednesday, May 1, 2019. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

Within ten (10) days of the Board's receipt of the Waiver, Board staff will send an Acknowledgement of Timely Receipt email, including Alternative Submission forms, to the email address of the Applicant

provided on the Waiver. If Board staff notifies the Applicant that the Waiver was not received by the Waiver deadline, the Applicant may submit an application using the ASBCS Online system.

An Applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted online for the current application cycle. No application package will be accepted through the Alternative Submission Process unless a Waiver has been received by the Waiver deadline and acknowledged as timely by Board staff. An application submitted using the Alternative Submission Process will undergo the same administrative and substantive review process described on pages 3-7.

The Alternative Submission Process requires the Applicant to submit a complete application package, saved on a flash drive, to the Board office. **This submission must be received no later than close of business on Friday, May 4, 2018Wednesday, May 29, 2019**. The flash drive must be delivered in a protected package (e.g., bubble wrapped) by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007. Any application package submitted using the Alternative Submission Process and not received by the close of business on **Friday, May 4, 2018Wednesday, May 29, 2019** will not be accepted and processed.

A complete application package submitted through the Alternative Submission Process must:

- Include all required narrative sections, exhibits, and attachments, with clearly labeled file names;
- Include completed Alternative Submission forms;
- Follow the formatting requirements specified below;
- Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff confirming that staff has been timely notified that the Applicant will be using the Alternative Submission Process; and
- Be received on a clearly labeled flash drive by the Board office no later than close of business, **Friday, May 4, 2018Wednesday, May 29, 2019**.

### **Application Processing Fee for Alternative Submission**

An application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (to the mailing address: ASBCS, P.O. Box 18328, Phoenix, AZ 85009), FedEx or UPS (to the physical address: 1616 W. Adams St. Suite 170, Phoenix, AZ 85007), or hand delivery to the Board office **during regular office hours** on or before the submission deadline of **Friday, May 4, 2018Wednesday, May 29, 2019**. Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the *New Charter Application Fee* form and include the form with the Fee.

Failure to timely submit the Fee will result in the application being deemed administratively incomplete. The Check will be held until the completion of the Administrative Review.

### **Formatting Requirements for Alternative Submission**

All documents submitted through the Alternative Submission Process will be uploaded to the ASBCS Online System by Board staff and must follow the following formatting requirements:

- Include only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Files must be saved using the section number and name/exhibit name as the filename (e.g., C.3 *Personnel*; A.6 *4th Grade Reading*; B.1 *Bylaws*).

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- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

*A.1 Educational Philosophy*

*Charter Prep, Inc.*

*Page 2 of 4*

- Fonts must be no less than **11-point**.
- The application calls for many official documents to be scanned. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives or attachments. Information contained in a link to an external document or website will not be considered in the evaluation of the application package.
- The flash drive used for submission must be clearly labeled with the Applicant name, both physically (Applicant name written on or attached to the outside of the flash drive) and electronically (rename the flash drive with the name of the Applicant using the computer operating system).

## Applicant Agreement Information

An Authorized Representative of the Applicant entity must electronically sign the following agreement prior to submitting the application package. Should the application package be signed by someone other than an Authorized Representative, the application package will be deemed Administratively Incomplete.

### Cover Page

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to, and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools (“Board”) within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board’s decision to grant the new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction no later than the second fiscal year after the Board’s decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State’s fiscal year that begins July 1<sup>st</sup> and ends June 30<sup>th</sup>. Failure to do so may result in revocation of the charter.

Signature of Authorized Representative  
(electronic)

## A. Educational Plan

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

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

### Sections:

A.1 Educational Philosophy

A.2 Target Population

A.3 Program of Instruction

    A.3.1 Mastery and Promotion\*

    A.3.2 Course Offerings and Graduation Requirements\*

A.4 School Calendar and Weekly Schedule

A.5 Academic Systems Plan

A.6 Instructional Analysis

\* Denotes a section required of only certain applicants.

Consistency among all components of this plan is worth a total of 2 points in the evaluation criteria for the Educational Plan. Specific guidelines for consistency are included throughout the sections of the plan.

*For additional guidance, refer to the [Online Technical Assistance OTA](#) titled, "Educational Plan Part 1" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.*

## Educational Plan

### A.1 Educational Philosophy

#### *Applicant Instructions*Section Overview

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

Provide a clear and comprehensive overview of the school's educational philosophy, alignment with the program of instruction and the mission statement. Include related research and/or experience that clearly support why the Applicant chose to use this philosophical approach to improve pupil achievement in the target population.

#### Narrative Prompts and Evaluation Criteria

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

- a) Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be. (2 points)
- b) Incorporate the elements fundamental to the school's program of instruction. (2 points)
- c) Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs. (2 points)
- d) Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school. (1 point)
- e) Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience. (1 point)
- f) Ensure the Mission Statement on the Target Population Page is consistent with the narrative.

Educational Plan

**A.2 Target Population**

*Applicant Instructions**Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the school's target population, the community in which the school will operate, and how the school will meet the needs of the students it intends to serve. Describe the anticipated student population to include a comprehensive overview of the students, community the school intends to serve, and explain how the program of instruction will address the identified needs of the target population.

*Narrative Prompts and Evaluation Criteria*

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

- a) Identify the target population consistent with the information provided on the Target Population Page. The response should demonstrateing a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools. (2 points)
- b) Present an explanation of how the implementation of the program of instruction described in Section A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice. (2 points)
- c) Describe the class size and teacher-student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice. (2 points)
- d) Ensure the target population provided on the Target Population Page in the online application wizard is consistent with the narrative in this section.

Educational Plan

**A.3 Program of Instruction**

(8-page maximum)

*Applicant Instructions Section Overview*

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

Provide a clear, comprehensive and cohesive overview of the Program of Instruction to include curricula, methods of instruction, and methods of assessment that support the educational philosophy and improve pupil achievement in the target population.

If the Applicant intends to open a school that uses delivery methods that include online courses or a comprehensive offering of courses that would constitute an online school, as defined in A.R.S. §15-808, the Applicant should contact Board staff prior to submitting its application package.

*Narrative Prompts and Evaluation Criteria*

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

- a) Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards. (2 points)
- b) Demonstrate a 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. (2 points)
- c) Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population. (1 point)
- d) Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission. (1 point)
- e) Ensure the Program of Instruction is consistent with the Academic Systems Plan.

Educational Plan

**A.3.1 Mastery and Promotion**

*Applicant Instructions**Section Overview*

The purpose of this section is to provide a clear and comprehensive overview of the school's grade level mastery and promotion decisions.

*Applicability Guidelines*

Select the statement that is applicable and proceed as directed:

- This Applicant will serve any grade 8 or lower. *Complete this section.*
- This Applicant will not serve any grade below 9. *Skip this section.*

~~Provide a clear and comprehensive plan for grade level promotion decisions that are consistent with State requirements, include criteria and conditions that guide grade level decisions for promotion and retention.~~

*Narrative Prompts and Evaluation Criteria*

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

- a) 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 point)
- b) 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 point)
- c) Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions. (1 point)
- d) Describe the process for student retention. (1 point)
- e) Ensure consistency with Area II of the Academic Systems Plan.

Educational Plan

**A.3.2 Course Offerings and Graduation Requirements**

(6-page maximum, this includes the required exhibit)

Section Overview

The purpose of this section is to provide a clear and comprehensive plan for awarding course credit and to describe the school's course offerings and graduation requirements. Provide a clear and comprehensive plan for awarding course credit for students of the school. Describe the criteria and conditions that guide the awarding of course credit and how these criteria and conditions represent student capacity to pass the end of course State assessments.

Describe the school's course offerings and graduation requirements.

Applicability Guidelines

Select the statement that is applicable and proceed as directed:

- This Applicant will serve any grade 9 or above. *Complete this section.*
- This Applicant will not serve any grade above 8. *Skip this section.*

*Required Exhibit*

- Menu of course offerings

Narrative Prompts and Evaluation Criteria

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

- a) Identify graduation requirements for the school that will meet A.R.S. §15-701.01. (1 point)
- b) Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)
- c) Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of course State assessments. (1 point)
- d) Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and that clearly demonstrate alignment to the Program of Instruction. (1 point)
- e) Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

## Educational Plan

**A.4 School Calendar and Weekly Schedule****Section Overview**

The purpose of this section is to provide a clear and comprehensive ~~Present~~ a school calendar and weekly schedule that comply with requirements described in A.R.S. §15-901 and §15-341.01.

~~In addition, provide the proposed weekly schedule that shows hours/minutes of instruction per week for each grade level served. Explain how the weekly schedule supports improving pupil achievement in the target population.~~

**Required Exhibits**

- A calendar consistent with the type selected on the Title Page and compliant with minimum requirements of number of school days per year as described in A.R.S. §15-341.01.
- A Weekly Schedule listing daily instructional minutes dedicated to each core content area for each grade level and consistent with the Target Population Page.

**Narrative Prompts and Evaluation Criteria**

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

- a) Provide the length of the school day (approximate start and dismissal times) and how many minutes per day will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. §15-901. (1 point)
- a)b) Ensure the weekly schedule demonstrates compliance with A.R.S. §15-118 and current Move on When Reading Requirements, as defined by the Arizona Department of Education. (.5 points)
- b)c) Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays, teacher work-days/professional development, and additional days off. (.5 points)
- c)d) School calendar clearly demonstrates compliance with A.R.S. §15-341.01. (1 point)
- c)e) Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population. (1 point)
- c)f) Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.

## Educational Plan

### A.5 Academic Systems Plan

#### *Overview*

New charter Applicants must submit an Academic Systems Plan (“ASP”) as a part of the Educational Plan section of the application. The ASP is for the purpose of ensuring the school’s essential systems are in place and appropriate for providing a quality education for each student it serves through the creation of a comprehensive, sufficiently detailed and implementable plan in the Areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development.

If the application package is approved by the Board and the Applicant is awarded a charter, the application package, including the ASP, become a part of the charter contract.

Section A.5 (the ASP) is worth a total of 20 points.

#### *Applicant Instructions*

The Applicant will prepare and submit a plan using the template approved for use in the current application cycle. Only one completed ASP is required. The following components constitute an ASP:

Components for Math and Reading Data	Descriptions for Math and Reading Data
Baseline	Identify the current academic performance level of the target population in Percent Passing in Math and in Reading.
Establishing Predicted measure	To determine the predicted measure, gather data regarding academic performance of the target population in similar or comparison schools.
Narrative for setting baseline figures	Describe data and assumptions used in determining the baseline levels for Percent Passing in Math and in Reading. For example, listing the schools from which the proposed school expects to draw its population, citing their scores, and describing how the calculations were set up.
Components for each Action Step	Description of each Component
Action Steps	Identify specific actions or tasks that contribute to each system for each Area.
Person(s) Responsible	Identify the title/role/position of the individual(s) that are responsible for completing each action step.
Frequency and/or Timing	Provide the frequency (i.e. weekly, monthly) and timing (i.e. two days after benchmarking, within 48 hours of completing a classroom observation) for the completion of each action step.
Evidence of Implementation	List documentation that will serve as evidence of the completion of all components of the action step.
Process for Implementing Action Step	Describe the fundamental elements for each action step including any information that is collected, reviewed, or created. Include criteria used for making decisions and any external technical guidance support that is utilized for the completion of the action. Essential details will answer all what, where, and how questions required for implementation of each action step as described in the evaluation criteria.

### *Instructions for Completing an ASP*

1. View the Online Technical Assistance (“OTA”) presentation on completing an ASP ~~titled, “Educational Plan Part 2 Academic Systems Plan”~~ available on the Board’s website at <https://asbcs.az.gov/applicant-resources> under *Online Technical Assistance*.
2. Review the evaluation criteria below, starting with criteria a and b in determining baseline figures, followed by c through f regarding the elements for each Area, then criteria g through j addressing elements of the action steps, in order to understand the criteria by which the ASP will be evaluated.
3. Download a copy of the ASP Template from the New Application links on the ASBCS Online system and complete it according to steps 4–11.
4. Use available academic performance data to determine the baseline performance levels of the incoming students from the target population and list them in the Baseline and Predicted Target section for Math and Reading.
5. Provide a description of the basis for setting predicted baseline figures in the Narrative section.

**Steps 6–11 should be completed separately for each Area of the ASP.**

6. Outline the process(es) that will be implemented by the Applicant for each element of each Area (e.g., the process for adopting curriculum), including elements that address subgroup populations (Free and Reduced Lunch, English Language Learners, students with disabilities, and students in the bottom 25%).
7. Break the processes into discreet, sequential action steps and identify the fundamental elements for each action step which answer the questions of what, where, and how.
8. Identify the frequency and/or timing, person(s) responsible, and documents that will be generated through the process(es) that will serve as evidence of implementation.
9. Present the action steps on the ASP Template in the appropriate column, followed by the person(s) responsible, frequency and/or timing, evidence of implementation, and process for implementing each action step.
10. Once complete, review the ASP against the evaluation criteria to ensure that all elements have been adequately addressed. Thorough and sufficiently detailed responses will describe processes that respond to and address each of the Area components through clearly described actions steps, process for implementing each action step, person(s) responsible, frequency and/or timing, and documentation to serve as evidence for each action step.

### *Required Exhibit*

- Academic Systems Plan (ASP)

### *Evaluation Criteria*

An **ASP** that meets the standard will:

- a) Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2 (**1 point**)
- b) Provide a clear description of the basis for setting baseline figures that aligns with Section A.2. (**1 point**)

## Application for a New Charter

- c) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):

i.	Adoption of curriculum aligned to Arizona State standards to include:
	<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>
ii.	Implementation of curriculum to include
	<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>
iii.	Evaluation of curriculum to include:
	<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>
iv.	Revision of curriculum to include:
	<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>
v.	Adaptation to address the curriculum needs of subgroup populations by:
	<ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>

The curriculum area of the ASP is worth 4 points.

- d) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):

i.	Developing the assessment system to include:
	<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>
ii.	Analyzing assessment data to include:
	<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>
iii.	Adapted to meet the needs of subgroups by:
	<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>
iv.	Year to Year comparison to:
	<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, and</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>

**The assessment area of the ASP is worth 4 points.**

- e) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):

i.	Monitoring instruction to include:
	<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>
ii.	Evaluating instructional practices to include:
	<ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, <u>and</u></li> <li>• <u>implementing the curriculum with fidelity to the design of the curriculum and program of instruction</u>,</li> <li>• <u>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff</u>,</li> <li>• <u>using criteria to clearly measure instructional quality</u>, and</li> <li>• <u>disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers</u>.</li> </ul>
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> <li>• <u>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff</u>,</li> <li>• <u>using criteria to clearly measure instructional quality</u>, and</li> <li>• <u>disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers</u>.</li> </ul>
iv.	Adapted to meet the needs of subgroups.
	<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>
iv.	Providing feedback that develops the quality of teaching and standards integration
	<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 instructional staff member on their quality of teaching and standards integration.</li> </ul>

**The monitoring instruction area of the ASP is worth 4 points.**

- f) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):

i.	Developing the professional development (“PD”) plan to include:
	<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 utilized to make those decisions.</li> </ul>
ii.	Supporting high quality implementation to include:
	<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>
iii.	Monitoring implementation and follow-up to include:
	<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>
iv.	Adapted to meet the needs of subgroups

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- |  |   |
|--|---|
|  | • determining what topics are addressed during PD to meet the needs of subgroups. |
|--|---|

The professional development area of the ASP is worth 3 points.

- g) Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area. (1 point)
- h) Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step. (1 point)
- i) Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s). (1 point)
- j) Be consistent with all sections of the application package.

*For additional guidance, refer to the Online Technical Assistance OTA titled, "Educational Plan Part 2 Academic Systems Plan" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.*

## Educational Plan

**A.6 Instructional Analysis**

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction in Reading, Writing, Mathematics, and Science aligned to their Program of Instruction and the Arizona State Standards.

Each instructional analysis addresses a single content area and grade level and will be evaluated using the criteria described on page 29-30.

*Required Exhibits*

- Instructional Analysis documents consistent with the table below. These documents are based on the grades served as identified on the Target Population page. Instructional analysis is not required for each grade served, but is based on the grade span range.

*Example: A charter school serving grades K through 3 will be required to submit the instructional analysis documents required for the K–2 and 3–5 grade spans.*

Grades served include:	K-2 grade span	3-5 grade span	6-8 grade span	9-12 grade span
Instructional Analysis required for:	<u>1<sup>st</sup> grade</u> <u>Kindergarten</u> Math <u>2<sup>nd</sup>-1<sup>st</sup> grade</u> Reading <u>2<sup>nd</sup>-1<sup>st</sup> grade</u> Writing	<u>4<sup>th</sup>-3<sup>rd</sup> grade</u> Math <u>4<sup>th</sup> grade Science</u> <u>5<sup>th</sup> grade Reading</u> <u>5<sup>th</sup>-3<sup>rd</sup> grade</u> Writing	<u>8<sup>th</sup> grade Reading</u> <u>6<sup>th</sup> grade Writing</u> <u>8<sup>th</sup> grade Math</u> <u>8<sup>th</sup> grade Science</u>	High School Science High School <u>Geometry</u> <u>Algebra I</u> <u>10<sup>th</sup> grade Reading</u> <u>10<sup>th</sup> grade Writing</u>

*Criteria for Administrative Completeness* – An administratively complete instructional analysis includes the following:

<input type="checkbox"/>	The Instructional Analysis Template approved for this current application cycle must be used.
<input type="checkbox"/>	FONTS must be no less than <b>10-point</b> .
<input type="checkbox"/>	Grade Level Span <ul style="list-style-type: none"> <li>The instructional analysis identifies the correct grade level span and content area based on the grades served as identified on the Target Population page.</li> </ul>
<input type="checkbox"/>	Learning Targets
<input type="checkbox"/>	Prior Knowledge
<input type="checkbox"/>	Instructional Plan
<input type="checkbox"/>	Instruction
<input type="checkbox"/>	Formative Assessment
<input type="checkbox"/>	Summative Assessment
<input type="checkbox"/>	Remediation

*Evaluation Criteria – An instructional analysis document that meets the standard will:*

Criteria Item	Evaluation Criteria
Learning Targets <u>(.5 points)</u>	Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.
Prior Knowledge <u>(.25 points)</u>	List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.
Instructional Plan <u>(1 point)</u>	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.
Instruction <u>(1 point)</u>	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.
Formative Assessment <u>(1 point)</u>	List criteria for determining whether students have met each of the learning targets.
Summative Assessment <u>(1 point)</u>	Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.
Remediation <u>(.25 points)</u>	Describe the processes available to provide support to students that do not meet the learning targets.

*Scoring for section A.6:*

*Section A.6 will comprise 10 total points within the Educational Plan.*

*To determine the number of points an applicant receives for this section, the following scoring will be used:*

*Each instructional analysis document will be scored as indicated as above, for a total of 5 points per instructional analysis document. Once each individual instructional analysis document has been assigned its point value, a total score will be assigned for all instructional analysis documents together. Then, a percentage of the possible points will be calculated. The percentage will determine the number of points (out of 10) that an applicant will receive for this section.*

*For example, if an applicant is applying to serve grades K-5, it will submit 7 instructional analysis documents worth a total of 35 points. If the document scores, when added together, total 30 points, the applicant's percentage will be 85.7%. Therefore, the applicant would receive 8.57 out of 10 points for this component of the Educational Plan.*

*For additional guidance, refer to the [Online Technical Assistance OTA titled, "Educational Plan Part 3 Instructional Analysis"](#) available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.*

**Required Standards:**

The standards listed below are provided in the Instructional Analysis Templates to be completed by the Applicant. Instructional Analysis must be completed based on the grade levels identified on the Title Page. If the Applicant intends to serve any grades within the grade spans (K-2, 3-5, 6-8, 9-12) Instructional Analysis Templates must be completed for the standards identified for that-the corresponding grade span.

**K-2 grade span**

<u>1<sup>st</sup></u> <u>Grade</u> <u>Kindergarten</u> Math	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)</u> <u>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).</u>
<u>2<sup>nd</sup> 1<sup>st</sup></u> <u>Grade</u> Reading	<u>1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.</u> <u>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</u>
<u>2<sup>nd</sup>-1<sup>st</sup></u> <u>Grade</u> Writing	<u>1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u> <u>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u>

**3-5 grade span**

<u>4<sup>th</sup>-3<sup>rd</sup></u> <u>Grade</u> Math	<u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</u> c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions. <u>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
4 <sup>th</sup> Grade Science	<u>4.P2U1.3 Develop and use a model to demonstrate magnetic forces.</u> <u>S1.C3.PO 4. Determine whether the data supports the prediction for an investigation.</u>
5 <sup>th</sup> Grade Reading	<u>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u> <u>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>
<u>5<sup>th</sup>-3<sup>rd</sup></u> <u>Grade</u> Writing	<u>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> a. Introduce a topic and group related information together; include illustrations

	<p><u>when useful to aiding comprehension.</u></p> <p><u>b. Develop the topic with facts, definitions, and details.</u></p> <p><u>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p><u>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u></p> <p><u>b. Provide logically ordered reasons that are supported by facts and details.</u></p> <p><u>d. Provide a concluding statement or section related to the opinion presented.</u></p>
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**6-8 grade span**

<u>7<sup>th</sup>-8<sup>th</sup></u> Grade Reading	<p><u>8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u> <u>7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u></p>
<u>7<sup>th</sup>-6<sup>th</sup></u> Grade Writing	<p><u>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u></p> <p><u>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p> <p><u>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p><u>7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u></p> <p><u>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p><u>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p>
<u>8<sup>th</sup>-7<sup>th</sup></u> Grade Math	<p><u>7.EE.B.3 Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 per hour.</u> <u>8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</u></p>
8 <sup>th</sup> Grade Science	<p><u>8.P1U1.2 S2.C2.PO3 Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties. Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.</u></p>

**9–12 grade span**

High School Science	<u>Essential HS.P1U1.1 Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed in the Periodic Table and describe how these models are revised with new evidence.</u> S2.C2.PO 1. Specify the requirements of a valid, scientific explanation (theory), including that it be: <ul style="list-style-type: none"> <li>• logical</li> <li>• subject to peer review</li> <li>• public</li> <li>• respectful of rules of evidence</li> </ul>
High School Geometry Algebra !	A1.A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. G.G-GMD.A.1 Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.
10 <sup>th</sup> Grade Reading	9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
110 <sup>th</sup> Grade Writing	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**B. Operational Plan**

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

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

**Sections:**

- B.1      Applicant Entity
- B.2      School Governing Body
- B.3      Management & Operation
  - B.3.1    Education Service Providers \*
  - B.3.2    Contracted Services

\* Denotes section required only of certain applicants

*| For additional guidance, refer to the [Online Technical Assistance OTA-titled, "Operational and Business Plans"](#) available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.*

### Operational Plan

#### B.1 Applicant Entity

##### Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the entity that is applying for the charter and identify all Principals and authorized representatives.

~~Describe the entity that is applying for the charter, and identify all Principals and authorized representative(s), describing each individual's role within the entity.~~

##### Required Exhibits

- Legal documentation establishing entity
  - For Corporation, a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission (ACC), any amendments to the Articles, a copy of the most recent Annual Report (if applicable), documentation of director or officer changes since submission of Annual Report and a copy of current Corporate Bylaws.
  - For Partnership/LLC, a copy of Articles of Organization as they appear on file with the ACC and a copy of current and signed Partnership Agreement/Operating Agreement.
  - For Sole Proprietorship, a copy of a complete application for Registration of Trade Name or Certificate of Registration.
  - For Government or Tribal Entity, documentation authorizing the entity to operate a charter and documentation establishing the structure and method of governance and accountability for the operation of the charter school.
- If the Applicant is an out-of-state entity, complete application for Authority to Conduct Affairs in Arizona, issued by the Arizona Corporation Commission.
- Organizational Chart

- Signed minutes or resolution of intent to apply for a charter.

- ~~All necessary documents for completing a Background, Fingerprint, and Credit Check report for each Principal and authorized representative.~~

##### Narrative Prompts and Evaluation Criteria

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

- a) Describe in detail the Applicant'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. (2 points)
- 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. (2 points)
- c) Clearly describe any subsidiary relationship of the Applicant entity to another organization. (1 point)
- d) Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement. (1 point)
- e) Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan. (1 point)
- f) Be consistent with the background information documents provided for each individual. (.5 points)
- g) Ensure consistency with legal documentation establishing entity, including

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number of directors required by the Bylaws. (.5 points)

- h) Ensure consistency with information listed on Title Page and the contents of the application package. (.5 points)

Operational Plan

**B.2 School Governing Body**

Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the proposed composition, roles, and responsibility of the governing body.

~~Describe the key components of the proposed composition of the governing body, specifically outlining the roles and responsibilities of the governing body members as per A.R.S. §15-183 (E)(8). Describe any role the school governing body will have beyond the statutory minimum.~~

Narrative Prompts and Evaluation Criteria

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

- a) Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8). If applicable, describe any role the school governing body will have beyond the statutory minimum. (2 points)
- b) Clearly indicate if the corporate board for the 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. (2 points)
- c) Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission. (2 points)
- d) Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that. The description should indicate a process that will result in selecting the selection of a qualified governing body with the ability to qualify to fulfill its responsibilities. (2 points)
- e) Be consistent with all sections of the application package. (.5 points)

## Operational Plan

### B.3 Management & Operation

#### Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the organizational structure and operation of the school.

Clearly describe the organizational structure of the school and its day-to-day operation. Provide a clear and comprehensive operational plan of the management roles and responsibilities of key administrators. Describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities.

#### Narrative Prompts and Evaluation Criteria

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

- a) Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school. (2 points)
- b) Present a comprehensive viable and adequate operational plan that includes 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).

(2 points)
- c) Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities. (2 points)
- d) Be consistent with all sections of the application package. (.5 points)

## Operational Plan

### B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with or have a governance relationship with an [education\\_Education\\_service\\_Service\\_provider\\_Provider](#) ("ESP"). See Terms to Know.

#### Section Overview

The purpose of this section is to indicate if the Applicant expects to contract with or have a governance relationship with an ESP. If such a relationship will exist, this section will describe the relationship between the Applicant and ESP.

#### Applicability Guidelines

Select the statement that is applicable and proceed as directed:

- We intend to have a governance relationship with a CMO. Continue with the completion of this section.
- We intend to contract with an EMO. Continue with the completion of this section.
- We do not intend to contract with or have a governance relationship with an education service provider. Skip this section.

~~If the Applicant expects to contract with or have a governance relationship with an ESP, discuss the Applicant's decision to work with the ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the Applicant and ESP.~~

#### Required Exhibits

- Background information on the ESP including relevant performance data for all other schools that the ESP has managed.

- A list of all other schools managed by the ESP, the state in which the schools are located, and contact information for the schools and their authorizers.
- The service agreement as executed between the Applicant and the ESP (or template version if not yet executed).

#### Narrative Prompts and Evaluation Criteria

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

- a) Present a detailed explanation of how contracting with 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.

(2 points)
- b) 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. (2 points)
- c) Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)
- d) (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. (.5 points)
- e) (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. (2 points)
- f) (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. (1.5 points)

- g) (EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)
- h) Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)

## Operational Plan

### B.3.2 Contracted Services

#### Section Overview

The purpose of this section is to identify all areas, if any, which may require the Applicant to seek ongoing outside expertise.

~~Identify all areas, if any, which may require the Applicant to seek ongoing outside expertise (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.).~~

#### Narrative Prompts and Evaluation Criteria

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

- a) Delineate all areas (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.), for which the Applicant plans to contract with a service provider. (1 point)
- b) Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service. (1 point)
- c) Provide ~~clear and~~ specific sources for costs of each listed contracted service. (1 point)
- d) Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2. (1 point)
- e) Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)

## C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

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

**Sections:**

- C.1 Facilities Acquisition
- C.2 Marketing and Student Enrollment
- C.3 Personnel
- C.4 Start-Up Budget
- C.5 Three-Year Operational Budget

| *For additional guidance, refer to the [Online Technical Assistance OTA](#)-titled, "Operational and Business Plans" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.*

Business Plan

**C.1 Facilities Acquisition**

Section Overview

The purpose of this section is to provide a clear and comprehensive overview of the facility necessary to implement the program described in the application package, and the process for ensuring a facility is secured.

Describe the facility necessary to implement the program described in the application package.

Describe the process for ensuring the facility is ready for a timely commencement of operations. Discuss all arrangements for securing a facility.

Describe costs associated with securing a facility and obtaining educational occupancy.

*Required Exhibit*

- Layout of Space ([See Terms to Know](#))

Narrative Prompts and Evaluation Criteria

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

- a) Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page. (2 points)
- b) 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. (2 points)
- c) Ensure the Layout of Space is consistent with the narrative (.5 points)
- 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 point)
- e) Be consistent with all sections of the application package (.5 points)
- f) 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. (2 points)
- 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. (2 points)
- b) For an already acquired facility, purchased land or proposed build only: Describe any financial arrangements that have been made for securing the facility. (2 points)
- c) Ensure the Layout of Space is consistent with the narrative.
- 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.~~
- e) Be consistent with all sections of the application package.

## Business Plan

**C.2 Marketing and Student Enrollment****Section Overview**

The purpose of this section is to provide a clear and comprehensive overview of the school's marketing plan and proposed enrollment practices for school.

~~Provide a clear and comprehensive marketing plan sufficient to attract enough parents/students to meet the proposed number of students and state equalization assistance included in the Three-Year Operational Budget.~~

~~Describe the proposed enrollment practices for the school, as per A.R.S. §15-184. Explain the process used if enrollment requests exceed the capacity of the school's enrollment cap. Identify the documentation collected separately as part of the enrollment and registration processes.~~

*Enrollment of students cannot begin until the charter contract is signed.*

**Required Exhibit:**

- [Enrollment form to be used at the school](#)

**Narrative Prompts and Evaluation Criteria**

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

- a) 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 point)
- 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. (2 points)
- c) Provide clear and specific sources for costs associated with the marketing plan. (1 point)
- 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. (2 points)
- 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. (1 point)
- f) Describe the proposed fair and equitable admission requirements. and List and describe all documents that will be required in the enrollment packet. (2 points)
- g) Describe the enrollment procedures that are 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 point)
- 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. (1 point)
- h)j) Ensure all processes, procedures, and documentation used in the enrollment process are compliant with all applicable

## Application for a New Charter

state and federal statutes, Rules, and policies. (1 point)

Business Plan

**C.3 Personnel**

Section Overview

The purpose of this section is to identify the personnel necessary to implement the program of instruction and operate the charter school.

Identify the personnel necessary to implement the program of instruction and operate the charter school as described. Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction.

Narrative Prompts and Evaluation Criteria

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

- a) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position. (2 points)
- 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.

(2 points)
- c) Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction. (1 point)
- d) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. (2 points)
- e) 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. (2 points)
- f) 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 point)

Business Plan

**C.4 Start-Up Budget**

Section Overview

The purpose of this section is to provide a viable and adequate budget along with clear and comprehensive assumptions that covers expenses that will occur in the start-up process, before state equalization revenue is received.

~~Provide a viable and adequate budget to cover expenses that will occur in the start-up process, before state equalization revenue is received.~~

~~Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs.~~

*Required Exhibits*

- Start-Up Budget Template
- Start-Up Budget Assumptions

*Required Exhibits (to be uploaded and saved into the Verifiable Proof of Secured Funds Field)*

- Verifiable Proof of Secured Funds form for each source of revenue.
- Documentation to support any agreement, donation, or loan that supports the budget.

Narrative Prompts and Evaluation Criteria

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

- a) List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation. (2 points)
- b) List expenditures to cover the start-up plans described in the application package. (2 points)
- c) Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)
- d) Ensure revenues cover expenditures. (2 points)
- e) Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget. (1 point)
- f) Be consistent with all sections of the application package. (1 point)

## Business Plan

**C.5 Three Year Operational Budget****Section Overview**

The purpose of this section is to provide a viable and adequate budget along with clear and comprehensive assumptions that cover expenses projected to occur during the first three years of operation.

~~Provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population, as described in A.2 as detailed in the Projected Revenue Calculator. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs.~~

**Required Exhibits**

- Three Year Operational Budget Template
- Projected Revenue Calculator for Years 1, 2, & 3
- Three Year Operational Budget Assumptions

**Narrative Prompts and Evaluation Criteria**

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

- a) List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points)
- b) Ensure state equalization detailed in the Projected Revenue Calculator is consistent with the Target Population and the student count by grade level. (2 points)
- c) (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. (2 points)
- d) Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2. (2 points)
- e) Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)
- f) If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms. (2 points)
- g) Ensure revenues cover expenditures. (2 points)
- h) Be consistent with all sections of the application package. (1 point)

## Checklist

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

<input type="checkbox"/>	Read and electronically signed the “Applicant Agreement Information” form
<input type="checkbox"/>	Completed “Title Page” section
<input type="checkbox"/>	Completed “Target Population” section
<input type="checkbox"/>	Completed “A. 1 Educational Philosophy” section
<input type="checkbox"/>	Completed “A.2 Target Population” section
<input type="checkbox"/>	Completed “A.3 Program of Instruction” section
<input type="checkbox"/>	Completed “A.3.1 Mastery and Promotion” section ( <i>only if serving grades K–8</i> )
<input type="checkbox"/>	Completed “A.3.2 Course Offerings and Graduation Requirements” section and Required Exhibit, ( <i>if serving grades 9–12</i> )
<input type="checkbox"/>	Completed “A.4 School Calendar and Weekly Schedule” section and Required Exhibits
<input type="checkbox"/>	Completed “A.5 Academic Systems Plan” section and Required Exhibit
<input type="checkbox"/>	Completed “A.6 Instructional Analysis” section and Required Exhibits, including applicable grade spans
<input type="checkbox"/>	Completed “B.1 Applicant Entity” section and Required Exhibits, including legal documentation establishing entity
<input type="checkbox"/>	Completed “B.2 School Governing Body” section
<input type="checkbox"/>	Completed “B.3 Management & Operation” section
<input type="checkbox"/>	Completed “B.3.1 Education Service Providers” section ( <i>only if applicable</i> ) including Required Exhibits
<input type="checkbox"/>	Completed “B.3.2 Contracted Services” section
<input type="checkbox"/>	Completed “C.1 Facilities Acquisition” section, including layout of space.
<input type="checkbox"/>	Completed “C.2 Marketing and Student Enrollment” section
<input type="checkbox"/>	Completed “C.3 Personnel” section
<input type="checkbox"/>	Completed “C.4 Start-Up Budget” section, including Required Exhibits
<input type="checkbox"/>	Completed “C.5 Three Year Operational Budget” section, including Required Exhibits

## Appendices

### A. Terms to Know

### B. Forms

## A. Terms to Know

- **Associated Schools:** A school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider ([ESP](#)); a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.
- **Authorized Representative:** An individual with the power to bind an applicant contractually according to the applicant's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.
- **Board's Academic Performance Expectations:** A charter holder meets the Board's academic performance expectations if all schools operated by the charter holder receive an Overall Rating of "Meets Standard", "Above Standard" or "Exceeds Standard" in the most recent fiscal year that State achievement profiles are available as measured by the Academic Performance Framework, which is described in the *Academic Performance Framework and Guidance*, available on <https://asbcs.az.gov/school-resources/academic-performance> under "Performance Expectations".
- **Charter:** A legally binding contract between the Arizona State Board for Charter Schools and an approved Applicant. A sample may be viewed at <https://asbcs.az.gov/applicant-resources> under "Sample New Charter Contract".
- **Day:** A business day.
- **Education Service Provider ("ESP"):** Any number of organizations that contract with or have a governance relationship with the Applicant entity to provide comprehensive services. The major types of ESPs that serve charter schools are [education-Education management Management organizations](#) ("EMOs") and [charter-Charter management Management organizations](#) ("CMOs"). For the purposes of this application:
  - An ESP is considered a CMO if it has a governance relationship with the Applicant in which the Applicant is a subsidiary of the ESP, the Applicant board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the Applicant, including the power to appoint board members and/or close the school.
  - An ESP is considered an EMO if it will contractually provide operations and management to the Applicant, but the Applicant chooses the affiliation and is independent of the ESP.
- **Fingerprint Clearance Card ("FCC"):** A card issued by the Arizona Department of Public Safety and valid at the time of submission of the application package.

For a Principal or Authorized Representative with a valid Fingerprint Clearance Card ("FCC") that will expire during the substantive review process, a copy of the FCC renewal application must be submitted by email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov), with the Applicant name indicated, prior to expiration of the FCC. Upon issuance of the renewed FCC, a copy must be submitted by email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov), with the Applicant name indicated.
- **Governing Body:** Responsible for the policy decisions of the school, as described in A.R.S. § 15-183 (E) (8).

- **Layout of Space:** A floor plan of the facilities clearly indicating internal building dimensions that demonstrates an appropriate facility for implementation of the Program of Instruction.
- **Legal Document Establishing Entity:** Must be a filing with the Arizona Corporation Commission, unless otherwise described, establishing that the entity applying for the charter has authority to do business in Arizona. If this document refers to an entity domiciled outside Arizona, the application must also include documents on file with the domicile state, as amended.
- **Principal:** Any officer, director, partner, or member of the corporate board of the entity applying for a charter at the time of submission of the application package.
- **Required Standard:** The specific Standard from Arizona State Standards - English Language Arts and Mathematics, or specific Performance Objective from the Arizona Science Standard identified in the application to be used in the Instructional Analysis for a given grade level and content area.
- **School Calendar:** A school may choose between two types of school calendars, as set by statute. Instruction must begin on or after July 1 and end no later than June 30.
  - **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, consists of a traditional school calendar of one session per day meeting 4-5 days per week, or
  - **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.
- **Section:** A numbered subdivision of the application, including narrative sections (e.g., A.3.2 Course Offerings and Graduation Requirements, C.4 Start-Up Budget).
- **State Equalization:** The per-pupil funding provided by the State.
- **Sufficiently Qualified:** The Board's determination that an Applicant's knowledge, experience, qualifications, current and prior charter compliance, capacity, personal and professional background, and creditworthiness indicate an ability to implement a charter and operate a charter school in accordance with federal and state law and the performance expectations established by the Board.
- **Technical Assistance:** General or specific assistance from Board staff, either written or verbal, and including Online Technical Assistance ("OTA") and scoring rubrics provided by the Technical Review Panel (TRP). (~~First found in Application Overview.~~)
- **Technical Review Panel ("TRP"):** Individuals approved by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist the Executive Director by conducting a preliminary evaluation of an application package.

## **B. Forms**

On January 16, 2018/February 11, 2019, the Board approved the New Charter Application, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content. A new charter application package may be deemed Administratively Incomplete if it contains modifications to the content, format, or sequence of the templates or forms, or if it contains templates or forms that were approved for use in a prior fiscal year.

This appendix provides the forms that are required for the application. Each individual section identifies which of these specific forms is required to be included with the application package.

- *Refer to the Formatting Requirements when creating, saving, and uploading files.*

The following forms are included in this section:

- **New Charter Application Fee**

An application processing fee ("Fee") of \$6,500, in the form of a single personal check or cashier's check made payable to Arizona State Board for Charter Schools, is required to complete the submission of a new charter application package. Any Applicant remitting payment of the Fee via U.S. mail (to ASBCS, P.O. Box 18328, Phoenix, AZ 85005~~9~~) or FedEx/UPS (to 1616 W. Adams St. Suite 170, Phoenix, AZ 85007) must complete this form and include it in the mailing envelope with the Fee.

- **Verifiable Proof of Secured Funds (VPSF)**

For each source of funding listed on the Start-Up Budget, the Consent to Verify the Availability of Funds form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). The form may be duplicated as necessary, scanned and uploaded into the ASBCS online application wizard.

- **Affidavit, Disclosure and Consent for Background and Credit Check**

An Affidavit, Disclosure, and Consent for Background and Credit Check must be completed for each Authorized Representative or Principal listed in the application package. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and uploaded into the ASBCS online application wizard.

- **Background Information Sheet**

Both pages of the Background Information Sheet must be completed for each Authorized Representative or Principal listed in the application package. Information included on the Background Information Sheet must be consistent with that found on the résumé and transcripts. The form may be duplicated as necessary, scanned, and uploaded into the ASBCS online application wizard.

- **Waiver of Online Submission of Application for a New Charter**

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be received by the ASBCS office no later than close of business, Wednesday, May 1, 2019/Friday, April 6, 2018. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

- **Academic Systems Plan (“ASP”) Template**

Use the ASP template to thoroughly detail the school’s strategic plan for creating and implementing integrated systems using data in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. A sample of the ASP template is provided in this appendix. However, a fillable word document is available on the ASBCS online application wizard.

- **Instructional Analysis Templates**

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction. For each grade span served, ensure the appropriate documents are provided, as indicated in section A.6 of the Application. A sample of the Instructional Analysis templates are provided in this appendix. However, a fillable word document is available on the ASBCS online application wizard.

- **Start-up Budget Template**

Provide a budget to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens). A sample of the Start-up Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS online application wizard.

- **Three-Year Operational Budget Template**

Applicants must submit a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population. A sample of the Three-Year Operational Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS online application wizard.

- **Projected Revenue Calculator**

Provide a Projected Revenue Calculator that demonstrates the projected revenue of the school, as determined by the projected student counts. The numbers in this form are generated based on formulas from the Auditor General’s Office.

## New Charter Application Fee

Instructions: An application processing fee ("Fee") of \$6,500, in the form of a single personal check or cashier's check made payable to *Arizona State Board for Charter Schools*, is required to complete the submission of a new charter application package. Any Applicant remitting payment of the Fee via U.S. mail (to ASBCS, P.O. Box 18328, Phoenix, AZ 850059) or FedEx/UPS (to 1616 W. Adams St. Suite 170, Phoenix, AZ 85007) must complete this form and include it in the mailing envelope with the Fee.

Date: \_\_\_\_\_

New Charter Applicant Name: \_\_\_\_\_

Authorized Representative Name: \_\_\_\_\_

Contact Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Check Number: \_\_\_\_\_ Amount: \$ \_\_\_\_\_

Account Holder Name: \_\_\_\_\_

## **Verifiable Proof of Secured Funds**

### **Instructions**

For each source of funding the Applicant is listing on the Start-Up Budget, the Consent to Verify the Availability of Funds form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). Availability of these funds will be confirmed at the time of the Administrative Completeness Check, and again before the application package is forwarded to the Board for consideration.

One signed original form is required to be uploaded for each individual/organizational account contributing to the start-up funds for the Applicant. This form may be copied as necessary.

If these funds are in the form of a grant or loan from an organization, this form must be submitted and accompanied by an official letter, on letterhead and signed by an officer of the organization, specifying the amount and terms of the grant or loan.

If these funds are a personal loan or gift from an individual or individuals not listed in the application package as a charter principal or authorized representative, this form must be submitted and accompanied by a signed, notarized letter from the individual(s) specifying the amount and terms of the gift or loan.

An application package that does not have all sources of start-up funding accounted for with these forms will be deemed Administratively Incomplete.

## Verifiable Proof of Secured Funds

### Verifiable Proof of Secured Funds

Applicant Name: \_\_\_\_\_

Financial Institution: \_\_\_\_\_ Branch: \_\_\_\_\_

Financial Institution Contact Name (Account Manager):\_\_\_\_\_

Address: \_\_\_\_\_

Phone Number \_\_\_\_\_ Email: \_\_\_\_\_

Account Holder Type:  Individual  Joint  Organization

Account Holder Name(s):\_\_\_\_\_

If organizational account: name, position, and contact number of authorized signer:

Account Type:  Checking  Savings  Other (description):\_\_\_\_\_

Last four numbers of account #: \_\_\_\_\_ Minimum Funds Available for Start-Up: \$ \_\_\_\_\_

*By signing below, the Account Holder verifies that the funds identified above are available on the date of signing, and authorizes staff of the Arizona State Board of Charter Schools to verify with the financial institution that the Minimum Funds Available for Start-Up listed above are available immediately prior to the Board's consideration of the new charter application package submitted by the Applicant.*

---

Printed name of Account Holder or Authorized Signer

---

Account Holder/Authorized Signature

Date

---

Printed name of second Account Holder (joint account)

---

Account Holder Signature

Date

*By signing below, the Account Manager verifies:*

1. *that the funds identified above are available on the date of signing, and*
2. *that presentation of this form, signed by the Account Holder, will be sufficient documentation for future verification of the same amount when requested by staff of the Arizona State Board of Charter Schools, which will occur prior to the Board meeting when this application will be considered.*

---

Printed name of Account Manager

---

Account Manager Signature

Date

This form may be duplicated as necessary

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## Affidavit, Disclosure, and Consent for Background and Credit Check

### Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Authorized Representative and Principal listed in the application package. Duplicate as needed and print each form separately. Have each form signed and dated by the Authorized Representative or Principal and notarized.

Name of Applicant Organization: \_\_\_\_\_

Name: \_\_\_\_\_ Social Security Number\*: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

With signature below, permission is hereby granted to complete the background and credit check of the individual above.

Please check the appropriate answer to each question below.

1. Have you ever been convicted of or pled "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving sale, distribution or transportation of, offer to sell, transport or distribute marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-705, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.	Yes <input type="checkbox"/> No <input type="checkbox"/>

I DO SOLEMLY SWEAR OR AFFIRM THAT THE FOREGOING INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS TO DENY THE APPLICATION SUBMITTED BY THE ABOVE LISTED APPLICANT.

Signature \_\_\_\_\_

Notary: Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_ Year \_\_\_\_\_

County of \_\_\_\_\_ State of \_\_\_\_\_

Notary Public Signature \_\_\_\_\_ My Commission Expires \_\_\_\_\_

\*Disclosure of your social security number is voluntary and is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182(E) in order to verify the information supplied in your application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your

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## Affidavit, Disclosure, and Consent for Background and Credit Check

social security number for that purpose. Failure to disclosure your social security number may, however, result in a denial of the application.

## Background Information Sheet

*Provide the following information for each Authorized Representative and Principal listed in the application package. This form may be duplicated as many times as necessary.*

Full Name (First, Middle, Last)		Other Names Used (Maiden names, AKA, etc.)	
Social Security Number (xxx-xx-xxxx)*		Date of Birth (Month/Day/Year)	
Residential Address			
City	State	Zip	Phone Number
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address			

*List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.*

City	State	Zip Code	From Mo/Yr	To Mo/Yr

\* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182E in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

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## Background Information Sheet

### Background Information Sheet, Page 2

Name of Individual (Authorized Representative/Principal): \_\_\_\_\_

If applicable, list the **highest-level** post-secondary institution attended and degree earned or coursework/certification completed. If no post-secondary education is indicated on your resume, write N/A in "Institution Name."

Institution Name	Dates Attended	Degree Earned	Major
------------------	----------------	---------------	-------

List the last FIVE YEARS of employment. List and describe any gaps in employment within the last five years.

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Duplicate and add employment fields as necessary.

## Waiver of Online Submission of Application for New Charter

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be received by the ASBCS office no later than close of business, Friday, April 6, 2018~~Wednesday, May 1, 2019~~. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

**Name of Applicant:** \_\_\_\_\_

**Name of Authorized Representative:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

Initial each section below to indicate acceptance of the terms of the Waiver.

1. I understand that an original of this waiver, signed by an Authorized Representative of the Applicant and notarized, must be received by the Arizona State Board for Charter Schools (ASBCS) office no later than <b>close of business, Wednesday, May 1, 2019</b> <del>Friday, April 6, 2018</del> , for the application package to qualify for submission through the Alternative Submission Process.	<u>Initial to indicate acceptance.</u>
2. I understand that by submitting this waiver, the Applicant waives the right to have any application package submitted by the Applicant through the ASBCS Online system considered by the ASBCS during the current application cycle (2019-2020).	<u>Initial to indicate acceptance.</u>
3. I understand that by using the Alternative Submission Process, the deadline for the receipt of my application package by the office of the ASBCS is <b>close of business, Wednesday, May 29, 2019</b> <del>Friday, May 4, 2018</del> .	<u>Initial to indicate acceptance.</u>
4. I understand that the Alternative Submission of my application package must: <ul style="list-style-type: none"> <li>• Include all required narrative sections, exhibits, and attachments, with clearly labeled file names,</li> <li>• Include completed Alternative Submission forms,</li> <li>• Follow all formatting requirements specified in the instructions,</li> <li>• Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and</li> <li>• Be received on a clearly labeled USB flash drive by the ASBCS office no later than <b>close of business, Friday, May 4, 2018</b><del>Wednesday, May 29, 2019</del>.</li> </ul>	<u>Initial to indicate acceptance.</u>
5. I understand that an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to <i>Arizona State Board for Charter Schools</i> , with the name of the Applicant printed on the front, must be received via hand delivery, FedEx or UPS to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) <b>during regular office hours</b> on or before the submission deadline of <b>Friday, May 4, 2018</b> <del>Wednesday, May 29, 2019</del> .	<u>Initial to indicate acceptance.</u>
6. I understand that should the complete application package and Fee not be received by the ASBCS office by <b>close of business on Friday, May 4, 2018</b> <del>Wednesday, May 29, 2019</del> , the Applicant's application package will not be processed.	<u>Initial to indicate acceptance.</u>

I do solemnly swear or affirm that the foregoing information provided by me for the above listed Applicant is true and correct.

**Applicant Authorized Representative's Signature** \_\_\_\_\_

**Notary:** Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_ Year \_\_\_\_\_

County of \_\_\_\_\_ State of \_\_\_\_\_

Notary Public Signature \_\_\_\_\_ My Commission Expires \_\_\_\_\_

**Academic Systems Plan Template**

Applicant Name: \_\_\_\_\_

**Duration of the Plan:** Begins July 1 and continues for two years

	<b>Baseline</b> (current performance of target population)	<b>Predicted Target</b> (expected performance in Year 1)
<b>Math</b>		
<b>Reading</b>		

**Narrative for setting baseline figures**

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

**AREA I: Elements of a Comprehensive Curriculum System**

*Complete the plan for each of the five sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system:*

- i. adoption of curriculum aligned to Arizona State Standards;
- ii. implementation of curriculum;
- iii. evaluation of curriculum
- iv. revision of curriculum; and
- v. adaptation to address the curriculum needs of subgroup populations.

*For each Action Step you add, ensure all fields have been completed.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

**Process for Implementing Action Step**

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**AREA II: Elements of a Comprehensive Assessment System**

*Complete the plan for each of the four sections. Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance:*

- i. developing the assessment system;
- ii. analyzing assessment data;
- iii. adapted to meet the needs of subgroups; and
- iv. year to year comparison.

*For each Action Step you add, ensure all fields have been completed.*

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

**Process for Implementing Action Step**

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**AREA III: Monitoring Instruction**

Complete the plan for each of the five sections. Provide **sufficiently detailed and implementable action steps** that address each of the following elements of a comprehensive system for monitoring instruction:

- i. monitoring instruction;
- ii. evaluating instructional practices;
- ~~iii. evaluation of curriculum;~~
- ~~iv. iii.~~ adapted to meet the needs of subgroups; and
- ~~v. iv.~~ providing feedback that develops the quality of teaching and standards integration.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step

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**AREA IV: Professional Development**

Complete the plan for each of the four sections. Provide **sufficiently detailed and implementable action steps** that address each of the following elements of a comprehensive professional development system:

each of the following elements of a comprehensive professional development system:

- i. Developing the professional development plan;
- ii. Supporting high quality implementation;
- iii. Monitoring implementation and follow-up; and
- iv. Adapted to meet the needs of subgroups.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

Process for Implementing Action Step

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## Instructional Analysis Templates for K-2 Grade Span

### Instructional Analysis for ~~Grade 1~~Kindergarten Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that responses meet the listed criteria in the left-hand column and align with the new charter application package.

<b>Required Standard:</b> <u>K.CC.C.61.OA.A.2</u>	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis for Grade 12 in Reading**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

Required Standard: <u>1.RL.22-RL.9</u>	<u>Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.</u> <del>Compare and contrast the most important points presented by two texts on the same topic.</del>
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**1. Learning Targets**

Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.

**2. 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.

**3. Instructional Plan**

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.

**4. 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.

**5. Formative Assessment**

List criteria for determining whether students have met each of the learning targets.

**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.

**7. Remediation**

Describe the processes available to provide support to students that do not meet the learning targets.

**Instructional Analysis for Grade 12 in Writing**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

Required Standard: <b><u>2.W.21.W.1</u></b>	<u>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u> <u>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	

<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	
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**Instructional Analysis Templates for 3-5 Grade Span****Instructional Analysis for Grade 34 in Math**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b><u>3.NF.A.34.NBT.B.5</u></b>	<u>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</u> <u>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</u> <u>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols &gt;, =, or &lt;, and justify conclusions</u> <u>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	

<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis for Grade 4 in Science**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

Required Standard: **4.P2U1.3  
S1.C3.PO4.**

Develop and use a model to demonstrate magnetic forces. Determine whether the data supports the prediction for an investigation.

**1. Learning Targets**

Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.

**2. 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.

**3. Instructional Plan**

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.

**4. 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.

**5. Formative Assessment**

List criteria for determining whether students have met each of the learning targets.

**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.

**7. Remediation**

Describe the processes available to provide support to students that do not meet the learning targets.

**Instructional Analysis for Grade 5 in Reading**

*Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.*

Required Standard: <b><u>5.RI.25-RL.6</u></b>	<b><u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></b>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis for Grade 35 in Writing**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b><u>5.W.13.W.2</u></b>	<p><u>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u></p> <p><u>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</u></p> <p><u>b. Develop the topic with facts, definitions, and details. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p><u>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u></p> <p><u>b. Provide logically ordered reasons that are supported by facts and details.</u></p> <p><u>d. Provide a concluding statement or section related to the opinion presented.</u></p>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis Templates for 6-8 Grade Span****Instructional Analysis for Grade 8 in Reading**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <u><a href="#">8.RI.6</a></u> <u><a href="#">7.RI.2</a></u>	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	

<p><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.</p>	
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	

**Instructional Analysis for Grade 67 in Writing**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b><u>67.W.3</u></b>	<p><b><u>6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u></b></p> <p><b><u>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></b></p> <p><b><u>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></b></p> <p><b><u>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u></b></p> <p><b><u>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></b></p> <p><b><u>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></b></p>
<b><i>1. Learning Targets</i></b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<b><i>2. Prior Knowledge</i></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.	
<b><i>3. Instructional Plan</i></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.	
<b><i>4. Instruction</i></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.	
<b><i>5. Formative Assessment</i></b> List criteria for determining whether students have met each of the learning targets.	

<p><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.</p>	
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	

**Instructional Analysis for Grade 78 in Math**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <u><b>7.EE.B.3&amp;F.A.2</b></u>	<u>Solve multi-step mathematical problems and problems in real-world context posed with positive and negative rational numbers in any form. Convert between forms as appropriate and assess the reasonableness of answers. For example, If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 per hour. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</u>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	

<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	
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**Instructional Analysis for Grade 8 in Science**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b>8.P1U1.2</b> <b>S2.C3.PO3</b>	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties. Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator's credibility with other scientists and society.
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	

<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis Templates for 9-12 Grade Span****Instructional Analysis for GeometryAlgebra I**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b>A1.A-CED.A.2G.G-GMD.A.1</b>	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	

<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis for Grade 10 in Reading**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b><u>9-10.RL.49</u> <u>10.RI.8</u></b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	

<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	
<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.	
<b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.	

**Instructional Analysis for Grade 10 in Writing**

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.

Required Standard: <b><u>11-12.W.1</u></b> <b><u>9-10.W.1</u></b>	<p><u>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u></p> <p><u>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u></p> <p><u>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p><u>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u></p>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	

<b>6. Summative Assessment</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a	
<b>Instructional Analysis for High School Science</b>	
<i>Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.</i>	
<b>Required Standard: 11-12.W.1</b>	<b>Specified Standard:</b> <del>SC.2.E.2.10.1</del> <b>What do you do if it does not meet the learning targets.</b>
	<p><del>Specify the requirements of a valid, scientific explanation (theory), including that it be:</del></p> <ul style="list-style-type: none"> <li><del>• logical</del></li> <li><del>• subject to peer review</del></li> <li><del>• public</del></li> <li><del>• respectful of rules of evidence</del></li> </ul>
<b>Required Standard: 11-12.W.1</b>	<b>Develop and use models to explain the relationship of the structure of atoms to patterns and properties observed in the Periodic Table and describe how these models are revised with new evidence.</b>
<b>1. Learning Targets</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.	
<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.	
<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.	
<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.	
<b>5. Formative Assessment</b> List criteria for determining whether students have met each of the learning targets.	

<p><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.</p>	
<p><b>7. Remediation</b> Describe the processes available to provide support to students that do not meet the learning targets.</p>	

## Budget Templates

### C.4 Start-Up Budget, Page 1

**Applicant Name:** \_\_\_\_\_

Provide Assumptions by Line	August 1 of Opening Year			Total \$	Timeframe for Acquisition
<b>START-UP REVENUE</b>					
Secured Funds - Private Donations					
Secured Funds - Loans					
Secured Funds - Other					
Total Start-up Revenue				\$	
					Timeframe for Acquisition
<b>Administration, Instruction, &amp; Support (AIS) EXPENDITURES</b> (add lines as necessary)	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	
Salaries					
Director/Principal				\$ -	
Teacher-Regular Education				\$ -	
Teacher-Special Education				\$ -	
Clerical				\$ -	
Bookkeeper/Finance				\$ -	
Custodial/Maintenance				\$ -	
Other				\$ -	
Employee Benefits					
Employee Insurance (if providing)					
Office Supplies (Paper, Postage, etc.)					
Instructional Consumables					
Membership Dues, Registrations, & Travel					
Contracted Services: AIS					
Contracted Services: Special Education					
Curriculum & Resource Materials					
Library Resources/Software					
SIS Software					
Other					
<b>Total Administration, Instruction, &amp; Support</b>				\$ -	

## Start-Up Budget, Page 2

	Timeframe for Acquisition
<b>Total \$</b>	
<b>Operations &amp; Maintenance (O&amp;M)</b>	
<b>EXPENDITURES</b> (add lines as necessary)	
Supplies	
Marketing/Advertising	
Contracted Services: O&M	
Building Rent/Lease/Loan	
Building & Improvements	
Land & Improvements	
Fees/Permits	
Property/Casualty Insurance	
Liability Insurance	
Utilities (Electric, Gas, Water, Waste)	
Phone/Communications/Internet Connectivity	
Student Furniture & Equipment	
Office Furniture & Equipment	
Student Technology Equipment	
Office Technology Equipment	
Other Leases (Security, Copiers, etc.)	
Loan Repayment	
Other	
<i>Total Operations &amp; Maintenance</i>	\$ -
<b>Total Expenditures</b>	\$ -
<b>Total Start-up Revenues</b>	\$ -
<b>Budget Balance</b> (= Revenues - Expenditures)	\$ -

## Budget Templates

### C.5 Three-Year Operational Budget, Page 1

Applicant Name: \_\_\_\_\_

Provide Assumptions by Line	First Year			Second Year			Third Year					
<b>STUDENT COUNT</b> (at full enrollment)												
Number of Students (Budget based on)												
% of Full Enrollment Budget Based On				#DIV/0!			#DIV/0!		#DIV/0!			
<b>CARRYOVER</b> (Balance from Start-Up Budget in year 1 or previous year)												
<b>REVENUE</b>			\$ Amount			\$ Amount			\$ Amount			
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
<i>Total Revenue</i>			\$ -			\$ -			\$ -			
<b>Administration, Instruction, &amp; Support (AIS) EXPENDITURES</b> <i>(add lines as necessary)</i>	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
Salaries												
Director/Principal												
Teacher-Regular Education												
Teacher-Special Education												
Instructional Assistants-Regular Education												
Instructional Assistants-Special Education												
Clerical												
Bookkeeper/Finance												
Custodia/Maintenance												
Other												
Other												
Employee Benefits												
Employee Insurance (if applicable)												
Office Supplies (Paper, Postage, etc.)												
Instructional Consumables												
Membership Dues, Registrations, & Travel												
Contracted Services (SIS)												
Contracted Services (Special Education)												
Curriculum & Resource Materials												
Library Resources/Software												
SIS Software												
Auditor Fees												
Other												
<i>Total Administration, Instruction, &amp; Support</i>				\$ -			\$ -			\$ -		

## C.5 Three-Year Operational Budget, Page 2

Operations & Maintenance (O&M) EXPENDITURES <i>(add lines as necessary)</i>	Total	Total	Total
Supplies			
Marketing/Advertising			
Contracted Services - O&M			
Building Rent/Lease/Loan			
Building & Improvements			
Land & Improvements			
Fees/Permits			
Property/Casualty Insurance			
Liability Insurance			
Utilities (Electric, Gas, Water, Waste)			
Phone/Communications/Internet Connectivity			
Transportation			
Food Service			
Student Furniture & Other Equipment			
Office Furniture & Other Equipment			
Student Technology Equipment			
Office Technology Equipment			
Other Leases (Security, Copiers, etc.)			
Loan Repayment			\$
Other		\$	\$
<b>Total Operations &amp; Maintenance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Budget Balance (=Revenues-Expenditures)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## Projected Revenue Calculator

**Application for New Charter**  
**Arizona State Board for Charter Schools**

**Projected Revenue Calculator**

**A. Enter Estimated Student Counts**

	Year 1	Year 2	Year 3
Kinder			
Grades 1-3			
Grades 4-8			
Grades 9-12			
Total	0	0	0

**B. Will you have a 200 Day Calendar?**

No	No	No
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**C. Enter Estimated Student Count Add-On Numbers\***

Hearing Impairment			
ELL (English Learners)			
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MIID, SLD, SLI, and OHI			
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			

**D. Estimated Equalization Revenue**

\$	-	\$	-	\$	-
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## Projected Revenue Calculator

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	0	0
Student Count Kinder	0	0
Adjusted Student Count	= 0	= 0
 SUPPORT LEVEL WEIGHTS		
TO BE USED FOR:	K-8	9-12
Adjusted Student Count 0.001-99.999		
Support Level Weight (2)	1.399	1.559
Adjusted Student Count 100.000-499.999		
Student Count Constant	500.000	500.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	X 0.0003	X 0.0004
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 500.000-599.999		
Student Count Constant	600.000	600.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	X 0.0012	X 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 600.000 or More		
Support Level Weight	1.158	1.268

## Weighted Student Count

1. K-3 (1)
  2. 4-8
  3. 9-12
  4. Total Student Count
  5. Total Add-On Count
  6. Total Weighted Stud

Student Count	Support Level Weight x (from W.S. A)	=	Weighted Student Count
0.000	x	0.100	=
0.000	x	0.000	=
0.000	x	0.000	=
0.000			0.000

### Base Level Amount (2)

\$ 3,635.64

### Increase for 200 Days of Instruction

\$ 0.00

### Adjusted Base Level Amount

\$ 3,635.64

### Total Weighted St

0.000

K-8 9-12

Total Student Count (1)		0	0
Additional Assistance per Student Count	x \$	1,752.10	x \$ 2,042.04
Additional Assistance	\$ -	\$ -	

Total Equalization Assistance = \$

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading.

(2) Includes Additional Inflation Amount (Laws 2015, Ch. 8, §34)

## Student Count Add-Ons

1. Hearing Impairment
  3. ELL (English Learners)
  4. MD-R, A-R, and SID-R
  5. MD-SC, A-SC, and SID-SC
  6. Multiple Disabilities Severe Sensory Impairment
  7. Orthopedic Impairment (Resource)
  8. Orthopedic Impairment (Self-Contained)
  9. DD, ED, MIID, SLD, SLI, and OHI
  10. Emotionally Disabled (Private)
  11. Moderate Intellectual Disability
  12. Visual Impairment
  13. Total Add-On Count

	0.000	x	4.771	=	0.000
	0.000	x	0.115	=	0.000
	0.000	x	6.024	=	0.000
	0.000	x	5.833	=	0.000
t	0.000	x	7.947	=	0.000
	0.000	x	3.158	=	0.000
	0.000	x	6.773	=	0.000
	0.000	x	0.003	=	0.000
	0.000	x	4.822	=	0.000
	0.000	x	4.421	=	0.000
	0.000	x	4.806	=	0.000
	0.000				0.000