

***REVISED**

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

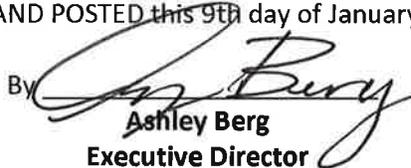
Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order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

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

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

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

DATED AND POSTED this 9th day of January 2018.

By 
Ashley Berg
Executive Director

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Tuesday, January 16, 2018
Regular Session
9:00 AM**

New Location:

**Arizona State Board of Education Board Room
1535 West Jefferson Street
Phoenix, Arizona 85007**

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

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

Tuesday, January 16, 2018

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Call to the Public

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

E. Arizona Alternative Education Consortium - Presentation on Alternative Schools Choosing At-Risk Students by Johnson Bia

F. American Civil Liberties Union - Presentation on Schools Choosing Students – A Presentation on Improving Enrollment Practices by Allesandra Soler, Executive Director, ACLU AZ; Steve Kilar, ACLU AZ Communications Director; Luis Avila, #Demand2Learn Campaign Director; and possible discussion and consideration by the Board

G. A for Arizona - Presentation on EAGLE College Prep Maryvale by Yesenia Fitzhugh, Principal

H. Arizona Charter Schools Association Update - Presentation on Education Freedom by Eileen Sigmund and Matthew Simon

I. Superintendent's Report - Update on current events and/or activities of the Department of Education

J. Executive Director's Report - Introduction to the agenda items and discussion and possible action:

1. Update on requests approved by the Executive Director
2. Status of Board actions and legal matters

K. Consent Agenda - All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.

1. Consideration to approve a change in ownership of the charter holder for Sonoran Science Academy – Broadway.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation
2. Consideration to approve an enrollment cap increase for GAR, LLC, a charter holder that has received a staff recommendation.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation

L. New Charter Application for 2019-2020 - Discussion and consideration of modifications to the New Charter Application for the 2019-2020 application cycle.

M. Charter Transfer Application - Discussion and consideration of proposed revisions to the Application for Transfer Charter.

N. *Compliance Matters - Discussion and possible action.

1. The Board will receive information to determine whether evidence exists that Arizona Academy of Science & Technology is in noncompliance with state and federal law and its charter contract for its

failure to comply with state and federal payroll tax requirements and state unemployment insurance tax requirements.

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H) and/or issuing a notice of intent to revoke the charter pursuant to A.R.S. § 15-183(I).

2. The Board will receive information to determine whether evidence exists that Tucson Youth Development, Inc. continues to breach one or more provisions of its charter contract and state law regarding failure to timely submit the fiscal year ending June 30, 2017 annual financial audit in accordance with A.R.S. § 15-183(E)(6).

If the Board determines that a breach remains, the Board may take action as it deems appropriate or necessary under state law, which may include issuing a notice of intent to revoke the charter pursuant to A.R.S. § 15-183(I).

3. The Board will receive information to determine whether evidence exists that Franklin Phonetic Primary School, Inc. (Entity ID 4495) and Franklin Phonetic Primary School, Inc. (Entity ID 92596) are in breach of one or more provisions of their charter contract, federal, state, or local laws regarding their failure to meet the timeframes established for the timely submission of the fiscal year 2017 annual financial audit in accordance with A.R.S. § 15-183(E)(6).

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding of up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H).

4. *The Board will receive information to determine whether evidence exists that Mountain School, Inc. is in breach of one or more provisions of their charter contract, federal, state, or local laws regarding their failure to appropriately request approval from the Board to amend its charter to make changes to its corporate board.

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding of up to 10% of the monthly apportionment of state aid.

- O. **In the Matter of Life Skills Center of Arizona, Inc. (18F-RV-001-BCS).** Discussion and possible action on Life Skills Center of Arizona, Inc.'s request that the Board reconsider its November 21, 2017 decision to hold a hearing on the revocation of the charter contract for Life Skills Center of Arizona, Inc. Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this agenda item.

P. Election of Officers

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

R. Adjournment



Alternative Schools Choosing At-Risk Students

January 16, 2018



Arizona's Alternative Schools

- 150 alternative schools in FY 17
- **72%**, almost three-quarters, are charter schools. (109)
- Must be chartered (mission) to serve specific student population
- Schools recertify every year.
- **20%** of ASBCS's portfolio is alternative schools.



How Students Re-engage or Choose Alternative Schools

- School District Referrals
- Word of Mouth/Other Students
- Detention Centers
- Group Homes
- Organizations Helping Homeless Youth
- Option in Lieu of Expulsion from Another School
- Over-aged and Under-credited



Reasons *Why* Young People Re-engage

- Enrollment Meetings
 - Flexibility
 - Encouragement
 - Setting a Clear Course for Achieving a High School Diploma
- Less Barriers with Option to Get Back on Track
- Enroll Throughout Year & Set a Course from that Point



State Board of Education's Approved Categories of Student Eligibility for Alternative Schooling

- Adjudicated
- Dropped out of school & now returning
- History of behavioral problems
- Poor academic standing (often overaged & under-credited)
- Primary caregivers
- Wards of the state



Student Quotes

- *“This school saved my life.”*
- *“For the first time in my entire life, I can say I’m proud of myself. I’ve never had that before, and that’s where [alternative charter school] differentiates from every other high school.”*
- *“Unfortunately, I had a falling out earlier on with school and wound up leaving entirely. ... I’m hoping to take my life & turn it into something I will be proud of. My ultimate goal is to solidify my future in law enforcement. This is my dream.”*



AZ Alternative Education Consortium

Student Quotes, continued

- *“I started my journey down [charter school’s] ‘alternative path’ and was given the greatest gift...the opportunity to turn my life around. From the first day..., I was treated with respect, given personal attention, encouragement to make positive choices and academic support.”*
- *“Every single person here [alternative charter school] has gone through one or several tragic situations in life where we have to grow up sooner than wanted.”*
- *“I went through an educational obstacle course to get here today, so it’s almost unreal to me that I am standing before you all today. We climbed mountains to get to this stage.”*

***Saving Lives through
Hope for the Future!***

AZ Alternative Education Consortium

The Faces of Alternative Education



2015-2016 PASS Success Stories

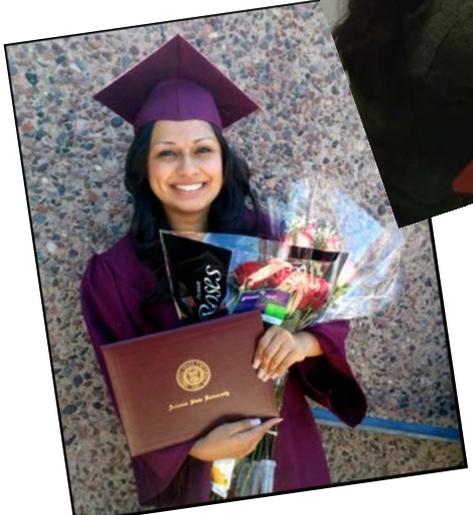
Melissa Arvizu
San Luis, Arizona/Mexico



I'm 19-years-old, and a student at [unclear] a migrant family in San Luis, Arizona. I came to the U.S. Every year around [unclear] lack of work here in Arizona. My family used to be very poor. My mom, my [unclear] basically grew up without our dad and [unclear] was needed. I remember we used to [unclear] those little packed sausages or broccoli who worked so hard to get our permission to give us a better life.

When I was fourteen, I wanted to die. I had two sisters. But then I got pregnant at age 15. I worked in fields to help me during my pregnancy. I did anything. When I gave birth, I dropped out of school for my daughter. I was still fifteen when [unclear]

Melissa is deserving of recognition because regardless of all the obstacles she has had to overcome, she is still here.



“Each Student Has a Story”

- From Bomb Threat to Thriving Student
- Migrant Farm Worker 14 Year Old Mother to Federal Migrant Student Program, PASS, Success Story
- Group Home to Scholarship Recipient



2018 Consortium Meetings

January 19, 2018

Peoria Flex Academy

June 8, 2018

Yavapai Accommodation
School District, Prescott

September 21, 2018

TBD in Tucson area

December 7, 2018

Flexible/TBD

<http://www.azaec.org/>





“I feel that each student has a story.” - Shelby Rutter, 2017 alternative charter school graduate during her commencement address

From Bomb Threat to Thriving Student

This girl made the news, as in all over the Tucson news. She was expelled from a traditional school for making a bomb threat in the girls’ restroom. The traditional school made a huge example of her.

When she came to enroll at the alternative charter school, she was remorseful. The Assistant Principal knew she was worth the investment if she had guidance through a behavior plan. The alternative charter school provided a small school environment with caring faculty. The student is now thriving. She is obtaining credit, participating in Student Council, and active in a life-career planning program.

Paraphrased from an assistant principal at an alternative charter high school

Migrant Farm Worker to Federal Migrant Student Success Story

I’m 19-years-old, and a student at [name of alternative charter high school]. I come from a migrant family in San Luis, Arizona. My family has been migrant since we came to the U.S. Every year around May, we go back to Mexico because of the lack of work here in Arizona. My family has had very rough times because we used to be very poor. My mom, my sisters, and I have struggled a lot since we basically grew up without our dad. He did not help my mother with what was needed. I remember we used to eat Maruchan soup almost every day with those little packed sausages or broccoli. Thankfully we have our grandfather who worked so hard to get our permanent residency in the United States to give us a better life.

When I was fourteen, I wanted to drop out of school to help my mother and sisters. But then I got pregnant at age fifteen. My mom worked very hard in the fields to help me during my pregnancy since my baby’s dad did not help me with anything. When I gave birth, I dropped out of school to start working to provide for my daughter. I was still fifteen when I started killing myself in the fields. It was very hard work for me to be a mother and work so hard so young. A few months later, I got back to school, but then I stopped to work again. I actually dropped out like four times to work. We struggled a lot



to pay bills, buy food, and all the things we needed because we didn't have, and still don't have, the money to afford fancy things like other kids. The last time I dropped out of school I realized that I needed to have a career to give my daughter a better life and to make my mother proud because she has worked so hard for us. Working in the fields is just something I don't like. I have worked in freezing temperatures where because of the breeze, and/or sweat, my clothes freeze. I could actually feel and hear how the iced crashed when I squeezed my clothes.

... I had the opportunity to catch up with my credits. This year I have done General Science 1, General Science 2 and Drivers Education. I feel so happy that we can get help from this incredible program, and I am very, very thankful to Melody and Dulce who have always been pushing me to graduate.

Now, after five years, I'm about to graduate! My goals are to become a CMA (Certified Medical Assistant) and to give my daughter the life I didn't have; the life she deserves. I am going to apply for scholarships and for part-time employment to be able to pay for my education. One thing is for sure; I will become an excellent CMA and set an example for my daughter. Thanks to the PASS program, I am now closer to graduating from high school, AND beginning my career education. I now know that, even though I sometimes struggle, there is someone or something that is always going to be helpful to me.

Melissa Arvizu, San Luis, Arizona/Mexico, excerpted from 2016 PASS Success Stories

Group Home to Scholarship Recipient

Today is Friday the 13th, but don't let that scare you! Today is definitely more than just any other day on the calendar. This is an extraordinary moment in all our lives. Today we look to the future, but I can't help but reflect back to the first day I attended [charter alternative high school]. Many of you might be thinking of your own similar stories. Back then, I was just trying to keep myself afloat and could, quite frankly, care less about my education, and it most definitely showed.

Life at home had become untenable: I was 15 years old, a full time student, and caring for my younger siblings when my family fell apart, again. I tried to project a 'perfect' and 'normal' image, but that became impossible when on top of everything I started making terrible choices which had the domino effect of derailing my dreams, my education, and any goals I had set.

The next thing I knew I was in a group home with girls like me that society had already stereotyped, labeled, kicked out, and disposed of. As horrid as being in a group home



may sound, I wouldn't trade that time for anything. The understanding and compassion I received and learned to give during that time gave me the foundation to build my life. I learned it was up to me to take control and make a success of my life.

That group home recommended [charter alternative high school] as a great place to get back on track with my education. Slowly but surely, the stability at [charter alternative high school] became the rock I clung to no matter how out-of-control my life was. I found peace and security with the staff who believe in me when I didn't believe in myself. My amazing math teachers, academic coach, and English teachers nurtured me and prepared me to deal with every opportunity that life throws my way.

So from this moment forward when the 13th happens to fall on a Friday, we will all be reminded of the successes we have accomplished and the struggles we have overcome along the way. This is a very unique group of young people: we can accomplish anything we dream. We did it Class of 2016!!

Alyssa Hueber, commencement speech and scholarship recipient

Expecting Academic Greatness
with a Loving Emphasis.®



EAGLE College Prep Maryvale

WHO WE ARE

- EAGLE schools are open enrollment public charter schools for scholars in kindergarten through 8th grade.
- We have four schools in the valley – including EAGLE Maryvale – and four schools in St. Louis.
- EAGLE schools are part of Open Sky Education, an entrepreneurial, not-for-profit organization that supports and manages a growing network of learning environments.



Expecting Academic Greatness with a Loving Emphasis[®]

What does that mean?

EAGLE schools pursue academic excellence in a safe, supportive and loving learning environment.

Our scholars mean more to us than their academic scores alone.

Each child has great worth and potential as a human being.



EAGLE's Mission

Our mission is to develop serving leaders by providing a rigorous, college prep learning community where we work together toward the pursuit of academic excellence in a safe and loving learning environment.



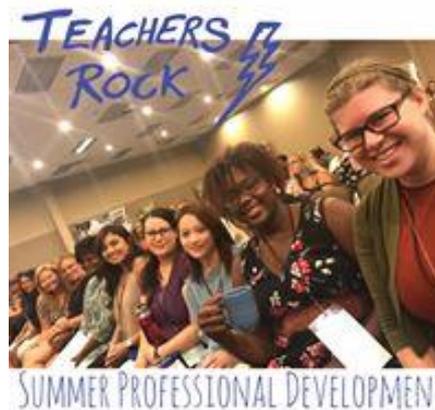
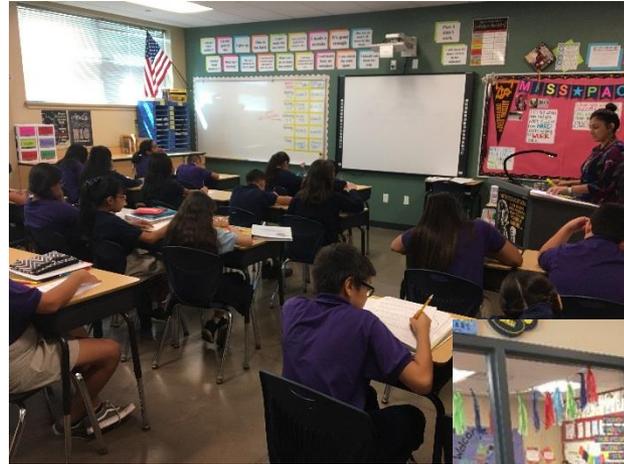
EAGLE Maryvale

- Located in Phoenix within the Maryvale Village
- Opened in Fall 2014
 - Served Kindergarten – 3rd Grade
 - Added a grade level each year
- 2017-18
 - Now serving through 6th Grade
 - Over 335 students
- College. Character. Community
 - Preparing students academically to reach their full potential
 - Growing serving-leaders with internally motivated character
 - Becoming inspirations in the community

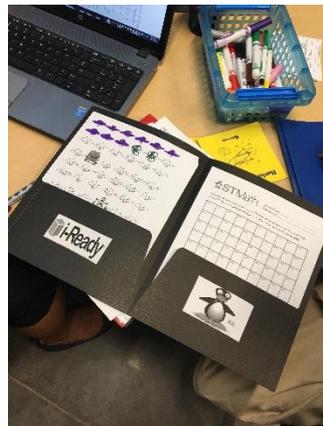


College. Character. Community

- Station Rotational Model
 - Whole group, small group, and individualized instruction
- Immediate and Consistent Feedback
- Defined Routines and Procedures
- A System of Interventions
 - Screen for gaps
 - Implement direct and explicit instruction with fidelity
 - Progress monitor, review data, update intervention plans



We have seen strong academic gains with our scholars that is attributable to their growth in character and academic supports our model provides.



College. Character. Community

- A fulfilling and virtuous life is expressed when one's **Identity**, **Purpose**, and **Actions** are completely aligned.
- Internally driven vs. externally motivated
- Designed to last beyond the classroom walls
- Understanding a context greater than self
 - To know and understand liberty and freedom as human beings
 - To serve others



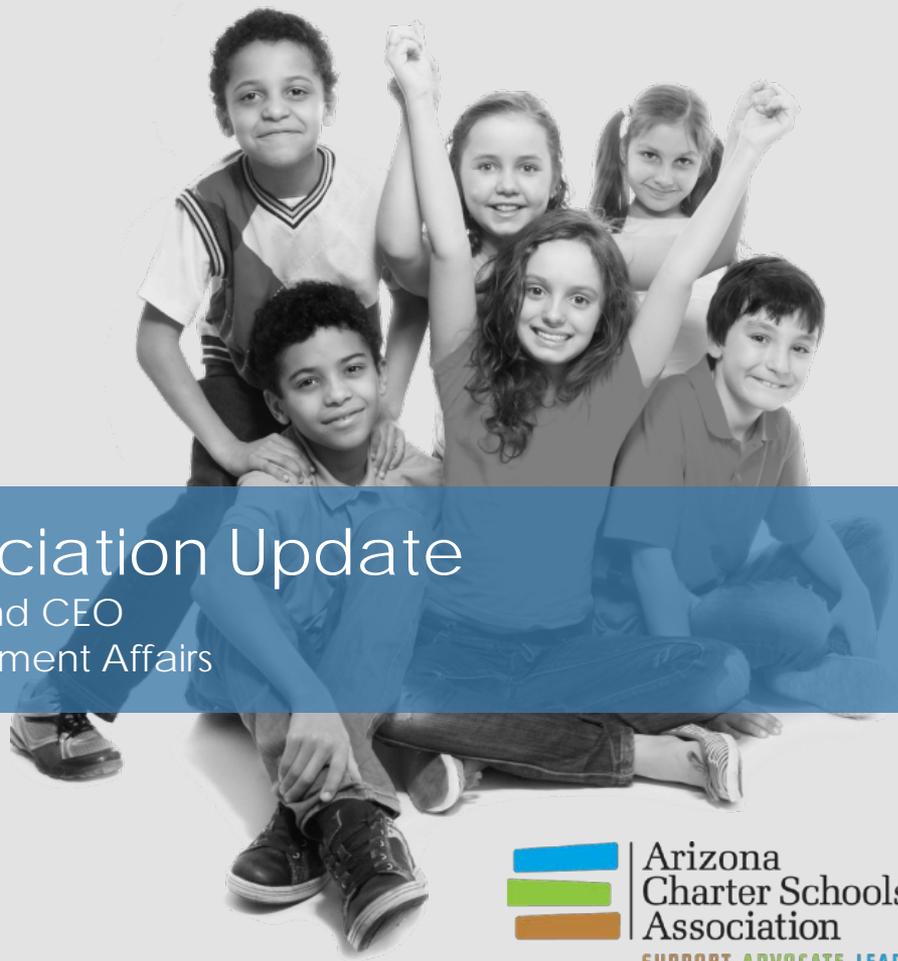
College. Character. Community

- Provide more opportunities for more children to receive a high-quality EAGLE education. (That's why we're growing!)
- Help children become inspirations in their families, leaders in their communities, and successful in the workplace.
- Continuously improve.



Thank you!





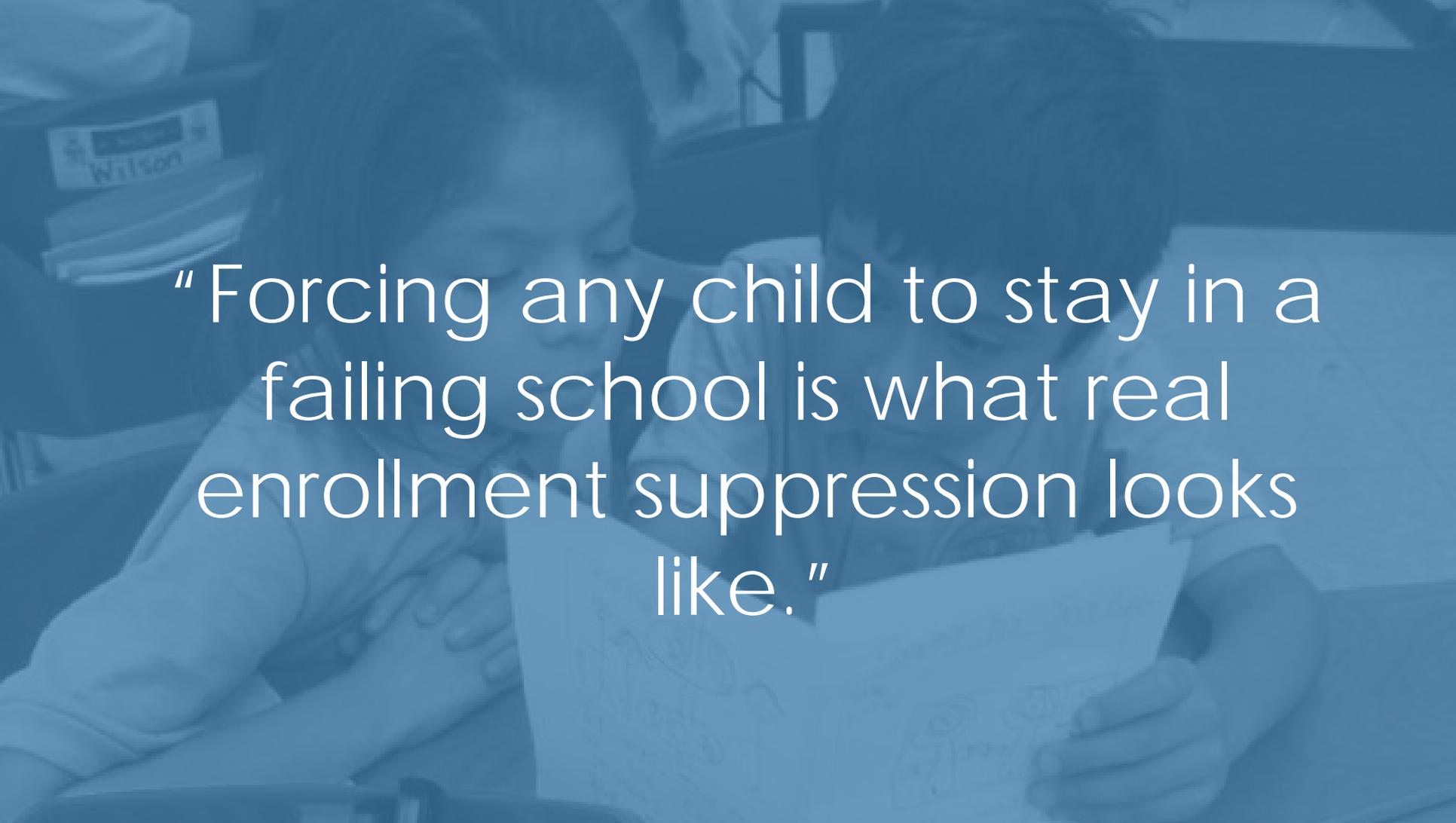
Arizona Charter Schools Association Update

Eileen B. Sigmund, President and CEO
Matthew Simon, Director of Government Affairs

The Real Picture of Education Freedom

ARIZONA'S PUBLIC CHARTER SCHOOLS

- Public charter schools are a majority minority sector – 55 percent of charter students identify as non-white
- Nearly 1 in 2 Maricopa County students – 47 percent – exercise school choice.
- 17% of students attend a public charter school (185,000)
- 30% of public schools are charters (556)



“Forcing any child to stay in a failing school is what real enrollment suppression looks like.”



Effective Partnership

- Robust dashboards
- Authorizer reform (SB1117)
- Strong communication and relationship between the Charter Board and Association staff
- Work collaboratively to improve practices
 - Enrollment and Admission Brief
 - Guidance on special education

CHARTERS



2018 Legislative Session in Focus

MATTHEW SIMON, DIRECTOR OF GOVERNMENT AFFAIRS

2018 POLICY POSITIONS

FOR PUBLIC CHARTER SCHOOLS



➤ FUNDING & SCHOOL FINANCE EQUITY

- Fund success and what is working.
- Equitable funding regardless of educational choices.

➤ CHARTER SCHOOL GROWTH

- Promote increased access to high-quality charter schools.

➤ CHARTER SCHOOL AUTONOMY & REGULATORY FREEDOM

- Protect autonomy, maintain environment of innovation

➤ STUDENT ACHIEVEMENT & ACADEMIC ACCOUNTABILITY

- Focus on student outcomes and support fair and accurate academic accountability system

➤ REPORTING & TRANSPARENCY

- Streamline administrative burdens, support access to information

2018 Legislative Session

ARIZONA'S PUBLIC CHARTER SCHOOLS

- POTENTIALLY SHORT/QUICK SESSION
 - 2018 elections
- GENERAL FUND BUDGET DEFICIT
 - New school construction
 - Revenue projections
 - Tax reform implications
- EDUCATION LIKELY TO BE MAIN FOCUS (AGAIN)

2018 Legislative Session

ARIZONA'S PUBLIC CHARTER SCHOOLS

- **RESULTS BASED FUNDING** (approx. \$38 million)
 - Importance to charter sector
 - Promotes charter growth, focus on student outcomes
 - Potential revisions
- **FUNDING EQUITY**
 - Parity between sectors in any school finance changes/increases
 - Maintain inflation for charter additional assistance
- **PLAY DEFENSE!**



QUESTIONS?

January 2018 | 12439 N. 32nd St. | Phoenix, AZ 85032

2018 Policy Positions

Public charter schools in Arizona have experienced decades of autonomy supporting the creation of high-quality and diverse learning environments. Arizona's students have been the primary benefactor of this educational freedom, as school choice is now mainstream. Because of these policies, Arizona's public charter students have outperformed their peers for the past three years, topping state and national indicators of academic success.

The policy environment for Arizona's public charter sector needs to continue to cultivate innovation and opportunities for Arizona students. The 2018 Legislative Session will be a pivotal opportunity to promote and enact policies that support this healthy policy environment and defend against attacks on educational freedom.

The Arizona Charter Schools Association's 2018 Policy Positions reflect the values, principles and policy environment that allow Arizona's charter sector to continue to thrive and positively impact Arizona's students.

FUNDING AND SCHOOL FINANCE EQUITY

Arizona is a robust school choice state where families have the option to choose from a variety of high-quality educational options. Although Arizona charter schools represent 30 percent of all public schools, Arizona's education funding structure is inconsistent with today's school choice policies. Families should not be penalized for their school choices due to an outdated and inequitable education finance system. We must modernize our education finance system to support the needs of all students in order to prepare an educated, vibrant work force and engaged community. Specifically, the Association continues to support initiatives to increase funding for what works in the classroom and for students.

CHARTER SCHOOL GROWTH

Public charter schools have been an option for Arizona families for more than 20 years. With an estimated 185,900 students, charter students are now 17 percent of Arizona's public school students, a 6 percent increase over FY16. These figures are consistent with the trend that has continued for over a decade: families are demanding quality schools and Arizona's charter sector is responding. The Association will continue to promote and advocate for increased access to additional high-quality choices for all families, including in areas where there is little to no access to other education options.

CHARTER SCHOOL AUTONOMY AND REGULATORY FREEDOM

The Association will continue to advocate for public charter school autonomy for high-quality schools or closure for failing schools, and work to eliminate the unnecessary legislative and regulatory actions that can set up barriers to innovation and growth of excellent schools. Charter schools have flourished as a direct result of the autonomy afforded by Arizona charter laws. While students have seen unprecedented academic gains with increased access to educational freedom, public charter school autonomy continues to see an onslaught of attacks. Some have suggested pilfering Arizona's education freedom by turning charter schools into clones of a bureaucratic system.



STUDENT ACHIEVEMENT AND ACADEMIC ACCOUNTABILITY

Arizona's public charter students have outperformed their peers for the past three years, topping state and national indicators of academic success. In fact, during that time, public charter students in all racial and ethnic groups outperformed the state average on AzMERIT for their group in math and English. These impressive results are significant and show public charter students of all backgrounds are receiving a quality education. The Association continues to support an academic accountability system that accurately and fairly reflects the student achievement of every public school. The Association advocates for the appropriate use of available data to minimize administrative burdens to schools and using student growth measures to accurately describe the impact of schools on student learning. A strong accountability framework must incorporate timely communication so educators can best support their students.

REPORTING AND TRANSPARENCY

Arizona's charter schools are expected to provide students and families high-quality options or risk being closed. Because of this high-stakes environment, charters are allowed to operate in a way that cultivate innovation and incentivize efficiency. Charter schools are required to follow state and federal laws and file annual financial statements that are publically available. It is important not to put unnecessary reporting requirements on the charter sector, but instead inject elements of charter flexibility into other models of education.

ABOUT THE ASSOCIATION

The Association supports the amplification of a strong and diverse network of community voices as a critical pillar of our advocacy platform. In preparation for the 2018 legislative session, the Association has developed a comprehensive grassroots Charter Advocacy campaign designed to engage the entire charter community to effectively communicate and support our charter schools.

In addition, the Association continues to receive regular input and feedback from our Charter Leaders Advisory Council, Board of Directors and school members through campus visits, regional meetings, events, newsletters and weekly legislative phone calls. We annually participate in a statewide Advocacy Tour with charter leaders to discuss our advocacy work and guide our upcoming legislative agenda.

Representing more than 80 percent of public charter schools, the Arizona Charter Schools Association is a nonprofit membership and professional organization that advocates and strengthens the autonomy, equity and quality of Arizona's diverse public charter schools. In a choice marketplace, Arizona's charter school parents are active and engaged consumers of education, providing a strong voice of the benefit of public charter schools.

Founded in 1995, the Association is dedicated to supporting Arizona's thriving public charter school sector. Since its inception, the Association has served as an innovative leader in transforming public education for Arizona's 1.1 million students. Driven by the belief that all Arizona students should have access to a high quality school of their choice, the Association is focused on creating and sharing innovative ideas designed to support leaders and teachers as they work to improve student achievement.

On-going Board Actions

Withholding

Charter Holder Name	Date of Board Action	Violation	Notes	Date Issue, If Unresolved, Will Come Back Before the Board
Cochise Community Development Corporation	11/21/17	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2017 audit 	Audit received 12/15/17. Withholding returned with January payment.	1/16/18
Horizon Community Learning Center, Inc. (Entity ID 79264)	11/21/17	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2017 audit 	Audit received 12/22/17. Withholding will be returned with February payment.	1/16/18
Horizon Community Learning Center, Inc. (Entity ID 92620)	11/21/17	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2017 audit 	Audit received 12/22/17. Withholding will be returned with February payment.	1/16/18
Painted Desert Montessori, LLC	11/21/17	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2017 audit 	Audit received 12/18/17. Withholding returned with January payment.	1/16/18
Tucson Youth Development, Inc.	11/21/17	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2017 audit 		1/16/18

Other Matters

Charter Holder Name	Date of Board Action	Status
Life Skills Center of Arizona, Inc.	11/21/17	Hearing before an OAH administrative law judge set for January 19, 2018.

Legal Matters

Case Number and Parties	Date of Initial Filing	Issue	Status
<p>CV2016-051845 Legacy Education Group et al vs. Arizona State Board for Charter Schools</p> <p>1 CA-CV 17-0023</p>	<p>Complaint for Declaratory Judgment filed March 22, 2016</p> <p>Notice of Appeal filed December 13, 2016</p>	<ul style="list-style-type: none"> • Whether the Board’s Performance Frameworks must be promulgated as rules under the Administrative Procedures Act • Whether the superior court correctly determined that the Administrative Procedures Act does not apply to the Performance Frameworks adopted by charter school sponsors under A.R.S. § 15-183(R) 	<p>On November 14, 2016, the Superior Court granted the Board’s Motion to Dismiss.</p> <p>The matter has been briefed. Oral argument is set for February 20, 2018.</p>
<p>CV16-03001-PHX-SPL John Doe et al vs. Heritage Academy, Inc. et al (includes Board members and Executive Director)</p> <p>No. 17-16703</p>	<p>Complaint filed September 7, 2016</p> <p>Notice of Appeal filed August 18, 2017</p>	<ul style="list-style-type: none"> • Whether the Defendants have violated the state and federal Constitutions by providing and funding religious instruction and failing to exercise their oversight authority • Whether the District Court’s order that John Doe not be permitted to use a pseudonym should be reversed 	<p>The District Court entered Judgment of Dismissal on October 31, 2017. Plaintiffs filed Motion for Reconsideration.</p> <p>Opening Brief filed October 3, 2017. Answering Brief due by February 7, 2018. Telephonic settlement conference set February 2, 2018.</p>

AGENDA ITEM EXECUTIVE SUMMARY: Charter Holder Status Amendment Request

Request

Sonoran Science Academy-Broadway (“SSA”) submitted an amendment request for a change in ownership of the Charter Holder.

SSA has resolved that SSA be merged with and into Daisy Education Corporation (“DEC”), with DEC being the corporation surviving the merger.

The Agreement and Plan of Merger is dated November 4, 2017 and is signed by both entities. The Statement of Merger was filed on November 8, 2017 with the Arizona Corporation Commission.

See Appendix A. Amendment Request and Support Materials.

Background

SSA was granted a new charter in 2008. The enrollment cap is 600. The Charter Holder operates one school, Sonoran Science Academy-Broadway, in Tucson that currently serves Kindergarten through eighth grade. As of November 9, 2017, the average daily membership is 300.843.

DEC currently holds five contracts with the Board, each approved to operate one school. DEC operates schools located in Phoenix (grades K–12), Peoria (grades K–8), Chandler (grades K–12), and two in Tucson (grades K-12 and grades 6–12).

The change in ownership includes:

- A change in entity name from Sonoran Science Academy-Broadway to Daisy Education Corporation dba Sonoran Science Academy-Broadway.
- Continued operation of Sonoran Science Academy-Broadway, serving grades K-8 at 6880 E. Broadway, Tucson, AZ 85710.
- Continued operation as an Arizona Not for Profit Corporation-501(c)3.
- Consistency with the current officers and directors currently responsible for the operation of Sonoran Science Academy-Broadway as the officers and directors of the merging corporation and surviving corporation are consistent with one another.
- Continued service by the current members of the school governing body of Sonoran Science Academy-Broadway.
- Transferring all student records, financial records, and responsibilities for assets & liabilities to the surviving corporation.

Compliance

In accordance with the Board’s policy, a compliance check was conducted for both Sonoran Science Academy – Broadway and Daisy Education Corporation. No compliance issues were identified.

Charter Holder Performance

Sonoran Science Academy – Broadway and Daisy Education Corporation both meet the Board’s operational and financial performance expectations.

APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIALS

1. CHARTER HOLDER STATUS AMENDMENT
REQUEST FORM
2. AGREEMENT AND PLAN OF MERGER

Charter Holder Status Amendment Request

Charterholder Info

Charter Holder

Name:
Sonoran Science Academy -
Broadway

CTDS:
10-85-03-000

Mailing Address:
2430 W RAY RD
SUITE # 3
CHANDLER, AZ 85224
> [View detailed info](#)

Representative

Name:
Fatih Karatas

Phone Number:
818-578-9165

Downloads

 [Download all files](#)

Status Type

Type of status change

Change in entity name of the Charter Holder
Change in ownership of the Charter Holder

- Abdullah Yilmaz
- Fatih Karatas
- Lesly Baca Ruiz
- Ali Unver
- Adibahon Jurayeva
- Reginald Adams

New Officers, Directors, Members, or Partners

Remove Officers, Directors, Members, or Partners

Description of Changes

Change From:
Sonoran Science Academy Broadway (an Arizona nonprofit corporation - 501(c)3)

Change To:
Daisy Education Corporation dba Sonoran Science Academy Broadway (an Arizona Nonprofit Corporation - 501(c)3)

Attachments

Board Minutes

 [Download File](#) — Sonoran Science Academy Broadway Corporate Meeting Minutes & Exhibit A (Resolutions for the Merger)

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

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

Additional Supporting Materials —  [Download File](#)

Additional Information*
No documents were uploaded.

Feedback

Feedback

We'd like to merge Sonoran Science Academy Broadway with and into Daisy Education Corporation. The supporting documents were filed with the Arizona Corporation Commission. Thanks,

Signature

Charter Representative Signature
Fatih Karatas 12/12/2017

AGREEMENT AND PLAN OF MERGER

AGREEMENT AND PLAN OF MERGER (the "Agreement") made as of November 4, 2017, by and among Sonoran Science Academy-Broadway, an Arizona non-profit corporation (the "Merging Company"), and Daisy Education Corporation, an Arizona non-profit corporation (the "Surviving Company" and together with the Merging Company, the "Parties").

Recitals

WHEREAS, the Merging Company and Surviving Company are both Arizona non-profit, non-member, educational corporations each of which has determined that it is in each Party's best interests to combine the operations of the Merging Company and Surviving Company;

WHEREAS, the Surviving Company desires that the Merging Company merge with and into the Surviving Company, on the terms and subject to the conditions hereinafter set forth (the "Merger"); and

WHEREAS, the Board of Directors of each of the Merging Company and Surviving Company by resolutions duly adopted, have approved the terms of this Agreement.

Agreement

NOW, THEREFORE, , in consideration of these premises and of the mutual agreements, representations, warranties and covenants herein contained, the Parties do hereby agree as follows:

ARTICLE I

THE MERGER

1.1 At the Effective Time as defined in Section 3.1 hereof:

(a) the Merging Company shall be merged with and into the Surviving Company, and the Surviving Company shall be the surviving company, and the assets and rights of the Merging Company shall become assets and rights of the Surviving Company; and

(b) in consideration for the assumption of the assets and rights of the Merging Company pursuant to Section 1.1(a), the liabilities and obligations of the Merging Company shall become liabilities and obligations of the Surviving Company.

1.2 If at any time after the Effective Time the Surviving Company shall consider or be advised that any further assignment, assurances in law, or any other things are necessary or desirable to vest, perfect, or confirm of record or otherwise in the Surviving Company, the title to any property or right of the Merging Company acquired, or to be acquired, by reason of or as a result of the Merger, the Merging Company and its proper officers or directors, will, upon notice, execute and deliver such proper deeds, assignments, and assurances reasonably requested by the Surviving Company and do all things necessary or advisable to vest, perfect, or confirm title to

such property or rights in the Surviving Company and otherwise to carry out the intent and purposes of this Agreement and the proper officers and directors of the Surviving Company are fully authorized in the name of the Merging Company or otherwise to take any and all such action.

1.3 Surviving Company, Tax-Exempt Recognition by the IRS.

(a) In the event that the Board of Directors of either Merging Company or Surviving Company obtains information causing them to reasonably believe Surviving Company will be unable to obtain recognition from the Internal Revenue Service ("IRS") as a tax-exempt organization under the Internal Revenue Code of 1986, as amended (the "Code"), then such Board of Directors may take or cause to be taken any such further or other actions as it deems necessary or desirable to obtain tax-exempt recognition for the Surviving Company, including amending this Agreement of Plan of Merger, or it may terminate this Agreement and Plan of Merger.

(b) Anything in the Agreement and Plan of Merger or elsewhere to the contrary notwithstanding, under no circumstances shall the Surviving Company take any action which will cause it to lose its qualification as a tax-exempt organization under the Code.

ARTICLE II

SURVIVING COMPANY GOVERNANCE

2.1 The officers, directors, articles of incorporation, and bylaws of the Surviving Company shall be unchanged in connection with the Merger.

2.2 The laws which are to govern the Surviving Company are the laws of the State of Arizona.

ARTICLE III

PROCEDURE TO EFFECT MERGER

3.1 The term "Effective Time" as used herein shall mean 12:00 PM, Arizona local time, on November 8, 2017.

3.2 Prior to the Effective Time, a Statement of Merger will be filed with the Arizona Corporation Commission.

ARTICLE V

MISCELLANEOUS

4.1 This Agreement shall not confer any rights or remedies upon any person other than the Parties and their respective successors and permitted assigns.

4.2 This Agreement and the documents referred to in this Agreement constitute the entire agreement among the Parties with respect to the subject matter hereof and supersede any prior understandings, agreements, or representations by or among the Parties, written or oral, to the extent they related in any way to the subject matter hereof.

4.3 This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. No Party may assign either this Agreement or any of its rights, interests, or obligations hereunder without the prior written approval of the other Parties.

4.4 This Agreement may be executed in one or more counterparts, which when taken together shall constitute one and the same agreement. Facsimile or other electronic signatures to this Agreement shall have the same effect as original signatures.

4.5 The article and section headings contained in this Agreement are inserted for convenience only and shall not affect in any way the meaning or interpretation of this Agreement.

4.6 All matters arising directly or indirectly from this Agreement shall be governed by and construed in accordance with the domestic laws of the State of Arizona without giving effect to any choice or conflict of law provision or rule (whether of the State of Arizona or any other jurisdiction) that would cause the application of the laws of any jurisdiction other than the State of Arizona.

4.7 Any term or provision of this Agreement that is invalid or unenforceable in any situation in any jurisdiction shall not affect the validity or enforceability of the remaining terms and provisions hereof or the validity or enforceability of the offending term or provision in any other situation or in any other jurisdiction.

4.8 The Parties have participated jointly in the negotiation and drafting of this Agreement. In the event an ambiguity or question of intent or interpretation arises, this Agreement shall be construed as if drafted jointly by the Parties and no presumption or burden of proof shall arise favoring or disfavoring any Party by virtue of the authorship of any of the provisions of this Agreement. Any reference to any federal, state, local, or foreign statute or law shall be deemed also to refer to all rules and regulations promulgated thereunder, unless the context requires otherwise.

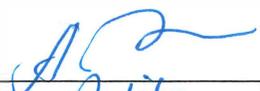
[Signature page follows]

IN WITNESS WHEREOF, each of the parties hereto has caused this Agreement and Plan of Merger to be signed in its name by its duly authorized officers all as of the date first above written.

SONORAN SCIENCE ACADEMY-BROADWAY
an Arizona non-profit corporation

By: 
Name: Fatih Karatas
Its: Chief Executive Officer

DAISY EDUCATION CORPORATION
an Arizona non-profit corporation

By: 
Name: Adiba Jurayeva
Its: Secretary

APPENDIX B
REQUIRED DOCUMENTS



Sonoran Science Academy Broadway

STEM EDUCATION, COLLEGE PREPARATION

www.sonoranschools.org/broadway

6880 E. Broadway Blvd. | Tucson, AZ 85710 | T: (520) 751-2401 | F: (520) 751-2451 | broadway@sonoranacademy.org

MINUTES OF MEETING OF THE BOARD OF DIRECTORS OF SONORAN SCIENCE ACADEMY BROADWAY CORPORATION

The meeting of the Corporate Board of Sonoran Science Academy Broadway (“Corporation”), an Arizona nonprofit Corporation, organized and existing under the laws of the State of Arizona, was held at 2430 W. Ray Rd. Suite # 3, Chandler, Arizona, on the 4th day of November, 2017. The Corporation has properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these Minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Pledge of Allegiance
 2. Moment of Silence
 3. Attendance. The following members of the Corporate Board were present:
 - Lesly Baca Ruiz
 - Adiba Jurayeva
 - Regi Adams
 - Dr. Ali Kemal Unver, online
 - Dr. Abdullah Yilmaz, online
 4. Presiding Officers and Quorum. *Ms. Adiba* called the meeting to order at 12:50 pm and acted as Chair, and *Dr. Unver* acted as secretary. The Chair announced that a quorum of the members was present, and that the meeting, having been duly convened, was ready to proceed with its business.
 5. Call to the Public. A call to the public was made by *Ms. Adiba*. No members of the public responded.
 6. Approval of Agenda. *Ms. Adiba* motioned to approve the agenda as presented. The motion was seconded by *Ms. Lesly*. Motion was approved 5-0.

RESOLVED, that the Agenda is approved as presented.
 7. Approval of Minutes. *Ms. Adiba* motioned to approve the August 6th 2017, meeting minutes. *Mr. Adams* seconded the motion. The motion to approve was unanimous.

RESOLVED, that the minutes are approved as presented.
 8. Summary of Current Events. *Mr. Fatih Karatas* (Chief Executive Officer) presented a brief summary of current events for Sonoran Science Academy (“SSA”) Davis- Monthan, SSA Peoria, SSA Phoenix, SSA Tucson, Daisy Early Learning Academy (DELA), and Paragon Science Academy (“Paragon”):
-



Sonoran Science Academy Broadway

STEM EDUCATION, COLLEGE PREPARATION

www.sonoranschools.org/broadway

6880 E. Broadway Blvd. | Tucson, AZ 85710 | T: (520) 751-2401 | F: (520) 751-2451 | broadway@sonoranacademy.org

- The systems accreditation visit is scheduled for Dec 3-6.
- Discussed the accreditation performance standards and the system quality factors diagnostic submitted for Sonoran Schools.
- Board members might be invited for Governing Authority interviews

The Board had the opportunity to ask questions and thanked Mr. Karatas for the updates and information he provided.

9. The following items were presented to the Board for Discussion and Possible Action

A. Merging Sonoran Science Academy Broadway with and into Daisy Education Corporation

Mr. Karatas introduced the proposed merger transaction in which Sonoran Science Academy-Broadway, an Arizona nonprofit corporation and charter holder for Sonoran Science Academy-Broadway ("SSA-Broadway"), would be merged with and into Daisy Education Corporation (the "Merger"). Following a full discussion of the Merger and the related documents, Ms. Adiba moved that the Board adopt the resolution related to the Merger set forth on Exhibit A hereto. Dr. Yilmaz seconded the motion. The motion passed unanimously.

***RESOLVED**, that the resolution related to the Merger set forth on Exhibit A hereto is approved as presented.*

10. Future Meeting Date. The next meeting dates are scheduled as:

Saturday, February 3,
Saturday, May 5

11. Future Agenda Topics.

12. Adjournment. There being no further business to come before the meeting, upon motion duly made, seconded and unanimously carried, the meeting was adjourned.

Ali Kemal Unver, Secretary

**RESOLUTIONS
FOR APPROVAL BY THE BOARD OF DIRECTORS OF
SONORAN SCIENCE ACADEMY-BROADWAY**

Merger with and into Daisy Education Corporation, an Arizona non-profit corporation

WHEREAS, the Board of Directors ("Board") of Sonoran Science Academy-Broadway (the "Company") has considered the proposed Agreement and Plan of Merger (the "Merger Agreement") by and among Sonoran Science Academy-Broadway, an Arizona non-profit corporation (the "Merging Company") and Daisy Education Corporation, an Arizona non-profit corporation (the "Surviving Company"), whereby Sonoran Science Academy-Broadway will merge with and into Daisy Education Corporation and Daisy Education Corporation shall be the surviving company (the "Merger");

WHEREAS, the Merging Company and Surviving Company are both Arizona non-profit, educational corporations each of which has determined that it is in each company's best interests to combine the operations of the Merging Company and Surviving Company;

WHEREAS, the Surviving Company desires that the Merging Company merges with and into the Surviving Company, on the terms and subject to the conditions in the Merger Agreement; and

WHEREAS, after due consideration of the Merger Agreement and the transactions contemplated thereby, the Board believes that the Merger Agreement and the transactions contemplated thereby are advisable, fair to and in the best interests of the Merging Company;

NOW, THEREFORE, IT IS RESOLVED, that the form, terms, conditions and provisions of the Merger Agreement, substantially in the form reviewed by the Board, including all exhibits and schedules, and the transactions contemplated thereby, including without limitation the Merger, are hereby approved, adopted and ratified in all respects and declared advisable; and each of the Chief Executive Officer of the Company and any other officer of the Company, including without limitation the President, Secretary or Treasurer (each an "Authorized Officer") be, and hereby is, authorized, empowered and directed to execute and deliver, in the name and on behalf of the Merging Company, the Merger Agreement, together with all agreements contemplated therein, with such changes therein and additions and modifications thereto as the Authorized Officer shall approve, such approval to be evidenced conclusively by the execution and delivery thereof.

RESOLVED FURTHER, that the Authorized Officer be, and hereby is, authorized to execute and deliver, as may be required, the Statement of Merger and any and all

other documents as may be contemplated by the Merger Agreement or as may be required, including, but not limited to, certificates, affidavits, applications, notices, and any document pursuant thereto or to be delivered in connection therewith, including any exhibits, annexes or schedules (collectively with the Merger Agreement, the "Merger Related Documents"), in such form and with such modifications, additions and amendments as the Authorized Officer shall approve, such approvals to be conclusively evidenced by the execution, delivery or indication thereof.

RESOLVED FURTHER, that the Authorized Officer be, and hereby is, authorized to take or cause to be taken any and all actions, including, without limitation, the execution, acknowledgment, filing, amendment and delivery of any and all papers, agreements, documents, instruments and certificates, as such officer may deem necessary or advisable to carry out and perform the obligations of the Merging Company in connection with the transactions contemplated by the Merger and the Merger Related Documents including, but not limited to, the filing of the Statement of Merger with the Arizona Corporation Commission, and to otherwise carry out the purposes and intent of the foregoing resolutions; the performance of any such acts and the execution, acknowledgment, filing and delivery by such officer of any such papers, agreements, documents, instruments and certificates shall conclusively evidence their authority therefor.

RESOLVED FURTHER, that in addition to the specific authorizations set forth in the foregoing resolutions, the Authorized Officer be, and hereby is, authorized, empowered and directed, in the name of and on behalf of the Merging Company, to take or cause to be taken any and all such actions, to execute and deliver and cause to be executed and delivered all such other documents, certificates, agreements and instruments, to make such filings, in the name and on behalf of the Merging Company, to incur and pay any or all such amounts, fees and expenses and to engage in any and all such acts as the Authorized Officer deems necessary, desirable or advisable to carry out the purposes of the foregoing resolutions, the execution of such instruments, certificate, agreements or documents or the payment of any such amounts, fees and expenses or the doing by the Authorized Officer of any act in connection with the foregoing matters to be conclusive evidence of the necessity, desirability or advisability thereof; and

RESOLVED FURTHER, that all actions heretofore taken by the Authorized Officer or by any other employee or agent of the Merging Company, on or prior to the date hereof, in connection and consistent with the documents or transactions contemplated by the foregoing resolutions be, and the same hereby are, in all respects ratified, confirmed, approved and adopted as acts on behalf of the Merging Company.

AMENDED AND RESTATED
BYLAWS

of

DAISY EDUCATION CORPORATION

ARTICLE I

Purpose

1.1 General. The corporation is incorporated for educational and charitable purposes as defined in Section 501(c)(3) of the Internal Revenue Code, as amended. The primary objective of the Daisy Education Corporation, an Arizona non-profit corporation (the "Corporation") is to provide excellence in public education through the operation of one or more charter schools in the State of Arizona pursuant to A.R.S. § 15-183, et. seq. (as may be amended from time to time)

ARTICLE II

Corporate Articles of Incorporation

2.1 Reference to Articles. Any reference made in these Bylaws to the Corporation's "Articles" are references to its Articles of Incorporation and all amendments thereto. The Articles are in all respects senior and superior to these Bylaws; any conflict or inconsistency between the Articles and these Bylaws shall be resolved in favor of the Articles.

ARTICLE III

Corporate Offices

3.1 Principal Office. The Corporation may have such offices, either within or without the State of Arizona, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

3.2 Changes. The Board of Director may change the Corporation's known place of business or its statutory agent from time to time by filing a statement with the Arizona Corporation commission pursuant to applicable law.

ARTICLE IV

Members

4.1 No Members. The Corporation will not have members and will not issue capital stock.

ARTICLE V

Board of Directors

5.1 Directors. The Board of Directors of the Corporation shall be comprised of not less than two (2) nor more than twelve (12) directors. The number of directors at any time shall be determined by a majority (51%) of the directors then in office. Except as provided in these Bylaws for the filling of vacancies, the directors shall elect the directors at the annual meeting. Each

director shall hold office until a successor is elected and qualified, or until such director's earlier resignation or removal. In the event of resignation or removal of a director or other event resulting in a vacancy, a majority (51%) of the directors then in office, though less than a quorum, or a sole remaining director, may fill vacancies. Each director appointed to the Board of Directors shall hold office until his or her successor is duly elected and qualified.

5.2 Term. Unless a Director dies, resigns, or is removed, he or she shall hold office from the close of the annual meeting for a term of two (2) years, or until their successors have been elected and qualified.

5.3 General Powers. The Board of Directors shall have the power to control and manage all of the affairs and property of the Corporation, all such powers may be exercised under the direction of the Board of Directors, and said Board of Directors shall do all such things that may be done by a corporation as permitted by the laws of the State of Arizona. It may restrict, enlarge or otherwise modify the powers and duties of any or all officers of the Corporation. The Board of Directors may delegate certain authority to a School Governing Board, provided however that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction and control of the Board of Directors. No assignment, referral or delegation of authority by the Board of Directors from exercising full authority over the conduct of the Corporation's activities, and the Board of Directors may rescind any such assignment, referral or delegation at any time. No director, officer or agent of the Corporation shall authorize or allow any corporate funds to be expended for any purposes other than as set forth in the Articles of Incorporation or for the purposes reasonably incidental thereto.

5.4 Annual and Regular Meetings. The first meeting of the Board of Directors each calendar year shall be the annual meeting of the Board of Directors. At the annual meeting, directors shall be elected to serve for the coming year and such other business as may come before the meeting may be transacted. The annual meeting shall be in the place and at the time specified in the notice of the meeting. Additional meetings may be held at regular intervals at such places and at such times as the Board of Directors may determine.

5.5 Special Meetings. Unless otherwise provided by resolution of the Board of Directors, all meetings of the Board of Directors other than annual meeting shall be special meetings. Special meetings of the Board of Directors may be called by or at the request of a majority (51%) of the Board of Directors, by the President, or by the Chief Executive Officer and shall be held at such place and time as a person or persons calling such meetings shall specify.

5.6 Notices. Notice of the annual meeting of the Board of Directors shall be given at least ten (10) days, but not more than forty (40) days, prior thereto by a writing delivered personally, by U.S. mail, electronic mail, or by facsimile transmission. Notice of special meetings of the Board of Directors shall be given at least two (2) days, but not more than twenty-five (25) days, prior thereto by a writing delivered personally, by U.S. mail, electronic mail, or by facsimile transmission. Written notice by U.S. mail shall be deemed delivered two (2) days after being deposited in the U.S. mail as so addressed with postage thereon prepaid to the mailing address of record with the Secretary of the Corporation. If sent via electronic transmission such notice shall be deemed delivered on the same day it is transmitted by electronic mail to the electronic mail address of record with the secretary of the Corporation. If sent via facsimile transmission, such notice shall be deemed to be delivered when confirmation of receipt of the facsimile is received

by the sending party at the facsimile number of record with the Secretary of the Corporation. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Unless otherwise required by law or specified by the Articles or the Bylaws, neither the business to be transacted nor the purpose of any meeting of the Board of Directors need be specified in the notice of waiver of notice of such meeting. Notice of any meeting may be waived by any or all of the directors.

5.7 Waiver of Notice. Any director may waive call or notice of any meeting (and any adjournment thereof) unless he or she is attending or participating for the express purpose of objecting to the transaction of business because the meeting has not been properly called or noticed. No call or notice of a meeting of directors shall be necessary if each of them waives the same in writing or by attendance. Any meeting, once properly called and noticed (or as to which call and notice have been waived) and at which a quorum is formed, may be adjourned to another time and place by a majority (51%) of those in attendance.

5.8 Quorum. A quorum for the transaction of business at any meeting or adjourned meeting of the Board of Directors shall consist of a majority (51%) of the directors then in office. Once a quorum has been formed, the quorum shall be deemed to exist until the meeting is adjourned, notwithstanding the departure of one or more directors.

5.9 Voting. Any matter submitted to a meeting of directors shall be resolved by a majority (51%) of the votes cast thereon.

5.10 Power to Act Notwithstanding Vacancy. Pending the filling of vacancies in the Board of Directors, a majority (51%) of the Board of Directors then in office may exercise the powers of the Board of Directors though less than a quorum or a sole remaining director.

5.11 Removal. Any director may be removed from the Board of Directors, with or without cause, by affirmative vote of a majority (51%) of the Board of Directors of the Corporation then in office, subject only to limitations provided by law.

5.12 Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors or of any committee at which action is taken on any matter shall be presumed to have assented to the action taken unless his or her dissent is entered in the minutes of the meeting or unless he or she files his or her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or certified mail to the Secretary of the Corporation within two (2) business days after the adjournment of the meeting. A right to dissent shall not be available to a director who voted in favor of the action.

5.13 Action by Directors Without a Meeting. Any action required or permitted to be taken at the meeting of the Board of Directors or of any committee thereof, other than the School Governing Board, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the directors or committee members. Such consent may be executed in counterparts and shall have the same effect as a unanimous vote of the directors or committee members of the Corporation at a duly convened meeting.

5.14 Meetings by Telephone Conference. Any member of the Board of Directors or of any committee may participate in any meeting of the Board of Directors or such committee by means of a conference telephone or similar communications equipment whereby all members participating in such meeting can hear one another. Such participation shall constitute attendance in person.

ARTICLE VI Committees

6.1 School Governing Board Committee. The Board of Directors shall appoint a School Governing Board Committee (“School Governing Board”), which shall consist of not less than (3), nor more than nine (9) members. A School Governing Board shall be created for each charter that is held by the Corporation (“Charter School”). The School Governing Board shall have the duty to promulgate policies for the Charter School and shall operate in a manner consistent with Arizona law and in accordance with the rules and regulations that the Board of Directors may issue from time to time. Furthermore, the School Governing Board shall review, approve and ratify such other matters (such as the annual budget) as may be delegated by the Board of Directors from time to time. In no event, however, will the School Governing Board have the authority of the Board of Directors to: (1) fill vacancies on the Board of Directors or any committee of the Board of Directors, including the School Governing Board; (2) amend or repeal of the Articles or the Bylaws, or adopt new Articles or Bylaws; or (3) fix compensation of the directors or any other officers of the Corporation. Any member of the School Governing Board may be removed, with or without cause, by the Board of Directors. If any vacancy occurs in the School Governing Board, it shall be filled by an appointment made by the Board of Directors. The Board of Directors, with or without cause, may dissolve the School Governing Board or remove any member thereof at any time. All meetings of the School Governing Board shall be conducted in accordance with, and governed by, the applicable provisions of the Arizona Open Meeting Law, A.R.S. §§38-431 et. seq. (as may be amended from time to time). All members serving on the School Governing Board shall comply with any applicable laws or regulation necessary to serve on such School Governing Board, including, but not limited to any fingerprint requirements under A.R.S. § 15-512.

6.2 Other Communities. The Board of Directors, from time to time, by resolution adopted by a majority (51%) of the board of Directors then in office, may appoint other standing or temporary committees from its membership and other interested individuals who are not members of the Board of Directors or the School Governing Board. Except in the case of resignation, disqualification, removal or the inability to serve for any reason, each member of any committee established under this Section 6.2 shall hold office until the next annual meeting of the Board of Directors or until his or her successor is appointed and qualified. The Board of Directors, with or without cause, may dissolve any standing or temporary committee, remove any member thereof at any time and fill any such vacancies as necessary.

6.3 Committee Meetings. Except as otherwise provided herein with respect to the School Governing Board, regular meetings of committees established pursuant to Section 6.2 may be held without notice at such times and places as the committees may fix from time to time by resolution. Special meetings of the committee may be called by a majority (51%) of the members thereof, upon giving notice to other members of the committee in the manner provided

in Section 5.5 for special meetings of the Board of Directors.

6.4 Quorum of the Committee. A majority (51%) of the members of a committee shall constitute a quorum for the transaction of business at any meeting thereof, and action by any committee must be authorized by the affirmative vote of a majority (51%) of members present at a meeting at which a quorum is present.

ARTICLE VII Officers – General

7.1 Appointment. The Board of Directors may appoint a President, Vice President, Secretary, Treasurer, Chief Executive Officer and such other officers and assistant officers as the Board of Directors may deem necessary. The regular election or appointment of officers shall take place at each annual meeting of the Board of Directors, but elections of officers may be held at any other meeting of the Board of Directors. No officer shall serve for a fixed term, but shall serve at the pleasure of the Board of Directors. Any director may present to the Board of Directors at the applicable meeting one or more nominees for each office to be filled.

7.2 Bonds and Other Requirements. The Board of Directors may require any officer to give bond to the Corporation (with sufficient surety, and conditioned for the faithful performance of the duties of his or her office) and to comply with such conditions as may from time to time be required of him or her by the Board of Directors.

7.3 Removal; Delegation of Duties. The Board of Directors may, whenever in its judgment the best interests of the Corporation will be served thereby, remove any officer or agent of the Corporation or temporarily delegate his or her powers and duties as an officer to any other officer or to any other director. Election or appointment of an officer or agent shall not itself create contract rights.

ARTICLE VIII Specific Officers

8.1 President and Vice President. The President shall call and preside at all meetings of the Board of Directors, shall be, ex officio, a voting member of all committees of the Board of Directors, and shall be the liaison between the Chief Executive Officer and the Board of Directors. The Vice-President shall serve in the absence of the President or in the event of the President's death or inability or refusal to act.

8.2 Chief Executive Officer. The Chief Executive Officer shall be the principal executive officer of the School and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Corporation including but not limited to the development and implementation of curriculum, assessments, and teacher evaluation; and shall sign all deeds and conveyances, all material contracts and agreements, and all other instruments of a material nature requiring execution on behalf of the Corporation. The Chief Executive Officer shall, when present, preside at all meetings of the Board of Directors. The Chief Executive Officer shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the Corporation as he or she shall deem necessary, to

prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the Chief Executive Officer. In general, the Chief Executive Officer shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

8.3 Secretary. The Secretary shall keep the minutes of the meetings of the Board of Directors and any committee of the Board of Directors of the Corporation, all unanimous written consents of the Board of Directors, and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall be custodian of the corporate records, and, in general, shall perform all duties incident to the office as assigned by the President or the Board of Directors.

8.4 Treasurer. The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chair or by the Board.

ARTICLE IX Resignations and Vacancies

9.1 Resignations. Any officer, director, or committee member may resign from his or her office at any time by written notice delivered or addressed to the Corporation as its known place of business. Any such resignation shall be effective upon its receipt by the Corporation unless some later time is fixed in such notice, and then from that time. The acceptance of a resignation shall not be required to make it effective.

9.2 Vacancies. A vacancy in any office or committee due to death, resignation, removal, disqualification or other cause may be filled as provided in these Bylaws.

ARTICLE X Insurance

10.1 Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any individual who is or was a director, officer, employee or agent of the Corporation, or who, while a director, officer, employee or agent of the Corporation, is or was serving at the request of the corporation as a director, officer, partner, member, trustee, employee or agent of another corporation, partnership, limited liability company, joint venture, trust, employee benefit plan or other enterprise against all expense, liability or loss, whether or not the corporation would have the power to indemnify such person against such expense, liability or loss under this article or applicable law.

ARTICLE XI Corporate Actions

11.1 Contracts. Unless otherwise required by the Board of Directors, the President shall execute contracts or other instruments on behalf of or in the name of the Corporation. The Board of Directors may from time to time authorize any officer, assistant officer or agent to enter into any contract or execute any instrument in the name of or on behalf of the Corporation as it may

deem appropriate, and such authority may be general or confined to specific instances.

11.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by the Board of Directors. Such authority may be general or confined to specific instances. No loans shall be made by the Corporation to any officer or director.

11.3 Checks, Drafts, etc. Unless otherwise required by the Board of Directors, all checks, drafts, bills of exchange and other negotiable instruments of the Corporation shall be signed by either the President, or the Treasurer or such other officer, assistant officer or agent of the Corporation as may be authorized to do so by the Board of Directors. Such authority may be general or confined to specific business and, if so directed by the Board of Directors, the signatures of two (2) or more such persons may be required.

11.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks or other depositories as the Board of Directors authorize.

ARTICLE XII
Conflict of Interest Policy

Decisions of the Corporation and actions of the Board of Directors shall be in accordance with A.R.S. § 10-3860 through 10-3864 (and as may be amended) and any policy adopted by the Board of Directors as the Corporation's "Conflict of Interest Policy".

ARTICLE XII
Amendments

12.1 Amendment. These Bylaws may be altered, amended, or repealed, in whole or in part, or new Bylaws may be adopted, at any duly constituted meeting of the Board of Directors, or alternatively, by the written consent to corporate action without a meeting of all of the Board of Directors.

Certified a true and correct copy of the Amended and Restated Bylaws adopted on the 16th day of September, 2014, by the Board of Directors of Daisy Education Corporation.



Adiba Jurayeva, Secretary

DAISY EDUCATION CORPORATION

As described in its bylaws, Daisy Education Corporation has and will retain a dual board structure with one Corporate Board and a Governing Body for each Charter. Below is a summary of the roles of each board.

Corporate Board: Key Roles

The Governing Body's scope of authority is limited to planning and carrying out the educational policies of the school. All corporate decisions are reserved to the Corporate Board who shall oversee the Governing Bodies to ensure that the Governing Body's decisions and school operations in general are in accordance with the charter agreement. The Corporate Board makes all financial and personnel decisions, including but not limited to, budget approval, facility and spending expenses, hiring/firing, wages and staffing. They monitor the Governing Body's decisions and school operations. Staying true to its responsibilities enacted by the charter agreement, the Corporate Board may request the Governing Body to address issues related to the charter.

To ensure that the Governing Boards' volunteer leadership capacity is replenished as experienced board members leave or retire, the board of directors systematically plan for identifying and training qualified potential new board members to succeed the board's departing members, as well as to prepare its existing board members for leadership positions on the board. The Corporate Board appoints the members of Governing Boards from the selected members of the community based on their qualifications and possible roles they can play in the Governing Body. For the open positions in the Governing Body, a person can be nominated by the Corporate Board, the Governing Body, school admin team or parents. A person can nominate himself/herself for the open board positions as well.

Governing Body (School Board): Key Roles

Each Governing Body has the ultimate responsibility of assuring the academic success of the Charter it governs; that is, each Governing Board is accountable for student progress. The Governing Body will meet regularly to oversee the activities at its school. A majority of the active members is required to be present to conduct a meeting. The Governing Body's meetings are conducted according to Open Meeting Law. Meetings ensure full access for community members

to participate. Board members have one vote and the right to participate in all Board discussions, meetings, and presentations.

Main functions of the Governing Body, not limited to, can be summarized as follows:

- ❖ Monitoring general policies of the school related to admissions, health and safety, curriculum and assessment, facility use and the implementation of these policies by the school administration.

- ❖ Making major academic policy decisions for the school within the boundaries of the Charter.

- ❖ Assuring the school adheres to all applicable federal, state, and local laws and regulations as well as regulations in the Charter.

- ❖ Financial decisions: Approving and ratifying the school's annual budget, overseeing the school's fiscal affairs, contracting with outside sources for operations oversight and audit, receiving funds for the operation of the school in accordance with the charter school law, solicitation and receipt of grants and donations consistent with the mission of the school.

- ❖ Assuming all other responsibilities provided by Arizona law, the Articles of Incorporation, Bylaws, and the Charter necessary to ensure the proper operation of the school and in compliance with the conflict of interest provision as described in the Bylaws.

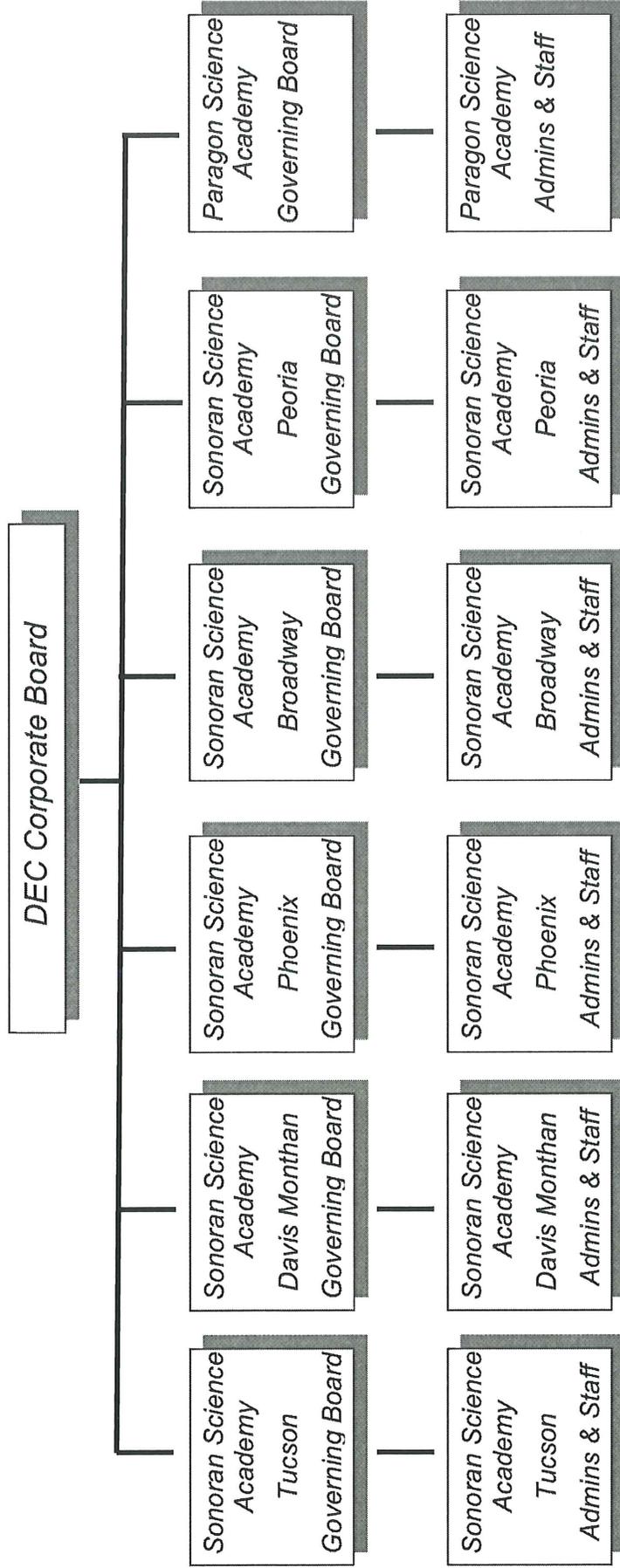
The Governing Board assures that the education vision as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the school principal. The school principal is responsible for the evaluation of the faculty and reports at least on an annual basis as per that evaluation. The Governing Body institutes policies within the guidelines of Federal and State law, to assure the effective, efficient, and safe operation of the school. The Governing Body exercises its responsibilities in a manner that assures that the staff, under the authority of the school principal, has the freedom and authority to do his or her work without interference, but also that the Governing Body is fully accountable to the community for the results.

Daisy Education Corporation Board of Directors
Dr. Abdullah Yilmaz
Dr. Ali Kemal Unver
Reginald Adams
Adibohan Jurayeva
Lesly Baca Ruiz

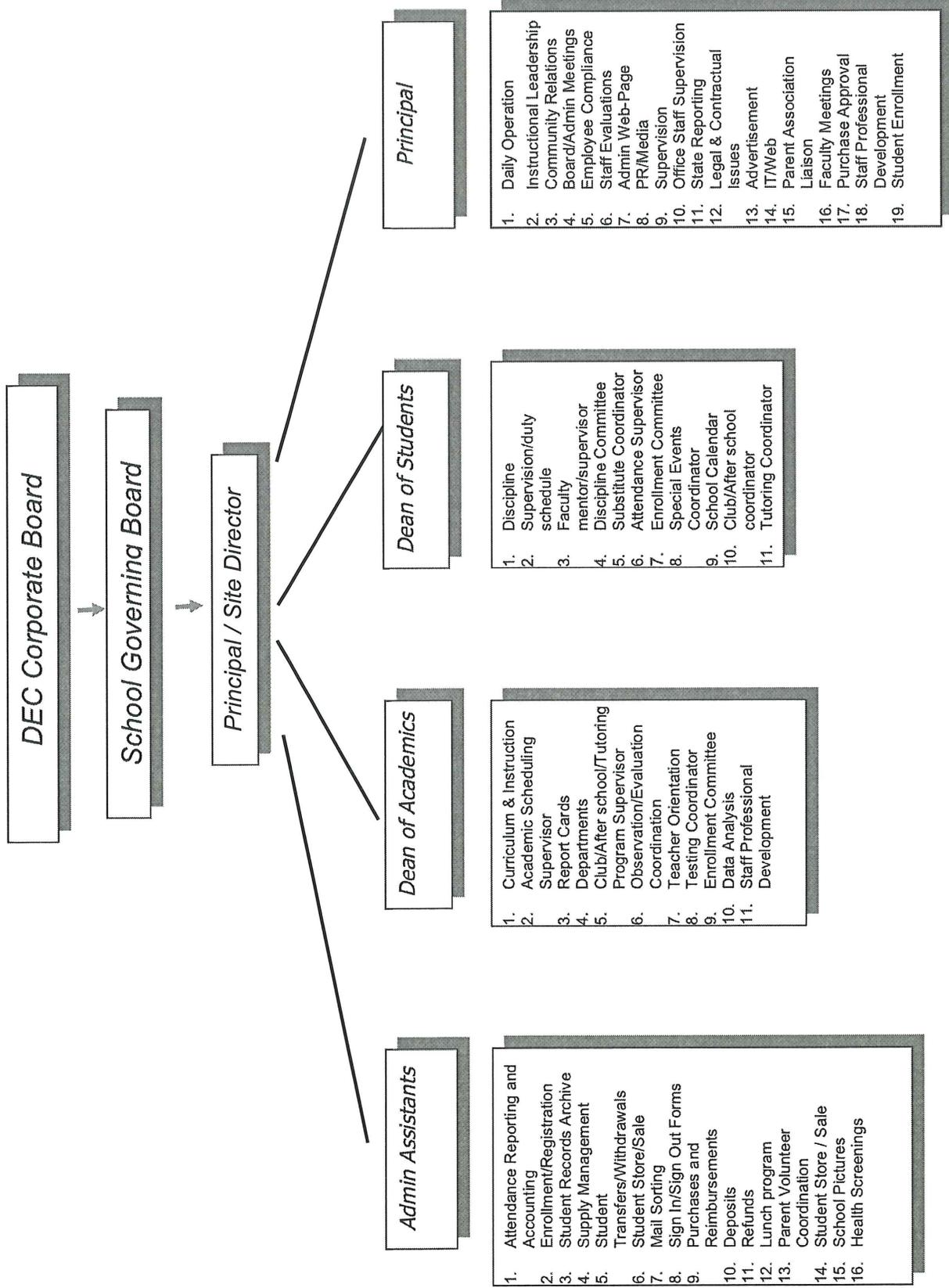
Sonoran Science Academy Broadway Governing Body
Dr. Abdullah Yilmaz
Elizabeth Parsons
Becky Kirkpatrick
Linda Lopez

- ❖ In the next two pages, please see the post-merger organizational structure of Daisy Education Corporation and organizational chart of the schools and their day-to-day operation. The organizational chart provides information about the management roles and responsibilities of key administrators.

Daisy Education Corporation (DEC) Post Merger
Organizational Chart



Daisy Education Corporation (DEC) Organizational Chart



Customer # 120 80404

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

DEPARTMENT OF THE TREASURY

Date: NOV 22 2002

DAISY EDUCATION CORPORATION
2131 W INA RD BLDG G
TUCSON, AZ 85741

Employer Identification Number:
86-0990917
DLN:
17053127064012
Contact Person:
JOSEPH LAUX ID# 31077
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

DAISY EDUCATION CORPORATION

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

DAISY EDUCATION CORPORATION

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

Enclosure(s) :

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

Date Received

05/9
UMT

DEPARTMENT OF THE TREASURY

Date: SEP 25 2009

SONORAN SCIENCE ACADEMY - BROADWAY
6880 E BROADWAY BLVD
TUCSON, AZ 85711

Employer Identification Number:
41-2263902
DLN:
17053132008019
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
January 2, 2008
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

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

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

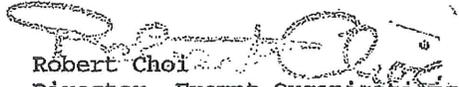
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

SONORAN SCIENCE ACADEMY - BROADWAY

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,


Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

SONORAN SCIENCE ACADEMY - BROADWAY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

STATEMENT OF MERGER

Read the Instructions M075i

1. SURVIVING ENTITY NAME: DAISY EDUCATION CORPORATION

1.1 SURVIVING ENTITY JURISDICTION OF ORGANIZATION: ARIZONA

1.2 SURVIVING ENTITY TYPE – check only one and follow instructions:

- Arizona corporation or LLC already in existence in A.C.C. records** – if applicable, attach to this Statement Articles of Amendment.
- NEW Arizona corporation, LLC, or limited partnership** – attach to this Statement the Articles of Incorporation (corporations), Articles of Organization (LLCs), or Statement of Qualification (limited partnerships). *NOTE* that limited partnerships must also file with the Arizona Secretary of State.
- Foreign corporation or LLC already registered with the A.C.C.**
- Foreign corporation or LLC seeking registration with the A.C.C.** – attach to this Statement the Application for Authority (corporations) or Application for Registration (LLCs).
- Foreign corporation, LLC, or other entity that is not, and will not, be registered with the A.C.C.**

2. MERGING ENTITIES – list the name, entity type, and jurisdiction of organization of all merging entities other than the surviving entity. If more space is required, list all information on a separate sheet and attach it to this Statement.

Merging entity name: SONORAN SCIENCE ACADEMY-BROADWAY	Merging entity name:
Entity type (corporation, LLC, etc): CORPORATION	Entity type (corporation, LLC, etc):
Jurisdiction of organization: ARIZONA	Jurisdiction of organization:
Merging entity name:	Merging entity name:
Entity type (corporation, LLC, etc):	Entity type (corporation, LLC, etc):
Jurisdiction of organization:	Jurisdiction of organization:
Merging entity name:	Merging entity name:
Entity type (corporation, LLC, etc):	Entity type (corporation, LLC, etc):
Jurisdiction of organization:	Jurisdiction of organization:

3. SURVIVING ENTITY - ARIZONA KNOWN PLACE OF BUSINESS ADDRESS – Complete this section *only* if the surviving entity is either: an Arizona corporation, LLC, or limited partnership; or a foreign corporation or LLC already registered with the A.C.C. *NOTE:* for corporations and LLCs already on file with the A.C.C. the address must match the address currently shown in A.C.C. records.

FATIH KARATAS		
Attention (optional) 2430 W. RAY ROAD, SUITE #3		
Address 1		
Address 2 (optional) CHANDLER		AZ
City		85224
Country UNITED STATES		State or Province Zip

4. SURVIVING ENTITY – STATUTORY AGENT – Complete this section only if the surviving entity is either: an Arizona corporation, LLC, or limited partnership; or a foreign corporation or LLC already registered with the A.C.C.:

4.1 REQUIRED – give the name (can be an individual or an entity) and physical or street address (not a P.O. Box) in Arizona of the statutory agent:	4.2 OPTIONAL – mailing address in Arizona of statutory agent (can be a P.O. Box):
CLG SERVICES LLC	
Statutory Agent Name (required)	
Attention (optional) 2307 S RURAL ROAD	Attention (optional)
Address 1	Address 1
Address 2 (optional) City TEMPE State AZ Zip 85282	Address 2 (optional) City State Zip
4.3 IF A NEW AGENT IS BEING APPOINTED – the <u>Statutory Agent Acceptance form M002</u> must be attached to this Statement.	

5. FOREIGN SURVIVING ENTITY, NOT QUALIFIED IN ARIZONA – MAILING ADDRESS (foreign entities that are not and will not be qualified to transact business or conduct affairs in Arizona must provide a mailing address to which service of process may be mailed):

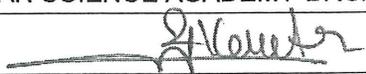
Attention (optional)		
Address 1		
Address 2 (optional)		
City	State or Province	Zip
Country		

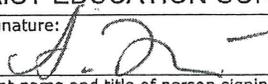
6. APPROVAL OF MERGER – (applies to all of the merging entities, including the surviving entity if it is also a merging entity):

By the signatures appearing on this Statement of Merger, each entity declares under the penalty of perjury that the plan of merger was approved by each merging entity, and by the surviving entity if it is also a merging entity, in accordance with A.R.S. § 29-2203, and also by each foreign merging entity or foreign merging and surviving entity in accordance with the laws of its jurisdiction of organization.

7. DELAYED EFFECTIVE DATE – Complete this section only if the merger will have a *delayed* effective date of not more than 90 days after delivery of the Statement to the A.C.C. – list that date below:

SIGNATURES: Each merging entity must sign.
The surviving entity must sign if it is also a merging entity.
 If more space is needed, attach a separate sheet with all pertinent information.
 Each signer of this Statement declares and certifies *under penalty of perjury* that this Statement together with any attachments is submitted in compliance with Arizona law.

Entity Name: SONORAN SCIENCE ACADEMY-BROADWAY	
Signature: 	Date: 11/4/2017
Print name and title of person signing: Fatih Karatas, Chief Executive Officer	

Entity Name: DAISY EDUCATION CORPORATION	
Signature: 	Date: 11-04-2017
Print name and title of person signing: Adibohan Jurayeva, Secretary	

Entity Name:	
Signature:	Date:
Print name and title of person signing:	

Entity Name:	
Signature:	Date:
Print name and title of person signing:	

Entity Name:	
Signature:	Date:
Print name and title of person signing:	

Entity Name:	
Signature:	Date:
Print name and title of person signing:	

Filing Fee: \$100.00 (corporations) \$50 (LLCs) Expedited processing – add \$35.00 to filing fee. All fees are nonrefundable - see Instructions.	Mail: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
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Please be advised that A.C.C. forms reflect only the **minimum** provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.
 All documents filed with the Arizona Corporation Commission are **public record** and are open for public inspection.
 If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.



Daisy Education Corporation

STEM EDUCATION, COLLEGE PREPARATION



2430 W. Ray Road, Suite 3 | Chandler, AZ 85224 | T: (480) 940-5440 | F: (480) 940-5458 | www.sonoranschools.org

MINUTES OF MEETING OF THE BOARD OF DIRECTORS OF DAISY EDUCATION CORPORATION

The meeting of the Corporate Board of Daisy Education Corporation ("Corporation"), an Arizona nonprofit Corporation, organized and existing under the laws of the State of Arizona, was held at 2430 W. Ray Rd. Suite # 3, Chandler, Arizona, on the 4th day of November, 2017. The Corporation has properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these Minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Pledge of Allegiance
2. Moment of Silence
3. Attendance. The following members of the Corporate Board were present:
 - Lesly Baca Ruiz
 - Adiba Jurayeva
 - Regi Adams
 - Dr. Ali Kemal Unver, online
 - Dr. Abdullah Yilmaz, online
4. Presiding Officers and Quorum. *Ms. Lesly* called the meeting to order at 12:20 pm as *Dr. Yilmaz* joined the meeting online and acted as Chair, and *Ms. Adiba* acted as secretary. The Chair announced that a quorum of the members was present, and that the meeting, having been duly convened, was ready to proceed with its business.
5. Call to the Public. A call to the public was made by *Ms. Lesly*. No members of the public responded.
6. Approval of Agenda. *Ms. Lesly* motioned to approve the agenda as presented. The motion was seconded by *Ms. Adiba*. Motion was approved 5-0.

RESOLVED, that the Agenda is approved as presented.
7. Approval of Minutes. *Ms. Lesly* motioned to approve the August 19th 2017, meeting minutes. *Ms. Adiba* seconded the motion. The motion to approve was unanimous.

RESOLVED, that the minutes are approved as presented.
8. Summary of Current Events. Mr. Fatih Karatas (Chief Executive Officer) presented a brief summary of current events for Sonoran Science Academy ("SSA") Davis- Monthan, SSA Peoria, SSA Phoenix, SSA Tucson, Daisy Early Learning Academy (DELA), and Paragon Science Academy ("Paragon"):



Daisy Education Corporation

STEM EDUCATION, COLLEGE PREPARATION



2430 W. Ray Road, Suite 3 | Chandler, AZ 85224 | T: (480) 940-5440 | F: (480) 940-5458 | www.sonoranschools.org

- The systems accreditation visit is scheduled for Dec 3-6.
- Discussed the accreditation performance standards and the system quality factors diagnostic submitted for Sonoran Schools.
- Board members might be invited for Governing Authority interviews

The Board had the opportunity to ask questions and thanked Mr. Karatas for the updates and information he provided.

9. The following items were presented to the Board for Discussion and Possible Action

A. Merging Sonoran Science Academy Broadway with and into Daisy Education Corporation

Mr. Karatas introduced the proposed merger transaction in which Sonoran Science Academy-Broadway, an Arizona nonprofit corporation and charter holder for Sonoran Science Academy-Broadway ("SSA-Broadway"), would be merged with and into Daisy Education Corporation (the "Merger"). Following a full discussion of the Merger and the related documents, Ms. Lesly moved that the Board adopt the resolutions related to the Merger set forth on Exhibit A hereto. Dr. Unver seconded the motion. The motion passed unanimously

***RESOLVED**, that the resolution related to the Merger set forth on Exhibit A hereto is approved as presented.*

B. Corporate Board Member Changes

Fatih Karatas informed the Board that Kelly Haskins resigned from Sonoran Science Academy Peoria, Sonoran Science Academy Phoenix, and Paragon Science Academy governing boards. The Board had the opportunity to ask questions and thanked Mr. Karatas. Dr. Unver motioned to approve the removal of Kelly Haskins from Sonoran Science Academy Peoria, Sonoran Science Academy Phoenix, and Paragon Science Academy governing boards. Ms. Adiba seconded. Motion was approved 5-0.

***RESOLVED**, that Kelly Haskins is removed from Sonoran Science Academy Peoria, Sonoran Science Academy Phoenix, and Paragon Science Academy governing boards.*



Daisy Education Corporation

STEM EDUCATION, COLLEGE PREPARATION



2430 W. Ray Road, Suite 3 | Chandler, AZ 85224 | T: (480) 940-5440 | F: (480) 940-5458 | www.sonoranschools.org

C. Child and Adult Care Food Program Procurement Plan

Mr. Karatas presented to the board the procurement plan Daisy Early Learning Academy is required follow for its food program. The Board had the opportunity to ask questions and thanked Mr. Karatas. Ms Adiba motioned to approve the Child and Adult Care Food Program Procurement Plan for Daisy Early Learning Academy. Ms. Lesly seconded. Motion was approved 5-0.

RESOLVED, that the Child and Adult Care Food Program Procurement Plan is approved for Daisy Early Learning Academy.

10. Future Meeting Date. The next meeting dates are scheduled as:
Saturday, February 3,
Saturday, May 5

11. Future Agenda Topics.

12. Adjournment. There being no further business to come before the meeting, upon motion duly made, seconded and unanimously carried, the meeting was adjourned.

A handwritten signature in cursive script, appearing to read 'A. J.', written over a horizontal line.

Adiba Jurayeva, Secretary

**RESOLUTIONS
FOR APPROVAL BY THE BOARD OF DIRECTORS OF
DAISY EDUCATION CORPORATION**

Merger with Sonoran Science Academy-Broadway, an Arizona non-profit corporation

WHEREAS, the Board of Directors ("Board") of Daisy Education Corporation (the "Company") has considered the proposed Agreement and Plan of Merger (the "Merger Agreement") by and among Sonoran Science Academy-Broadway, an Arizona non-profit corporation (the "Merging Company"), and Daisy Education Corporation, an Arizona non-profit corporation (the "Surviving Company"), whereby Sonoran Science Academy-Broadway will merge with and into Daisy Education Corporation and Daisy Education Corporation shall be the surviving company (the "Merger");

WHEREAS, the Merging Company and Surviving Company are both Arizona non-profit, educational corporations each of which has determined that it is in each company's best interests to combine the operations of the Merging Company and Surviving Company;

WHEREAS, the Surviving Company desires that the Merging Company merges with and into the Surviving Company, on the terms and subject to the conditions in the Merger Agreement; and

WHEREAS, after due consideration of the Merger Agreement and the transactions contemplated thereby, the Board believes that the Merger Agreement and the transactions contemplated thereby are advisable, fair to and in the best interests of the Surviving Company;

NOW, THEREFORE, IT IS RESOLVED, that the form, terms, conditions and provisions of the Merger Agreement, substantially in the form reviewed by the Board, including all exhibits and schedules, and the transactions contemplated thereby, including without limitation the Merger, are hereby approved, adopted and ratified in all respects and declared advisable; and each of the Chief Executive Officer of the Company and any other officer of the Company, including without limitation the President, Secretary or Treasurer (each an "Authorized Officer") be, and hereby is, authorized, empowered and directed to execute and deliver, in the name and on behalf of the Surviving Company, the Merger Agreement, together with all agreements contemplated therein, with such changes therein and additions and modifications thereto as the Authorized Officer shall approve, such approval to be evidenced conclusively by the execution and delivery thereof.

RESOLVED FURTHER, that the Authorized Officer be, and hereby is, authorized to execute and deliver, as may be required, the Statement of Merger and any and all

(Resolutions for Approval by Board of Daisy Education Corporation)

other documents as may be contemplated by the Merger Agreement or as may be required, including, but not limited to, certificates, affidavits, applications, notices, and any document pursuant thereto or to be delivered in connection therewith, including any exhibits, annexes or schedules (collectively with the Merger Agreement, the "Merger Related Documents"), in such form and with such modifications, additions and amendments as the Authorized Officer shall approve, such approvals to be conclusively evidenced by the execution, delivery or indication thereof.

RESOLVED FURTHER, that the Authorized Officer be, and hereby is, authorized to take or cause to be taken any and all actions, including, without limitation, the execution, acknowledgment, filing, amendment and delivery of any and all papers, agreements, documents, instruments and certificates, as such officer may deem necessary or advisable to carry out and perform the obligations of the Surviving Company in connection with the transactions contemplated by the Merger and the Merger Related Documents including, but not limited to, the filing of the Statement of Merger with the Arizona Corporation Commission, and to otherwise carry out the purposes and intent of the foregoing resolutions; the performance of any such acts and the execution, acknowledgment, filing and delivery by such officer of any such papers, agreements, documents, instruments and certificates shall conclusively evidence their authority therefor.

RESOLVED FURTHER, that in addition to the specific authorizations set forth in the foregoing resolutions, the Authorized Officer be, and hereby is, authorized, empowered and directed, in the name of and on behalf of the Surviving Company, to take or cause to be taken any and all such actions, to execute and deliver and cause to be executed and delivered all such other documents, certificates, agreements and instruments, to make such filings, in the name and on behalf of the Surviving Company, to incur and pay any or all such amounts, fees and expenses and to engage in any and all such acts as the Authorized Officer deems necessary, desirable or advisable to carry out the purposes of the foregoing resolutions, the execution of such instruments, certificate, agreements or documents or the payment of any such amounts, fees and expenses or the doing by the Authorized Officer of any act in connection with the foregoing matters to be conclusive evidence of the necessity, desirability or advisability thereof; and

RESOLVED FURTHER, that all actions heretofore taken by the Authorized Officer or by any other employee or agent of the Surviving Company, on or prior to the date hereof, in connection and consistent with the documents or transactions contemplated by the foregoing resolutions be, and the same hereby are, in all respects ratified, confirmed, approved and adopted as acts on behalf of the Surviving Company.



Sonoran Science Academy Broadway

STEM EDUCATION, COLLEGE PREPARATION

www.sonoranschools.org/broadway

6880 E. Broadway Blvd. | Tucson, AZ 85710 | T: (520) 751-2401 | F: (520) 751-2451 | broadway@sonoranacademy.org

November 8, 2017

Arizona State Board for Charter Schools

Re: Sonoran Science Academy Broadway/Daisy Education Corporation

Dear Sir or Madam,

The purpose of this letter is to state and confirm that no consideration, payment or benefit was received or will be received by any party in the merger transaction between the above reference parties.

Additionally, Sonoran Science Academy Broadway (“SSA Broadway”) will transfer any and all student, financial, and all other types of records of SSA Broadway to Daisy Education Corporation (“DEC”) and DEC will maintain the same.

Fatih Karatas,
Chief Executive Officer/Charter Representative
Daisy Education Corporation

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

GAR, LLC (“Charter Holder”) submitted an expansion request to increase its enrollment cap in FY 2018 from 1000 to 2000. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request and Support Materials.

The rationale for GAR, LLC’s increase in enrollment cap is to continue to accommodate the increasing need to reach the disengaged students of the 16 to 21 year age group. The Charter Holder currently exceeds their enrollment cap of 1000. Since 2002, the Charter Holder has grown from one brick and mortar campus located in Tempe, to adding another campus in Peoria and three learning centers located throughout the valley. In 2013, the Charter Holder began a Dropout Recovery Program (DRP) where the learning centers provide flexible hours and schedules to accommodate the DRP student population. Marketing strategies, recruitment of highly qualified staff, additional district level administrative support, a targeted professional learning plan, and a continued rise in students who need a DRP Program has contributed to the rapid growth. In July of 2016, there were under 350 DRP students. In July of 2017, the number increased to 800 DRP students. The staffing plan includes recruiting through the Arizona Department of Education Job Board, screening potential candidates, collecting all necessary paperwork throughout the hiring process with recommendations to hire presented to the GAR, LLC board. All staff are provided a comprehensive professional development plan throughout the school year. Enrollment targets are based on a student retention rate of 80%. Of the 20% of students that do not return, 10% graduate during the school year and the remaining 10% withdraw. Trending data supports the requested enrollment numbers. In FY 2018, 933 students returned and currently there are 1,110 students enrolled which is a 17% increase from the beginning of the year. For FY 2019, at this rate and the addition of two learning centers, it is anticipated that enrollment will increase by approximately 30%. The addition of one learning center each year in FY 2020 and FY 2021 is expected to result in enrollment increases of 20% and 15%. Based on these projected increases the Charter Holder anticipates reaching a total enrollment of 2000 students in FY 2021.

Three Year Plan

	FY 2018	FY 2019	FY 2020	FY 2021
Grade Levels	9-12	9-12	9-12	9-12
Enrollment	1110	1425	1725	2000

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 17 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” based on the most recent dashboard	The Charter Holder Meets the Financial Performance Standard for FY 2017.
Past enrollment trends indicate need for increase within three years	Although enrollment decreased slightly between FY 2015 to FY 2016, it increased significantly to 634 in FY 2017

ADM is within 85% of current enrollment cap	The Charter Holder currently exceeds its enrollment cap of 1000. According to ADE School Finance, the Charter Holder's ADM for FY 2018 is 1046.813.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools or offers a unique program of instruction within a five mile radius of the school's location	Student Choice High School Tempe performs at or above the average performance of nearby alternative schools in ELA and Math. School Choice High School Peoria offers a unique program of instruction. There are no Alternative Schools within a five-mile radius of the school.

Profile

The Charter Holder was granted a renewal charter in 2014.

Governance

Corporate Board Members	School Governing Body Members	Type
Scott Lopez	Scott Lopez	Charter Organization
Shawanna Lopez	Shawanna Lopez	Charter Organization
Melissa Meehan	Peggy Lynam	Community Member
Scott Meehan	Melissa Meehan	Charter Organization
	Scott Meehan	Charter Organization

School Profiles

School Name/Location	Month/Year Open	Grades Served	FY 14 Letter Grade	Average AzMERIT Passing					
				ELA (FY 17 State Average 13%)			Math (FY 17 State Average 10%)		
				FY 15	FY 16	FY 17	FY15	FY 16	FY 17
Student Choice High School/Tempe	August 2002	9-12	C-ALT	*	11%	12%	*	13%	8%
Student Choice High School/Peoria	August 2012	9-12	D-ALT	23%	9%	13%	*	13%	16%

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

Additional Alternative School Choices Serving Grades 9-12 within 5 Miles of Student Choice High School (Tempe)

Total Schools	FY 2014 Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than State Average		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>13%)	Math (>10%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
1	B-ALT	1	0	0	1	1	1
3	C-ALT	2	1	1	3	2	2
2	D-ALT	2	0	0	1	1	0

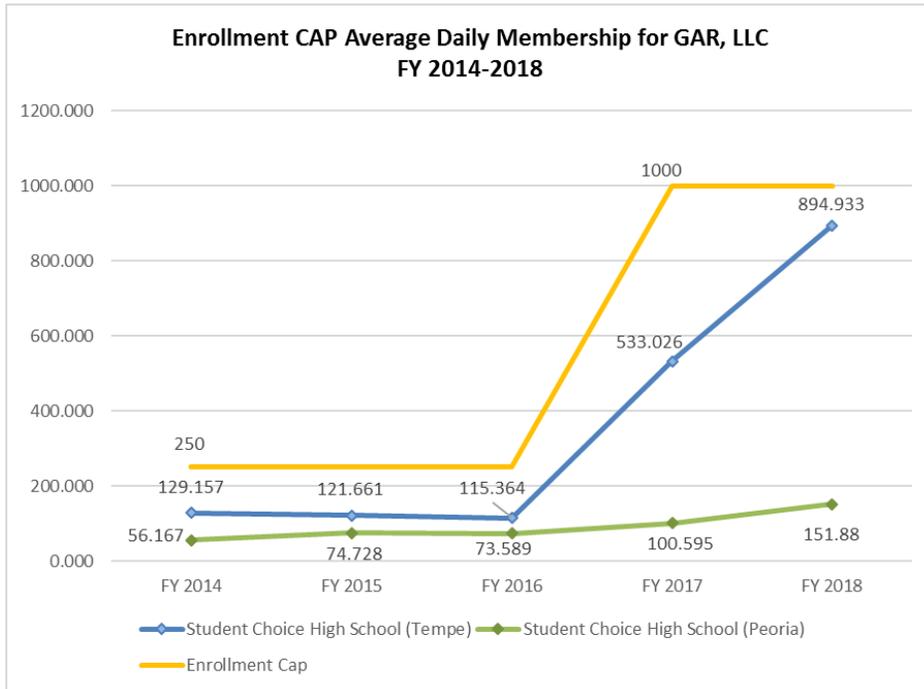
No comparison data is available for Student Choice High School (Peoria) because there are no alternative schools within 5 miles.

Comparison of Nearby Schools to Student Choice High School (Tempe)

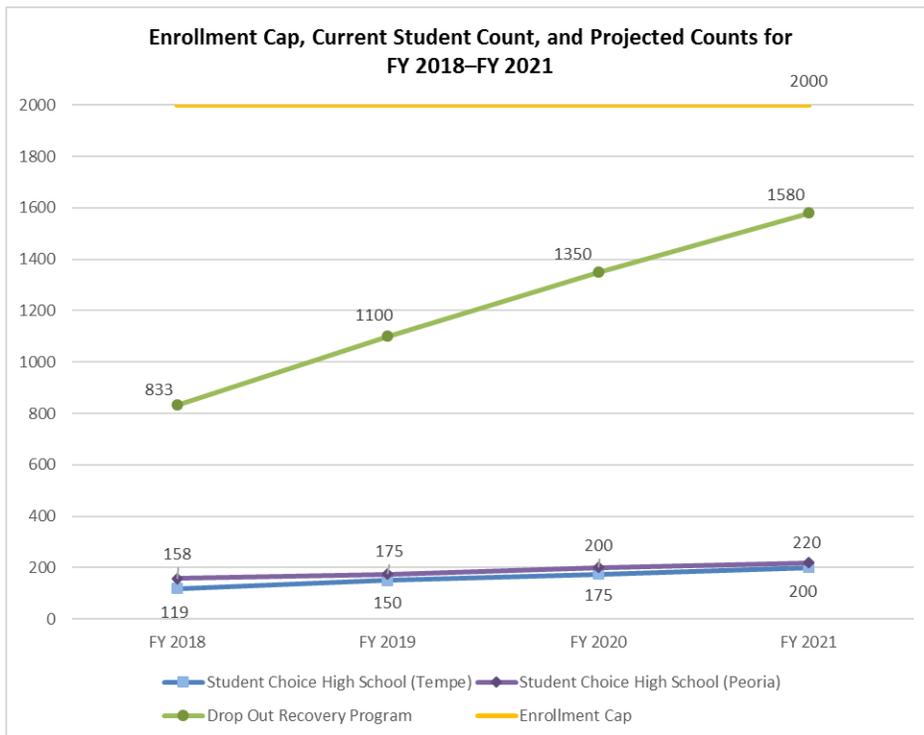
Total Schools	FY 2014 Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than Student Choice High School (Tempe)	
			ELA (>12%)	Math (>8%)
1	B-ALT	1	0	0
3	C-ALT	2	1	1
2	D-ALT	2	0	0
Total Number of Schools (Percentage of Total)				
6		5 (83%)	1 (17%)	1 (17%)

Enrollment and Demographic Data

100th day ADM for FY 2014–FY 2017, and FY 2018 ADM as of December 6, 2017.



Students enrolled in the Charter Holder’s DRP are counted in the ADM for the Tempe school.

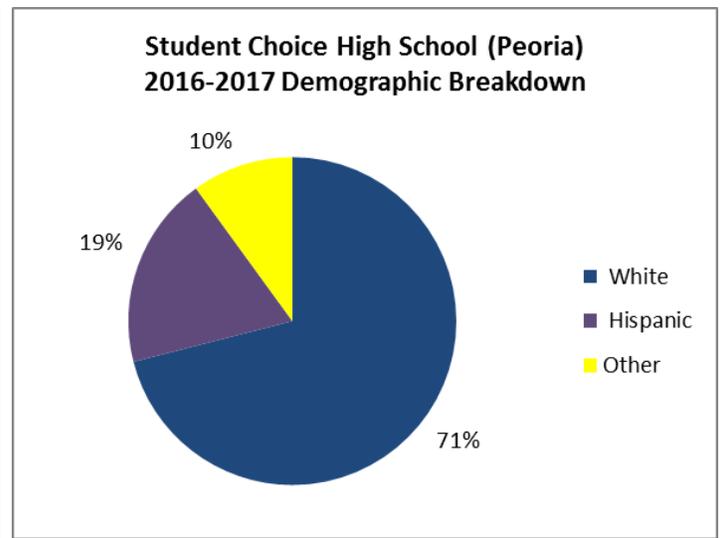
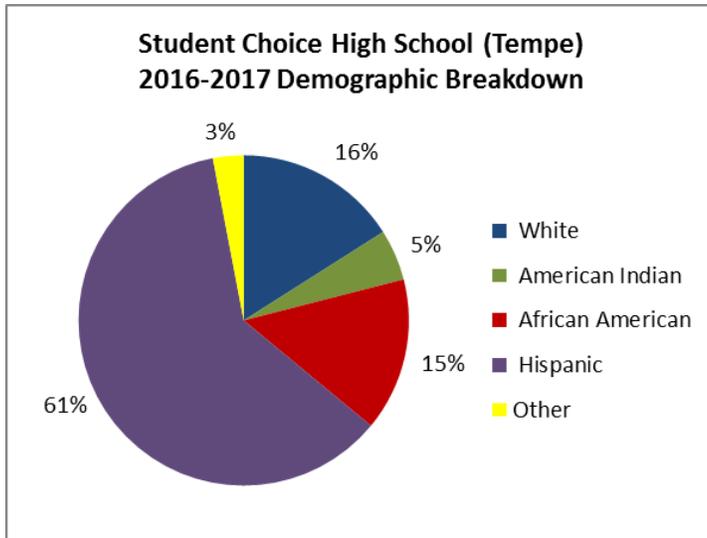


DRP refers to the enrollment of students at the Learning Center locations in Maryvale, South Phoenix, and Maricopa. The number of students enrolled in the brick and mortar school locations is projected to have minimal growth due to physical limits of the facilities. The project enrollment increase is based on anticipated growth in the DRP.



2016-2017 Subgroup Data	Student Choice High School (Tempe)	Student Choice High School (Peoria)
Free and Reduced Lunch	*	*
English Language Learners	*	*
Special Education	4%	11%

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



APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIALS

1. ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS



Arizona State Board for Charter Schools



- [Dashboard](#)
- [Alerts](#)
- [Bulletin Board](#)
- [Charter Holder](#)
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Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
GAR, LLC

CTDS:
07-86-79-000

Mailing Address:
1833 North Scottsdale Road
Tempe, AZ 85281
[View detailed info](#)

Representative

Name:
Patrick Scott Meehan

Phone Number:
480-947-9511

Fax Number:
480-699-2659

Downloads

[Download all files](#)

Enrollment Cap

From:
1000

To:
2000

Attachments

Board Minutes

- [Download File](#) —
- [Download File](#) —
- [Download File](#) —

Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

Occupancy Documentation (Increase Only)

- [Download File](#) —

Narrative — [Download File](#)

Additional Information

- [Download File](#) —

Feedback

Feedback

The request was easy to understand and follow once I met with staff. Thank you Judy and Steve!

Signature

Charter Representative Signature
Patrick Scott Meehan 11/09/2017

Enrollment Cap Notification Request

Submitted by

GAR, LLC d.b.a Student Choice High School

Occupancy Documentation: (attached)

Rationale (Narrative)

GAR LLC, d.b.a. Student Choice High School is submitting an Enrollment Cap Notification Request to increase the number of students that we serve from our current enrollment cap of 1000 to a revised cap of 2000 to meet the current and projected needs. We will operate at the new Enrollment Cap level starting immediately after the board approval.

Student Choice High School began in 2000 with one brick and mortar campus located in Tempe. In 2011, SCHS added a second brick and mortar campus in Peoria. Student Choice began its Dropout Recovery Program (DRP) in 2013. Marketing strategies, recruitment of highly qualified staff, additional district level administrative support, a targeted professional learning plan, and most importantly a continued rise in students who need a school such as ours have contributed to rapid and significant growth at Student Choice High School. To date our comprehensive enrollment has exceeded our maximum enrollment cap of 1000 students.

Brick and Mortar Sites

Currently, Student Choice High School has two brick and mortar campuses located in Tempe and Peoria. Both Tempe and Peoria operate as traditional alternative education school sites. Both alternative education school sites have experienced continued increases in enrollment over the past 24 months. In alignment with our District Mission of Motivate, Educate and Graduate, sustainability has been a critical attribute our sites have focused on, ensuring that the students who enroll have a clearly outlined plan for re-engagement, stabilization, and attendance. It is imperative to note that the most influential contributor to our continued increases in student enrollment is the partnerships with the surrounding PEA's. The leadership team has fostered working relationships with administrative teams, guidance departments, and at-risk personnel to provide academic solutions for students who could benefit from the alternative placement that Student Choice provides.

Dropout Recovery Program Sites (DRP)

Student Choice High School has worked diligently to reach an often overlooked student population of disengaged youth. The number of students, age 16-21 who are disconnected from the education system have continued to rise in recent years. The DRP at Student Choice serves as the catalyst for disconnected youth to re-engage with education and progress toward acquiring a high school diploma. The target population is specific to students age 16 or older who have been out of school for 30 days or more. In July of 2016, Student Choice was educating nearly 350 students who qualified for the Dropout Recovery Program. In July of 2017, the DRP enrollment numbers soared to nearly 800 students. To accommodate the rapid expansion of this target population, our organization has partnered with community based centers in Maryvale, South Phoenix, and Maricopa to establish the Dropout Recovery Program Learning Centers. The Learning Center at the Maryvale site is partnered with the Maryvale Family YMCA, the South Phoenix location has partnered with the Salvation Army KROC Center, and the

Learning Center located in Maricopa has a partnership with Copper Sky Multigenerational Center of Maricopa. Though students are not required to attend our Learning Centers daily, they are strongly encouraged to connect with a community based center in order to engage in school and community based functions that assist students in being part of a school and community they can take pride in calling home. It is well known students who can benefit from a DRP such as Student Choice have extenuating circumstances that can be accommodated by the DRP Learning Center flexibility. Students are strongly encouraged to log a minimum of 25-30 hours per week of academic and instructional support through the curriculum platform and teaching staff. Our progress data has demonstrated that students are consistently engaging in Common Core Standards based curriculum via our online platform. Furthermore our Learning Centers are experiencing as much as 70% physical attendance daily due to the flexibility in scheduling and student autonomy to attend the site when it best fits around the extenuating circumstances referenced above. All students within the DRP platform have access to highly qualified staff, access to our online curriculum, and access to the community based centers as members and participants. Student Choice locations in Tempe and Peoria also provides the DRP avenue for students utilizing the same expectations as the sites housed at the community based learning centers.

District-wide Comprehensive Initiatives (Social/Emotional/Post-secondary)

Regardless of Brick and Mortar or Traditional Site, Executive Leadership, Administrative Leadership, and all teaching and support staff have grown to understand the importance of an entire community adding to the contribution of educating students who have a different set of circumstances and needs. To best meet the growing needs of the students we serve in the aforementioned communities, we engage and re-engage our student populations through building partnerships that can assist students with fully reconnecting with the educational process toward graduation. To date, Student Choice High School has established partnerships with many organizations:

- Community recreational centers,
- Police Departments
- Maricopa Community Colleges
- Grand Canyon University
- Local food banks and clothing closets,
- Y-Achievers
- Year Up
- Community Banks
- Community Businesses
- Local District Schools

District-wide Comprehensive Initiatives (Academic, Professional Training, State Accountability)

It is imperative to mention that all sites operate in similar form and function. Examples of organizational and operational consistencies across all of our programs include but are not limited to:

- professional learning plan,
- professional development portfolio,
- District and site-based improvement and accreditation,
- recruitment and retention practices,
- curriculum, instruction, and assessments,
- guidance and post-secondary planning,
- technology training and ECAP evaluation and course planning.

Accountability - Site, Staff, Students

Student, site based, and district accountability measures have been implemented at each site to provide oversight and continuity to organizational and operational outcomes. Academic progress, grading practices, and best practices in instruction ensure components that drive the expected outcomes. Employees utilize ECAP's and Learning Plans to drive measurable student outcomes. Academic benchmarking to track student learning are utilized through a variety of measurement tools and are consistent regardless of enrollment at DRP or traditional models. Professional learning, collaborative opportunities, professional growth measurables are consistent throughout each site. AdvancED accreditation rubrics and standards based operating measures are organizationally consistent throughout the district as well.

The Student Choice Difference:

- NCA AdvancED Accreditation
- Individualized Learning Plans developed for each student
- Mentoring and Academic Coaching
- Self-paced, flexible scheduling, online, and accelerated learning opportunities available
- 24/7 Access to the Student Choice Learning Management System
- Credits based on content mastery
- Community Connections through established Learning Centers throughout the community

Rationale (Narrative) Summary

Student Choice High School exists to serve the needs of a variety of learners. We provide an intimate setting to best uphold a highly accountable environment and maintain a better than average student to teacher ratio. Our expectations of staff and student performance continue to gain momentum in our pursuit of educational excellence. The environment we have created is highly conducive to learners who desire a venue other than a traditional model. Our top priority is to motivate students to re-engage with and be in control of their own academic outcomes. We provide a unique hybrid learning experience for our students in which highly qualified staff members are present and available to provide the instructional, curriculum which allows for self pacing, individualized progress monitoring, and assessment tools to measure student success. Upon student re-engagement, our focus becomes sequential steps toward both graduation and successful post-secondary opportunities through college and career readiness. Student Choice High School is an AdvancED accredited institution which provides necessary and appropriate course placement and sequencing, guidance support, post-secondary measures through AzCIS. Most importantly, we assist students to navigate their way toward a high school diploma.

Staffing Narrative Summary:

With reference to both the rationale provided above and the staffing chart (attached), Student Choice High School projects the opening of two new learning centers in FY 18-19. Each new learning center will require one director, one certified teacher, and one paraprofessional. Additional needs at Traditional sites also will need to be addressed with staffing increases. Leadership has analyzed growth rates and sustainability rates and determined that an increase in instructional staff will parallel that of projected enrollment increases. Student Choice High School will provide one additional special services provider for both new learning centers. Next, it is anticipated that in FY 19-20, Student Choice High School will require one additional learning center. The FY19-20 learning center will require one director, one certified teacher, and one paraprofessional upon opening its doors. Additional needs at DRP and Traditional sites will also need to be addressed with staffing increases. It is projected that in FY 20-21, Student Choice High School will require one additional learning center. The FY 20-21 learning center will require one

director, one certified teacher, and one paraprofessional. Additional needs at DRP and Traditional sites will also need to be addressed with increases in staffing to accommodate growth projections. Further, and perhaps most importantly, it is imperative to note that the staffing increases do not escalate at the same ratio as increases in overall student population. Per the enrollment cap increase request, we anticipate doubling our total student enrollment over the next three school years. Staffing will not increase at the same rate due to the following factors: potential of extended school hours to accommodate the diverse needs of the student population; therefore utilizing the number of staff more flexibly throughout the work day, the prospect of adding additional sessions at the traditional sites to adjust for increased student enrollment without the provision of a larger facility, and staff flexibility to serve student needs at peak times during the day, specifically at the DRP locations.

Staffing Chart: Detailed staffing plan is included in the Staffing Chart attached.

Student Choice High School Staffing Plan to recruit, hire, and train staff.

1. SCHS will post and recruit administrators, instructional staff and paraprofessionals for current and future job openings through Arizona Department of Education Employment job board and other online strategies through social media.
2. SCHS will seek certified and/or highly qualified candidates.
3. SCHS will hire teaching staff according to projected 15:1 student to teacher ratio.
4. HR Paper screen all applicants and identify all applicants that are qualified, site directors and teacher leads interview all qualified applicants, site directors recommends applicants to a 2nd interview with an executive team member, site director recommends applicant to hire.
5. HR conducts background check, fingerprint card, credentials (prospective employee packet).
6. Executive team recommends hire for board approval.
7. SCHS will provide a comprehensive professional development plan for all staff throughout the school year. **Documents attached for reviewing purposes.**
8. SCHS employees will be trained on the evaluation cycle and specified timelines for evaluations. Site Directors will engage in qualified evaluator trainings intended to effectively evaluate instructional staff.
9. SCHS District Leadership will solicit feedback on a variety of services provided for the continuous improvement process and district growth initiatives. Individual sites will solicit feedback from a variety of stakeholder groups in order to measure overall effectiveness and determine improvement priorities for the communities served.

Enrollment Matrix: (attached)

Enrollment Justification

In July of 2017, Student Choice High School had 933 returning students from the 2016-17 school year. As of October, Student Choice High School is currently educating 1,110 students. This is a 17% increase from the beginning of the fiscal calendar. As indicated in the attached enrollment matrix, steady increases in older grade levels are expected to continue to trend upward. Students who are approaching their cohort year of graduation are needing the services of Student Choice High School in increasing fashion each year. Our goal is to put students back on the path to graduate as close to their cohort as possible. In addition to expected growth, another primary focus is in the area of student retention. As noted, 933 students returned from 2016-17 and began the 2017-18 school year enrolled. It is our firm belief that with an intentional and strategic focus on student retention Student Choice High School will consistently return a minimum of 80% of its students who are still shy of earning a diploma and eligible to

return to high school. The most recent trend data indicates that about 10% of our students reach graduation status within the calendar year while the other 10% withdraw and do not return to our school. Combining projected retention rate of 80% and an anticipated growth rate, it is expected that overall student enrollment increase just under 30% in 2018-19 to take our overall enrollment to 1,425. It is also anticipated that the enrollment will continue to steadily grow, yet level out to a 20% increase in 2019-20, bringing the expected enrollment to 1,725 students. In the 2020-21 school year, we anticipate serving 2000 students, which represents yet another 15% increase by the conclusion of the 2020-21 school year.

Student Choice High School Plan to meeting enrollment targets.

Student Choice High School intends to hit enrollment benchmarks through utilization of two critical resources. The first resource is through the services provided to students and the supporting community. Through analysis of the Categories of Measures (Readiness to Receive Education, Student Growth, and Post-Secondary) the leadership, faculty and staff will be able to better meet the needs of existing and incoming students from a qualitative perspective. Next, we will continue to provide opportunities for evaluation of curriculum, instruction, and assessment in order to provide a customized, viable, and rigorous experience for students. Because of the fact that SCHS has streamlined the enrollment process, students are able to establish momentum toward academic and postsecondary goals. Further, SCHS has systematically incorporated the Education and Career Action Plan (ECAP) as part of the enrollment and progress monitoring for students to take ownership for their academic progress as well as post-secondary planning for college and/or career. Our goal is continuous improvement from a services perspective. As a result, all paraprofessional and administrative assistant staff will continue to receive customer service training. Finally, we will continue to evaluate the qualitative operational systems to ensure systematic alignment occurs at all levels within the organization.

The second area of focus in order to meet enrollment benchmarks is in the area of outreach. Through our community outreach plan, Student Choice High School will continue to build positive partnerships with nearby schools so a seamless transition occurs with students.

Next we intend to further the utilization a variety of communication tools to nearby LEA's to inform them of the opportunities at SCHS. Our continuous improvement process provides opportunities throughout the school year for community members, parents, students, and staff to participate in information sessions, meet and greets, and student and parent surveys. We will continue to offer thorough explanation of the enrollment process to prospective parents and students including expectations, transcript review, ECAP and Learning Plan, enrollment paperwork/document retrieval, and school tours and staff meet and greets. Finally, we will continue to provide passes for city transportation to meet student progress and retention incentives.

Concrete Resources: Attachments provided

Student Choice High School has identified the concrete resources listed below as integral components to sustained success and projected growth. Each targeted district initiative outlined has been implemented with the intent of improving student achievement, increasing capacity among employee groups, and absorbing the impact of immanent growth.

Concrete Resource	Rationale
Professional Growth Portfolio	The Professional Growth Portfolio is the standard Student Choice High School has set for each employee. The Portfolio outlines the evaluation cycle, individualized and standards based growth plans, student performance indicators, evaluation instruments and standards based indicators and outcomes, as well as an itemized data evaluation component for continual analysis and reflection of best practices in instruction and assessment. The Professional Growth Portfolio is each employee's roadmap for success with standardized accountability measures for optimal employee and student performance.
Professional Development Scope and Sequence	Student Choice High School has instituted a three-year performance plan including improvement priorities centered around both the physical/emotional environment and the essential elements of instruction. We believe that all employees need longevity and sustainability to a professional

	<p>development plan; hence, a specifically outlined professional development scope and sequence. Each activity, artifact, and article for professional development are captured in employee Professional Growth Portfolios.</p>
<p>Comprehensive Guidance Plan</p>	<p>Imperative to student connectivity and post-secondary readiness measures is the successful implementation of our comprehensive guidance plan. The guidance plan includes but is not limited to targeting specific student needs in the areas of academic development, career development, and personal/social development. Student Choice High School has partnered with Arizona Career Information Systems (AzCIS) in order to provide students with post-secondary options aligned with students' passions, skillsets, and interests. Additionally, the professional development plan has targeted the physical and emotional environment to provide students with adult mentors through our advocacy and advisory plan.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>Student Choice High School is in its 2nd year of the Odysseyware online curriculum platform. Curriculum, Instruction, and Assessment teams have been established to evaluate the relevance and rigor of the online format. Each employee follows a stringent rubric for curriculum evaluation. Furthermore, through collaboration and curricular evaluation, the team continuously monitors the effectiveness and efficiency of the curriculum in order to best meet the needs of the students we serve in the Blended Learning environment. In addition to curriculum, best practices in instruction are practiced, coached, and evaluated through our professional development plan and aligned with the functionality of Odysseyware. Finally, SCHS has implemented Galileo assessments as another data point to measure student growth. Galileo assessments are issued to all students participating in ELA and/or Math coursework. No additional resources are needed for successful implementation and execution of curriculum, instruction, and assessment within the Odysseyware and Galileo platforms.</p>
<p>Technology Infrastructure</p>	<p>Student Choice High School utilizes Google and more specifically G-Suite applications for each employee and student. Google has the capacity within our operating framework to do far more than what is currently being utilized. Continuous training and evaluation of the effectiveness of the G-Suite within Google takes place in relation to the Technology Plan for the school district. Students access the online curriculum via chromeboxes and standard monitors and/or the use of chromebooks for increased mobility at each of our campus locations. With increase in enrollment, it is evident that there would need to be an increase of this resource to provide more students with the ability to receive the product we are aspiring to provide.</p>
<p>District and Site Based Improvement Plans</p>	<p>In accordance with both the Arizona State Board for Charter Schools Academic Performance Framework and AdvancED, Student Choice High school has implemented a comprehensive District and Site Based Improvement Plan. Student Choice High School has identified the following areas for continued growth and development: Community and Stakeholder Involvement, Professional Growth/Learning, Guidance, Data Evaluation, Student Re-engagement - Stabilization - Attendance, and Student Growth Indicators.</p>



Arizona State Board for Charter Schools Staffing Chart

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

Directions*:

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

School Name: Student Choice High School- Peoria				
Position	Number of Staff Members			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Administration	6	6	6	6
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th	1	1	1	1
10 th	1	1	1	1
11 th	1	1	1	1
12 th	1	2	3	4
Specialty Staff (Music, Art, PE, etc.)				
Special Education	1	1	1	1
Paraprofessional	1	1	2	2
Additional Staff				
List title: Mentor	1	1	2	2
List title:				
List title:				
List title:				
Total Number of Staff Members	13	14	17	18

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

Staffing Chart

School Name: Student Choice High School- Tempe				
Position	Number of Staff Members			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Administration	6	6	6	6
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th	1	1	1	1
10 th	1	1	1	1
11 th	1	1	1	1
12 th	1	2	3	4
Specialty Staff (Music, Art, PE, etc.)				
Special Education	1	1	1	1
Paraprofessional	1	1	2	2
Additional Staff				
List title: Mentor	1	1	2	2
List title:				
List title:				
List title:				
Total Number of Staff Members	13	14	17	18

Staffing Chart

School Name: Student Choice High School- Drop out Recovery Program				
Position	Number of Staff Members			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Administration	14	16	17	19
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th	14	16	18	20
Specialty Staff (Music, Art, PE, etc.)				
Special Education	1	2	2	2
Paraprofessional	5	7	9	10
Additional Staff				
List title: Mentor	4	5	6	8
List title:				
List title:				
List title:				
Total Number of Staff Members	38	46	52	59

Leadership Staffing Chart

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

Directions:

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

School Name: Student Choice High School -Peoria				
Title	Leadership Team			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Executive Director	Jim Davis	Jim Davis	Jim Davis	Jim Davis
Director of Compliance	Jason Nuttall	Jason Nuttall	Jason Nuttall	Jason Nuttall
District Registrar	Shawna Lopez	Shawna Lopez	Shawna Lopez	Shawna Lopez
Site Director	Joy McCain	Joy McCain	Joy McCain	Joy McCain
Lead Teacher	Patrick Arsenault	Patrick Arsenault	Patrick Arsenault	Patrick Arsenault
IT Director	Dan McCarty	Dan McCarty	Dan McCarty	Dan McCarty

School Name: Student Choice High School -Tempe				
Title	Leadership Team			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Executive Director	Jim Davis	Jim Davis	Jim Davis	Jim Davis
Director of Compliance	Jason Nuttall	Jason Nuttall	Jason Nuttall	Jason Nuttall
District Registrar	Shawna Lopez	Shawna Lopez	Shawna Lopez	Shawna Lopez
Site Director	Mike Waters	Mike Waters	Mike Waters	Mike Waters
Lead Teacher	Chloe Wilkerson	Chloe Wilkerson	Chloe Wilkerson	Chloe Wilkerson
IT Director	Dan McCarty	Dan McCarty	Dan McCarty	Dan McCarty

Staffing Chart

School Name: Student Choice High School -Drop out Recovery Program				
Title	Leadership Team			
	Current—FY 17-18	Anticipated—FY 18-19	Anticipated—FY 19-20	Anticipated—FY 20-21
Executive Director	Jim Davis	Jim Davis	Jim Davis	Jim Davis
Director of Compliance	Jason Nuttall	Jason Nuttall	Jason Nuttall	Jason Nuttall
District Registrar	Shawna Lopez	Shawna Lopez	Shawna Lopez	Shawna Lopez
Site Director	Mike Waters	Mike Waters	Mike Waters	Mike Waters
Site Director	Joy McCain	Joy McCain	Joy McCain	Joy McCain
Site Director	Sarah Arsenault	Sarah Arsenault	Sarah Arsenault	Sarah Arsenault
Site Director	Julie Coker	Julie Coker	Julie Coker	Julie Coker
Site Director	Julio Gutierrez	Julio Gutierrez	Julio Gutierrez	Julio Gutierrez
Site Director	New Hire	New Hire from 17-18	New Hire from 17-18	New Hire from 17-18
Site Director	---	New Hire	New Hire from 18-19	New Hire from 18-19
Site Director	--	--	New Hire	New Hire from 19-20
Site Director	--	--	--	New Hire
Lead Teacher	Patrick Arsenault	Patrick Arsenault	Patrick Arsenault	Patrick Arsenault
Lead Teacher	Chloe Wilkerson	Chloe Wilkerson	Chloe Wilkerson	Chloe Wilkerson
Lead Teacher	Laura Lopez	Laura Lopez	Laura Lopez	Laura Lopez
Lead Teacher	Greg Hatch	Greg Hatch	Greg Hatch	Greg Hatch
IT Director	Dan McCarty	Dan McCarty	Dan McCarty	Dan McCarty
Special Education	--	New Hire	New Hire from 18-19	New Hire from 18-19
Special Education	--	--	--	New Hire



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Student Choice High School-Peoria				
Grade Level	Number of Students			
	Current—FY 17-18	Target—FY 18-19	Target—FY 19-20	Target—FY 20-21
9 th	14	15	20	20
10 th	41	45	50	55
11 th	42	45	50	55
12 th	61	70	80	90
Total Enrollment	158 (10/17/17)	175	200	220

School Name: Student Choice-Tempe				
Grade Level	Number of Students			
	Current—FY 17-18	Target—FY 18-19	Target—FY 19-20	Target—FY 20-21
9 th	5	5	10	10
10 th	20	20	25	30
11 th	40	55	60	70
12 th	54	70	80	90
Total Enrollment	119 (10/17/17)	150	175	200

School Name: Student Choice-Drop-Out Recovery Program				
Grade Level	Number of Students			
	Current—FY 17-18	Target—FY 18-19	Target—FY 19-20	Target—FY 20-21
9 th	1	5	5	5
10 th	36	45	45	60
11 th	180	250	300	350
12 th	616	800	1000	1165
Total Enrollment	833(10/17/17)	1100	1350	1580

Enrollment Matrix

*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.

APPENDIX B
REQUIRED
DOCUMENTATION

**NOTICE OF SCHOOL
BOARD MEETING FOR
STUDENT CHOICE
HIGH SCHOOL**

August 24, 2017
11:00 AM

8253 W. THUNDERBIRD RD.
SUITE 105
PEORIA, AZ 85381
602.510.4775

Student Choice High School Tempe

1833 North Scottsdale Road
Tempe, Arizona 85281

Student Choice High School Peoria

8194 W Deer Valley Road Suite B108
Peoria, Arizona 85382

Student Choice High School District Office

8253 W Thunderbird Road Suite 105
Peoria, Arizona 85381

PUBLIC HEARING & BOARD MEETING AGENDA POSTED AUGUST 22, 2017

August 24, 2017

11:00 A.M.

- I. Call to Order
- II. Roll call
- III. Approval of Minutes
- IV. Call to the public
- V. Consideration of Enrollment Cap Request to 2000 students
- VI. District update from Jim Davis
- VII. Consideration of Adjournment

Student Choice High School Tempe

1833 North Scottsdale Road
Tempe, Arizona 85281

Student Choice High School Peoria

8194 W Deer Valley Road Suite B108
Peoria, Arizona 85382

Student Choice High School District Office

8253 W Thunderbird Road Suite 105
Peoria, Arizona 85381

BOARD MEETING MINUTES

AUGUST 24, 2017

11:00 A.M.

- I. Call to Order
Scott Lopez called the meeting to order
- II. Roll call
Scott & Shawna Lopez were present, Scott & Melissa Meehan were available by conference call, Peggy Lynam was absent.
- III. Approval of Minutes
Motion for approval of minutes from the July 10, 2017 meeting was made by Scott Lopez, seconded by Scott Meehan. Unanimous approval.
- IV. Call to the public
- V. Review and approval of the Enrollment Cap Request from 1000 to 2000 students.
Discussion ensued about the Enrollment Cap Request presented by Jim Davis. Motion for approval of the Enrollment Cap Request was made by Scott Meehan, seconded by Shawna Lopez. Unanimous approval.
- VI. Jim Davis updated the board on the status of the district and each site
- VII. Consideration of Adjournment
Shawna Lopez moved for adjournment, seconded by Scott Lopez. Unanimous approval.

Certificate of Occupancy

City of Tempe
Development Services Dept
Building Safety Division
P.O. Box 5002
31 East Fifth Street
Tempe, Arizona 85280



Address of Building 1833 N SCOTTSDALE RD Suite No.: _____

Note: Any change of use or occupancy must be approved by the Building Safety Division.

This certifies that so far as ascertained by or made known to the undersigned, the building at the above address complies with the applicable requirements of the Tempe City Code as to permitted uses for the following occupancies.

Date Issued: 7-28-00 Permit No.: BP001029

Description: 1 Story, Type III-N Occupancy E-1

Use: SCHOOL Sq. Ft.: 2528

Building Official

By Al Moncayo

D.B.S. 308.05
Rev. 10/97

Post in a conspicuous location

Fire

**1400 E APACHE BL
P.O. Box 5002
Tempe, AZ, 85280**

480-858-7230 (Office)
480-858-7243 (Fax)

VN-01 Inspection Report

Mon Sep 25, 2017

STUD000012

**Student Choice High School
1833 N SCOTTSDALE RD
Tempe, AZ 85281**

An inspection of your facility on 09/25/2017 revealed the Fire Code violation(s) listed below
Violation(s) Should Be Corrected By the Scheduled Re-inspection date

A re-inspection for listed violation(s) is scheduled for: **10/27/2017**

Violation Code:

1003.6 Means of egress continuity.

Violation Remarks: The path of egress travel along a means of egress shall not be interrupted by any building element other than a means of egress component as specified in this chapter. Obstructions shall not be placed in the required width of a means of egress except projections permitted by this chapter. The required capacity of a means of egress system shall not be diminished along the path of egress travel.

*Mark SA
9-29-17*

PLEASE REMOVE THE TABLE BY THE REAR EXIT DOOR.

605.3 Working space and clearance.

Violation Remarks: A working space of not less than 30 inches (762 mm) in width, 36 inches (914 mm) in depth and 78 inches (1981 mm) in height shall be provided in front of electrical service equipment. Where the electrical service equipment is wider than 30 inches (762 mm), the working space shall not be less than the width of the equipment. No storage of any materials shall be located within the designated working space. Exceptions: 1. Where other dimensions are required or allowed by NFPA 70. 2. Access openings into attics or under-floor areas which provide a minimum clear opening of 22 inches (559 mm) by 30 inches (762 mm).

*Mark SA
9-29-17*

PLEASE KEEP THE ELECTRICAL PANEL CLEAR OF ALL STORAGE.

Inspection Comments:

ORDER TO COMPLY: The items listed are in violation the Tempe Fire Code. This is official notice of ordinance violation requiring correction within the specified time. Failure to comply with these requirements may lead to legal action. This inspection is intended for your safety and the safety of the citizens of Tempe.

Fire

**1400 E APACHE BL
P.O. Box 5002
Tempe, AZ, 85280**

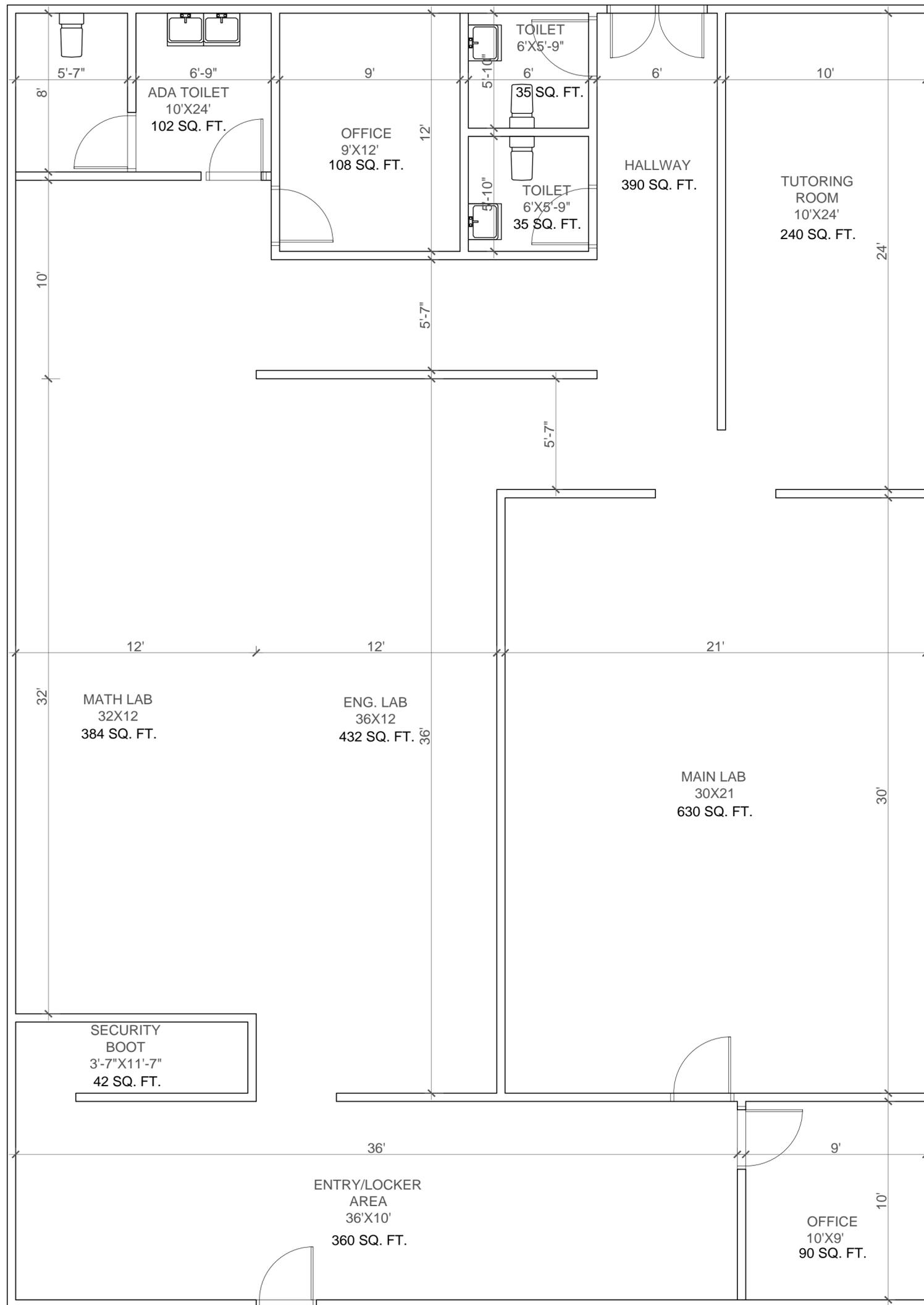
**480-858-7230 (Office)
480-858-7243 (Fax)**

VN-01 Inspection Report

X John Dowrick
Dowrick, John
Inspector

X M. S. Waters 9-29-17
Mike Waters
Occupant/Owner

ORDER TO COMPLY: The items listed are in violation the Tempe Fire Code. This is official notice of ordinance violation requiring correction within the specified time. Failure to comply with these requirements may lead to legal action. This inspection is intended for your safety and the safety of the citizens of Tempe.



Project address	
±0'-0"	Date 10.19.2017
Project name Tempe Campus	Scale 1/4"=1'-0"
	Drawing No. 1
Drawing name	Floor plan

Certificate of Occupancy

Building Development Division

This Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use. For the following:

Permit No: 1001613

Location: 8194 W DEER VALLEY RD 108

STUDENT CHOICE HIGH SCHOOL - STE #108 (T.I.)

Zoning: PAD

Parcel No: 200-07-672

Automatic Sprinklers: Yes

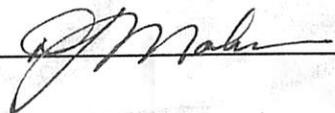
Construction Type: V-B Frame

Occupancy: E Educational

Occupancy Load: 90

Owner: DEER VALLEY MARKETPLACE LLC
P O BOX 14567
SCOTTSDALE, AZ 85267

Date: 06/08/2011

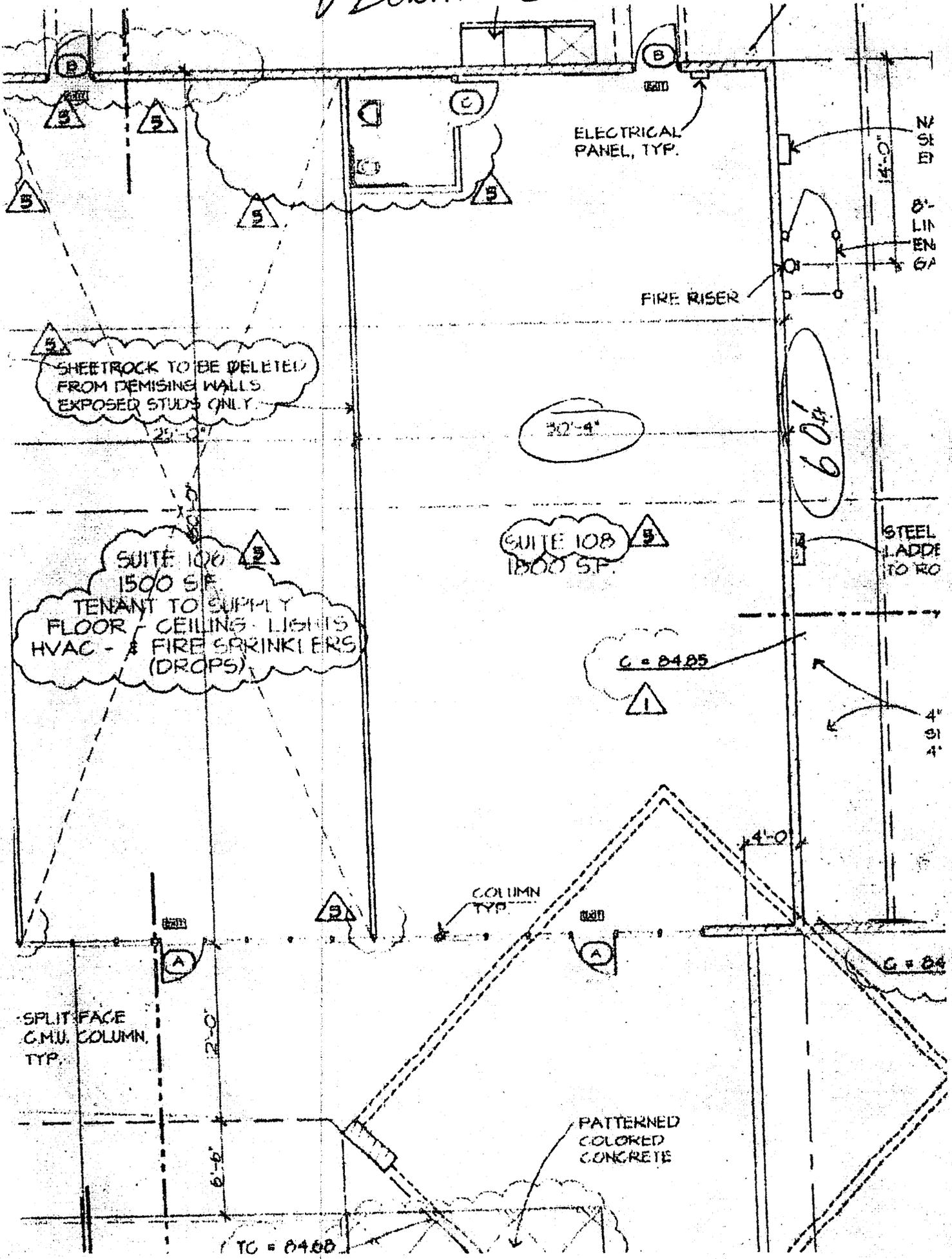


Dennis Marks, Building Official

NOTE: Section 5-21, Peoria City Code, provides that no building or structure shall be used or occupied, and no change in occupancy classification of a building or structure or portion thereof shall be made until the building official has issued a Certificate of Occupancy.

POST IN A CONSPICUOUS PLACE

NEORHA CAMPUS



2016-17 PLC Scope and Sequence

Date of PLC	Topic	Artifact	Description
July 28, 29	Mission Vision, and Core Values Intro to Growth Mindset	July 28, 29 Power Point Presentation and all associated handouts	Understand the process of student learning. Establishing SCHS climate and learning culture. PLC overview and data evaluation Framework of evaluation process. Framework for teaching and implementation of Cornell notes. Personalizing the school experience through advisory. Improvement priorities. (Page 14)
August 1	Curriculum Training	Odysseyware Agenda	Overview on reports, courses offered, Odysseyware navigation,
August 4	Building the Professional Development Portfolio	Growth Plan	Your individual growth plan, in which you selected from the two growth options. This document should be inserted into page 2 of your Portfolio.
August 4	Building the Professional Development Portfolio	Growth Plan	Attendance for all PLC, including district-wide and site-based PLC should be checked off on page 2 of your Portfolio.
August 4	Building the Professional Development Portfolio	Pre-post Data	1st Semester Data should be accurately reflected on pages 10-11 of your Portfolio.
August 24,25	Routines and Procedures	Procedures Worksheet and Action Planning Steps	The worksheet with prioritized procedures should be included in the Resources Tab section (Page 14). During the PLC, the activity was a "self-evaluation" in which we listed A, B, & C for the procedures
September 21,22	Learned Helplessness & Academic Apathy	Article Jigsaw Worksheet Double Bubble Comparison	Each person was presented an article on either Learned Helplessness or Academic Apathy. We then completed the jigsaw graphic organizer and double bubble comparison sheet to determine the commonalities of both. (Page 14)
October 7	Fixed vs. Growth Mindset Managing Complex Change Instructional Interventions CIP Evaluation	Fixed vs. Growth Mindset Graphic Managing Complex Change Chart Intervention Strategy Graphic	Each employee was given a graphic organizer, comparing fixed mindsets vs. growth mindsets. On the managing complex change chart, each employee was asked to circle the item they felt was missing and provide a rationale behind their decision. We conducted an Instructional Intervention Gallery Walk in which each employee was asked to write the specifics on their "go to" intervention strategy and write notes on other employees' intervention strategies. (Page 14)
October 26, 27	Academic Tenacity and Grit (Students beliefs about themselves)	Tenacity Worksheet w/% canisters, PLC Follow up, & Mindset Checklist	The Academic Tenacity and Grit sheet asked for a definition of academic tenacity and was comprised of a self assessment of our students, what they were missing, and what we are missing. Each employee took a mindset checklist that should be included. (Page 14)
November 21, 22	Academic Tenacity and Grit (Students feeling about school)	Sense of Value/Sense of Purpose Worksheet and Self-Assessment	The Values Affirmation Assessment asked for the top three values marked and to provide a subsequent explanation. (Page 14)
Other		Mid-year evaluation	
January 13	Complex Change	Complex Change	Each person was asked to complete the Managing Complex Change

	Data Analysis, Categories of Measures, Vision 2020	Rationale Sheet, Categories of Measures Action Steps, Vision 2020 Outline, Data Shee	Sheet with the impacts of McREL's 1st and 2nd Order Change. E Campus was asked to come up with the Categories of Measures "tic-tac-toe" grid with associated action steps. Each Campus wa to come up with a Vision 2020 for their site with the associated indicators. Each campus was to make some notations about the that was shared from Fall 2016 courses
January 25,26	Academic Tenacity Part III "Big Picture Thinking" and Perseverance	7 word sentence, dystopia vs. utopia self assessment, control quiz, bubb activity, analysis o student behaviors	Teachers were asked to individually assess common distractions take away from long term thinking for students. Each employee asked to self assess where they feel they were at with regard to dystopia vs. utopia scale and take the control quiz. Employees v asked to come up with characteristics of delaying instant gratifi self regulation, and preparation for the future; additionally staff to come up with specific observed behaviors in each category
March 1,2	AdvancED Overview	Storyboard, timeline of events and progress toward Improvement Priorities	All Staff were asked to review the progress to date, specifically i pertains to the improvement priorities set forth by previous Adv accreditation Reviews (Peoria 3.11 - Professional Development, 4.5 - Technology, 4.7 Guidance) (Tempe 1.3 - Continuous Improvement Process, 3.7 - Mentoring Coaching for Instructional Improvement, 5.3 - Use of Data, 2.1 - Governing Board Policy)
April 5,6	Academic Tenacity Part III continued...Big Picture Thinking and Perseverance - Self Control Assessment Review	Action Planning Sequence from assessment results Self-control quiz	Employees were asked to come up with characteristics of delayi instant gratification, self regulation, and preparation for the futu additionally staff were to come up with specific observed behav each category. Each site completed the three pronged graphic organizer, observed behaviors, and action steps for each catego
April 28	Directors: ECAP Training, Qualitative Systems, Summative Evaluations PLC Reflection Survey Monkey	ECAP, Transcripts, Qualitative System Overview (Umbrella), Summative Evaluation Tool, Professional Growt Portfolio, Director Survey Monkey	Directors engaged in dialogue of the Director Qualitative System Instruction, Attendance, Guidance, Professional Learning, Data Evaluation. Directors took part in the ECAP-Transcript data entr process.. Directors evaluated transcripts, built comprehensive le plans and implemented AzCIS portfolio into the ECAP. Additiona Directors were asked to begin completion of summative evaluat teachers and classified staff. Directors participated in a PLC sur and reflection through Survey Monkey
April 28	Teachers: Core Content Evaluation, Completion of required documents on Professional Growth Portfolio Student Enrollment Process, Handbook Revision, PLC Reflection Survey Monkey	Comprehensive notes on OW Curriculum Suggestions, Professional Growt Portfolio, Student Handbooks Enrollment, Survey Monkey	Teachers participated in an overall core content evaluation with guiding questions. Placed recommended changes/modification/deletions into parking lot using sticky no Next the teachers insured that all documents were placed into t professional growth portfolio which will be used to complete the year bonus component. Teachers engaged in conversation regar the enrollment/ramp in process as well as reviewed the student handbook for prospective revisions. Teachers participated in a l survey reflection through Survey Monkey. The remaining part of the PLC day was designated to make stud phone calls, reconcile gradebooks, and review the school calend workdays for the 2017-18 school year.

<p>May 10, 11</p>	<p>Academic Tenacity Part III Big Picture Thinking and Perseverance Staff Summaries and Action Items (30 minutes), Professional Growth Portfolio Submission, Summary of Summer Workshops</p>	<p>Academic Tenacity Part III Big Picture Thinking and Perseverance Staff Summaries and Action Items Summary Sheets, Professional Growth Portfolio Documents</p>	<p>Directors will be asked to present a comprehensive summary, with teacher input, to summarize findings and action steps based on observations and goals moving forward. All staff will be asked to collect artifacts prescribed in the dates above and turn in to Director/Director of Accountability Review. *Completion of documentation in the professional growth portfolio, combined with summative evaluation will determine end of year compensation package. Staff will be notified of confirmed summer workshop times, and locations of the Curriculum Analysis (May 29 - June 2), Instructional Analysis and Improvements (June 12 - June 15), and Assessment Analysis and Improvements (July 10 - 13)</p>
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PROFESSIONAL GROWTH PORTFOLIO 2017-18

OUR GOAL: We want our students to succeed in life...not just high school!

At Student Choice High School, it is our mission to Motivate students to come to school and learn every day, to Educate students using the best possible curriculum and highly qualified staff, and to Graduate students into successful, productive and exciting futures.

Motivate

Our main goal is to motivate students to come to school and learn in a uniquely self-paced environment. Our student-teacher ratio is approximately 10 students for every 1 teacher. We want the students to be on task at all times and take full advantage of our four-hour school day. Our staff is there to assist each student's needs. Student Choice High School provides students with an approach and environment that is different from that of a traditional high school. Our staff is trained to create a learning environment where students are motivated to learn and challenged at the right times within the educational process. Our students receive individual instruction and lesson planning, as well as on-going communication and encouragement from their Student Choice instructors.

Educate

We are a four-hour, self-paced, computer-based high school. Most of the work is done through the computer, but our certified teachers also assist students with English and Math, as well as other course work that may need more in-depth assignments. We focus on the individual student's needs and plan lessons accordingly. The staff at Student Choice High School is up-to-date with the state's educational standards. Our curriculum is designed to help our students learn and prepare for the AzMERIT tests which they must pass in order to graduate. Many of our students have tried general public education but have found Student Choice High School a much easier place to focus on their work and get the instruction they need. It is our goal to have our students succeed in life...not just high school.

Graduate

Once enrolled at Student Choice, our goals shift from motivating and educating our students to helping them graduate. We want to expose them to the endless possibilities that await them after receiving a high school diploma. We understand the changing economic climate and want to help students further their education and/or skills. Our staff helps determine the vast opportunities that await these young adults and works with them to establish their interests upon graduation. We bring in personnel from all branches of the military, trade schools, community colleges, state universities, and many business professionals to speak with our students throughout the school year. Our guidance counselor speaks with each pupil on a regular basis to help them prepare for their future.

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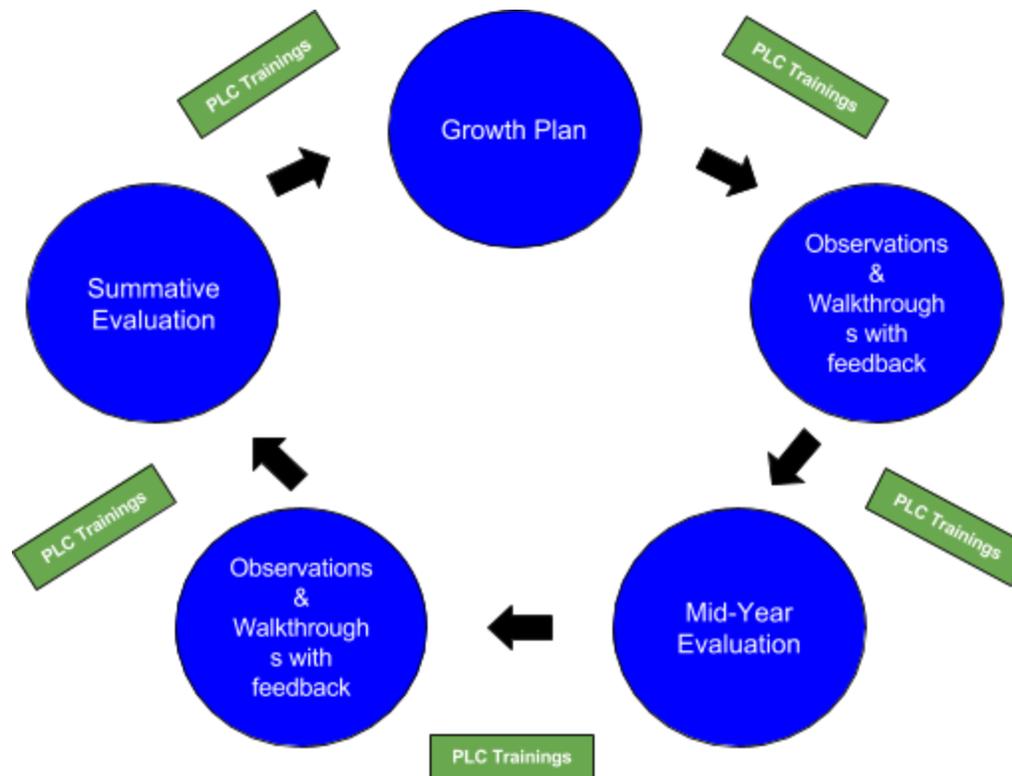
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PROFESSIONAL GROWTH PORTFOLIO 2017-18

Rationale: Student Choice High School will continually seek methods by which the educational experience can be enhanced by all employees. District Leadership has identified five critical areas of focus for consistent measurable progress toward standards not only set by the Charter Board but by all school personnel. Essential to steady progress are utilizing data to in order to employ best practices in teaching, learning, and overall operations of the organization. We believe that continuous improvement requires consistent training, leadership support, and implementation of best practices in instruction.

Evaluation Cycle: The evaluation cycle consists of several key components along the continuum of measurable improvement in teaching, learning, and evaluation measures. Ultimately the goal is to provide professional development, modeling, mentoring, best practices in instruction and assessment and steady progress to meet the unique needs of each student at SCHS. The graphic below outlines the critical steps in the evaluation process incorporating district leadership goals and objectives, teacher input and feedback, and alignment in all evaluation measures.



PROFESSIONAL GROWTH PORTFOLIO 2017-18

Teacher Growth Plan - The purpose of the professional growth plan is to utilize collaborative and reflective practice to increase student achievement and overall employee effectiveness. District and site based decisions for professional development and growth are driven by measurable student data. Goal setting and accountability measures are imperative in growth plan implementation. The professional growth plan has two main components: 1) Collaborative practice through professional development opportunities and 2) Student centered data driven decision-making through reflective practice.

Participate in district wide Professional Development Trainings:

- ___ July 31
- ___ August 1
- ___ October 6 (Full Day)
- ___ January 12 (Full Day)
- ___ April 27 (Full Day)

Participate in site based Professional Learning Communities:

- ___ August 2-4 Site Based - Director Led
 - ___ September (1) P - Sept 13, T - Sept 14, DRP - Sept 15
 - ___ October (1) P - Oct 25, T - Oct 26, Oct 27 - DRP
 - ___ November (1) P - Nov 15, T - Nov 16, DRP - Nov 17
 - ___ December (1) P - Dec 20, T - Dec 21, DRP - Dec 22
 - ___ January/February (1) P - Jan 31, T - Feb 1, DRP - Feb 2
 - ___ February/March (1) P - Feb 28, T - Mar 1, DRP - Mar 2
 - ___ March (1) P - Mar 29, T - Mar 30, DRP - Mar 31
 - ___ May (1) P - May 15, T - May 16, DRP - May 17
- 10 hours PLC Participation

Semester 1 – Goal: Students will increase score from pretest to post-test:

- Acceptable - 20%
- Good – 25%
- Excellent – 30%

Results: _____

Semester 2 – Goal: Students will increase score from pretest to post-test:

- Acceptable - 20%
- Good – 25%
- Excellent – 30%

Results: _____

Semester 1 – Goal: Students will increase score from unit assessments:

- Acceptable – 70%
- Good – 80%
- Excellent – 90%

Results: _____

Semester 1 – Goal: Students will increase score from unit assessments:

- Acceptable – 70%
- Good – 80%
- Excellent – 90%

Results: _____

As a teacher at Student Choice High School, I would like to see personal growth in my instructional practice in the area of:

___ **Structured interventions** and **small group instruction** based on formative assessment data. I would like to focus instructional remediation opportunities through Tier II interventions and small groups as I closely monitor the results of lessons and quizzes.
Accountability Measure: achievement data on unit quizzes and assessments, significant improvement from pretest to post-test

As a teacher at Student Choice High School, I would like to see personal growth in my instructional practice in the area of:

___ **Physical Environment** and **Emotional Environment** are key indicators for sustained student success. I would like to focus on establishing a personalized learning environment that is centered around connecting with students and providing an environment that is engaging and motivating.
Accountability Measure: student attendance, tardiness, full day attendance, advisory implementation.

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Director Growth Plan - The purpose of the professional growth plan is to utilize collaborative and reflective practice to increase student achievement and overall leadership effectiveness. District and site based decisions for professional development and growth are driven by measurable student data. Goal setting and accountability measures are imperative in growth plan implementation. The professional growth plan has two main components: 1) Collaborative practice through professional development opportunities and 2) Standards based leadership and applied practice.

Participate in district wide Professional Development Trainings:

- ___ July 31
- ___ August 1
- ___ October 6 (Full Day)
- ___ January 12 (Full Day)
- ___ April 27 (Full Day)

Participate in site based Professional Learning Communities:

- ___ August 2-4 Site Based - Director Led
 - ___ September (1) P - Sept 13, T - Sept 14, DRP - Sept 15
 - ___ October (1) P - Oct 25, T - Oct 26, Oct 27 - DRP
 - ___ November (1) P - Nov 15, T - Nov 16, DRP - Nov 17
 - ___ December (1) P - Dec 20, T - Dec 21, DRP - Dec 22
 - ___ January/February (1) P - Jan 31, T - Feb 1, DRP - Feb 2
 - ___ February/March (1) P - Feb 28, T - Mar 1, DRP - Mar 2
 - ___ March (1) P - Mar 29, T - Mar 30, DRP - Mar 31
 - ___ May (1) P - May 15, T - May 16, DRP - May 17
- 10 hours PLC Participation

Overall increase in number of students graduating:

- Acceptable - ___
 - Good - ___
 - Excellent - ___
- Results: _____

Meet thresholds of students completing courses in prescribed timeframe

- Acceptable - 70%
 - Good - 80%
 - Excellent - 90%
- Results: _____

Percent increase in daily attendance as measured by number of students enrolled:

- Acceptable - 75%
- Good - 77%
- Excellent - 80%

Results: _____

Increase overall enrollment in comparison with 40th/100th day data from 2015-16:

- Acceptable - 25%
- Good - 30%
- Excellent - 40%

Results: _____

As a Director it is my responsibility to continually improve my overall awareness, disposition, and applied practice in each of the six standards outlined by the ISLLC Standards. Select two

- ___ **Standard 1:** Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a **vision of learning**.
- ___ **Standard 2:** Promote the success of all students by advocating, nurturing, and sustaining a **school culture and instructional program conducive to student learning and staff professional growth**.
- ___ **Standard 3:** Promote the success of all students by ensuring **management of the organization, operations, and resources for a safe, efficient, and effective learning environment**.

As a Director it is my responsibility to continually improve my overall awareness, disposition, and applied practice in each of the six standards outlined by the ISLLC Standards. Select two

- ___ **Standard 4:** Promote the success of all students by **collaborating with families and community members**, responding to diverse community interests and needs, and mobilizing community resources
- ___ **Standard 5:** Promote the success of all students by **acting with integrity, fairness, and in an ethical manner**.
- ___ **Standard 6:** Promote the success of all students by understanding, responding to, and influencing the **larger political, social, economic, legal, and cultural context**.

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Evaluation Timeline

Timeline	Activity
Before 1st day of school (pre-week teacher training)	Director and teacher evaluation orientation and overview
Before 1st day of school (pre-week teacher training)	Assessment data evaluation from prior school year & protocol provided to all staff
1x weekly - each semester	Evidence collected for Domains 2 and 3 via walkthrough observations
Prior to October 1	One observation conference
Prior to December 1	Submit copies of three walkthrough observations
Prior to December 22	Conduct 1st semester summative evaluation with supporting feedback
Prior to April 1	One observation conference
Prior to May 1	Submit copies of three walkthrough observations
Prior to May 15	Conduct 2nd semester summative evaluation with supporting feedback

Student Choice High School

Evaluator's Notes from Classroom Observation

Use this form to gather evidence during the observation.

Person being evaluated		Date		Evaluator	
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Time	Actions, Statements, Questions by teacher and students Learning Environment, Communicating the Learning Objective, Student Cognition Level, Student/Teacher Interaction, and Assessment	Domain/Component

<i>Student Engagement Quick Check</i>	<i>Number of Student in the Classroom</i>	
Engaged		
Number of students using Cornell Notes:		
Number of Students using alternate notes taking system:		
Number of students active in OW		
Number of students asking questions		
Non Engaged		
Number of students with heads down I		
Number of students on other websites		
Number of students on phones		
Number of students talking/disruptive		

Site Administrator Summative Evaluation Form

Site Administrator Name:	School:
Evaluator:	School Year:

Domain 1: Strategic Leadership	Unsatisfactory	Developing	Proficient	Excelling
1a. School Vision, Mission, and Strategic Goals				
1b. Continuous Improvement Plan				
1c. Leading Change				
1d. Distributive Leadership				
Domain 2: Instructional Leadership	Unsatisfactory	Developing	Proficient	Excelling
2a. Curriculum, Instruction, Learning, and Assessment				
2b. Instructional Time				
2c. Implementing High Quality Instruction				
2d. High Expectations for all Students				
Domain 3: School Culture and Equity Leadership	Unsatisfactory	Developing	Proficient	Excelling
3a. Purposeful Community				
3b. Commitment to Motivate-Educate-Graduate				
3c. Embracing Diversity				
3d. Efficacy, Empowerment, and a Culture of Continuous Improvement				
Domain 4: Professional Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
4a. Professional Development/Learning Communities				
4b. Recruiting, Hiring, Mentoring and Dismissal of Staff				
4c. Teacher and Staff Evaluation				
Domain 5: Managerial Leadership	Unsatisfactory	Developing	Proficient	Excelling
5a. School Resources and Budget				
5b. Conflict Management and Resolution				
5c. Systematic Communication				
5d. School-Wide Expectations for Students and Staff				
5e. Supporting Policies and Procedures				

Domain 6: External Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
6a. Family and Community Involvement Outreach				
6b. Professional Leadership Responsibilities				
6c. Advocacy for the School				
Overall Comments:				

Director's Signature: _____ Date: _____

Compliance Director's Signature: _____ Date: _____

Executive Director's Signature: _____ Date: _____

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Performance Domains & Indicators

Domain 1: Planning and Preparations	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>•1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> •What are all of the critical components you include in your daily lesson plans? What are some of the resources you are using to plan. <p>•1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> •What information do you collect in your data binder? What should we know about the students in your classroom and how are you using that information to adjust your instruction? <p>•1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> •What are some of the ways you are differentiating instruction in your classroom? What are some strategies you are using to provide intervention? What are some strategies you are using to extend the learning for higher achieving students? <p>•1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> •What types of resources do you <u>consistently</u> use in your classroom to enrich the curriculum provided by the district? How do those resources increase student achievement? <p>•1e. Designing coherent instruction</p> <ul style="list-style-type: none"> •What type of activities/assignments do you plan that promote higher-level thinking? What are some of the differentiation strategies you use in your classroom? <p>•1f. Designing student assessment</p> <ul style="list-style-type: none"> •What type of activities/assignments do you plan that promote higher-level thinking? What are some of the differentiation strategies you use in your classroom 	<p>•2a. Creating and environment of respect and rapport</p> <ul style="list-style-type: none"> •What measures have you taken to establish a learning environment that is respectful and personalized? Do you understand each individual's background to make the learning experience positive? <p>•2b. Establishing a Culture for learning</p> <ul style="list-style-type: none"> •What are the critical attributes you have established for students to value the work and what is being learned? Have you created an expectation for high levels of student performance and an element of pride and inspiration in your classroom? <p>•2c. Managing classroom procedures</p> <ul style="list-style-type: none"> •Do you have established routines and procedures to ensure that instructional time is of utmost priority? Do students know what to do in each scenario they can encounter? Transitions, completion of work, moving around in the classroom, asking questions, etc. <p>•2d. Managing student behavior</p> <ul style="list-style-type: none"> •Do you have clear expectations established in your classroom? What steps do you take to monitor student behavior and redirect students when they are not meeting those expectations? Do you reinforce positive behavior? <p>•2e. Organizing physical space</p> <ul style="list-style-type: none"> •What measures do you take to ensure the physical safety in your workspace? Can you move about freely in the room so you can monitor student behavior and student progress? Is there a feeling of order or chaos established in your personal workspace and students workspace? Are visuals on walls orderly and neatly arranged 	<p>•3a. Communicating with students</p> <ul style="list-style-type: none"> •What steps do you take to ensure that students understand the expectations for learning? Are directions clear and available for students using both visual and verbal instruction? Do you clearly outline daily instructional objectives with measurable outcomes? <p>•3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> •Are the questioning strategies you employ designed to scaffold the learning for higher levels of student thinking? What group discussion techniques to you use to ensure students a deepening their understandings of the content? <p>•3c. Engaging students in learning</p> <ul style="list-style-type: none"> •What measures are you taking to ensure that students are intellectually active in the learning process? Is the structure and pacing of the lesson adequate to challenge student thinking? <p>•3d. Using assessment in instruction</p> <ul style="list-style-type: none"> •How do you use results from assessment for reteaching and enrichment? Are you providing specific and immediate feedback so students understand their own gaps in learning. What common formative assessments do you have in place to monitor student progress? <p>•3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> •What are you doing to differentiate the instruction for the learners in your classroom? Are you creating small groups for structured interventions and offering a variety of activities so students can demonstrate their learning? 	<p>•4a. Reflecting on professional practice</p> <ul style="list-style-type: none"> •How have the instructional rounds/observations of your colleagues you have completed helped you in your classroom? What have you observed that has changed or adjusted a practice you use in your classroom? <p>•4b. Maintaining accurate records</p> <ul style="list-style-type: none"> •What information are you documenting in your data binder for each student? Do students set their own goals in your class? If so, how often are you conferencing with them regarding their individual goal? <p>•4c. Communicating with families</p> <ul style="list-style-type: none"> •Describe how you are communicating academic progress to parents (what information, how often, synergy progress emails, updating your gradebook)? <p>•4d. Participating in a professional community</p> <ul style="list-style-type: none"> •How effective is your PLC in helping to raise levels of academic achievement? What is something you feel has improved through implementation of the PLC process?) <p>•4e. Growing and developing professionally</p> <ul style="list-style-type: none"> •How do you stay current in your subject area(s)? Describe how you provide and seek out feedback from colleagues or administration & coaches? If you participate in any professional organizations, list and describe your role in the organization. <p>•4f. Demonstrating professionalism</p> <ul style="list-style-type: none"> •What are some things you do that contribute to the success of your team? How do you contribute to the overall continuous improvement of the school as a whole?

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Data Portfolio

Contents should include but are not limited to:

- Assessment Data
- PLC Scope and Sequence
- Subsequent PLC documents
- Professional Articles
- PLC Certificates

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Campus Scorecards

PROFESSIONAL GROWTH PORTFOLIO 2017-18

Resources

Contents should include but are not limited to:

- PLC Scope and Sequence
- Subsequent PLC documents
- Professional Articles
- PLC Certificates

Student Choice High School Guidance Plan 2016-17

Student Choice Mission:

Motivate students to come to school and learn every day, to Educate students using the best possible curriculum and highly qualified staff, and to Graduate students into successful, productive and exciting futures.

Our Goal:

We want our students to succeed in life...not just high school!

Standards Based Content, Instruction, and Delivery

Student Choice High School will operate under the highest standards to ensure its students receive guidance not only throughout the SCHS experience but will leave with skills, knowledge and disposition to independently function in career and college.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Student Choice High School Guidance Plan 2016-17



OBJECTIVE 1: Student Choice High School guidance staff and other faculty will assist students and families with appropriate course placement and successful course completion

Student Choice High School Guidance Plan 2016-17

<p>Outcome: Academic Development - Students will improve academic self-concept and develop skills to improve upon and advocate for their own learning. ASCA National Standard A:A1 & A:A2</p>	
Indicator 1:	<p>Students will experience early success and gain momentum toward overall academic progress through progress monitoring and remediation opportunities.</p> <p><i>We have made adjustments in course of study upon enrollment as well as ensured student progress by adjusting the core courses students are enrolled in via flex classes. (See document for course progression - career management)</i></p>
Indicator 2:	<p>Students will learn advocacy skills in order to communicate struggles and celebrate successes in the learning progress.</p> <p><i>Weekly advisory and progress monitoring have afforded students opportunities to communicate academic deficiencies. Coupled with the progress monitoring sheets and OdysseyWare reports, students can identify and record course progression.</i></p>
Indicator 3:	<p>Students will self-evaluate course progression through analysis of course sequencing goals.</p> <p><i>The six-week timeline and visual percentage completion on the progress monitoring sheet allow for self-analysis of course sequencing.</i></p>

<p>Outcome: Academic Development - Students will earn course credits in the most effective and efficient way possible with the support of director, teachers, and support staff. ASCA National Standard A:A3</p>	
Indicator 1:	<p>Advisory mentors and directors will complete an ECAP (Educational Career Action Plan) to evaluate credit status toward graduation. The ECAP will create a course of study for students to earn credits through OdysseyWare on-line curriculum.</p> <p><i>Upon enrollment, staff evaluates incoming transcripts and completes an ECAP for each student. The ECAP shows areas of deficiencies with regard to credits. Courses of study are initiated based on SCHS sequencing and other areas to meet state requirement for graduation. Progress monitoring on a weekly basis takes place to evaluate course progression.</i></p>



Student Choice High School Guidance Plan 2016-17

Indicator 2:	Guidance staff will utilize elective coursework to ensure each student completes the career exploration and/or career management course upon enrollment at Student Choice High School. <i>Utilizing the course sequence protocol, students are enrolled in the career management course. Students are encouraged to take CTE electives centered around suggested career clusters based on results of interest and skills surveys.</i>
Indicator 3:	Directors and Guidance staff will evaluate student progress to determine individual student progress throughout each trimester and adjust sequencing timeline accordingly. <i>Progress monitoring on a weekly basis takes place to evaluate course progression.</i>

OBJECTIVE 2: In addition to the state requirements for graduation, Student Choice High School will prepare students with skillsets essential to select from a variety of post-secondary options including community college, university, post-secondary certification programs, and career fields.

Outcome: **Career Development** – Student Choice High School guidance staff and other faculty will support students overall understanding and connection with high school success to post-secondary options by way of mentoring and advisory curriculum. **ASCA National Standard C:A1**

Indicator 1:	<i>Students and staff will follow mentoring program intended to personalize the learning, check on career development progress, and connect the high school learning with post-secondary options.</i>
Indicator 2:	Students and staff will participate in monthly advisory curriculum to provide students with skills in the areas of planning, working in teams, setting goals, time management, critical thinking, and decision making.

Student Choice High School Guidance Plan 2016-17

<p>Outcome: Career Development – Student Choice High School guidance staff and other faculty will ensure students understand the relationship between personal qualities, education, training and the world of work. ASCA National Standard C:C1</p>	
<p>Indicator 1:</p>	<p>Upon enrollment, students will complete a career management/exploration course with an associated skills, workplace, and interest inventory as a culminating activity.</p> <p><i>Mentoring programs for Tempe and Peoria sites is in progress with weekly progress meetings. Career development progress and connections to post-secondary options need to be developed by completing the AzCIS portfolio assignments. CTE elective courses need to be offered/mandatory for students wishing to explore post-secondary programs</i></p>
<p>Indicator 2:</p>	<p>Guidance staff will assist students with building a portfolio through the AZCIS platform. Students will build a working portfolio and execute the steps toward furthering education and training for career and college readiness.</p> <p>Through building of AzCIS portfolios, post-secondary goal setting and planning via AzCIS interest surveys, skills assessments, and other pertinent assignments through the career management courses and CTE course offerings.</p>
<p>Indicator 3:</p>	<p>Prior to completing all courses, students will complete the career management courses through OdysseyWare curriculum to check for alignment with post-secondary goals and objectives.</p> <p><i>Upon enrollment, students complete the career management course and begin to develop post-secondary plan via the assessments embedded into the course. Students also have built a portfolio through the AzCIS website and engage in a variety of skills assessments and interest inventories to begin planning for post-secondary life.</i></p>

Student Choice High School Guidance Plan 2016-17

Outcome: Career Development – Student Choice High School will apply methods of communication and resources for acquiring post-secondary training and career information as well as methods to assist student in identifying post-secondary training and career. ASCA National Standards C:B1 & B2	
Indicator 1:	<i>Each campus at Student Choice High Schools will provide a themed career and college readiness bulletin board with post-secondary options and information. This includes but not limited to FAFSFA information, career fairs, programs offered at West-MEC, PSAT, SAT, ACT, and military recruiting information.</i>
Indicator 2:	<i>Students will receive bi-weekly updates from guidance and faculty on pertinent dates in conjunction with post-secondary and college platforms utilizing a variety of communication strategies.</i>
Indicator 3:	Students, staff, parents, and prospective employers will support student awareness of the education and training needed to achieve post-secondary training and career goals. All stakeholders will use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience.

OBJECTIVE 3: Student Choice High School faculty and staff will partner with community members and parents to provide the foundation for personal and social growth as students progress through school and into adulthood.

Outcome: **Personal/Social Development** - The guidance staff and other faculty will assist students in acquiring the knowledge, attitudes and interpersonal skills to help them manage conflict. Further, it

Student Choice High School Guidance Plan 2016-17

<p>is the duty of all stakeholders to assist students to understand roles, rules and expectations of each member of the educational experience and to develop respect of self and others. ASCA National Standard PS: A1 & A2</p>	
<p>Indicator 1</p>	<p><i>Each student who attends Student Choice High School will be partnered with a mentor who will assist students in the following areas: identify values, attitudes and beliefs, learn how to set short and long-term goals, identify and express needs and feelings appropriately, distinguish between appropriate and inappropriate behavior, recognize personal boundaries, understand the need for self-control, demonstrate cooperative behavior in groups, and identify personal strengths and assets.</i></p> <p>As part of the advisory scope and sequence, scaffolded lessons have been structured with each of these areas being addressed and documented. Social and personal development surveys, questionnaires, and assignments have been created to focus personal and social skills; values assessments, sense of purpose activities, self-control surveys, etc.</p>
<p>Indicator 2</p>	<p>Directors of each site will plan and deliver advisory lessons, utilizing staff for both small and whole group activities. The advisory lessons will connect students with lessons and activities in the areas of: differentiating between situations requiring peer support and situations requiring adult professional help, identifying resource people in the school and community, and knowing how to seek their help, applying effective problem-solving and decision-making skills to make safe and healthy choices, learning about the emotional and physical dangers of substance use and abuse, learning how to cope with peer pressure, and learning techniques for managing stress, conflict, and coping skills for managing life events</p>

Orientation – use the notes from the binder to navigate Odysseyware, processes, procedures. Progress monitoring – having the transcript. Inventory survey, Intro video from Odysseyware. Some type of get to know you format to personalize the school.

Takeaways for the kids: what do I need, how can I best function.

Process for notetaking how to use it. Model it. Why are we taking notes?



Student Choice High School Guidance Plan 2016-17

Webinar – leading the students through the notes, ECAP and transcript process.

Plan that is in front of them, how will they get done in the prescribed timeframe.

Working plan for SCHS Guidance Program

Academic Counseling

Scheduling

Course planning

Educational and Career Action Plan (ECAP)

All seniors will have completed a detailed plan upon graduation. My timeline goal will be to have seniors completed by December and work through the rest of the students, from the higher grades to the lower grades. Each student will complete an AZCIS portfolio.

Career Counseling

The ECAP relates directly into providing appropriate career counseling for students.

I will host 4 college and career days this school year, two each semester. One in the evening hours and one during the academic school day.

I plan on 4 field trips to the community colleges, ASU, and EVIT. I will coordinate with these institutions in order to make our visits educational and worthwhile. I do not mind taking students on the city bus as I realize our transportation is limited.

I will coordinate two FAFSA sessions, bringing actual FAFSA personnel to campus.

Provide continuous ACT/SAT information for juniors and seniors. Both campuses have



Student Choice High School Guidance Plan 2016-17

their own school code for registration purposes.

Personal & Social

Monthly Socio-Emotional presentations to entire student body and staff. Topics to include but limited to:

Healthy relationships

LovelsRespect.org has an entire curriculum for teens that I would like to utilize.

Alcohol and Drug Education

Communication Skills

Provide immediate counseling intervention for crisis situations, following up with referrals for further assistance.

Co-Facilitate Mentorship/Peer advisement program.

Provide and expand a plan for career and college counseling service.

Upon enrollment, students take career exploration 1, 2 in place of initial Social Studies courses.

Sophomore/Junior course – elective choices will include but are not limited to CTE aligned coursework in relation to azcis and career exploration results

*we will update our career and college bulletin with fliers, pamphlets, contact information, resources, etc. on a monthly basis (military recruiting, JobCorp, testing dates for SAT/ACT, job fairs, contacts with community colleges for Accuplacer exams. Maricopa community colleges Maricopa.gov for interest inventory)

*utilize monthly remind blasts with career and college info via text/e-mail system



Student Choice High School Guidance Plan 2016-17

Senior year – attend senior meetings, credit checks, FAQ sheet, and resources for post-secondary options



Student Choice Mission:

Motivate students to come to school and learn every day, to Educate students using the best possible curriculum and highly qualified staff, and to Graduate students into successful, productive and exciting futures.

Our Goal:

We want our students to succeed in life...not just high school!

Motivate

Our main goal is to motivate students to come to school and learn in a uniquely self-paced environment. Our student-teacher ratio is approximately 10 students for every 1 teacher. We want the students to be on task at all times and take full advantage of our four-hour school day. Our staff is there to assist each student's needs. Student Choice High School provides students with an approach and environment that is different from that of a traditional high school. Our staff is trained to create a learning environment where students are motivated to learn and challenged at the right times within the educational process. Our students receive individual instruction and lesson planning, as well as on-going communication and encouragement from their Student Choice instructors.



Educate

We are a four-hour, self-paced, computer-based high school. Most of the work is done through the computer, but our certified teachers also assist students with English and Math, as well as other course work that may need more in-depth assignments. We focus on the individual student's needs and plan lessons accordingly. The staff at Student Choice High School is up-to-date with the state's educational standards. Our curriculum is designed to help our students learn and prepare for the AzMERIT tests which they must pass in order to graduate. Many of our students have tried general public education at high schools throughout the Phoenix Metro area but have found Student Choice High School a much easier place to focus on their work and get the instruction they need. It is our goal to have our students succeed in life...not just high school.



Graduate

Once enrolled at Student Choice, our goals shift from motivating and educating our students to helping them graduate. We want to expose them to the endless possibilities that await them after receiving a high school diploma. We understand the changing economic climate and want to help students further their education and/or skills. Our staff helps determine the vast opportunities that await these young adults and works with them to establish their interests upon graduation. We bring in personnel from all branches of the military, trade schools, community colleges, state universities, and many business professionals to speak with our students throughout the school year. Our guidance counselor speaks with each pupil on a regular basis to help them prepare for their future.



Synopsis

The Continuous Improvement Plan (CIP) is a document that specifically identifies targeted areas and critical attributes of the school and district that are in need of progress. The CIP outlines sequential and measurable steps in each area in order to increase student achievement and enhance the effectiveness and efficiency of our operations. The Continuous Improvement Plan will contain targeted objectives for each area of focus as well as action steps, timelines and necessary resources to ensure measurable progress. Finally, each campus will establish a Continuous Improvement Team, (CIT) comprised of school leadership, teachers, classified staff, parents, community members and possibly students.

Synergy with the Continuous Improvement Plan (CIP) & Professional Learning

1. The CIP serves as the catalyst for specifically targeted areas for professional learning.
 - The use of student performance data via Odysseyware on-line curriculum and reporting procedures assists all staff in improving instructional practice.
 - Specified Categories of Measures, Community and Stakeholder Involvement, Professional Growth, Guidance, and Data Evaluation are the targeted initiatives intended for continued student growth.
2. The CIP offers collaboration and discussion opportunities related to specified areas of input and overall student, parent, and community satisfaction.
 - Brainstorm: analyze Odysseyware data and review alignment of professional development; evaluate efficiency of resource allocation
 - Action Plan: establish SMART goals in targeted areas, clarify purpose and terms of measurement
 - Action Steps: formulate sequenced processes and timeline for improvement
 - Brainstorm: examine performance related to objectives, review effectiveness and efficiency of PLC strategies, and seek additional support
 - Action Steps: identify growth and improvement using data to support, pinpoint gaps in progress and make needed adjustments to the CIP

Pertinent Dates

August 31- July 1, 2017: Initial Review of Identified Improvement Targets
September - Peoria CIT - September 13, Tempe CIT - September 14
October - Peoria CIT - October 25, Tempe CIT - October 26
December Peoria CIT - December 20, Tempe CIT - December 21
January - Peoria CIT - January 31, Tempe CIT - February 1
February - Peoria CIT - February 28, Tempe CIT - March 1
March - Peoria CIT - March 29, Tempe CIT - March 30
May: End of Year Review - Peoria CIT - May 15, Tempe CIT - May 16

District Strategic Plan *→* *Continuous Improvement Plan* *→* *Employee Individual Growth Plan*

In conjunction with the Charter Board of Arizona, Student Choice High School has developed a District Strategic Plan to systematically approach continuous improvement. The District Strategic Plan is what drives the components of the Continuous Improvement Plan. The components of the Continuous Improvement Plan are critical to accomplish the mission and vision for Student Choice High School

District Strategic Plan: The District Strategic Plan is broken down into three prioritized domains:

- Systems
- Collaborative Efforts and Resource Allocation
- Professional Development and Training

Systems:

1. Create and communicate board policies that ensure effective operation of the charter/district as a whole. (AdvancED Standard 2)
2. Develop a continuous improvement plan that engages stakeholders, includes the analysis of data to determine goals, and contains measurable performance targets. (AdvancED Standard 1, 3, 5)
3. Design and implement a comprehensive evaluation process that includes well defined levels of performance in student learning, professional growth, and job performance for certified employees. (AdvancED Standard 2, 3, 5)
4. Develop and implement a comprehensive technology plan that supports the school's learning, teaching, and operational needs and includes a plan for maintenance and replacement of technology on the campus. (AdvancED Standard 4)
5. Provide and expand career and college counseling services through the development of a comprehensive and standards based guidance plan. (AdvancED Standard 4)
6. Institute a comprehensive mentoring program aligned with building an adult advocate on campus to assist student with communicating needs and educational plans. (AdvancED Standard 3)

Collaborative Efforts and Resource Allocation:

1. Create a Campus Improvement Team comprised of a variety of stakeholders to assess school effectiveness and make data driven decisions. (AdvancED Standard 2)
2. Identify resources and create opportunities for students to find and retrieve information using a variety of research based media resources. (AdvancED Standard 4)
3. Develop and implement a comprehensive technology plan that supports the school's learning, teaching, and operational needs and includes a plan for maintenance and replacement of technology on the campus. (AdvancED Standard 4)

Professional Development and Training:

1. Engage all personnel in a formalized mentoring, coaching, and induction program that ensures all employees are champions of the school's purpose. (AdvancED Standard 3)
2. Provide ongoing training to ensure that all staff can interpret and regularly evaluate data to measure student progress, to inform instruction, and to implement interventions. Provide ongoing training to interpret and utilize data to revise instruction and implement interventions; continuous training how to use data to guide instruction and student learning. (AdvancED Standard 2, 5)
3. Identify and schedule opportunities to incorporate instructional strategies that promote student collaboration, critical thinking, real world application, and active learning. (AdvancED Standard 3, 4, 5)

Critical Action Items: To ensure the success of the Continuous Improvement Plan and long-term system-wide improvement, the team identified areas for needed improvement (mentioned above) and collected input from stakeholders. All stakeholders agreed that the priority behind each component for improvement focused on gains in student achievement and learning. The purchase and implementation of the Odysseyware online curriculum included courses aligned with Career and College Readiness Standards and multiple reporting measures to pinpoint gaps in learning and achievement via formative assessments. Consequently, the team has focused its attention on key strategies that will provide the greatest contribution to teaching and learning in the classroom.

Key Strategies include:

- Data Driven indicators such as: increase in student performance from pretest to posttest, increased in unit assessment scores, increase in overall attendance and retention rates, increase in course completion on time.
- Implementation of a comprehensive guidance plan to assist students in developing a post-secondary employment, education, or training module.
- Focus on improving the effectiveness and efficiency of school and district operations.
- Modeling, teaching, and supporting growth plan implementation by way of professional learning communities and evaluation system.
- Financial planning to support the needs of students and staff.

Professional Learning

- Certified and classified staff will be trained to support the District Strategic and Continuous Improvement Plans.
- All staff members will participate in professional learning that is in alignment with the growth module and domain specific focal points.
- The professional learning builds capacity for best practices in teaching and learning and the overall direction of the school district.
- Directors and principals will be trained on best practices in evaluating and coaching professional instructors.
- Each professional learning will outline who will participate, who will facilitate, and the outcome expected. (Outlined in the Evaluation Portfolio and individual Growth Plans)
- The professional development plan will be evaluated for its overall effectiveness and alignment with personal growth expectations and overall school and district direction.

Student Choice High School – District Strategic Plan

Key Strategic Priorities	Key Strategic Components	Key Strategic Objectives AdvancED Standards for Quality Schools
<p>1. Excellence in Organizational Improvement and Accountability Measures</p>	<ul style="list-style-type: none"> • Develop a continuous improvement plan that engages stakeholders, includes the analysis of data to determine goals, and contains measurable performance targets. • Design and implement a comprehensive evaluation process that includes well defined levels of performance in student learning, professional growth, and job performance for certified employees. • Engage in ongoing trainings on the evaluation of student data, analysis of results, and best practices to improve the teaching and learning on campus. • Institute a comprehensive mentoring program aligned with building an adult advocate on campus to assist student with communicating needs and educational plans. • Provide and expand career and college counseling services through the development of a comprehensive and standards based guidance plan. • ***Create action planning sequence to address student re-engagement, stabilization, and attendance rate. • ***Establish clearly outlined and measurable indicators for academic progress, goal oriented learning gains, and credit acquisition. • ***Utilize the comprehensive and standards based guidance plan to enhance college and career readiness 	<p>Indicator 1.3: The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Indicator 2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success. Indicator 3.1: The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Indicator 4.7: The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. Indicator 4.8: The school provides services that support the preparation for post-secondary training. Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.</p> <p>*** *** ***</p>
<p>2. Excellence in Stakeholder Relationships</p>	<ul style="list-style-type: none"> • Create a Campus Improvement Team comprised of a variety of stakeholders to assess school effectiveness and make data driven decisions. • Consistently solicit feedback from staff, students, parents and community members regarding effectiveness and efficiency of school and district operations • Communicate school progress to all stakeholder groups using a variety of mediums.. • Communicate Governing Board Policy and Procedure with all stakeholder groups. 	<p>Indicator 1.1 Clearly outlined and communicated system for student success . Indicator 1.4 Evidence of implementation of school improvement plan from all levels of leadership within the organization. Indicator 2.5 Evidence of effective communication with and participation from all stakeholder groups Indicator 2.6 There are methods to solicit feedback from stakeholder groups. Indicator 3.5 Collaborative opportunities are provided to evaluate the effectiveness of C, I, A. Indicator 5.5 A system is in place to evaluate and monitor school improvement goals. There is regular communication with stakeholder groups Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school. Indicator 2.5: Leadership engages stakeholders effectively in support of the school’s purpose and direction</p>
<p>3. Excellence in Teaching and Assessing for Learning</p>	<ul style="list-style-type: none"> • Engage all personnel in a formalized mentoring, coaching, and induction program that ensures all employees are champions of the school’s purpose. • Provide ongoing training to ensure that all staff can interpret and regularly evaluate data to measure student progress, to inform instruction, and to implement interventions. Provide ongoing training to interpret and utilize data to revise instruction and implement interventions; continuous training how to use data to guide instruction and student learning. • Identify and schedule opportunities to incorporate instructional strategies that promote student collaboration, critical thinking, real world application, and active learning. 	<p>Indicator 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. Indicator 3.11 All staff members participate in a continuous program of professional learning. Indicator 2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success. Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data. Indicator 5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p>

CIP Process	
Needs assessment are conducted to determine goals that increase overall school/district wide improvement and customer satisfaction	Site teams/leadership teams and the Campus Improvement Team (which may include parents and students), meet to analyze student achievement and progress data. Site based plans are then developed using data-based SMART goals.
Targeted instructional strategies to improve the physical and emotional environment as well as teaching strategies for specific tiered interventions.	District and site based leadership have targeted areas for improvement: A) physical and emotional environment and, B) best practices in instruction. Instructors and directors were able to select on their growth plans the specific areas they wished to focus on.
Professional development and training opportunities centered around student data and teacher/director growth plans.	Staff will participate in PLC's focused on both data-driven progress monitoring and individual growth plans. The PLC calendar outlines the professional learning progression based on improving instructional practices and providing structured interventions to close gaps in learning.
Identification of ways to actively engage students and families and encourage stakeholder involvement.	Remind app, career and college readiness programs, post-secondary training opportunities, student and family open house nights, District orientation for students/families, business sponsorships, PBIS reward system utilizing local business involvement and patronage.
Teachers and parents participate in decision-making in alignment with district strategy and continuous improvement plan.	Teacher representatives and parents participate on our Campus Improvement Team (CIT). Following each meeting, site based groups will summarize the outcomes and report out to stakeholder groups. They will also bring concerns and offer feedback opportunities to the CIT for means for improvement.
Students receive personalized instruction and feedback via progress monitoring, Odysseyware reporting, and course completion documentation.	Directors, teachers, and students work together to accurately report progress and monitor growth. Staff are working to implement common formative assessments to check student understanding and establish structured and tiered interventions to close gaps in learning. Odysseyware reporting will assist with pinpointing specific areas within each course that reveal areas for interventions.
Annual Review Cycle	
Fall	The leadership team carefully reviewed critical data points as outlined in the Professional Growth Portfolios and set benchmarks for improvement in the following areas: pretest to posttest % increases, course assessment % increase, increase in overall enrollment, increase in course completion rate, increase in attendance rate, and increase in number of students graduating on time at each site, categories of measures matrix, professional learning, stakeholder involvement, guidance, and data evaluation. The initial review will take place on August 24-25 for feedback. Specific action steps will be submitted on September 29-30. The team will share progress and engage stakeholder groups by studying the first trimester results on October 27-28. At that time the team will suggest refinements and adjustments based on the data.
Winter	The mid-year student data, teacher data via Odysseyware reports, and director data will be used to engaged staff and stakeholder groups in conversations about current progress. Necessary adjustments will be made to the CIP as needed. Adjustments in resource allocation and professional development will occur as a result of the mid-year review on December 9-10 and January 24-25 CIT meetings
Spring	The mid-year student data, teacher data via Odysseyware reports, and director data will be used to engaged staff and stakeholder groups in conversations about current progress. Necessary adjustments will be made to the CIP as needed. Site peer reviews will take place by the March 14-15 CIT meetings to check for school to school alignment.
Summer	The CIT will complete the end of the year summary and submit to District Leadership by the May 26-27 meetings. All data points will be reviewed and implemented into the next year CIP.

Strategic Priority 1 – Excellence in Organizational Improvement and Accountability Measures

Key Strategic Objective	Component	In Process Measures	Timeline
Indicator 1.3: The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Develop a continuous improvement plan that engages stakeholders, includes the analysis of data to determine goals, and contains measurable performance targets.		
Indicator 2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Design and implement a comprehensive evaluation process that includes well defined levels of performance in student learning, professional growth, and job performance for certified employees.		
Indicator 3.1: The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Engage in ongoing curriculum, instruction, and assessment evaluation and customization practices based on director, teacher, and student feedback.		
Indicator 4.7, 4.8: The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	Provide and expand career and college counseling services through the development of a comprehensive and standards based guidance plan.		
Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience.	Institute a comprehensive mentoring program aligned with building an adult advocate on campus to assist student with communicating needs and educational plans.		

Strategic Priority 2 – Excellence in Stakeholder Relationships			
Key Strategic Objective	Component	In Process Measures	Timeline
Indicator 1.4 Evidence of implementation of school improvement plan from all levels of leadership within the organization. Indicator 2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction. Indicator 5.5 A system is in place to evaluate and monitor school improvement goals. There is regular communication with stakeholder groups	Create a Campus Improvement Team comprised of a variety of stakeholders to assess school effectiveness and make data driven decisions.		
Indicator 2.6 There are methods to solicit feedback from stakeholder groups.	Establish surveys in order to gauge stakeholder satisfaction with site operations, express concerns, and evaluate the effectiveness of staff with relation to student learning initiatives		
Indicator 3.5 Collaborative opportunities are provided to evaluate the effectiveness of C, I, A.	Engage in meaningful data collection on the effectiveness of the curriculum, instruction, and assessment used to improve student learning. Provide avenues for site autonomy and overall course customization.		
Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school.	Governing board meetings, policy and procedure is effectively communicated and is in support of district mission and vision.		

Strategic Priority 3 – Excellence in Teaching and Assessing for Learning			
Key Strategic Objective	Component	In Process Measures	Timeline
Indicator 3:7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Indicator 3.11 All staff members participate in a continuous program of professional learning.	Engage all personnel in a formalized mentoring, coaching, and induction program that ensures all employees are champions of the school's purpose.		
Indicator 2.6: Leadership and staff supervision and evaluation processes result in improved professional practice and student success. Indicator 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.	Provide ongoing training to ensure that all staff can interpret and regularly evaluate data to measure student progress, to inform instruction, and to implement interventions. Provide ongoing training to interpret and utilize data to revise instruction and implement interventions; continuous training how to use data to guide instruction and student learning.		
Indicator 5.2 Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Identify and schedule opportunities to incorporate instructional strategies that promote student collaboration, critical thinking, real world application, and active learning.		

AdvancED

Student Choice High School is committed to continuous improvement in identifying areas for systematic improvement, overall increases in stakeholder involvement, and pursuit of more effective practices in teaching and learning. During the 2017-18 school year, staff members of Student Choice High Schools engaged in internal and external reviews and focused on specified initiatives and subsequent AdvancED rubrics. We used the rating 4 level scale in each indicator to rate our performance in each identified area. This will serve as our baseline data.

School Name: Student Choice High School – Site

Campus Improvement Team Member	Title
Jim Davis	<i>Executive Director</i>
Jason Nuttall	<i>Oversight, Accountability, Guidance</i>
Director's Name	<i>Director</i>
TBD	<i>Teacher</i>
Classified Staff	<i>Classified Staff</i>
TBD	<i>Parent</i>
TBD	<i>Community Member</i>
TBD	<i>Student</i>
Address	<i>Site Address</i>
Phone Number	<i>Site Contact Info</i>
Fax	

Student Choice High School - Technology Plan

Introduction

Student Choice High School is Charter School District which provides an alternative setting for students to complete graduation requirements set forth by the state of Arizona. In June of 2016, the school district transitioned from A+ on-line curriculum to Odysseyware online curriculum. Prior to the Fall of 2016, Student Choice High School contracted all technology services through Refresh IT. Refresh IT conducted an audit in March of 2016 and submitted preliminary findings with regard to the technology infrastructure. The results of the March 2016 audit produced a need to engage in a more hands on approach by employing a full-time technology director. Coupled with the March 2016 audit by Refresh IT, the director of technology conducted a district audit and self-assessment in December of 2016. Based on the internal audit and overall self-assessment, the director of technology began to build an infrastructure designed for the following:

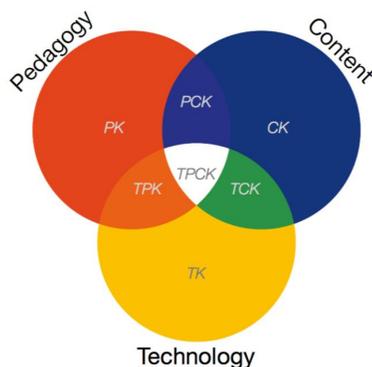
- support of Odysseyware online curriculum,
- modernization of teaching, learning, replacement and maintenance, and
- continuous evaluation of technological systems for critical thinking, collaboration, and communication.

Current State of Technology at Student Choice High School

Efforts have been made to create technologically advanced learning opportunities for all students at Student Choice High School. There is currently a three phase plan being implemented to bring consistency and efficiency to the technology hardware and infrastructure as well as providing excellence in 21st century curriculum and instruction. This plan includes infrastructure, hardware and software roll outs and a robust professional development plan for the staff of Student Choice High School. This plan is based on the TPCK, SAMR models combined with our understanding of Gartner's Curve.

Additionally, Student Choice High School has moved to an internal technology team for improved access to technology support. The technology department is improving the overall implementation of this technology plan as well as allowing for changes to the plan. When devices fail, or software/hardware becomes unstable there is adequate support to minimize downtime and keep students and teacher productive.

Technology, Pedagogy, and Content Knowledge (TPCK)



Through this process we understand and negotiate relationships between Technology, Pedagogy, and Content. There are seven different areas of this model that we will be analyzing as we move through our full plan. We understand that our staff will need to have command of the subjects they are teaching, a level of pedagogical expertise as well as an increasing plan to develop strong technological content knowledge to move students forward in the modern workforce.

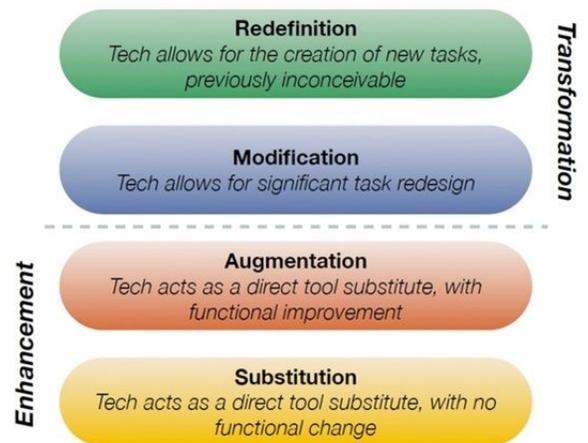
Professional Development Efforts will be geared towards a better understanding of the benefits and problems of using technology, as well as different teaching approaches. The overall goal is to combine all three phases, Technology, Pedagogy and Content Knowledge to ensure that students are getting a rigorous and technologically appropriate education that prepares them for any

post-secondary endeavor.

Student Choice High School - Technology Plan

Substitution, Augmentation, Modification, Redefinition (SAMR)

The SAMR model is a four part plan for moving the Technological Content Knowledge of the TPACK model forward. This plan allows for us to critically evaluate our technology processes by comparing them with student outcomes. The goal is to be constantly moving towards the redefinition in our planning and efforts.



- **Substitution:**

- This phase of our technology plan is where we are utilizing technology to mirror the work that used to be done in the analog world. This is a starting point for moving each individual campus and the district, as a whole forward with technology. As an example, are working to move our paper files to digital versions in order to improve access to them.

- **Augmentation:**

- In this phase of the plan we are utilizing technology to do more things than we could do without it. This is where the benefits of our technology plan begin to be implemented and we are able to see results from our automation and software solutions.

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- **Modification:**

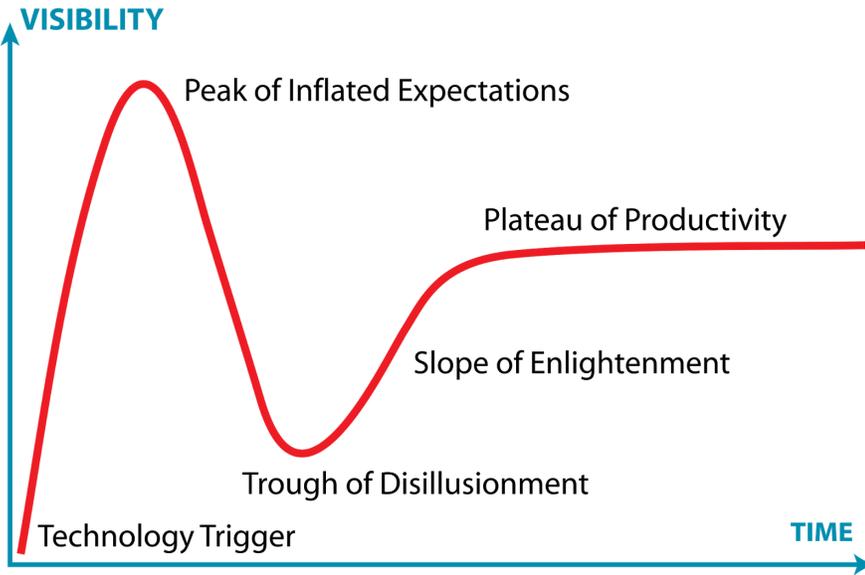
- As we move through the phases of our technology plan there will begin to be significant changes to how work gets done. Both teachers and students will begin to utilize technology in a way that starts to transform how they interact with the world. There will be a significant modification to the way work is done. At this phase, students will be engaged in real world technology use that will prepare them for work and postgraduate education opportunities.

- **Redefinition:**

- The final stage of the SAMR model is Redefinition. This is when the work we are doing on campus is transformation to the level that it would be impossible to replicate without technology. At this stage technology is no longer an additional layer to the program, but is the essential layer for being able to accomplish the work being done. This will be envisioned through innovative programs in Computer Coding and other advanced educational content opportunities.

Student Choice High School - Technology Plan

Gartners Curve



As we move through our three phase technology implementation plan it is important to understand some of the external factors that are in play. Gartner's curve works in five specific points. First there is a technology trigger that creates a demand for innovation. At that point there becomes inflated expectations of what that innovation might be able to do for the school which will eventually lead us to a trough of disillusionment. At this phase the changes brought on by implementing the new technology has created challenges that need to be overcome. Most often a well thought out professional development plan will help move from the disillusionment period and move the process to the slope of enlightenment. As we continue to develop our processes with the new

technology we eventually become more productive with it.

This curve happens every time a new software application, or hardware devices is put into place. The best way to minimize its impact is to make sure that proper training is in place as well.

Three Phase Plan

Phase 1

Phase one is a process of getting all of the existing hardware inventoried and in working order. This includes setting up hardware to be able to work with individual user logins. This is important as we transition to students utilizing their own user accounts for access to the Google GSuite. Phase one is Substitution and Augmentation phases of the SAMR Model as well as working towards the Technological Knowledge of our buildings. It is at this phase that we will experience most of the first three phases of Gartner's Curve. To overcome disillusionment professional development is critical.

- Clean and inventory existing systems
- Powerwash (format) all Chrome(OS) devices
- Enroll all devices into Google Admin Console
- Increase Existing Wireless Capacities
- Eliminate Unnecessary Servers
- Change User Permission Structure
- Replace all Older Devices with Chrome Devices
- Replace Teacher Devices with Chrome Devices
- Establish Printing using Google Cloud Print
- Build File Structure in GSuite to Accommodate Information Workflow
- Simplify Technology Systems for Ease of Use and 100% Uptime

Student Choice High School - Technology Plan

Phase 2

In this phase the infrastructure has already been bolstered to handle a more rigorous technology implementation. This is the time that we transition from the Substitution phase to the Augmentation/Modification phases of the SAMR Model. This phase will continue to build upon the Technological Knowledge, but will also add in increased elements of Content.

- Digitize Records and Increase Efficiency of Accessing Data
- Create Individual Student Logins
- Give all Students, Teachers and Staff Access to GSuite
- Begin Training GSuite using Staff Professional Development days and Kyte Learning
- Student On-Boarding Training Program for GSuite

Phase 3

This phase will be the full implementation of our current plan that will be modified and improved upon with the next iteration. At this stage of our plan the original technology triggers that moved us to create the plan will be in a stage of increased productivity. During this time there is more room for innovation and we will be able to find opportunities to move to the Modification phase of the SAMR model. We will increase the level of advanced and game changing opportunities provided to our students through a sound technological approach.

- Professional Development Efforts Move from Basic to more Advanced
- Current Curriculum is Fully Implemented and Evaluated
- Students are Being Asked to Use Technology in New Ways
- Manage Replacement Cycle, Replace Devices Every 3 Years

Infrastructure

Internet Bandwidth:

- Currently we have a 100 megabit connection coming into the building from Cox communications that yields us an average of 56 usable megabit of data throughput for teachers and students. This has proven to be more than sufficient.

Server Systems:

- Moving away from traditional server based LDAP authentication, Student Choice High School will be relying on the Google GSuite for server storage and account authentication. Control of these systems is provided by the Google Admin Console. All other servers are removed and hardware has been streamlined for the fastest possible communication speeds.

Wireless:

- As the plan moves forward, Student Choice High School will be relying on wireless communications more, and will be eliminating cable installations. This is due to expense and upkeep. To compensate, high end routers will be installed to handle the amount of wireless traffic created by the devices on site. The wireless is password protected and tied to the devices being used on each campus.

Student Choice High School - Technology Plan

Hardware

This year Student Choice High School made an investment to improve the overall quality of the student and teacher devices. This included a plan to move all staff and students to the Google Chrome platform. All aging Windows PC systems were removed and replaced with a combination of Chrome Laptops and Chrome Desktop computers. These computers were purchased new and the expected life cycle is 3-5 years under constant use.

Two main computer labs feature over 60 HP Chromeboxes running the latest Chrome OS. This provides a 1:1 student to computer ratio when working in the classrooms. Teachers were also moved from Windows based PC's that were aging beyond their lifecycle to new Chrome devices. This increases the consistency of the technology program by allowing students and teachers to be working within the same application environment.

In an effort to increase the ability to manage all of these devices, they were all enrolled into the Chrome Management Console. Each device is up to date and current.

- Student Devices: 69 HP Chrome Boxes, 14 HP Chromebook Laptops
- Teacher Devices: 3 Chromebook Laptops, 3 Windows Based Desktops
- Old Devices Replaced: 30 Windows Based PC's Change to Chromebook

Communication and Collaboration

In an effort to improve communication with our parents and students we have enacted several modern communication tools.

Text Messaging: We have seen an increasing need to utilize text messaging as a way to communicate with our students and parents. Over the recent months we have been able to utilize the Remind software tool, as well as Google Voice communication tools to reach out to students more often. These tools are essential for our organizational communication plan since they do not require the use of a cell phone and allow our office staff to still communicate via text messaging.

Odysseyware: Students and teachers have the ability to communicate and collaborate using the Odysseyware messaging system. Staff and students have found this tool to be an effective way to meet eachothers' communication and collaboration needs.

E-mail

Telephone

Software

- **Odysseyware:**
 - This product serves as the foundation of our curriculum offering as the learning management system. Contained on this system are the complete courses for the successful completion of a high school program in line with the Arizona State requirements. This application is cloud based and is accessible from anywhere with an internet connection. Students are given pre and post exams and a variety of data is generated from the system. The system measures the following:
 - Student Progress
 - Pre and Post Test Scores
 - Daily Breakdown of Student Activity
 - Attendance
 - Course Completion
 - Teacher Progress
- **Galileo:**
 - This system is an online instructional improvement and effectiveness system. This system is utilized to assess student progress and ensure that curriculum goals are being met. The Galileo system is aligned to standards including Common Core, Next Generation Science, and local standards. These assessments are combined with Odysseyware assessments to determine the

Student Choice High School - Technology Plan

consistency of the Odysseyware curriculum against a secondary measurement. The goal being that students are achieving compared to rigorous standards expectations.

- **Google Extensions:**

- A variety of extensions will be used to enhance the software offering used by the students. These extensions include a calculator tool, Google Dictionary, and Clearly. The calculator serves as a tool for math instruction and is part of the Chrome OS implementation. The dictionary tool allows students to look up words and phrases on any web page. This supports students with language barriers by giving them quick access to information. Clearly is a tool that eliminates advertisements when reading blogs and information on the internet. Students are able to focus more on completing reading assignments without distractions.

- **Custom Search Engine:**

- Student Choice High School has created a custom Google Search engine that is specifically tailored to the Odysseyware curriculum. The team of teachers conducted a vast amount of research to determine which websites provide the most accurate content for our students to access for curriculum work. This customized search engine allows students to perform Google Searches, analyze and evaluate the content, while being filtered from distractions.

- **Chrome Management Console:**

- This management console has been put into place to manage all aspects of the Chrome devices used by Student Choice High School. This tool has allowed for the creation of individual student accounts with GSuite as well as the inventory and maintenance of all user devices. This tool allows for content filtering, device tracking and the ability to meet all state testing requirements using kiosk mode.

- **GSuite:**

- Student Choice High School has decided for the purpose of consistency and ease of implementation to utilize the GSuite of applications from Google as a foundational part of the organization. This allows students access to Word Processing, Spreadsheets, Presentation, Drawing and Digital Form Tools that all share compatability with other applications that exist. It is also the preferred suite for local universities making it a great choice for students that are moving on to higher education.

Professional Learning Opportunities - Technology Specific

The professional development efforts will be concentrated in the following sections over the course of this next year. We will work on establishing the basic functionalities for our workflow to create a foundation of core competencies before moving forward. The goal is to ensure that all staff is prepared to utilize the technology systems to move students forward and encourage a higher graduation rate. We will utilize school led professional development days, the Kyte Learning website and local educational technology conferences to gain these skills as a team.

- **Google Application Suite (GSuite)**

- Google Docs
- Google Sheets
- Google Forms
- Google Slides
- Google Sites
- Google Drawing
- Gmail
- Google Calendar
- Google Hangouts

Student Choice High School - Technology Plan

- **Chromebooks**
 - Basics
 - Student Practices
- **Odysseyware**
 - Content
 - Software Functionality Basic
 - Software Functionality Advanced
 - Reporting
- **Galileo**
 - Software Basic Training
- **Misc**
 - Remind Text Messaging
 - Phone and Communication Systems
 - Printing
 - Windows Training (where applicable)

Time Table:

- **Q1 2017**
 - 3 PLC workshops attended by all staff.
 - Monthly Staff newsletter quick tip.
 - Focus on Google Drive skills and create a system of organization that will allow for less paper and better record keeping.
 - Establish the use of Google Calendar for employees.
 - Improve Gmail use with short skills classes added to other professional development opportunities.
 - Move all Excel, Word and Powerpoint files to the GSuite
 - Remove dependency on non cloud based systems.
 - Formal training from Odysseyware for Administration
 - Formal training from Galileo for Administration
 - Introduce the Remind Software System
 - Get a functionality survey completed for phones and printing devices to plan future professional development sessions for legacy technologies.
- **Q2 2017**
 - 3 PLC workshops attended by all staff.
 - Monthly Staff newsletter quick tip.
 - Administration support staff will attend Google conference in March.
 - Google Hangouts will be used for student communications and text messaging.
 - Begin working with Google Forms.
 - On-Going Gmail training and introductory training for new employees.
 - Finalize all documents to GSuite Applications
 - Introduce the Kyte Learning Website and assign one professional development course, individualized to the specific individual.
- **Q3 2017**
 - 3 PLC workshops attended by all staff.
 - Evaluate the results of first eLearning course through Kyte Learning.
 - Assign second course to be completed.
 - Mid-year technology survey goes out.
 - Chrome OS devices are fully implemented with teachers and staff.
 - On-Going gmail training and introductory training for new employees.
 - New Employee on-board Technology Seminar (possibly online)
- **Q4 2017**
 - 3 PLC workshops attended by all staff.
 - Assign 3rd eLearning training from Kyte Learning
 - Make adjustments to training based on Q3 Survey
 - New employee training (as needed)
 - Review Odysseyware Training
 - Monthly GSuite quicktips

AGENDA ITEM EXECUTIVE SUMMARY: Revisions to the New Charter Application

Issue

Consideration of the proposed revisions to the New Charter Application for the 2019-2020 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 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, during the month of December, staff begins updating the new charter application to reflect the upcoming cycle. The proposed revisions to the New Charter Application for the 2019-2020 cycle include:

- Mainly technical changes to provide clarity and transparency to the instructions.
- All relevant due dates are updated to reflect the new calendar year.
- 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.
- Substantive changes to reduce administrative workload while providing the applicant sufficient opportunity to provide clear and comprehensive descriptions in narrative responses.

The table below provides the proposed substantive changes to the new charter application and the rationale for the change.

Overview of the Application Process	Change
Instructions and Evaluation	Removed statements that restrict an applicant from expanding in the second and third year of its operations. The expansion eligibility criteria approved at the October 2017 meeting ensures that a charter holder must complete its first year of operation in order to demonstrate it meets the academic, operational, and financial eligibility requirements. If it meets the eligibility criteria, a charter holder may submit an expansion request in its second year of operation.
Substantive Completeness	Removed statements that restrict an applicant entity from revising its corporate board in the submission of a revised application package. If the applicant chooses to revise its corporate board and/or authorized representative, the background documents reviewed during the administrative completeness review are evaluated during the substantive review process when a revised application package is submitted.
Online Submission Process	Change
Target Population Page	Clarified how the applicant enters the enrollment cap for the proposed school by dividing it into three projected years. This change makes it clear to the reviewers of the application, Board staff and the applicant what the projected enrollment cap is for year 1, 2 and 3. This division aligns with criteria from the Business Plan.
Educational Plan	Change
A.1 Educational Philosophy	Added criteria to explain how the mission statement aligns with the educational philosophy and has a focus on outcomes rather than inputs.
A.3 Program of Instruction	Added criteria to explain how the program of instruction results in achieving the outcomes described in the mission statement.
Operational Plan	Rationale
B.1 Applicant Entity	Added language to clarify that background information documents for all Principals of the applicant entity and authorized representatives are evaluated during the substantive completeness review.

Application for a New Charter

~~2018-2019 School Year Application Cycle~~ **CALL FOR QUALITY
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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.

The Board approved the ~~2018-2019~~2019-2020 application on ~~February 13, 2017~~DATE. The final deadline for submission of the application package is ~~June 23, 2017~~DATE **May 25, 2018 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 (see page ~~14~~16). 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 and evaluation criteria for each component of the application are included and detailed within ~~the 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.

~~Prospective Applicants should be aware that, if approved, they will not be eligible to add grades, enrollment cap, or new schools to the charter contract until, at the earliest, the third year of operation. Ensure that the plans included in the application package represent a sustainable business model, and that the grades served and enrollment cap requested represent the full extent of the Applicant’s expansion plans for the first three years of operation. Details on eligibility to submit expansion requests are available on the Board’s website at <https://asbcs.az.gov/school-resources/amendment-notification> under “Changes to an Existing Charter.”~~

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, ~~June 23, 2017~~DATE May 25, 2018 at 11:59 p.m.** For details, refer to the **Online Submission Process** on page 910.
- ~~1.2.~~ 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 ~~DATE~~ **Friday, May 4, 2018**. For details, refer to the **Alternative Submission Process** on page 16.

Application Processing Fee

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/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 **date**.

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 ~~2018-2019~~ *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 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, the fee shall be refunded to the Applicant. The application processing fee refund 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 shall become non-refundable.

Administrative Completeness

Board staff confirms whether the application package contains all components required by statute, rule, and application instructions, and that the Fee has been timely received. An administratively complete application package must follow formatting requirements ~~described on page 10 and 11~~, adhere to the page limitation, if identified, in each section and contain:

1. Complete information for each application component and ensure the information is consistent with the contents of the application package. This includes, including:
 - Cover Page ~~(Information must be consistent with the contents of the application package),~~
 - Title Page ~~(Information must be consistent with the contents of the application package),~~ and
 - Target Population Page ~~(Information must be consistent with the contents of the application package);~~
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**), including a valid Arizona Fingerprint Clearance Card (“FCC”) and verification of coursework (if applicable); 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.
- 3.4. Confirmed availability of start-up funds as listed in the application package and the completed Verifiable Proof of Secured Funds (“VPSF”) form;
- 4.5. 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 ~~on pages 29–30~~ in section A. 6 Instructional Analysis.
- 5.6. Required documents completely filled out, and submitted on the application form and/or template, approved for the ~~2018–2019 fiscal year~~ 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 ~~February 13, 2017~~ DATE the Board approved the application for a new charter for the ~~2018–2019-2020~~ 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.

Failure to meet the criteria above will result in the application package being deemed administratively incomplete. The application 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 of the application package and processing fee. If the application is deemed administratively incomplete, the Applicant's file will be closed.

The Applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the submission deadline of ~~June 23, 2017~~ **DATE** ~~May 25, 2018~~ 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 ~~May 17, 2017~~ **April 2019**, ~~2018~~ **SOFT DEADLINE** will receive notification of administrative completeness 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, ~~June 23, 2017~~ **DATE** ~~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 ~~Preliminary~~ 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 ~~preliminary~~ 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 review by TRP members, or
- Within 20 days of notification, the Applicant may submit a written request that the ~~preliminary~~ application package be considered by the Board without revision, or
- Within 20 days of notification, the Applicant may submit a written request that the ~~preliminary~~ 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.

~~Revisions to the application package may not include changes to the composition of the Applicant. The Background Information Sheet and the Affidavit, Disclosure, and Consent for Background and Credit Check should not be included in the revised application package unless the Applicant is specifically requested to provide new documents by Board staff.~~

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

Background Check, VPSF, and Due Diligence Process

Board staff will conduct a background and credit check of each principal and authorized representative of the Applicant, confirm each possesses a valid FCC, confirm availability of start-up funds, and 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. If issues arise from the information obtained during the background and credit checks 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 ~~a preliminary or revised~~ 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 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:

Application for a New Charter

- 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;**
- **A report** An executive summary prepared by Board staff including:
 - TRP analysis of the quality of the application package, ~~summary of the in-person interview, and analysis of~~ **and capacity of the Applicant** ~~capacity~~;
 - 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~~ **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
Application Soft Deadline May 17, 2017 DATE April 2019, 2018	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.
Application Due June 23, 2017 DATE May 25, 2018	The application package is due June 23, 2017 DATE May 25, 2018 at 11:59 p.m. There are no extensions or exceptions to the deadline.
Administrative Review Completed within 25 Business Days of submission	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.

Application for a New Charter

<p>Preliminary Substantive Review Completed by late-early AugustMonth</p>	<p>The Technical Review Panel will score the application package using the evaluation criteria. Staff will complete the Background, Fingerprint, and Credit Check.</p> <p>An Applicant whose package meets the scoring requirements will be deemed substantively complete and move forward to the applicant interview.</p> <p>An Applicant whose package fails to meet the scoring requirements will receive written notification of the deficiencies.</p>
<p>Resubmission of Application Package Within 20 Business Days of Notification</p>	<p>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.</p>
<p>Applicant Interview Early NovemberMonthLate October</p>	<p>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.</p>
<p>Board Consideration December</p>	<p>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.</p>

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 (see page 16).

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 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:** 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.

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.

For each Authorized Representative, upload **legible scanned copies** of the following documents. 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) 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.

- **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 submitted in the Operational Plan. 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) 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.
- **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 of the proposed school **and ensure it meets the criteria listed in section A.1 Educational Philosophy.**
- **Grades Served:** Check the box of all grades to be taught. The grades should 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. ~~This number should reflect the Applicant's expansion plans for the first three years of operation.~~

- **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 1:** 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") 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 25, 2018**. 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 application package in the form of electronic files on 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, ~~May 1, 2017~~DATE 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.

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 ~~(2018–2019)~~. 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 4–6.

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 ~~June 2, 2017~~DATEFriday, May 4, 2018.** 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, 2018**~~June 2, 2017~~ 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, ~~June 2, 2017~~DATEMay 4, 2018.** ~~Prospective Applicants should be aware that, if approved, they will not be eligible to add grades, enrollment cap, or new schools to the charter contract until, at the earliest, the third year of operation. Ensure the plans included in the application package represent a sustainable business model, and that the grades served and enrollment cap represent the full extent of the Applicant's expansion plans for the first three years of operation. Details on eligibility to submit expansion requests are available on the Board's website at <https://asbcs.az.gov/school-resources/amendment-notification> under "Changes to an Existing Charter".~~

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, ~~June 2, 2017~~DATEMay 4, 2018.** Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the ~~2018-2019~~ *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*).
- 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).

Application-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 1st and ends June 30th. 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.

For additional guidance refer to the 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*

Provide a clear and comprehensive overview of the school's educational philosophy, ~~that describes how students will learn and what the teacher's role in that learning will be. Describe its~~ alignment with the ~~elements of the~~ program of instruction and the mission statement.

Include related research and/or experience that clearly support why the Applicant ~~has chosen~~ to use this philosophical approach to improve pupil achievement in the target population.

Evaluation Criteria

A response that meets the standard will:

- 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.
- b) Incorporate the elements fundamental to the school's program of instruction ~~and mission statement~~.
- c) Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.
- ~~b)d~~) Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.
- ~~e~~) Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.
- ~~d~~)f) Ensure the Mission Statement on the Target Population Page is consistent with the narrative.

Educational Plan

A.2 Target Population

Applicant Instructions

Describe the anticipated student population to include a comprehensive overview of the students, ~~and~~ community the school intends to serve, ~~and~~ ~~Explain~~ explain how the program of instruction will address the identified needs of the target population, ~~to include class size and teacher-student ratios, by improving pupil achievement and providing educational choice.~~

Evaluation Criteria

A response that meets the standard will:

- a) Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.
- b) Present an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice.
- 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.

Educational Plan

A.3 Program of Instruction

(8 page maximum)

Applicant Instructions

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.

Evaluation Criteria

A response that meets the standard will:

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

Educational Plan

A.3.1 Mastery and Promotion

Applicant Instructions

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 ~~for students of the school~~ that ~~is~~ are consistent with State requirements, ~~and~~ include ~~clear~~ criteria and conditions that guide ~~the~~ grade level ~~promotion decisions~~. ~~Explain how retention is determined~~ decisions for promotion and retention.

Evaluation Criteria

A response that meets the standard will:

- 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.
- b) Describe a comprehensive viable and adequate process the school will use to determine grade level promotion and retention consistent with ~~State requirements~~ A.R.S. §15-701.
- c) Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
- ~~e)d~~ Describe the process for student retention.
- ~~d)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)

Applicant Instructions

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.*

Provide a clear and comprehensive plan for awarding course credit for students of the school. ~~Include~~ Describe the ~~clear~~ criteria and conditions that guide the awarding of ~~how~~ course credit and how these criteria and conditions represent ~~is awarded and how it demonstrates the student's~~ student capacity to pass the end of course State assessments.

Describe the school's course offerings and graduation requirements.

Required Exhibit

- Menu of course offerings

Evaluation Criteria

A response that meets the standard will:

- a) Identify graduation requirements for the school that will meet ~~State requirements~~ A.R.S. §15-701.01.
- b) Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.
- c) Provide a rationale for the selected criteria and conditions for awarding course credit and how ~~it demonstrates the student's~~ they represent student capacity to pass the end of course State assessments.
- d) Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly ~~demonstrating demonstrate~~ alignment to the Program of Instruction.
- 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

Applicant Instructions

Present ~~the~~ a school calendar and weekly schedule that comply with requirements described in A.R.S. §15-901 and §15-341.01. ~~that shows the total number of days the school will be in session, early release days, scheduled holidays and additional days off.~~

In addition, provide the proposed weekly schedule that shows hours/minutes of instruction per week for each grade level served. ~~Include the length of day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject.~~ Explain how the weekly schedule supports improving pupil achievement in the target population.

Required Exhibit

- 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 ~~relevant statute~~ A.R.S. §15-341.01.
- Weekly Schedule listing daily instructional minutes dedicated to each core content area for each grade level and consistent with the Target Population Page.

Evaluation Criteria

A response that meets the standard will:

- a) Provide ~~include the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that~~ clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. §15-901.
- b) Include a school calendar with ~~that shows the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.~~
- a)c) School calendar clearly demonstrates compliance with A.R.S. §15-341.01.
- b)d) Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.
- e)e) Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.

Educational Plan

A.5 Academic Systems Plan

Applicant Instructions 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. ~~It is also intended to focus the school on meeting the Board’s Academic Performance Expectations.~~

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.

Applicant Instructions

The Applicant will prepare and submit a plan ~~The ASP will be completed using the template approved for use in the current application cycle. provided by the Board. consisting of action steps for all Areas outlined in the ASP. The ASP will be completed using the template provided by the Board. For each action step, the Applicant must provide a description of the process for implementing each action step, person(s) responsible, frequency and/or timing, and evidence of implementation, as described in the evaluation criteria.~~ Only one completed ASP ~~will be~~ 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.

<p>Process for Implementing Action Step</p>	<p>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.</p>
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- ~~Baseline~~ — Identify the current academic performance level of the target population in Percent Passing in Math and in Reading.
- ~~Establishing Predicted Target:~~ To determine the Predicted measure, gather data regarding academic performance of the target population in similar or comparison schools.
- ~~Narrative for setting baseline figures~~ — A description of what data and assumptions are used in determining the baseline levels for Percent Passing in Math and in Reading. This may include, 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.
- ~~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, every other Wednesday) and timing (i.e. two days after benchmarking testing, 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 the action step. Evidence must be able to demonstrate completion of all components of the action step.
- ~~Process for Implementing Action Step~~ — Include a description of the fundamental elements for each action step including any information that is collected, reviewed, or created. Include any criteria used for making decisions, and any external technical guidance support that will be utilized for the completion of the action. Essential details will answer all what, where, and how questions required to enable 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*. ~~The OTA presents a set of guiding questions that will help you understand the scope and depth required for an acceptable ASP.~~
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
- b) Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.

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"> • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State standards.
ii.	Implementation of curriculum to include
	<ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard.
iv.	Revision of curriculum to include:
	<ul style="list-style-type: none"> • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum.
v.	Adaptation to address the curriculum needs of subgroup populations by:
	<ul style="list-style-type: none"> • ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.

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"> • creating a data collection system that involves both formative and summative assessments, • ensuring the assessment system is aligned to the curriculum, and • the instructional methodology/program.
ii.	Analyzing assessment data to include:
	<ul style="list-style-type: none"> • students are performing, • whether instructional methodology and curriculum are meeting the needs of all students, and • what adjustments are made when methodology and/or curriculum are not meeting student needs.
iii.	Adapted to meet the needs of subgroups by:
	<ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
iv.	Year to Year comparison to:
	<ul style="list-style-type: none"> • determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency, and • determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.

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"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations.
ii.	Evaluating instructional practices to include:
	<ul style="list-style-type: none"> integrating curriculum into instruction consistently, and implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers.
iv.	Adapted to meet the needs of subgroups.
	<ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
v.	Providing feedback that develops the quality of teaching and standards integration
	<ul style="list-style-type: none"> 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.

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 plan to include:
	<ul style="list-style-type: none"> determining what PD topics will be covered throughout the year, and deciding what data and analysis will be utilized to make those decisions.
ii.	Supporting high quality implementation to include:
	<ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support, and allocating resources such as time, space and the necessary material items required for implementation.
iii.	Monitoring implementation and follow-up to include:
	<ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation.
iv.	Adapted to meet the needs of subgroups
	<ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups.

- 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.
- h) Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step.
- i) Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).
- j) Be consistent with all sections of the application package.

For additional guidance refer to the 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:	2 nd -1 st grade Math 1 st -2 nd grade Reading 2 nd -1 st grade Writing	5 th -4 th grade Math 4 th grade Science 4 th -5 th grade Reading 4 th -5 th grade Writing	8 th -7 th grade Reading 8 th -7 th grade Writing 7 th -8 th grade Math 8 th grade Science	High School Science High School Algebra II 11 th -10 th grade Reading 11 th -10 th grade Writing

Criteria for Administrative Completeness – An administratively complete instructional analysis **will include** 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 10 point .
<input type="checkbox"/>	Grade Level Span <ul style="list-style-type: none"> • The instructional analysis identifies the correct grade level span and content area based on the grades served as identified on the Target Population page.
<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

I.—Contain the following information in the Instructional Analysis Template approved for use in the 2018-2019 application cycle:

- i.— Learning Targets
- ii.— Prior Knowledge
- iii.— Instructional Plan
- iv.— Instruction
- v.— Formative Assessment
- vi.— Summative Assessment
- vii.— Remediation

II.—Ensure that fonts are no less than 10 point.

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

Criteria Item	Evaluation Criteria
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.
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.
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.
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.
Formative Assessment	List criteria for determining whether students have met each of the learning targets.
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.
Remediation	Describe the processes available to provide support to students that do not meet the learning targets.

- a) —Identify what students must know and be able to do to demonstrate mastery of the Required Standard.
- 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.
- c) —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.

- d) 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.
- e) List criteria for determining whether students have met each of the learning targets.
- f) Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.
- g) Describe the processes available to provide support to students that do not meet the learning targets.

For additional guidance, refer to the 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 grade span.

K–2 grade span

1 st Grade Math	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).
2 nd Grade Reading	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.
2 nd Grade Writing	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.
1st Grade Reading	1.RI.2 Identify the main topic and retell key details of a text.
1st Grade Writing	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2nd Grade Math	2.NBT.B.7 Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

3–5 grade span

4 th Grade Math	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.
4 th Grade Science	S1.C3.PO 4. Determine whether the data supports the prediction for an investigation.
5 th Grade Reading	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5 th Grade Writing	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. d. Provide a concluding statement or section related to the opinion presented.

4 th Grade Reading	RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4 th Grade Writing	<p>4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
4 th Grade Science	S1.C3.PO 2 Formulate conclusions based upon identified trends in data.
5 th Grade Math	<p>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.</p>

6–8 grade span

7 th Grade Reading	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.-
7 th Grade Writing	7.W.3 2 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
8 th Grade Math	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.
8 th Grade Science	S2.C2.PO3 Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator’s credibility with other scientists and society.
7 th Grade Math	7.SP.C.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
8 th Grade Reading	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8 th Grade Writing	8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
8 th Grade Science	S1.C3.PO2 Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).

9–12 grade span

High School Science	S2.C2.PO 1. Specify the requirements of a valid, scientific explanation (theory), including that it be: <ul style="list-style-type: none"> • logical • subject to peer review • public
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Application for a New Charter

	<ul style="list-style-type: none"> • respectful of rules of evidence
High School Algebra II	G.G-GMD.A.1 Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.
10 th Grade Reading	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.
10 th Grade Writing	<p>9-10.W.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="margin-left: 40px;">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.</p> <p style="margin-left: 40px;">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.</p>

High School Science	<p>S1.C3.PO4 Evaluate the design of an investigation to identify possible sources of procedural error, including:</p> <ul style="list-style-type: none"> • sample size • trials • controls • analyses
High School Algebra II	A2.S-CP.B.6 Use Bayes Rule to find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.
11 th Grade Reading	11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11 th Grade Writing	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p style="margin-left: 40px;">a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</p> <p style="margin-left: 40px;">c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

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.

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 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

Applicant Instructions

Describe the entity that is applying for the charter, ~~its history, current operations, and the decision to operate a charter school.~~ and identify all Principals ~~(officer, director, member, and partner)~~ and authorized representative(s), describing each individual's role within the entity.

Required Exhibits

- Legal documentation establishing entity
 - For Corporation, ~~provide~~ a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission (ACC), ~~along with 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, ~~provide~~ a copy of Articles of Organization as they appear on file with the ~~Arizona Corporation Commission~~ACC and a copy of current and signed Partnership Agreement/Operating Agreement.
 - For Sole Proprietorship, ~~provide~~ a copy of a complete application for Registration of Trade Name or Certificate of Registration.
 - For Government or Tribal Entity, ~~provide~~ documentation authorizing the entity to operate a charter. ~~Also, provide and~~ documentation establishing the structure and method of governance and accountability for the operation of the charter school.
- If 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.

Evaluation Criteria

A response that meets the standard will:

- 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.
- 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.
- c) Clearly describe any subsidiary relationship of the Applicant entity to another organization.
- d) Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement.
- 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.
- f) Be consistent with the background information ~~documents~~ provided for each individual.
- g) Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws.
- h) Ensure consistency with information listed on Title Page ~~and~~

~~g)~~

h)i) ~~Ensure consistency with~~ the contents of the application package.

~~i)a) Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws.~~

Operational Plan

B.2 School Governing Body

Applicant Instructions

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.

Evaluation Criteria

A response that meets the standard will:

- a) Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).
- b) Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.
- c) Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.
- d) Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.
- e) Be consistent with all sections of the application package.

Operational Plan

B.3 Management & Operation*Applicant Instructions*

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.

Evaluation Criteria

A response that meets the standard will:

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

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 service provider (“ESP”). See *Terms to Know*.

Applicant Instructions

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).

Evaluation Criteria

A response that meets the standard will:

- 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.
- 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.
- c) Provide a clear description of the services to be provided by the ESP consistent with the service agreement.
- 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.
- 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.
- 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.
- g) (EMOs only) Describe the ESP’s roles and responsibilities in relation to the Applicant consistent with the service agreement.
- h) Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.

Operational Plan

B.3.2 Contracted Services

Applicant Instructions

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.).

Evaluation Criteria

A response that meets the standard will:

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

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 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

Applicant Instructions

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

~~Discuss all arrangements for securing a facility.~~

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

Evaluation Criteria

A response that meets the standard will:

- a) Identify a timeframe for securing an appropriate facility consistent with the ~~start-up date of the school~~ **Target Start Date** identified on the Target Population Page.
- 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.
- c) 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.

~~Or~~

~~Provide details of an already acquired facility, purchased land or a proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package.~~

- 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.
- b) For an already acquired facility, purchased land or proposed build only: Describe any financial arrangements that have been made for securing the facility.
- 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*Applicant Instructions*

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.

Evaluation Criteria

A response that meets the standard will:

- 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.
- 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.
- c) Provide clear and specific sources for costs associated with the marketing plan.
- 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.
- 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.
- f) Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.
- g) Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.
- 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.

Business Plan

C.3 Personnel*Applicant Instructions*

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.

Evaluation Criteria

A response that meets the standard will:

- a) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.
- 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.
- c) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.
- d) 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.
- e) 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.

Business Plan

C.4 Start-Up Budget*Applicant Instructions*

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.

Evaluation Criteria

A response that meets the standard will:

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

Business Plan

C.5 Three Year Operational Budget*Applicant Instructions*

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

Evaluation Criteria

A response that meets the standard will:

- a) List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.
- b) Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.
- 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.
- 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.
- e) Demonstrate through the assumptions that the amounts listed are viable and adequate.
- 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.
- g) Ensure revenues cover expenditures.
- h) Be consistent with all sections of the application package.

Checklist

Ensure you have completed all these steps before submitting your application package [via the ASBCS Online System](#).

<input type="checkbox"/>	Read and electronically signed the “ Application 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

- ~~Academic Systems Plan: (“ASP”) The school’s strategic plan for creating and implementing integrated systems using data in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development.~~
- **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; 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: The Arizona State Board for Charter Schools (“Board”, “ASBCS”).~~
- **Board’s Academic Performance Expectations:** A ~~Charter-charter Holder-holder~~ meets the Board’s academic performance expectations if all schools operated by the ~~Charter-charter Holder-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 management organizations (“EMOs”) and charter 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 ~~preliminary~~ 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, 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, 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 facility(ies) 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 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. (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 ~~February 13, 2017~~DATE, 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 85009) 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**

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, Friday, ~~May 1, 2017~~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 ~~on page 31–32~~ in section A.6 of the Application. ~~A sample of the ASP template is provided in this appendix. However, a fillable word document is available on the ASBCS online application wizard.~~ **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.

~~2018-2019~~ **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 85009) 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 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 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

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 ~~March 1, 2018~~ 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.

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.

<p>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.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>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.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>

I DO SOLEMNLY 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

social security number for that purpose. Failure to disclose 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. § 15-182€ 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 disclosure your social security number may, however, result in a denial of your charter application or amendment.

Continue on Page 2

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
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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. 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 close of business, Friday, May 1, 2017DATEApril 6, 2018 , for the application package to qualify for submission through the Alternative Submission Process.	_____ <i>Initial to indicate acceptance.</i>
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 (2018-2019 2019-2020).	_____ <i>Initial to indicate acceptance.</i>
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 close of business, Friday, May 4, 2018 June 2, 2017 DATE.	_____ <i>Initial to indicate acceptance.</i>
4. I understand that the Alternative Submission of my application package must: <ul style="list-style-type: none"> • Include all required narrative sections, exhibits, and attachments, with clearly labeled file names, • Include completed Alternative Submission forms, • Follow all formatting requirements specified in the instructions, • Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and • Be received on a clearly labeled flash drive by the ASBCS office no later than close of business, Friday, May 4, 2018 June 2, 2017DATE. 	_____ <i>Initial to indicate acceptance.</i>
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) during regular office hours on or before the submission deadline of Friday, May 4, 2018 June 2, 2017 DATE.	_____ <i>Initial to indicate acceptance.</i>
6. I understand that should the complete application package and Fee not be received by the ASBCS office by close of business on Friday, May 4, 2018 June 2, 2017 DATE, the Applicant's application package will not be processed.	_____ <i>Initial to indicate acceptance.</i>

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

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

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			

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			

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. adapted to meet the needs of subgroups; and
- v. 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			

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.*
- ~~i. identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;~~
 - ~~ii. identifying and providing professional development that supports teachers of subgroup populations;~~
 - ~~iii. supporting high quality implementation of the strategies learned in professional development; and~~
 - ~~iv. providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.~~

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 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.

<p>Required Standard: 1.OA.A.2</p>	<p>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).</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and</p>	

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

Instructional Analysis for Grade 2 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.

<p>Required Standard: 2.RI.9</p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis for Grade 2 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.

<p>Required Standard: 2.W.2</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis Templates for 3-5 Grade Span

Instructional Analysis for Grade 5 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.

<p>Required Standard: 4.NBT.B.5</p>	<p>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.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy</p>	

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

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.

<p>Required Standard: S1.C3.PO4.</p>	<p>Determine whether the data supports the prediction for an investigation.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis for Grade 4-5 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: 5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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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. Identify what students must know and be able to do 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.	
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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.	
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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.	
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<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>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.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

Instructional Analysis for Grade 5 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.

<p>Required Standard: 5.W.1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis Templates for 6-8 Grade Span

Instructional Analysis for Grade 7~~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.

<p>Required Standard: 7.RI.2</p>	<p>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.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis for Grade 7 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.

<p>Required Standard: 7.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and</p>	

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

Instructional Analysis for Grade 8 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.

<p>Required Standard: 8.F.A.2</p>	<p>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.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

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.

<p>Required Standard: S2.C3.PO3</p>	<p>Defend the principle that accurate record keeping, openness, and replication are essential for maintaining an investigator’s credibility with other scientists and society.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

Instructional Analysis Templates for 9-12 Grade Span

Instructional Analysis for Algebra II

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.

<p>Required Standard: G.G-GMD.A.1</p>	<p>Analyze and verify the formulas for the volume of a cylinder, pyramid, and cone.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

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.

<p>Required Standard: 9-10.RI.8</p>	<p>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.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

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

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.

<p>Required Standard: 9-10.W.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p>
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the</p>	

<p>program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>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.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

Instructional Analysis for High School 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.

<p>Required Standard: S2.C2.PO1.</p>	<p>Specify the requirements of a valid, scientific explanation (theory), including that it be:</p> <ul style="list-style-type: none"> • logical • subject to peer review • public • respectful of rules of evidence
<p>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. Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>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.</p>	
<p>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.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy</p>	

<p>that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>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.</p>	
<p>7. Remediation 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: _____

<i>Provide Assumptions by Line</i>	August 1 of Opening Year				Timeframe for Acquisition
START-UP REVENUE				Total \$	
Secured Funds - Private Donations					
Secured Funds - Loans					
Secured Funds - Other					
Total Start-up Revenue				\$	
					Timeframe for Acquisition
Administration, Instruction, & Support (AIS) EXPENDITURES (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					
Total Administration, Instruction, & Support				\$ -	

Start-Up Budget, Page 2

		Total \$	Timeframe for Acquisition
Operations & Maintenance (O&M)			
EXPENDITURES (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 & Maintenance</i>		\$ -	
Total Expenditures		\$ -	
Total Start-up Revenues		\$ -	
Budget Balance (= Revenues - Expenditures)		\$ -	

C.5 Three-Year Operational Budget, Page 1—2018-2019 Cycle

Applicant Name: _____

<i>Provide Assumptions by Line</i>	First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)												
Number of Students (Budget based on)												
% of Full Enrollment Budget Based On			#DIV/0!				#DIV/0!				#DIV/0!	
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)												
REVENUE			\$ Amount				\$ Amount				\$ Amount	
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue			\$ -				\$ -				\$ -	
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total	# of Staff	@ Salary	Req. Cont.	Total
<i>(add lines as necessary)</i>												
Salaries												
Director/Principal												
Teacher-Regular Education												
Teacher-Special Education												
Instructional Assistants-Regular Education												
Instructional Assistants-Special Education												
Clerical												
Bookkeeper/Finance												
Custodial/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												
Total Administration, Instruction, & Support			\$ -				\$ -				\$ -	

C.5 Three-Year Operational Budget, Page 2

Operations & Maintenance (O&M)				Total				Total				Total
EXPENDITURES												
<i>(add lines as necessary)</i>												
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												\$
Total Operations & Maintenance				\$ -				\$ -				\$ -
Total Expenditures				\$ -				\$ -				\$ -
Total Revenues				\$ -				\$ -				
Budget Balance (=Revenues-Expenditures)				\$ -				\$ -				\$ -

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
-----------	-----------	-----------

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

\$ -	\$ -	\$ -
-------------	-------------	-------------

Projected Revenue Calculator

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	0	0
Student Count Kinder	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 Student Count

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

Base Level Amount (2)

Increase for 200 Days of Instruction
 Adjusted Base Level Amount
 Total Weighted Student Count
 Base Support Level

\$ 3,635.64
 + \$ 0.00
 = \$ 3,635.64
 x 0.000
 = \$ 0

Total Student Count (1)

Additional Assistance per Student Count
 Additional Assistance
 Total Additional Assistance \$ -

	K-8	9-12
	0	0
x \$	1,752.10	2,042.04
\$	-	-

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 Amopunt (Laws 2015, Ch. 8, §34)

Student Count Add-Ons

1. Hearing Impairment	0.000	x	4.771	=	0.000
3. ELL (English Learners)	0.000	x	0.115	=	0.000
4. MD-R, A-R, and SID-R	0.000	x	6.024	=	0.000
5. MD-SC, A-SC, and SID-SC	0.000	x	5.833	=	0.000
6. Multiple Disabilities Severe Sensory Impairment	0.000	x	7.947	=	0.000
7. Orthopedic Impairment (Resource)	0.000	x	3.158	=	0.000
8. Orthopedic Impairment (Self-Contained)	0.000	x	6.773	=	0.000
9. DD, ED, MIID, SLD, SLI, and OHI	0.000	x	0.003	=	0.000
10. Emotionally Disabled (Private)	0.000	x	4.822	=	0.000
11. Moderate Intellectual Disability	0.000	x	4.421	=	0.000
12. Visual Impairment	0.000	x	4.806	=	0.000
13. Total Add-On Count	0.000				0.000

AGENDA ITEM EXECUTIVE SUMMARY: Proposed Revisions to the Transfer Application

Issue

Consideration of proposed revisions to the Transfer Application that allows a charter holder to transfer an existing school that has operated for at least three consecutive years to its own charter. If the transfer is approved, the transfer charter is only approved for the number of years left on the requesting charter's term. The Board's transfer application was last approved March 8, 2010 and taking into account revisions made to the Board's performance frameworks in 2016 and 2017 and the Board's rules (Arizona Administrative Code R7-5-302), many of proposed changes align this application with the Board's current processes.

Background

Revisions made to the transfer application were approved in March of 2010 and included changes to the criteria for transferring a school, developing an electronic submission process, and establishing specific timeframes for requesting a transfer and consideration of a transfer application prior to opening in the subsequent fiscal year. The transfer application has dual purposes: to transfer sponsorship from one authorizer to another and to transfer an existing school to its own charter. The last transfer of sponsorship approved by the Board took place on May 12, 2014. That was the last charter contract sponsored by the State Board of Education and transferred to the ASBCS. As staff does not anticipate any requests for a transfer in sponsorship in the future, proposed changes to the application for transferring sponsorship are not included in this presentation.

Proposed Revisions

The table below summarizes the proposed changes to the transfer application (attached), which align with the Board's current processes and include both technical and substantive changes.

These are common attributes for the application being considered:

- Template format follows those of the new charter and replication applications
- Updating all attachments/forms as appropriate
- Updating instructions for submitting an online application

Proposed technical and substantive changes to the application instructions:

2010 Application – Current Requirements	Changes to the 2010 Application
1. Eligibility Criteria: School being transferred “to its own charter must have three years of <i>academic data</i> ”.	1. Eligibility Criteria: Add new eligibility criteria for expansion approved October 2017, which includes a review of the academic, financial, and operational performance of a charter.
2. Application timeline includes dates for submission of letter of intent (last business day of November) and application submission (last business day of February)	2. NO CHANGE to the dates.
3. References “statute” in general.	3. Include reference to A.R.S. §15-183(V) and A.A.C. R7-5-302.
4. Letter of Intent: Submit letter by the last day of November of the fiscal year prior to the intended transfer.	4. NO CHANGE to the date as date is specified in Rule.

	<ul style="list-style-type: none"> In the Letter of Intent include a rationale for transferring and confirmation of eligibility signed by the charter representative.
5. Application Submission: By the last business day in February for a transfer on July 1 of the next fiscal year.	5. NO CHANGE to the timeframe.
6. Attachment A: Title Page section provides information on the applicant entity applying for transfer.	<p>6. This section is titled, “2. New Entity Information I” with the following additions:</p> <ul style="list-style-type: none"> The “Applicant Agreement” has been expanded to be similar to the agreement signed when submitting an application for a new or replication charter. The requesting charter holder may add or remove board members and/or form a different corporation, if the new corporation meets the statement of consistency and has the characteristics of an Associated Charter. Add statement of consistency of the organizational structure. <p>As a component of the applicant entity, a new section, “7. Education Service Provider” has been added to provide information on whether the new entity intends to contract with or have a governance relationship with an Education Service Provider.</p>
7. Attachment B: School Information section collects information at the charter holder level.	<p>7. This section is titled, “3. New Entity Information II” with the following additions:</p> <ul style="list-style-type: none"> Add statement of consistency of the governance structure. Select the governance structure description.
8. Attachment C: Site Information section collects information at the school level.	8. This section is titled, “School Information” and has <u>no additional changes</u> .
9. Appendix A is a required letter from a current sponsor when it is a transfer of sponsorship to the ASBCS.	9. Appendix A is not included in this revision.
10. Minutes authorizing the transfer.	10. The minutes are a required exhibit in section “2. New Entity Information I”. There are <u>no additional changes</u> .
11. Appendix B is a requirement of a copy of the charter contract when it is a transfer of sponsorship to the ASBCS.	11. Appendix B is not included in this revision.
<p>12. Appendices C through E are legal documents that include:</p> <ul style="list-style-type: none"> Articles of Incorporation and most recent annual report on file with the Arizona Corporation Commission. 	12. The legal documents described in the appendices are required exhibits in section “2. New Entity Information I” with the following additions:



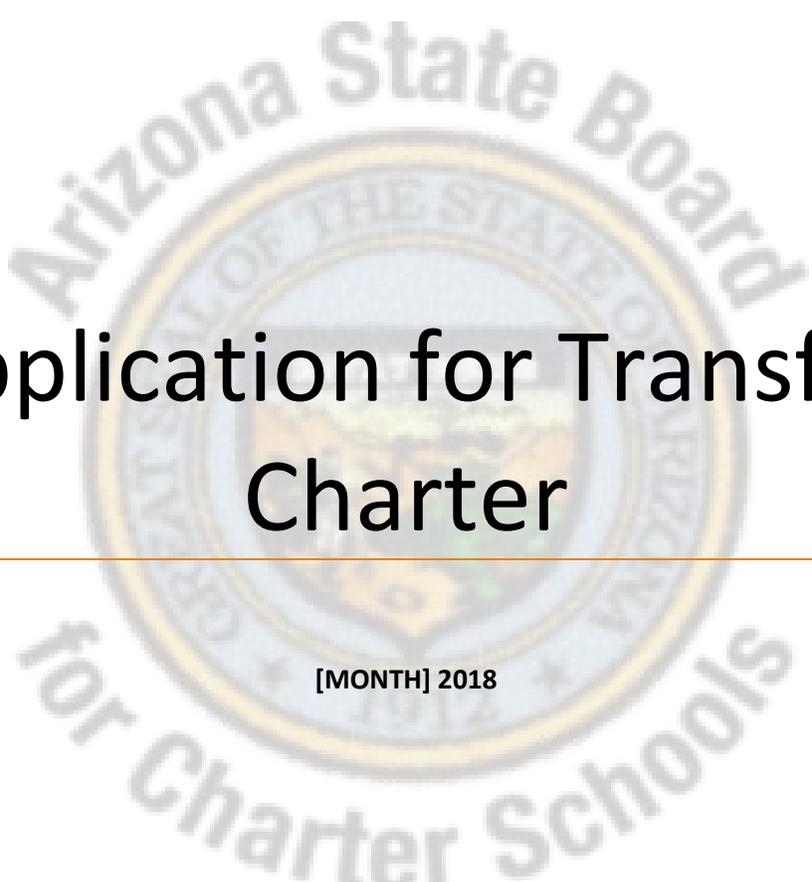
<ul style="list-style-type: none"> • Corporate by-laws • “An organizational chart and narrative that represents a practical reporting structure within the organization.” 	<ul style="list-style-type: none"> • Description of the corporate by-laws has been modified to: “A copy of current Corporate Bylaws/Operating Agreement, as applicable”. • Description of the organizational chart has been revised to: “An organizational chart that provides a graphic representation of the structure of the new entity that clearly delineates the roles, responsibilities and reporting structure”, and the narrative is no longer a requirement.
<p>13. Appendix F requests the Fingerprint and Background documents for the board members.</p>	<p>13. These documents are required exhibits in section “2. New Entity Information I” with the following changes:</p> <ul style="list-style-type: none"> • Remove the requirement of a background information sheet and transcripts to align with changes made to the requests that allow a charter holder to add a corporate board member or charter representative. The information provided in both documents is already included in the resume required for this application.
<p>14. Appendix G requests the Certificate of Occupancy and Fire Marshal’s Inspection Report, both approved for educational use, for the school transferring to its own charter.</p>	<p>14. The facility documents are required in section “4. School Information” with the following addition:</p> <ul style="list-style-type: none"> • Complete an Agricultural Land Regulation Assurance and Understanding form to comply with A.R.S. §15-183(U) and indicates the charter holder agrees to submit appropriate documents to the office of the county recorder if the school is located less than one-fourth mile from agricultural land.
<p>15. Appendix H requests the lease agreement.</p>	<p>15. The lease agreement is included in section “4. School Information” and has been modified to: “Lease Agreement, Proof of Purchase, or Builder Contract for the school facility.”</p>
<p>16. Appendix I requests the liability insurance.</p>	<p>16. The liability insurance is included in section “4. School Information” and has <u>no additional changes</u>.</p>
<p>17. Appendix J is the Comprehensive Program of Instruction which includes:</p> <ul style="list-style-type: none"> • Curricular Emphasis Narrative • Submission of a Performance Management Plan • Copy of the most recent Declarations of Curricular and Instructional Alignment on file with ADE. 	<p>17. This section is titled, “5. Educational Plan” and includes the following changes:</p> <ul style="list-style-type: none"> • Remove the prompt related to the “Remediation Plan”, as this is not a requirement in the new charter application or the program of instruction amendment request. • Remove the requirement for a Performance Management Plan to align with revisions made to the academic framework.



	<ul style="list-style-type: none"> Remove the requirement of the declarations document that is no longer required by ADE. Add a statement of consistency in regards to the program of instruction.
18. Appendix L requests financial information from the applicant entity requesting a transfer in sponsorship.	<p>18. A section has been added, "6. Operational and Business Plan" which address the operations and finances of the requesting charter holder, to include:</p> <ul style="list-style-type: none"> A narrative addressing specific prompts regarding its growth plan, operational capacity, and organizational support. An Enrollment Matrix summarizing the student counts over the next three years. A Staffing Chart summarizing the non-instructional and instructional staff over the next three years. A Financial Performance Response if the charter holder does not meet the financial performance expectations, as approved in October 2017.
19. Terms to Know includes vocabulary relevant to the approval year of this application.	<p>19. The following appendices have been added and include:</p> <ul style="list-style-type: none"> Appendix A: Eligibility for Expansion (details the eligibility criteria as outlined in the performance frameworks) Appendix B: Terms to Know (expands on the current terminology and reflects current processes and definitions) Appendix C: Forms (includes forms needed to complete this application) Appendix D: School Characteristics Definitions (provides definitions for each school characteristic)

Additionally, staff recommends a transitional timeframe for charter holders intending to transfer a school to its own charter for FY 2019. Under this timeframe, a charter holder is provided the opportunity to submit a letter of intent by the last business day of January 2018. This allows the charter holder to submit a transfer application package by the last business day of February to be considered by the Board at the May 2018 meeting.



The logo of the Arizona State Board for Charter Schools is a circular seal. It features a central shield with a sun, a mountain, and a river. The shield is surrounded by the text "GREAT SEAL OF THE STATE OF ARIZONA" and "1912". The outer ring of the seal contains the text "Arizona State Board" at the top and "for Charter Schools" at the bottom.

Application for Transfer Charter

[MONTH] 2018

Arizona State Board for Charter Schools

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Introduction

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

The purpose of the Transfer Application is to transfer a charter school that has operated under and existing charter for at least three years to its own charter with the same educational program and financial and operational processes. The transfer application process is open to any charter holder that meets the eligibility criteria and is in accordance with Arizona Administrative Code R7-5-302 (A)(2).

Pursuant to Arizona Revised Statutes (A.R.S.) § 15-183 (V), a transfer of a charter school to a separate charter shall be completed before the beginning of the fiscal year in which the transfer is scheduled to become effective.

Eligibility

Criteria

Eligibility to use the transfer application process is based on the following:

- The school being transferred must currently be open and have completed at least three years of operation prior to submitting a transfer application package,
- The charter holder requesting a transfer, its **Associated Schools**, and **Associated Charters** must meet eligibility criteria based on performance on the academic, financial, and operational dashboards (see *Appendix A*), and
- The charter holder requesting a transfer must be in compliance as described in the Board’s Policy Statement for Conducting Compliance Checks.

Determining Eligibility

To determine whether a charter is eligible to transfer a charter school currently operating under the existing charter to its own charter using the transfer school application process, the following steps must be completed by the applicant:

- Review the most current academic, financial and operational dashboards for all schools operated by the charter holder as well as all Associated Schools and Associated Charters to determine if all schools meet the eligibility criteria (see *Appendix A*). For further information about the dashboards and Performance Frameworks, see the [guidance documents](#), available on the Board’s website.
- Confirm operational compliance per the Board’s Conducting Compliance Checks Policy Statement.
- Complete the Letter of Intent form (see *Appendix B*).
- Fill out the Special Exclusions form (see *Appendix B*) to determine if all or some of the Associated Schools and/or Associated Charters can be excluded from the eligibility criteria review.
- Submit the Letter of Intent form and Special Exclusions form (if applicable) electronically to [your assigned EPM](#) or to the Charter Board office at charterschoolboard@asbcs.az.gov, by the close of business on the last business day in November of the fiscal year prior to the intended transfer.

Maintaining Eligibility

If a charter holder is eligible to submit a transfer application, it must maintain eligibility through Board consideration of the application.

Eligibility may be impacted during the review process if any of the following occur:

- The Board develops new academic dashboards for the schools operated by the charter holder, Associated School(s), or both. Board staff will reevaluate the charter holder's eligibility based on the most recent fiscal year academic dashboard.
- The Board receives the next audit reporting package for the charter holder, Associated Charter(s), or both. Board staff will update the applicable dashboard(s) and reevaluate the charter holder's eligibility based on the most recent audit reporting package(s).
- The Board receives new operational data for the charter holder, Associated Charter(s), or both. Board staff will update the applicable dashboard(s) and reevaluate the charter holder's eligibility based on the most recent fiscal year operational dashboard.

If the charter holder is determined to no longer be eligible based on any of the above, Board staff will notify the charter holder and close the application.

Timeframes

The table below provides an overview of the processes and deadlines of the Transfer Application¹.

Process Stage	Deadline
Letter of Intent	
The charter holder submits the Letter of Intent to your assigned EPM or to charterschoolboard@asbcs.az.gov .	By the close of business on the last business day of November of the fiscal year prior to the intended transfer
Eligibility Review	
Staff will confirm eligibility and notify the charter holder within the timeframe.	Completed within 15 business days of submission
Transfer Application Submission	
The charter holder must submit a complete application package via ASBCS Online. The application package must adhere to the requirements set forth in these instructions.	By close of business on the last business day of February for a transfer effective on July 1 of the next fiscal year
Staff Administrative Review	
Staff will confirm that the application package contains all information and necessary documentation. The charter holder will be notified of the results. <ul style="list-style-type: none"> An Administratively Incomplete application will be closed. An Administratively Complete application will move forward to the Substantive Review process. 	Completed within 15 business days of submission.
Staff Substantive Review	
Staff will evaluate the content of all responses and documentation. If the application package is deemed Substantively Incomplete, the charter holder will have 10 business days to submit the requested information. <ul style="list-style-type: none"> If the requested information is not submitted within 10 business days or if the submitted information does not sufficiently address the deficiencies identified by staff, the application will be closed. If the submitted information addresses the deficiencies identified by staff, the application will be deemed Substantively Complete. 	The Board will consider the application within 75 business days of submission.
A Substantively Complete Transfer Application package will be forwarded to the Board. A notification is sent to the charter holder providing the scheduled meeting date for the Board's consideration of the Transfer Application. The Board will make a decision about whether or not to grant the transfer charter.	See above.
After Board Consideration	
Once approved, the charter for the transferred school will become effective on July 1 of the next fiscal year following Board approval.	July 1 of the next fiscal year.

¹ Process and timeframes are pursuant to Arizona Administrative Code R7-5-302.

Submission Process

Upon written acknowledgment of eligibility from Board staff, a charter holder may proceed with the application process detailed below. In order to ensure appropriate processing times, a complete application package must be received by close of business on the last business day of February for a transfer effective on July 1 of the subsequent fiscal year.

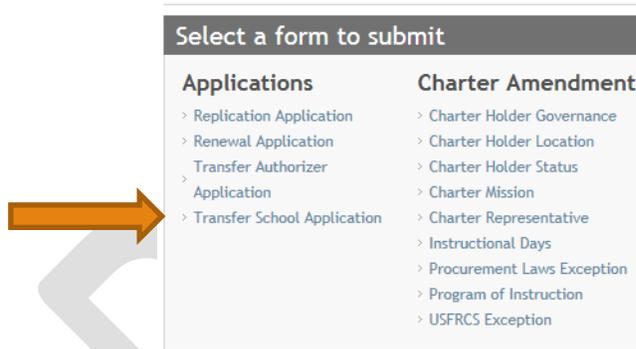
Accessing the Application

The Transfer Application is an online form completed through the ASBCS Online system. Upon determination that a charter holder is eligible to participate in the transfer process, Board staff will make the Transfer Application available on the Charter Representative's dashboard on ASBCS Online.

Once the eligibility notification has been received, log in to the charter holder's ASBCS Online (<http://online.asbcs.az.gov>) account using the Charter Representative's user name (email address) and password.

From the Dashboard, choose "Submit Form" from the Charter Holder Menu. On the Submit Form screen, choose "Transfer School Application" from the Applications Menu.

Submit Form



Completing the Application

This document contains the instructions for filling out the online form and should be used while entering information into the system. Some areas of the online form require information to be entered into a form field and others require the upload of a narrative or document.

As you complete this application, please keep in mind the importance of overall consistency of the application package. ***All information presented in the application package, if approved, becomes part of the charter contract and will be used for accountability purposes throughout the term of the charter.***

1. Complete the entire application package, including all relevant sections, according to the instructions in this document.
2. Ensure that the checkbox next to each statement of consistency is checked.
3. Use only forms or templates approved for the current version of the Transfer Application. Forms can be found in *Appendix C* of these instructions.
4. Complete the checklist in this document to ensure you have completed all the required sections.
5. For attached documents, follow the Formatting Requirements outlined below.
6. Submit the application package by clicking the "Submit to ASBCS" button at the bottom of the form.

Formatting Requirements

- Only the following file types will be accepted: .pdf, .doc, .docx, .xls, .xlsx.
- Create a three-letter abbreviation for the entity/school name and use it at the beginning of each filename when saving documents (e.g. use “ECS” for applicant Excelling Charter School).
- Name files as follows:
 - For required exhibits, a brief description of the document’s content (e.g. for floor plan #2 for Excelling Charter School, name the file ECSfloorplan2.pdf); and
 - For files relating to individuals (e.g. affidavit, résumé), end each file name with the initials of the individual or the full first and last names (e.g. for Jane Doe’s résumé for the Excelling Charter School application, name the file ECSrésuméJD.pdf or ECSresume_Jane Doe.pdf).
- Fonts must be no less than 11 point.
- The application calls for certain official documents to be scanned. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps.

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1. Applicant Agreement

*The Applicant Agreement certifies that the Charter Representative has read and understands all policies and requirements related to the Transfer Application. Read the Agreement carefully and sign the online application. **Should the Agreement be signed by someone other than the Charter Representative, the application package will be deemed Administratively Incomplete.***

I certify that all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the transfer application process or revocation after award. I understand that incomplete applications 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, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the officers, directors, members, or partners 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 before the beginning of the fiscal year the transfer is scheduled to become effective. If a charter is not timely signed, the Board's decision to grant the transfer charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the following 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 package within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

To sign the application package and indicate understanding and agreement with the above information, the Charter Representative needs to enter the personal ASBCS Online password in the box. Then, click "Save and Continue to Next Page".

A good-cause extension to execute a new charter and a good-cause suspension of a new charter **do not** apply to transfer charters.

2. New Entity Information I

Existing Entity

Provide information about the charter holder eligible for transfer, as well as information about the entity that will hold the transfer charter.

Form Fields

Field	Instructions and Response
Name of Charter Holder Entity Eligible for Transfer*²	Provide the name of the existing charter holder requesting transfer.
School Name*	Provide the name of the charter school that will transfer to its own charter if the application is approved.
Will the transfer charter be held by the existing entity?*	Select the button that accurately represents the entity that will hold the transfer charter: <input type="checkbox"/> Yes, the existing entity will hold the transfer charter. <input type="checkbox"/> No, a new entity will hold the transfer charter and will have the characteristics of an Associated Charter.

New Entity

Provide information regarding the consistency in the corporate structure between the existing entity and the new entity.

Below, identify any individuals that will serve as a Charter Representative and/or Charter Principal. Documentation is required for each individual, as indicated in the directions below. If a Charter Representative and/or Principal is a current Charter Representative or Principal of an operating charter and current information is already on file with the Board, email Board staff at charterschoolboard@asbcs.az.gov. Staff will provide an email response confirming that current information is on file. Attach the confirmation email listing the documents currently on file in the appropriate attachment areas of the form.

Form Fields

Field	Instructions and Response
Statement of Consistency*	Check the box to confirm the following statement: <input type="checkbox"/> I understand and agree that the Transfer Application process requires the organizational structure of the new entity to be similar to the organizational structure of the existing entity.
Name of New Entity*	Provide the name of the public body, private person, or private organization, in accordance with A.R.S. §15-183(B), that will hold the transfer charter.
Authorized Representative for New Entity*	Click the “Add Authorized Representative ” link. When the window pops up, enter the last 4 Digits of the individual’s Social Security Number and the individual’s Date of Birth. Then, click the “Add Authorized Representative” button.

² An asterisk by an item requires the applicant to fill in all the required fields and uploads denoted by “*”.

The window will expand. When that happens, complete the following:

First Name: Enter the individual’s first name.

Last Name: Enter the individual’s last name.

Email Address: Enter the individual’s email address.

Fingerprint Clearance Card (“FCC”): Click “Choose File” and upload a PDF of a copy of the front and back of the individual’s valid FCC issued by DPS.

Affidavit: Click “Choose File” and upload a PDF of a completed, signed, and notarized Affidavit, Disclosure, and Consent for Background and Credit Check form (see *Appendix C*).

Résumé: Click “Choose File” and upload a PDF of the résumé.

Repeat this process for each individual being added as an authorized representative.

Authorized Representative Mailing Address*

Enter the Mailing Address for the authorized representative.

County*

Enter the county for the authorized representative.

Day Time Phone*

Enter the day time phone of the authorized representative.

Fax (optional)

Enter the fax number of the authorized representative.

Date Chartered*

Enter the date the original charter was executed.

First Fiscal Year*

Enter the fiscal year in which instruction will begin as a transfer charter.

Form of Organization*

Check the box that accurately represents the form of the entity organization.

- | | |
|---|--|
| <input type="checkbox"/> Non-Profit Corporation | <input type="checkbox"/> Government Entity |
| <input type="checkbox"/> For-Profit Corporation | <input type="checkbox"/> Tribal Entity |
| <input type="checkbox"/> Partnership | |
| <input type="checkbox"/> Sole Proprietor | |

Entity Type*

Check the box that accurately represents the type of entity that will hold the charter.

- | | |
|--|---|
| <input type="checkbox"/> Partnership | <input type="checkbox"/> Government Entity |
| <input type="checkbox"/> Sole Proprietorship | <input type="checkbox"/> Domestic Corporation |
| <input type="checkbox"/> Tribal Entity | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Limited Liability Company | |

Charter Principals Background Information

Provide the names of all Principals (officers, members, directors, or partners) of the new entity. Documentation is required for each individual, as indicated in the directions below.

Below, identify the individuals that will serve as Charter Representatives and/or Charter Principals. Documentation is required for each individual, as indicated in the directions below. If a Charter Representative and/or Principal is a current Charter Representative and/or Principal of an operating charter and you believe current information is already on file with the Board, email Board staff at charterschoolboard@asbcs.az.gov. Staff will provide an email response confirming that current information is on file. Attach the confirmation email listing the documents currently on file in the appropriate attachment areas of the form.

Charter Principals*	<p>Click the “Add Officer, Director, Member or Partner” link. When the window pops up, enter the last 4 Digits of the individual’s Social Security Number and the individual’s Date of Birth. Then, click the “Add Officer, Director, Member, or Partner” button.</p> <p>The window will expand. When that happens, complete the following:</p> <p>First Name: Enter the individual’s first name.</p> <p>Last Name: Enter the individual’s last name.</p> <p>Email Address: Enter the individual’s email address.</p> <p>Fingerprint Clearance Card: Click “Choose File” and upload a PDF of a copy of the front and back of the individual’s valid FCC issued by DPS.</p> <p>Affidavit: Click “Choose File” and upload a PDF of a completed, signed, and notarized Affidavit, Disclosure, and Consent for Background and Credit Check form.</p> <p>Résumé: Click “Choose File” and upload a PDF of the résumé.</p> <p>Current Charter Affiliations: Click “Choose File” and upload a PDF of a document listing current charter affiliations for the individual.</p> <p>Repeat this process for each individual being added as a Charter Principal.</p>
----------------------------	--

Required Exhibits for Section 2*:

- Minutes of the board of the existing entity authorizing the transfer a charter school currently operating under an existing charter to its own charter.
- A copy of Arizona filing required to conduct business in Arizona by the Arizona Corporation Commission or Arizona Secretary of State.
- A copy of the most recent annual report on file with the Arizona Corporation Commission.
- A copy of current Corporate Bylaws/Operating Agreement, as applicable.
- An organizational chart that provides a graphic representation of the structure of the new entity that clearly delineates the roles, responsibilities and reporting structure.

3. New Entity Information II

New Entity

Provide information about the school being transferred.

Form Fields

Field	Instructions and Response																								
Mission Statement*	Provide the mission statement of the school being transferred.																								
Grades Served*	Check the box for each grade that the school will serve and ensure the selected grades are currently approved and being served at the school being transferred.																								
Enrollment Cap*	Enter the enrollment cap requested for the transfer charter.																								
School Calendar*	<p>Check the box that accurately represents the type of calendar the school will use.</p> <p><input type="checkbox"/> Standard</p> <p><input type="checkbox"/> Extended School Year</p>																								
School Characteristics*	<p>Check the boxes to indicate the characteristics that will apply to the school being transferred. You may choose up to three (definitions of these characteristics can be found in <i>Appendix D</i>).</p> <table border="0"> <tr> <td><input type="checkbox"/> Alternative/At-Risk</td> <td><input type="checkbox"/> Extended Day/Year</td> </tr> <tr> <td><input type="checkbox"/> Back to Basics</td> <td><input type="checkbox"/> Fine Arts Focus</td> </tr> <tr> <td><input type="checkbox"/> Blended Learning</td> <td><input type="checkbox"/> International Baccalaureate</td> </tr> <tr> <td><input type="checkbox"/> Cambridge/ACT Quality Core</td> <td><input type="checkbox"/> Math and Science/STEM</td> </tr> <tr> <td><input type="checkbox"/> Classical Education</td> <td><input type="checkbox"/> Montessori</td> </tr> <tr> <td><input type="checkbox"/> College Preparatory</td> <td><input type="checkbox"/> Multi-Age</td> </tr> <tr> <td><input type="checkbox"/> Computer-Based</td> <td><input type="checkbox"/> Multiple Intelligences</td> </tr> <tr> <td><input type="checkbox"/> Core Knowledge</td> <td><input type="checkbox"/> Online/Virtual</td> </tr> <tr> <td><input type="checkbox"/> Dual Language</td> <td><input type="checkbox"/> Dropout Recovery Program</td> </tr> <tr> <td><input type="checkbox"/> Equine/Agricultural Studies</td> <td><input type="checkbox"/> Project-Based</td> </tr> <tr> <td><input type="checkbox"/> Expeditionary Learning</td> <td><input type="checkbox"/> Special Populations</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Traditional</td> </tr> </table>	<input type="checkbox"/> Alternative/At-Risk	<input type="checkbox"/> Extended Day/Year	<input type="checkbox"/> Back to Basics	<input type="checkbox"/> Fine Arts Focus	<input type="checkbox"/> Blended Learning	<input type="checkbox"/> International Baccalaureate	<input type="checkbox"/> Cambridge/ACT Quality Core	<input type="checkbox"/> Math and Science/STEM	<input type="checkbox"/> Classical Education	<input type="checkbox"/> Montessori	<input type="checkbox"/> College Preparatory	<input type="checkbox"/> Multi-Age	<input type="checkbox"/> Computer-Based	<input type="checkbox"/> Multiple Intelligences	<input type="checkbox"/> Core Knowledge	<input type="checkbox"/> Online/Virtual	<input type="checkbox"/> Dual Language	<input type="checkbox"/> Dropout Recovery Program	<input type="checkbox"/> Equine/Agricultural Studies	<input type="checkbox"/> Project-Based	<input type="checkbox"/> Expeditionary Learning	<input type="checkbox"/> Special Populations		<input type="checkbox"/> Traditional
<input type="checkbox"/> Alternative/At-Risk	<input type="checkbox"/> Extended Day/Year																								
<input type="checkbox"/> Back to Basics	<input type="checkbox"/> Fine Arts Focus																								
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> International Baccalaureate																								
<input type="checkbox"/> Cambridge/ACT Quality Core	<input type="checkbox"/> Math and Science/STEM																								
<input type="checkbox"/> Classical Education	<input type="checkbox"/> Montessori																								
<input type="checkbox"/> College Preparatory	<input type="checkbox"/> Multi-Age																								
<input type="checkbox"/> Computer-Based	<input type="checkbox"/> Multiple Intelligences																								
<input type="checkbox"/> Core Knowledge	<input type="checkbox"/> Online/Virtual																								
<input type="checkbox"/> Dual Language	<input type="checkbox"/> Dropout Recovery Program																								
<input type="checkbox"/> Equine/Agricultural Studies	<input type="checkbox"/> Project-Based																								
<input type="checkbox"/> Expeditionary Learning	<input type="checkbox"/> Special Populations																								
	<input type="checkbox"/> Traditional																								
Instructional Days*	Enter the number of instructional days the school being transferred will be in session.																								
Target Start Date*	Enter the target start date of the school being transferred.																								

School Governing Body

Provide information regarding the consistency in the governance structure between the existing entity and the new entity for the school being transferred. Pursuant to A.R.S. §15-183(E)(8), the school governing body of a charter school is responsible for the policy decisions of the school.

Form Fields

Field	Instructions and Response
Statement of Consistency*	<p>Check the box to confirm the following statement:</p> <p><input type="checkbox"/> I understand and agree that the Transfer Application process requires the governance structure to be consistent for the school being transferred.</p>
What is the governance structure of the school being transferred?*	<p>Check the box of the statement that accurately represents the governance structure of the school being transferred.</p> <p><input type="checkbox"/> The corporate board and the school governing body are one in the same.</p> <p><input type="checkbox"/> The corporate board is separate from the school governing body. (complete the type and name/number for each school governing body member)</p>
Type	<p>From the pull-down menu, identify the type of member that will comprise the school governing body.</p> <p>Options: Charter Organization, School Staff, Parents, Community, Other, Ex-Officio Member, Non-Voting Member, Non-Voting Advisory Member, Alternate Member, Honorary Member.</p>
Name/Number	<p>Enter the first and last name of the individual that will serve as the member type identified in the previous field, then click "Add Member".</p> <p>Repeat this process for each member that will serve on the school governing body.</p> <p>If the individual member names are not known, provide the number of members that will serve for each type identified, then click "Add Member".</p>

4. School Information

School

Provide specific information about the school being transferred.

Form Fields

Field	Instructions and Response
Name of School*	Enter the name of the school being transferred.
Grade Levels Served by the school*	Check the boxes for the grades that will be served by the school.
First Day of Operation*	Enter the proposed first day of school.
School Site Contact*	Enter the first name and last name of the contact person for the school.
Contact Title*	Enter the title of the position held by the contact person for the school.
Mailing Address*	Enter the mailing address of the school. If it is the same as the physical address, check the box.
Physical Address*	Enter the physical street address of the school.
County*	Enter the name of the county of where the school resides.
Physical Phone #*	Enter the telephone number of the school.
Physical Fax #	Enter the fax number of the school, if applicable.
School Contact Email*	Enter the email address of the contact person for the school.
Site Administrator FCC*	Upload a scanned copy of both sides of the valid FCC issued by the Arizona Department of Public Safety for the site administrator.
Occupancy Documentation*	<p>Upload a copy of the Certificate of Occupancy and current Fire Marshal's Inspection Report, both approved for educational use.</p> <ul style="list-style-type: none"> • If a Certificate of Occupancy and/or Fire Marshal's Report are not available at the time of submission, an <i>Occupancy Compliance Assurance and Understanding</i> form, signed by a charter representative, may be submitted in its place. • Lease Agreement, Proof of Purchase, or Builder Contract for the school facility. • Agricultural Land Regulation Assurance: Upload a completed <i>Agricultural Land Regulation Assurance and Understanding</i> form signed by a Charter Representative.
Liability Insurance Coverage*	<ul style="list-style-type: none"> • Current Liability Insurance Coverage: Upload a copy of the current insurance policy with the charter holder's name as policyholder/insured.

5. Educational Plan

Program of Instruction

Form Fields

Field	Instructions and Response
Statement of Consistency*	<p>Check the box to confirm the following statement:</p> <p><input type="checkbox"/> I understand and agree that the Transfer Application process requires that the Program of Instruction of the new entity and the school being transferred is consistent with the Program of Instruction of the existing entity.</p>

Narrative*

To ensure that the charter contract for the transfer charter includes the current practices of the existing entity, provide a clear, specific, and concise response regarding the existing Program of Instruction, as it supports the transfer.

1. **School Community:** Provide a description of the community/population served at the school being transferred.
2. **Educational Philosophy:** Identify the principles or concepts fundamental to the school's instructional strategies.
3. **Methods of Instruction:** Describe the methods of instruction utilized by teachers at the school. This must reflect the mission and philosophy. Also include a rationale for using such methods with the target population.
4. **Curriculum:** Describe the curriculum for the core academic content areas, supporting the philosophy and aligning with Arizona Academic Standards.
5. **Methods of Assessment:** Describe how the school assesses student academic gain and how those methods reflect the methods of instruction and philosophy of the school. Provide a clear picture of the process for monitoring academic achievement throughout an academic year. Include the process of using assessments to guide instructional decisions.
6. **Promotion and Retention Plan:** Identify criteria for determining grade level promotion and retention. The criteria identified must include proficiency levels for academic subject areas and all criteria that the school uses to determine promotion and retention.
7. **Class Size:** Identify the target class size for each grade level you serve. Include the rationale for the identified class size and how that supports the methods of instruction, the target population, and the facility description.

Required Exhibit (for schools offering high school grades only):

- Menu of course offerings including course titles and brief descriptions.

6. Operational and Business Plan

Provide information about the future, past, and present operational plans and financial performance of the organization, as it relates to the transfer charter.

Operational Plan Narrative*:

Attach a clear, specific and concise response regarding the operational plan for the entity requesting transfer. The expected page length for all three questions is no more than one page.

1. Describe the organization's strategic growth plan and desired outcomes in Arizona over the next five years, including:
 - Number of schools and grades served, including expansion progression;
 - Projected opening dates; and
 - Projected number of students served.
2. Discuss the operational capacity to open and operate schools successfully, including:
 - Lessons learned from past expansion; and
 - A plan to avoid or minimize challenges in the transfer school.
3. Summarize the organization's plan to support:
 - The quality and long-term academic success of the transfer school;
 - The quality and long-term operational success of the transfer school; and
 - The financial viability of the transfer school.

Required Exhibits*:

- A completed Enrollment Matrix (see *Appendix B: Forms*) that provides a summary of the proposed operation of the transfer school over the next three years.
- A completed Staffing Chart (see *Appendix B: Forms*) that provides a summary of staffing that supports the proposed operation of the transfer school over the next three years.

Business Plan

Provide information about the charter holder’s financial performance, if applicable.

The **Financial Performance Framework** gauges both near-term financial health and longer term financial sustainability, and is described in the [Financial Performance Framework and Guidance](#) document available on the Board’s website. A charter holder’s financial performance is considered by the Board when a Transfer Application package is submitted. A charter holder that meets the Board’s financial performance expectations is waived from submitting a financial performance response. A charter holder that does not meet the Board’s financial performance expectations will be required to submit a financial performance response, as described in the *Financial Performance Framework and Guidance* document.

Form Fields

Field	Instructions
<p>Does the financial performance of the charter holder meet the Board’s performance expectations?*</p>	<p>Select the button that accurately represents the Charter Holder’s financial performance.</p> <p><input type="checkbox"/> Yes (Skip this section)</p> <p><input type="checkbox"/> No (Complete required exhibit)</p>

Required Exhibit³:

- Financial Performance Response:** As described in Appendix C of the *Financial Performance Framework and Guidance* document, address each Financial Performance Framework measure where the charter holder received a “Does Not Meet Standard” for the most recent audited fiscal year presented in the dashboard.

³ Submissions will be available for public review. If references will be made to or include any sensitive information (e.g., bank account numbers), redact that information prior to submission.

7. Education Service Provider

Provide information regarding the relationship with Education Service Providers concerning the new entity by checking the appropriate box and completing any additional information requested.

An **Education Service Provider (“ESP”)** is an organization that contracts with or has a governance relationship with the charter holder entity to provide comprehensive services.

Form Fields

Field	Instructions
Does the existing entity have a relationship with an ESP?*	<input type="checkbox"/> Yes – Contractual (Complete Section 1) <input type="checkbox"/> Yes – Governance (Complete Section 2) <input type="checkbox"/> No (Skip this section)

Section 1: Education Service Providers—Contractual Relationship

Form Fields

Field	Instructions
Statement of Consistency	<p>Check the box to confirm the following statement:</p> <input type="checkbox"/> I understand and agree the Transfer Application process requires that the contractual relationship of the transfer charter with an ESP to be consistent with the contractual relationship of the existing entity with an ESP.
What is the name of the ESP?	Enter the name of the ESP that will have a contractual relationship with the transfer charter.

Required Exhibits:

- Copy of the signed service agreement as executed between the existing entity and the ESP.

Section 2: Education Service Providers—Governance Relationship

Form Fields

Field	Instructions
Statement of Consistency	<p>Check the box to confirm the following statement:</p> <input type="checkbox"/> I understand and agree the Transfer Application process requires that any governance relationship of the transfer charter with an ESP be consistent with the governance relationship of the existing entity with an ESP.
What is the name of the ESP?	Enter the name of the ESP that will have a governance relationship with the transfer charter.
Describe the nature of the governance relationship	Explain whether the charter holder is a subsidiary of the ESP, the charter holder board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the charter holder, including the power to appoint board members and/or close the school.

Required Exhibits:

- List of all Arizona schools that the ESP currently manages.

Checklist

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

<input type="checkbox"/>	Read and sign the “Applicant Agreement” form
<input type="checkbox"/>	Complete “New Entity Information I” section, including all required exhibits: <ul style="list-style-type: none"> • Board minutes or resolution • A copy of Arizona filing required to conduct business in Arizona by the Arizona Corporation Commission or Arizona Secretary of State • A copy of current Corporate Bylaws/Operating Agreement, as applicable • An organizational chart
<input type="checkbox"/>	Complete and attach all documents specified in the “Charter Principals Background Information” section for all Principals
<input type="checkbox"/>	Complete “New Entity Information II” section
<input type="checkbox"/>	Complete “School Governing Body” section
<input type="checkbox"/>	Complete and attach all documents specified in the “School Information” section, including: <ul style="list-style-type: none"> • School Administrator Fingerprint Clearance Card • A current Certificate of Occupancy and Fire Marshal’s Inspection Report, approved for educational use. <ul style="list-style-type: none"> ○ If a Certificate of Occupancy and/or Fire Marshal’s Report are not available at the time of submission, an <i>Occupancy Compliance Assurance and Understanding</i> form. • Current Liability Insurance Coverage • Lease Agreement, Proof of Purchase, or Builder Contract for the school facility • <i>Agricultural Land Regulation Assurance</i> form
<input type="checkbox"/>	Complete “Program of Instruction” section with an uploaded narrative that responds to the seven prompts; and attach the menu of course offerings (if applicable).
<input type="checkbox"/>	Complete “Operational and Business Plan” section, including the narrative, required exhibits, and financial performance response (if applicable).
<input type="checkbox"/>	Complete “Education Service Provider” section.
<input type="checkbox"/>	Check all “Statement of Consistency” boxes in each section.
<input type="checkbox"/>	Name all files according to the “Formatting Requirements” described in these instructions.

Appendices

A. Eligibility for Expansion

B. Terms to Know

C. Forms

D. School Characteristics Definitions

DRAFT

A. Eligibility for Expansion

Eligibility to expand using the transfer application process is based on the academic, financial, and operational performance of the charter holder, its Associated Schools, and Associated Charters. The transfer application process is open to any charter holder that meets the eligibility criteria described below.

Academic Performance Criteria

- An academic dashboard for each school operated by the charter holder is available through ASBCS.
- Each school operated by the charter holder requesting a transfer application that is eligible to receive an Overall Rating must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year academic dashboard.
- Either 75% or more of all Associated Schools eligible to receive an Overall Rating must have a minimum Overall Rating of “Meets Standard”, or if one or more Associated Schools are excluded⁴ for academic purposes, then 100% of the remaining Associated Schools eligible to receive an Overall Rating must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year academic dashboard.

Financial Performance Criteria

- A financial dashboard for the charter holder is available through ASBCS Online⁵.
- The charter holder has no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the charter holder’s dashboard.
- 75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.

Operational Performance Criteria

- An operational dashboard for the charter holder is available through ASBCS Online.
- The charter holder meets the operational performance standard for the most recent completed fiscal year.
- The charter holder meets the operational performance standard for the current evaluated year.
- 75 percent or more of its Associated Charters meets the operational performance standard for the most recently completed fiscal year and the current evaluated year.

⁴ The Board determined that certain Associated Schools could be excluded from the academic eligibility criteria. To be excluded, the Special Exclusions form found in Appendix B must be submitted. The submission of the Special Exclusions form may extend the staff eligibility review timeframe by up to three weeks.

⁵ The Board must have received the charter holder’s first audit reporting package for the charter holder to be eligible to submit an expansion request. If the audit reporting package has been submitted but a dashboard is not available through ASBCS Online, please contact your Education Program Manager.

B. Terms to Know

- **Associated Charter:** A charter operated by a charter that contracts with the same Education Service Provider; a charter operated by the same charter holder; or a charter operated by a charter holder with at least 50% of the officers, directors, members or partners in common, as reflected in the charter contract.
- **Associated School:** A school operated by a charter holder that operates one or more other charter schools that contract with the same education service provider; 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% of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.
- **Charter Representative:** An individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the point-of-contact for purposes of communication and accountability to charter terms and conditions.
- **Education Service Provider (ESP):** Any number of organizations that contract with or have a governance relationship with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are the education management organization (“EMO”) and charter management organization (“CMO”). For the purposes of a request:
 - An ESP is considered a CMO if it has a governance relationship with the charter holder in which the charter holder is a subsidiary of the ESP, the charter holder board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the charter holder, including the power to appoint board members and/or close a school operated by the charter holder.
 - An ESP is considered an EMO if it will contractually provide operations and management to the charter holder, but the charter holder chooses the affiliation and is independent of the ESP.
- **Fingerprint Clearance Card:** A card issued by the Arizona Department of Public Safety after a state and federal criminal records check has been conducted.
- **Organizational Structure:** a system used to define a hierarchy within an organization that outlines how work roles and responsibilities are delegated, controlled, and coordinated.
- **Principal:** Any officer, director, member, partner or board of the applicant or charter holder applying for a charter at the time the application package is submitted.
- **School Calendar:** A school may choose between two types of school calendar. 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, may consist 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%.
- **School Governing Body:** The body responsible for the policy decisions of the school, as described in A.R.S. § 15-183 (E)(8).

C. Forms

A Transfer 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 throughout the application.

- *Print, copy, complete, and scan forms as needed.*
- *Refer to the Formatting Requirements when creating, saving, and uploading files.*

The following forms are included in this section:

- Letter of Intent
- Special Exclusions for Associated Charters and Schools
- Affidavit, Disclosure, and Consent for Background and Credit Check
- Agricultural Land Regulation Assurance and Understanding
- Enrollment Matrix
- Occupancy Compliance Assurance and Understanding
- Staffing Chart



Arizona State Board for Charter Schools

Letter of Intent

Review the criteria for eligibility, confirm eligibility, fill out the following information, and sign at bottom. Board staff will provide notification of eligibility within 15 business days of receipt.

Charter Holder Information	
Name of Charter Holder Entity	
Associated Charters and/or Schools	
Charter Representative Name	
Charter Representative Email	
Rationale for the transfer	

School Information	
Name of school that intends to transfer to its own charter	
Grades currently served	
Target start date for implementing transfer	

Check box below to indicate completion of eligibility review by charter holder	
<input type="checkbox"/>	<p>I understand that to be eligible to apply for a Transfer Charter, the following criteria must be met by the school being transferred to its own charter, each school operated by the Charter Holder requesting a transfer, and all Associated Schools and Associated Charters. I have reviewed all relevant dashboards and operational compliance, and found that these criteria have been met.</p> <ul style="list-style-type: none"> • The school being transferred is currently operating and has completed three years of operation, • Each school operated by the Charter Holder requesting a transfer that is eligible to receive an Overall Rating has a minimum Overall Rating of "Meets Standard" on the most recent Academic Dashboard, • The Associated Schools meet the academic performance criteria, • The Charter Holder and its Associated Charters meet the financial performance criteria, • The Charter Holder and its Associated Charters meet the operational performance criteria, and • The Charter Holder is in compliance as specified in the Conducting Compliance Checks Policy Statement.

*If an Associated School or Associated Charter is being excluded from the eligibility criteria review, attach a complete Special Exclusions form.

Signature
<p>BY SIGNING BELOW, I AFFIRM THAT I AM ACTING ON BEHALF OF THE ABOVE LISTED CHARTER HOLDER TO REQUEST TO PARTICIPATE IN THE TRANSFER APPLICATION PROCESS. I BELIEVE THAT THE ABOVE LISTED CHARTER HOLDER MEETS THE ELIGIBILITY REQUIREMENTS OUTLINED ABOVE AND UNDERSTAND THAT BOARD STAFF WILL REVIEW THE ACADEMIC, OPERATIONAL, AND FINANCIAL PERFORMANCE OF THE CHARTER HOLDER TO CONFIRM ELIGIBILITY.</p> <p>Charter Representative Signature: _____</p> <p>Date: _____</p>



Arizona State Board for Charter Schools

Special Exclusions for Associated Charters and Schools

Choose the appropriate option that describes why an Associated Charter and/or Associated School should be excluded from the academic and/or financial performance eligibility review. Once completed, include this form with the completed Letter of Intent form.

Charter Holder Information	
Name of charter holder entity	
Name of school that intends to transfer to its own charter	

An Associated School may be excluded for academic performance purposes when one or more of the following conditions are met:
A1. An Associated School is in its 1st year of operation.
A2. An Associated School has a distinct learning environment (philosophy, population, program of instruction, schedule) that is clearly documented in its charter which is significantly different from the schools operated by the charter holder that will be impacted by the expansion request.
An Associated Charter may be excluded for financial performance purposes when the following condition is met:
F1. An Associated Charter is in its 1st year of operation and has not yet submitted its first audit reporting package to the Board.

For each Associated Charter or School listed in the charter holder Information section of the Transfer Eligibility form that meets one or more of the conditions above, list the name of the Associated Charter or School and the corresponding code for exclusion.

Charter or School Name	Exclusion Code(s) (include as many codes as applicable)
ABC School	A2
XYZ Charter, Inc.	F1

Arizona State Board for Charter Schools

Affidavit, Disclosure, and Consent for Background and Credit Check

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

Name: _____ Social Security Number*: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Date of Birth: _____ Place of Birth: _____

With my signature below, permission is hereby granted to the Arizona State Board for Charter Schools or its charter representative bearing this release or a copy thereof, to conduct a background and credit check to obtain information about me in connection with an application of the following Charter Holder(s): _____

Please check the appropriate answer to each question below.

<p>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.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>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.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

I DO SOLEMNLY 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 CHARTER HOLDER(S).

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



Arizona State Board for Charter Schools

Agricultural Land Regulation Assurance and Understanding

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

Charter Holder Information	
Name of Charter Holder Entity	
Name of Charter School	
Check one box below to indicate which statement applies	
<input type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.
Signature	
<p>BY SIGNING BELOW, I UNDERSTAND AND AFFIRM THAT THE FOREGOING INFORMATION PROVIDED BY ME FOR THE ABOVE LISTED CHARTER HOLDER IS TRUE AND CORRECT. FURTHERMORE, IF ANY PART OF THE INFORMATION PROVIDED PROVES TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR REVOCATION OF THE CHARTER BY THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS.</p>	
Charter Representative Signature: _____ Date: _____	



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment for the school being transferred to its own charter.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.

School Name:				
	Number of Students			
Grade Level	Current—FY__	Target—FY__	Target—FY__	Target—FY__
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
Total Enrollment				



Arizona State Board for Charter Schools

Occupancy Compliance Assurance and Understanding

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

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

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

Charter Holder Information	
Name of Charter Holder Entity	
School Location(s) for which the request applies	
Signature	
<p>By signing below, I understand the Board’s policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal’s Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school’s opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p>	
Charter Representative Signature: _____	Date: _____



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the anticipated staffing for the school being transferred to its own charter.

Directions:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation under its own charter.

Proposed School Name:			
Position	Number of Staff Members		
	Anticipated—FY__	Anticipated—FY__	Anticipated—FY__
Administration			
Teachers/Instructional Staff			
Kindergarten			
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			
9 th			
10 th			
11 th			
12 th			
Specialty Staff (Music, Art, PE, etc.)			
Special Education			
Paraprofessional			
Additional Staff			
List title: _____			
Total Number of Staff Members			

D. School Characteristics Definitions

- **Alternative/At Risk:** A school that has a mission that states that the school is to serve a specific student population that will benefit from an alternative school setting, including those in one or more of the following categories:
 - Students who have a documented history of disruptive behavior issues.
 - Students who have dropped out of school and are now returning,
 - Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
 - Students who are primary caregivers or are financially responsible for dependents.
 - Students who are adjudicated.
 - Students who are wards of the state and are in need of an alternative school setting.
- **Back to Basics:** A school that provides a program of instruction that incorporates teacher-centered instruction focusing on Reading, Writing, and Math.
- **Blended Learning:** A school that provides a program of instruction that combines online lab-based or computer-centered instruction and face-to-face classroom instruction as part of their student's daily schedule.
- **Cambridge/ACT Quality Core:** A school that provides curriculum-driven instruction and uses the Cambridge IGCSE or ACT Quality Core board examinations.
- **College Preparatory:** A school that provides instruction designed to prepare students for a college or university education.
- **Computer-based:** A school site that provides on-site instruction primarily through computer-based lessons and assessment. (not the same as Online/Virtual)
- **Core Knowledge:** A school that has received the Core Knowledge Official School designation or one that teaches all the topics included in the Core Knowledge Sequence and exemplifies the Core Implementation Practices (<http://coreknowledge.org>).
- **Dual Language:** A school that provides core content instruction in English and one other language.
- **Equine/Agricultural Studies:** A school that provides a program of instruction that explicitly emphasizes equine and/or agricultural studies as part of classroom instruction and courses provided.
- **Expeditionary Learning:** A school with a model based on the Expeditionary Learning Core Practices (<http://eleducation.org>).
- **Extended Day/Year:** A school that provides either a daily calendar that exceeds 200 days or a daily schedule that exceeds 78,000 instructional minutes (390 minutes/day x 200 days) during the school year.
- **Fine Arts focus:** A school that provides a program of instruction that explicitly emphasizes the visual and performing arts as part of classroom instruction and courses provided.
- **International Baccalaureate:** A school that has completed the IB authorization process and is recognized by the International Baccalaureate (<http://www.ibo.org>).

- **Math and Science/STEM:** A school that provides a program of instruction that explicitly emphasizes math, science, and/or technology and engineering as part of classroom instruction and courses provided.
- **Montessori:** A school with a model based on the educational approach originated by Maria Montessori.
- **Multi-age:** A school that has intentionally designed its classroom instruction for mixed-age groups of children, which may include but not be limited to the use of academic looping within a classroom.
- **Multiple Intelligences:** A school that provides instruction that incorporates Howard Gardner's theory of Multiple Intelligences into the design of classroom instruction.
- **Online/Virtual:** An approved distance learning school that provides remote instruction through computer-based lessons and/or resource materials assessments.
- **Project-based:** A school that provides a program of instruction incorporating inquiry based processes around a complex question or problem.
- **Special Populations:** A school with a model designed to meet the specialized needs of a specific target population (deaf/ hard of hearing, blind, autism, etc.)
- **Traditional:** A school that is focused on teaching the basics of mathematics, reading, and writing. Students are taught using direct instruction techniques.

AGENDA ITEM: Compliance Matters – Arizona Academy of Science & Technology**Issue**

Based on its submitted fiscal year 2016 audit, Arizona Academy of Science & Technology (AAST) was delinquent in remitting its state payroll tax deposits and unemployment insurance taxes for three of the past five fiscal years, resulting in two serious impact findings. Further, based on its submitted fiscal year 2016 audit, AAST was delinquent in remitting federal tax deposits for three of the past five fiscal years. Pursuant to Arizona Administrative Code R7-5-504(H) and the Board's [Audit & Compliance Questionnaire Follow-up Matrix](#), AAST has been placed on the agenda for the Board's consideration because of the serious impact findings.

Background

This year, AAST is undergoing its first five-year interval review under its renewal charter contract. AAST operates one school, Arizona Academy of Science & Technology, serving grades K-8 in Phoenix. For fiscal year 2018, AAST is reporting an average daily membership (ADM) of 31.927 as of January 3, 2018.¹ AAST's academic performance and performance under the Board's operational and financial performance frameworks has been included in Appendix A. Additional Background Information.

On August 18, 2016, AAST filed for Chapter 11 bankruptcy protection.

State Payroll Tax Deposits and Unemployment Insurance Taxes

State law requires AAST to pay taxes required to be deducted and withheld from wages of its employees into the general fund of the State of Arizona. AAST's fiscal years 2012, 2014 and 2016 audits found that AAST was delinquent in remitting its state payroll tax deposits to the Arizona Department of Revenue (ADOR) for three of the past five fiscal years. According to the fiscal year 2016 audit, AAST owed payroll taxes, penalties and interest totaling \$3,634 to the ADOR for fiscal year 2016.

State law requires AAST to pay unemployment insurance taxes into the state's unemployment compensation fund. AAST's fiscal years 2012, 2014 and 2016 audits found that AAST was delinquent in remitting its unemployment insurance taxes to the Arizona Department of Economic Security (ADES) for three of the past five fiscal years. According to the fiscal year 2016 audit, AAST owed taxes, penalties and interest totaling \$2,639 to the ADES for fiscal year 2016.

The fiscal year 2016 audit indicated AAST was working on payment plans with the ADOR and ADES through the Chapter 11 bankruptcy process.

Between January 2017 and January 2018, Board staff and AAST communicated regarding these matters. Based upon a review of the information provided:

- AAST did not timely remit all state payroll tax deposits and unemployment insurance taxes for the period of August 19, 2016 through June 30, 2017.
- The federal bankruptcy court approved AAST's reorganization plan on July 24, 2017.² The reorganization plan includes \$4,895.96 in state payroll tax deposits owed to the ADOR and \$3,068.50 in unemployment insurance taxes owed to ADES, including amounts from fiscal year 2017.

¹ AAST's ADM for fiscal years 2014 through 2018 has been provided in Appendix: A. Additional Background Information.

² AAST's reorganization plan is percentage based over five years, with 10% of AAST's state equalization being applied to satisfy the plan and respective creditors, including the ADOR, ADES and IRS.

- AAST has provided evidence that it made the payments required under its reorganization plan through December 2017.
- AAST has provided evidence that it has deposited the required state payroll tax deposits and unemployment insurance taxes amounts for payrolls that occurred between July 1, 2017 and September 30, 2017.

On November 15, 2017, the Board received AAST's fiscal year 2017 audit, which affirmed information previously obtained by staff that AAST did not remit all state payroll tax deposits and unemployment insurance taxes during fiscal year 2017.

Federal Tax Deposits

Federal law requires AAST to pay taxes required to be deducted and withheld from wages of its employees and related taxes into the Treasury of the United States. These federal tax deposits are the income taxes, Social Security and Medicare taxes that AAST is required to withhold from its employees' salaries, plus AAST's share of Social Security and Medicare taxes. AAST's fiscal years 2012, 2013 and 2016 audits found that AAST was delinquent in remitting its federal tax deposits to the Internal Revenue Service (IRS). AAST's fiscal years 2014 and 2015 audits found that AAST was delinquent in remitting federal tax deposits, but also that AAST had made the required payments under its payment plan with the IRS. According to the fiscal year 2016 audit, AAST owed payroll taxes, penalties and interest totaling \$34,698.74 to the IRS for fiscal year 2016 and AAST was working on a payment plan with the IRS through the Chapter 11 bankruptcy process. The fiscal year 2016 audit also indicated that on August 25, 2016, the IRS issued a notice of intent to levy, and on September 21, 2016, AAST filed a request for a collection due process hearing.

Between January 2017 and January 2018, Board staff and AAST communicated regarding this matter. Based upon a review of the information provided:

- AAST did not timely remit all federal tax deposits for the period of August 19, 2016 through June 30, 2017.
- The federal bankruptcy court approved AAST's reorganization plan on July 24, 2017. The reorganization plan includes \$92,892.01 in federal tax deposits owed to the IRS, including amounts from fiscal year 2017 and prior fiscal years.
- AAST has provided evidence that it made the payments required under its reorganization plan through December 2017.
- AAST has provided evidence that it has remitted the required federal tax deposit amounts for payrolls that occurred between July 1, 2017 and September 30, 2017.

On November 15, 2017, the Board received AAST's fiscal year 2017 audit, which affirmed information previously obtained by staff that AAST did not remit all federal tax deposits during fiscal year 2017.

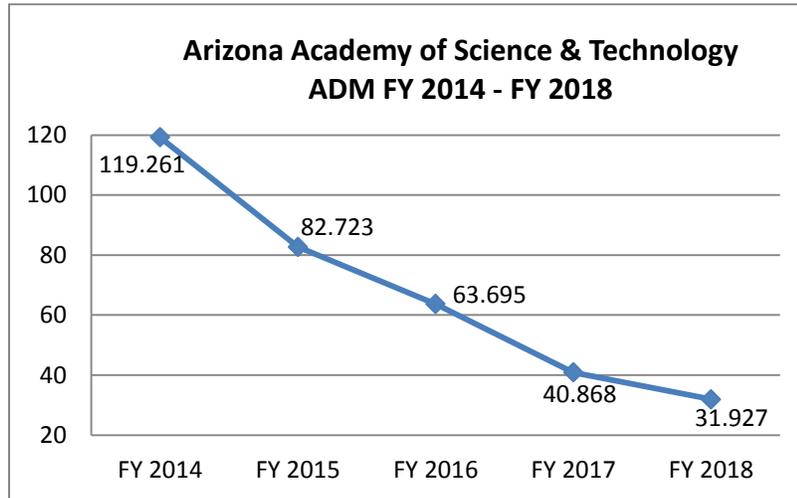
In December 2017, Board staff sent a draft proposed consent agreement to AAST's charter representative. Today's meeting materials include the final proposed consent agreement developed by Board staff and AAST's charter representative (Appendix: B. Proposed Consent Agreement). Should the Board vote today to proceed with the consent agreement, AAST's board will consider the consent agreement at its January 17, 2018 meeting.

APPENDIX A

ADDITIONAL BACKGROUND INFORMATION

I. Average Daily Membership

The graph below shows AAST's 100th day average daily membership (ADM) for fiscal years 2014 through 2018. The fiscal year 2018 ADM is as of January 3, 2018.



II. Academic Performance

School Name	Letter Grade FY 14	Month/ Year Open	Location	Grade Levels Served	Average AzMERIT Passing					
					ELA (FY 17 State Average 39%)			Math (FY 17 State Average 40%)		
					FY 15	FY 16	FY 17	FY 15	FY 16	FY 17
Arizona Academy of Science & Technology	D	August 1998	Phoenix	K-8	38%	11%	<2%	17%	8%	<2%

III. Financial Performance Dashboard

Financial Performance						
Arizona Academy of Science & Technology			Interpreting the Financial Performance Dashboard			
	Fiscal Year 2016		Fiscal Year 2017			
	Near-Term Measures					
Going Concern	Yes	Falls Far Below	Yes	Falls Far Below		
Unrestricted Days Liquidity <30, but ≥15: Does Not Meet <15: Falls Far Below	2.40	Falls Far Below	3.24	Falls Far Below		
Default	Yes	Falls Far Below	No	Meets		
	Sustainability Measures*					
Net Income ≤0: Does Not Meet	(\$267,695)	Does Not Meet	(\$243,386)	Does Not Meet		
Fixed Charge Coverage Ratio <1.10: Does Not Meet	0.03	Does Not Meet	(0.22)	Does Not Meet		
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	(\$5,617)	Does Not Meet	(\$17,563)	Does Not Meet		
Cash Flow Detail by FY	FY 2016	FY 2015	FY 2014	FY 2017	FY 2016	FY 2015
	(\$22,526)	\$723	\$16,186	\$4,240	(\$22,526)	\$723

Does Not Meet Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

IV. Operational Performance Dashboard

Due to the serious impact findings identified in the fiscal year 2016 audit, AAST does not meet the Board's operational performance expectations (see next page).

Operational Performance Dashboard

Click on any of the measures below to see more information.

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A**** means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2015	2016	2017	2018
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Does Not Meet	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	ADE Monitoring CAP - Federal Title Funds	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Does Not Meet	Meets	Falls Far Below	--
Timely Submission	Yes	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	CAP Not Yet Completed	--
Second-Time/Repeat CAP	State Payroll Taxes State Unemployment Contributions	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	State Payroll Taxes State Unemployment Contributions	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	Does Not Meet	Falls Far Below	--
Arizona Corporation Commission	No issue identified	No issue identified	No issue identified	--
Arizona Department of Economic Security	Audit CAP (Second Time)	No issue identified	Audit CAP (Third Time)	--
Arizona Department of Education	No issue identified	No issue identified	No issue identified	--
Arizona Department of Revenue	Audit CAP (Second Time)	No issue identified	Audit CAP (Third Time)	--
Arizona State Retirement System	No issue identified	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	No issue identified	--
Internal Revenue Service	Current with Payment Plan	Current with Payment Plan	Audit CAP	--
U.S. Department of Education	No issue identified	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Does Not Meet Operational Standard	--
BOARD EXPECTATIONS	--	--	Does Not Meet Operational Expectations	Does Not Meet Operational Expectations

APPENDIX B

PROPOSED CONSENT AGREEMENT

CONSENT AGREEMENT

This Consent Agreement (“Agreement”) is made by and between Arizona Academy of Science & Technology (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating Arizona Academy of Science & Technology, a charter school, and the Arizona State Board for Charter Schools (“Board”) collectively referred to herein as the “Parties”.

JURISDICTION

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. A charter is effective for fifteen years. A.R.S. § 15-183(I). The charter may be renewed for successive periods of twenty years. A.R.S. § 15-183(J). The Board may submit a request to the Arizona Department of Education to withhold up to ten percent of the monthly apportionment of state aid that would otherwise be due to a charter school if the Board determines at a public meeting that the charter school is not in compliance with federal law, with the laws of this state or with its charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter or if the Board determines that the charter holder has failed to comply with charter school statutes or any provision of law from which the charter school is not exempt. A.R.S. § 15-183(I)(3).

RECITALS

1. The Charter Operator operates Arizona Academy of Science & Technology (“the School”), a charter school, pursuant to a renewal charter contract (“Charter”) executed on April 12, 2013 between the Charter Operator and the Board.

2. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter Operator to operate one school site to serve students in grades kindergarten through eight.
3. Grant Creech is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
4. The Charter of the Charter Operator and the Board requires that the Charter Operator comply with all state, federal and local laws applicable to the operation of a charter school.
5. A.R.S. §§ 15-183(E)(6) and 15-914 and the Charter of the Charter Operator and the Board require that the Charter Operator undergo an annual financial and compliance audit, including the completion of a legal compliance questionnaire and procurement compliance questionnaire, by an independent certified public accountant (“Annual Audit”).
6. State law requires the Charter Operator to pay taxes required to be deducted and withheld from wages of its employees (“State Payroll Tax Deposits”) into the general fund of the State of Arizona. A.R.S. § 43-401 et seq.
7. State law requires the Charter Operator to pay unemployment insurance taxes (“Unemployment Insurance Taxes”) into the state’s unemployment compensation fund. A.R.S. §§ 23-701 through 23-757.
8. Federal law requires the Charter Operator to pay taxes required to be deducted and withheld from wages of its employees and related taxes (“Federal Tax Deposits¹”) into the Treasury of the United States. 26 U.S.C. § 3401 et seq. (“Internal Revenue Code”).
9. On August 18, 2016, the Charter Operator filed for relief under Chapter 11 of Title 11 of the United States Code, 11 U.S.C. § 101 et seq. (“Bankruptcy Code”).

¹ “Federal Tax Deposits” are the income taxes, Social Security and Medicare taxes that the Charter Operator is required to withhold from its employees’ salaries, plus the Charter Operator’s share of Social Security and Medicare taxes, that must be timely deposited into the U.S. Department of the Treasury.

10. The Charter Operator's Annual Audit for the fiscal years ending June 30, 2012, 2014 and 2016 found that the Charter Operator was delinquent in remitting its State Payroll Tax Deposits to the Arizona Department of Revenue ("ADOR").

11. The Charter Operator's Annual Audit for the fiscal years ending June 30, 2012, 2014 and 2016 found that the Charter Operator was delinquent in remitting Unemployment Insurance Taxes to the Arizona Department of Economic Security ("ADES").

12. The Charter Operator's Annual Audit for the fiscal years ending June 30, 2012, 2013 and 2016 found that the Charter Operator was delinquent in remitting Federal Tax Deposits to the U.S. Department of the Treasury.

13. The Charter Operator's Annual Audit for the fiscal years ending June 30, 2014 and 2015 found that the Charter Operator was delinquent in remitting Federal Tax Deposits to the U.S. Department of the Treasury, but also that the Charter Operator had made the required payments under its payment plan with the Internal Revenue Service ("IRS").

14. On July 24, 2017, the U.S. Bankruptcy Court for the District of Arizona approved the "Order Confirming Debtors' Second Amended Chapter 11 Plan of Reorganization Dated April 7, 2017" ("Charter Operator's Amended Reorganization Plan").

15. The Charter Operator's Amended Reorganization Plan covers \$4,895.96 in State Payroll Tax Deposits owed to the ADOR, \$3,068.50 in Unemployment Insurance Taxes owed to ADES and \$92,892.01 in Federal Tax Deposits owed to the IRS.

16. The Charter Operator's Amended Reorganization Plan requires the Charter Operator to make the payments identified below to the ADOR.

- a. One payment of \$1,262.10 due on or before the effective date of the Charter Operator's Amended Reorganization Plan.

- b. Forty-eight equal monthly payments of \$80.57 commencing on July 15, 2017 and continuing on the 15th day of each month thereafter until paid in full.

17. The Charter Operator's Amended Reorganization Plan requires the Charter Operator to make the payments identified below to the ADES.

- a. One payment of \$225.35 due on or before the effective date of the Charter Operator's Amended Reorganization Plan.
- b. Forty-eight equal monthly payments of \$64.20 commencing on the 15th of the first full month after the effective date of the Charter Operator's Amended Reorganization Plan and continuing on the 15th day of each month thereafter until paid in full.

18. The Charter Operator's Amended Reorganization Plan requires the Charter Operator to make the payments identified below to the IRS.

- a. Five equal monthly payments of \$2,783.71 commencing on the 5th of the first full month after the effective date of the Charter Operator's Amended Reorganization Plan and continuing on the 5th day of each month thereafter followed by one monthly payment of \$2,783.72 on the 5th day of the month.
- b. Forty-eight equal monthly payments of \$196.37 commencing on August 15, 2017 and continuing on the 15th day of each month thereafter until paid in full.
- c. Forty-eight equal monthly payments of \$822.69 commencing on August 15, 2017 and continuing on the 15th day of each month thereafter followed by a final balloon payment of \$36,435.74 due on or before August 18, 2021. If, however, the Charter Operator recovers funds from Charter Asset Management Fund, LP on account of the preference action and after payment

in full of all administrative claims, the Charter Operator will pay the remaining balance due to the IRS in full to the extent of available funds toward the IRS's priority claim, within 60 days of receipt of any funds recovered.

19. The Charter Operator breached its Charter and state law when it failed to timely remit its State Payroll Tax Deposits to the ADOR as identified in the Annual Audit for the fiscal years ending June 30, 2012, 2014 and 2016.

20. The Charter Operator breached its Charter and state law when it failed to timely remit its Unemployment Insurance Taxes to the ADES as identified in the Annual Audit for the fiscal years ending June 30, 2012, 2014 and 2016.

21. The Charter Operator breached its Charter and federal law when it failed to timely remit its Federal Tax Deposits to the U.S. Department of the Treasury as identified in the Annual Audit for the fiscal years ending June 30, 2012, 2013 and 2016.

22. After the failure to timely remit State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits was again identified in the Annual Audit for the fiscal year ending June 30, 2016, the Board required the Charter Operator to take further corrective action. The corrective action included requiring the Charter Operator to provide evidence to the Board that the Charter Operator's State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits and corresponding quarterly reports for the fiscal year ending June 30, 2017 had been timely remitted to the ADOR, ADES and IRS.

23. The Charter Operator did not timely remit all State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits for the period of August 19, 2016 through June 30, 2017. The Charter Operator's Amended Reorganization Plan addresses the

unpaid amounts, which are included as part of the amounts identified in Recital 16a, Recital 17a and Recital 18a.

24. The Charter Operator submitted evidence to the Board that the Charter Operator's Amended Reorganization Plan payments identified in Recital 16a and Recital 17a were timely remitted.

25. The Charter Operator submitted evidence to the Board that the Charter Operator's Amended Reorganization Plan monthly payments identified in Recital 16b, Recital 17b and Recital 18 have been timely remitted through December 2017.

26. The Charter Operator submitted evidence to the Board that the Charter Operator's State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits for the period of July 1, 2017 through September 30, 2017 were timely remitted.

27. At its public meeting held on January 16, 2018, the Board determined that it has a sufficient basis to issue a Notice of Intent to Revoke the Charter of the Charter Operator on the basis of the Charter Operator's failure to comply with state and federal law and with its Charter when it failed to timely remit its State Payroll Tax Deposits to the ADOR, its Unemployment Insurance Taxes to the ADES and its Federal Tax Deposits to the IRS as demonstrated by three of the Charter Operator's last five Annual Audits. Further, the Board's motion indicated that, but for the bankruptcy filing, the Board would have voted to withhold 10 percent of the monthly apportionment of state aid that would otherwise be due the Charter Operator. The Board's motion provided for the Parties to work toward entering into a consent agreement in lieu of a revocation proceeding and hearing.

AGREEMENT TERMS AND CONDITIONS

The Parties agree as follows:

28. Because of the Board's determination that the Charter Operator is not in compliance with federal law, with the laws of this state or with its Charter, the Charter Operator is subject to the revocation and termination of its Charter.

29. A.R.S. §§ 15-183(Q) and 41-1092.07(F)(5) provide that informal disposition of this matter may be made by stipulation, agreed settlement, consent order or default.

30. In consideration of the Parties foregoing their option to proceed with the charter revocation proceedings and hearing under A.R.S. § 15-183(I)(3), it is in the best interests of the Board and the Charter Operator to mutually resolve this matter.

The Charter Operator agrees as follows:

31. The Charter Operator waives its right to a charter revocation hearing under A.R.S. § 15-183(I)(3) and to provide its defense, except as set forth herein, on the Recitals set forth in this Agreement.

32. By entering into this Agreement, the Charter Operator agrees to the Recitals set forth in this Agreement and understands that it cannot contest any of the Recitals in the future.

33. This Agreement does not limit other actions the Board may take under the law if it determines that the Charter Operator is not in compliance with its Charter or with state or federal law.

34. The Charter Operator shall remain current in the remittance of its State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits for fiscal year 2018 through fiscal year 2022. Compliance with this provision shall be demonstrated as follows:

- a. Within 10 business days of January 31, 2018 or on the date that the Charter Operator provides a signed copy of the Agreement to the Board, whichever is later, the Charter Operator shall submit to the Board copies of the completed

reports for the quarter ending December 31, 2017 along with evidence that the Charter Operator timely remitted the associated State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits.

- b. Within 10 business days of April 30, 2018 and July 31, 2018, the Charter Operator shall submit to the Board copies of the completed reports for the quarter ending March 31, 2018 and June 30, 2018, respectively, along with evidence that the Charter Operator timely remitted the associated State Payroll Tax Deposits, Unemployment Insurance Taxes and Federal Tax Deposits.
- c. The Charter Operator's Annual Audit for the fiscal years ending June 30, 2018 through 2022 reflects no noncompliance issues in the answers to and comments provided for the three legal compliance questionnaire questions identified below.
 - i. Is the school in good standing with the IRS for payroll taxes, income taxes (if applicable) and applicable tax forms required to be filed during the audited fiscal year?
 - ii. Is the school in good standing with the ADOR for payroll taxes, income taxes (if applicable) and applicable tax forms required to be filed during the audited fiscal year?
 - iii. Is the school in good standing with the ADES for state unemployment contributions requirements for the audited fiscal year?

35. The Charter Operator shall timely remit all monthly payments required under the Charter Operator's Amended Reorganization Plan. Compliance with this provision shall be demonstrated as follows:

- a. Within 10 business days of January 15, 2018 or on the date that the Charter

Operator provides a signed copy of the Agreement to the Board, whichever is later, the Charter Operator shall submit evidence to the Board that all required monthly payments for the month of January 2018 have been made to the ADOR, ADES and IRS.

- b. Within 10 business days of the 15th of each month, the Charter Operator shall submit evidence to the Board that all required monthly payments have been made to the ADOR, ADES and IRS. The Charter Operator shall continue to submit this evidence until all amounts due under the Charter Operator's Amended Reorganization Plan to the ADOR, ADES and IRS have been satisfied.

The Parties agree as follows:

36. If the Charter Operator fails to comply with the terms and conditions of this Agreement, the Board may, on no less than thirty (30) calendar days' notice, hold a hearing at which time the Board will receive information to determine whether evidence exists that the Charter Operator failed to comply with the terms and conditions of this Agreement. The Charter Operator shall be entitled to present all relevant evidence at this hearing. If the Board determines that a breach of this Agreement has occurred, the Board may revoke the Charter Operator's Charter to operate the School and terminate its Charter for breach of this Agreement and of its Charter and the state laws identified in the Recitals.

37. This Agreement is not binding on either party until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

38. If either party rejects this Agreement or any part of it, then this Agreement is null and

void, and not binding on the Parties and the Board may proceed with the charter revocation hearing.

39. The Charter Operator has the legal right to consult with an attorney prior to entering into this Agreement.

40. The Parties shall be responsible for their own attorneys' fees and costs, if any, in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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

ARIZONA ACADEMY OF SCIENCE & TECHNOLOGY

By: Grant Creech
Charter Representative, Arizona Academy of Science & Technology
Date: _____

COPY emailed this
_____ day of _____, 20__ to:

Grant Creech, Charter Representative
Arizona Academy of Science & Technology
gcreech@azast.org

By _____

AGENDA ITEM: Compliance Matters – Tucson Youth Development, Inc.

Issue

In accordance with A.A.C. R7-5-605(D), staff is to bring charter holders having state equalization assistance withheld for failure to timely submit their audits to the Board for consideration of additional charter oversight, including issuance of a Notice of Intent to Revoke the charter, after two months of withholding. Pursuant to administrative rule, Tucson Youth Development, Inc. has been placed on the agenda for the Board's consideration of the charter holder's failure to submit its fiscal year 2017 audit reporting package ("audit").

Tucson Youth Development, Inc. ("Charter Holder")

On November 21, 2017, the Board approved withholding 10 percent of the Charter Holder's monthly state aid apportionment for failure to submit its fiscal year 2017 audit. On November 21, an email describing the Board's action was sent to the Charter Holder. The November 21 email also included the following: "Please note that in accordance with A.A.C. R7-5-605(D), Board staff will bring charter holders having state aid withheld for failure to timely submit their audit reporting packages to the Board after two months of withholding for consideration of additional oversight, including issuance of a Notice of Intent to Revoke the Charter." Funds have been withheld from the Charter Holder's December and January payments.

On December 20, 2017, the charter representative indicated it is the intention of the Charter Holder and the audit firm to submit the audit before January 16, 2018.

Having reviewed the Charter Holder's prior compliance with submitting its audits, Board staff found the Charter Holder timely submitted its audits for fiscal years 2012 through 2016.

AGENDA ITEM: Compliance Matters – Franklin Phonetic Primary School, Inc. (Entity IDs 4495 and 92596)

Issue

At its December 11, 2017 meeting, the Board directed staff to place Franklin Phonetic Primary School, Inc. (Entity ID 4495) and Franklin Phonetic Primary School, Inc. (Entity ID 92596) on the January agenda for possible withholding of funds if their fiscal year 2017 audit reporting packages have not yet been received by the Board. As of the writing of this report, the Franklin Phonetic charters have not submitted their audits to the Board.

Background

At its November meeting, the Board considered those charter holders that had not yet submitted their fiscal year 2017 audit reporting packages, which were due on November 15. During the meeting, the Board received information regarding a ransomware virus that infected the accounting computer used by the Franklin Phonetic charters and the USB backup that was connected to the accounting computer. Typically, the Board votes to withhold funds from charter holders that fail to timely submit their audits, but the Board made an exception based on the circumstances presented by the Franklin Phonetic charters. During the November meeting, the Franklin Phonetic charters indicated the audit firm estimates to complete the audits by December 15, assuming no unusual problems are encountered.

At the December meeting, the representative for the Franklin Phonetic charters indicated the audits were on track for completion by December 15.

AGENDA ITEM: Compliance Matters – Mountain School, Inc.

Issue

Mountain School, Inc. is out of compliance with its contract due to a lack of alignment between its corporate board and the Arizona Corporation Commission. Pursuant to A.A.C. R7-5-505(G), the Board shall require a charter holder that fails to demonstrate that all identified compliance issues have been addressed to appear before the Board and may subject the charter holder to additional oversight pursuant to A.A.C. R7-5-601(D).

Background

Rule (A.A.C. R7-5-505) requires that Board staff conduct a compliance check of a charter holder’s operational performance when the charter holder submits a request to amend its charter. On October 3, 2017, Mountain School, Inc. (“Charter Holder”) filed four Charter Holder Governance Amendment Requests, triggering a compliance check. The compliance check found that the Charter Holder was out of compliance because the Corporate Board did not align with the Officers and Directors listed on the Arizona Corporation Commission (“ACC”).

Communication Timeline

October 12, 2017	Each of the four Charter Holder Governance Requests was deemed administratively incomplete due to missing required components and being out of alignment with ACC. A 30-Day Required Submission follow-up letter was sent to the Charter Holder. <ul style="list-style-type: none">• The follow-up noted that the corporate board members listed on ASBCS Online did not align with ACC.• The Charter Holder was given a deadline of November 11, 2017 (30 calendar days) to submit an administratively complete Charter Holder Governance Request to update the current members.
November 2, 2017	The Charter Holder submitted an extension request and stated that the required materials would be ready after the Charter Holder’s November 14, 2017 board meeting.
November 3, 2017	Board staff sent an email approving the extension request and assigned a new deadline date of November 16, 2017.
November 29, 2017	Board staff sent a 30-Day Required Submission - Failure to Submit Letter to the Charter Representative by email. <ul style="list-style-type: none">• The letter stated that the Charter Holder failed to timely submit an administratively complete Charter Holder Governance Request by the November 16, 2017 deadline and that the timely submission issue was marked on the Charter Holder’s operational performance dashboard under Measure 2.e.• The letter provided the Charter Holder a final opportunity to submit the required request. The Charter Holder was given a deadline of December 6, 2017 (7 calendar days) to submit an administratively complete Charter Holder Governance Request to update the current members.• The letter informed the Charter Holder that “Failure to resolve/address the issue(s), as described above, by December 6, 2017

	may result in the Charter Holder being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to A.A.C. R7-5-505(G)".
December 20, 2017	The Charter Holder submitted two Charter Holder Governance Requests to remove members.
December 28, 2017	Board staff notified the Charter Representative by email that in addition to the two Charter Holder Governance Requests submitted on December 20 th , additional requests were still needed to align the Charter Holder's Boards by adding an additional three members. The Charter Representative was informed that "if action is not taken to fully align the Boards, this matter will be placed on the January Board agenda".
December 29, 2017	The Charter Representative emailed Board staff and stated that she had "all of the required docs except the signed declaration of payment." The email indicated that those would be collected by January 2 nd , and that the Charter Holder would submit after that date.
January 2, 2018	Both Charter Holder Governance Requests to remove members were deemed administratively complete.
January 4, 2018	<ul style="list-style-type: none"> • At 11:54 a.m. Board staff notified the Charter Representative that the appropriate requests to align the Board had not been filed and that if the requests were not submitted by the time of posting on January 5, the Charter Holder would be placed on the agenda for possible Board action. • At 12:10 p.m. the Charter Representative responded by email stating, "I do have all of the required information, but I do not have the back of the fingerprint clearance cards, just the front." • At 12:22 p.m. Board staff notified the Charter Representative that the cards would be accepted with only the front, provided that the front did not state "See restrictions on back". • At 1:39 p.m. the Charter Representative responded by email stating, "Sending what I have now. You will still need two resumes and one declaration of payment". • At 1:54 p.m. Board staff notified the Charter Holder that if the requests were missing the resumes and declaration of payment, they would be deemed administratively incomplete, and would not close out the 30-day non-compliance issue. The Charter Holder was given a final deadline of 12:00 p.m. on January 5, 2018 to allow for posting of the regular Board agenda for its meeting on January 16, 2018. • At 2:40 p.m., the Charter Holder submitted three Charter Holder Governance Requests, all of which were administratively incomplete due to missing required components.
January 5, 2018	The Charter Holder submitted the three required Charter Holder Governance Amendment Requests. One request was administratively complete. However, two requests are administratively incomplete due to minutes not complying with Open Meeting Law.

AGENDA ITEM: In the Matter of Life Skills Center of Arizona, Inc. (18F-RV-001-BCS)

Issue

At its [November 21, 2017 meeting](#), the Board voted to hold a hearing to determine whether evidence exists that Life Skills Center of Arizona, Inc. (“Life Skills”) failed to comply with the terms and conditions of its January 2015 consent agreement, which addresses timely submission of the annual audits, including the fiscal year 2017 audit. The hearing before an administrative law judge is set for January 19, 2018 at the Office of Administrative Hearings.

On December 13, 2017, Life Skills submitted a request asking the Board to reconsider its November 21 decision (Appendix: A. Life Skills’ Request for Reconsideration).

On December 15, 2017, the Board received a response to Life Skills’ request (Appendix: B. Response to Life Skills’ Request for Reconsideration).

APPENDIX A

LIFE SKILLS' REQUEST FOR RECONSIDERATION



HIGH SCHOOL | ARIZONA

Life Skills High Schools • 8126 North 35th Ave. Suite 2, Phoenix AZ 85051 • 602-242-6400

Arizona State Board for Charter Schools
P.O. Box 18328
Phoenix, AZ 85009

* Via email to charterschoolboard@asbcs.az.gov *

Re: No. 18F-RV-001-BCS

Dear Board Members:

The Life Skills Center of Arizona (Life Skills) requests that the Arizona State Board for Charter Schools reconsider its decision to hold a hearing on whether to revoke Life Skills' charter. Life Skills filed its annual audit Nov. 29, 2017, two weeks after the deadline, due to the fact that the board president's wife was recently diagnosed with cancer, making it difficult for him to find time to sign the final audit.

The Life Skills' annual audit was completed on October 16, 2017; however, the audit must be signed by the Life Skills' authorized signer, Board President David Glynn. The board held a meeting on Nov. 9, 2017, but Mr. Glynn was unable to attend. He was finally able to sign the audit on Nov. 29, 2017, and Life Skills filed the audit that same day.

We appreciate your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mary Ann Schneider".

Mary Ann Schneider, Ph.D.
Superintendent
Life Skills Center of Arizona

Cc: Kim Anderson, kim.anderson@azag.gov

APPENDIX B

RESPONSE TO LIFE SKILLS' REQUEST FOR RECONSIDERATION

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MARK BRNOVICH
Firm State Bar No. 14000
Attorney General

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kim.anderson@azag.gov
Attorneys for the Arizona State Board for Charter Schools

BEFORE THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS

STATE OF ARIZONA

In the Matter of:

No. 18F-RV-001-BCS

LIFE SKILLS CENTER OF ARIZONA, INC. a nonprofit corporation, operating **LIFE SKILLS CENTER OF ARIZONA**, a charter school

RESPONSE TO LIFE SKILLS' REQUEST FOR RECONSIDERATION

The undersigned takes no position on the request of Life Skills Center of Arizona ("Life Skills") that the Arizona State Board for Charter Schools ("Board") reconsider its November 21, 2017 decision to hold a hearing on whether to revoke Life Skills' charter. For the Board's consideration, however, undersigned provides the attached email string dated November 16, 2017.

1 This matter is currently set for hearing on Life Skills' breach of consent
2 agreement and revocation of charter on January 19, 2017 at 8:00 a.m. before the Office
3 of Administrative Hearings.

4 Respectfully submitted this 15th day of December, 2017.

5 MARK BRNOVICH
6 Attorney General

7 /s/ Kim S. Anderson
8 Kim S. Anderson
9 Assistant Attorney General

10 COPY of the foregoing Response mailed
11 electronically this 15th day of December, 2017, to:

12 The Arizona State Board for Charter Schools
13 c/o Ashley Berg, Executive Director
ashley.berg@asbcs.az.gov

14 Lisa Raderstorf
15 Charter Representative
16 Life Skills Center of Arizona
raderpj1@aol.com

17 Robert L. Fox
18 Director of School and Board Relations
19 Life Skills High School of Arizona
rfox001@lifekillschools.com

20 By kim anderson
21 P0012017004668/6671579/ksa

Andrea Leder

From: Chris Sivak <csivak@skodaminotti.com>
Sent: Thursday, November 16, 2017 7:40 AM
To: Andrea Leder
Cc: Nick Ward
Subject: RE: November Agenda - Failure to Submit FY17 Audit

Andrea:
Yes, we are performing the audit. Unfortunately, it is not complete but we are working with the school's accountant to wrap up a few remaining items. I think we're close and we can certainly email a copy when it's complete.
Thanks
Chris

Christopher G. Sivak, CPA
3320 West Market St.
Suite 300 | Fairlawn, OH 44333
O: (330) 576-1832 | M: (330) 819-2425
[Connect with me on LinkedIn](#)



Delivering on the Promise.

From: Andrea Leder [mailto:Andrea.Leder@asbcs.az.gov]
Sent: Thursday, November 16, 2017 8:58 AM
To: Chris Sivak
Subject: FW: November Agenda - Failure to Submit FY17 Audit
Importance: High

Mr. Sivak
I don't know if your firm conducted the fiscal year 2017 audit. If it did and the audit is completed, would it be possible for you to email it to me?
Thanks,
Andrea

From: Andrea Leder
Sent: Thursday, November 16, 2017 6:56 AM
To: 'raderpj1@aol.com'
Subject: November Agenda - Failure to Submit FY17 Audit
Importance: High



Arizona State Board for Charter Schools

Physical Address: Mailing Address:
1616 West Adams Street, Ste. 170 P.O. Box 18328
Phoenix, AZ 85007 Phoenix, AZ 85009
(602) 364-3080

November 16, 2017
Lisa Raderstorf
Life Skills Center of Arizona, Inc.
8123 N. 35th Avenue, Suite 2
Phoenix, AZ 85051
Dear Lisa Raderstorf:

Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools ("Board") require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2017 were due November 15, 2017. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NONCOMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for **Tuesday, November 21, 2017**, and will be held in Phoenix at 1535 W. Jefferson Street (Arizona Department of Education building). The meeting will begin at 9 a.m. The meeting materials for this agenda item will be available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials>. If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,

Andrea Leder

Assistant Director of Operations & Finance

Andrea Leder

Assistant Director of Operations & Finance



Arizona State Board for Charter Schools

P.O. Box 18328, Phoenix, Arizona 85009

Phone: (602) 364-3106

Website: asbcs.az.gov



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Newsletter: <https://asbcs.az.gov/news-events>