



Arizona State Board for Charter Schools

Application for New Charter 2012- 2013 School Year

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* Denotes a section required of only certain applicants

Application Overview

Introduction

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

Following the procedures set forth in Arizona Administrative Code ("Rule"), the Arizona State Board for Charter Schools ("Board") approves an application for each cycle or school year. The 2012-2013 application was approved on xxxxx xx, 2011. The final deadline for submission of the application package is **July 1, 2011 at 5:00 p.m. for the paper copy of the application package and 11:59 p.m. for the electronic copy of the application package.** There are no extensions or exceptions to the deadline.

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 http://www.azsos.gov/public_services/Title_07/7-05.htm.

Complete application packages will be submitted in electronic and paper form. Electronic application packages will be submitted through the Board's web-based application process. Types of documents acceptable are: doc, docx, xls, xlsx, and pdf. In addition to the electronic submission, which must be submitted by 11:59 p.m. on the deadline date, a paper original must be submitted to the Board's office by 5:00 p.m. on the deadline date.

Electronic submission of new charter application packages will be submitted online through an application wizard on the ASBCS Online database located at <http://online.asbcs.az.gov>. Please note that each section of the application will require uploading at least one individual document. Because portions of the application package will be uploaded separately when using the wizard, applicants should review all portions of the application prior to preparing it for submission. Once the application package is complete and ready for submission, the authorized representative will digitally sign the application package by typing in his/her password and clicking "Sign Form". The application wizard will indicate that the signature was accepted and the date it was signed. The applicant will then submit the application package to the ASBCS. Once submitted, the representative will receive notification indicating submission status as well as a link to a copy of the submitted application package. The representative has the option of withdrawing the application package at any time.

Paper application packages must be submitted to:

Arizona State Board for Charter Schools
1700 W Washington St., Room 164
Phoenix, AZ 85007

Application Process

1. Prospective Applicant Online Technical Assistance – is available on the Board's website at www.asbcs.az.gov under Applicant Resources.
2. Submission – Application packages will be accepted until the deadline of **July 1, 2011 at 5:00 p.m.** for the paper original and 11:59 p.m. for the electronic submission.
3. Administrative Completeness – Determination of whether the preliminary application package contains all components required. Applicants will receive written notification of the deficiencies not more than 25 days after the submission of the application package.

The applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the deadline has not passed.

4. Substantive Completeness – Upon determination that an application package is administratively complete, the Technical Review Panel will score the application package using the evaluation criteria and staff will complete the Background, Fingerprint, and Credit Check as part of the substantive review. Changes to the applicant or its principals will not be accepted after the application package has been deemed administratively complete. A substantively complete application meets the following:
 - ✓ No evaluation area receives a Falls Below the Expectation; and
 - ✓ No more than one evaluation area in each section is scored as Approaching; and
 - ✓ 95% of all evaluated sections score at the Meets or Exceeds level; and
 - ✓ All necessary information for completing a Background, Fingerprint, and Credit Check report.

5. Board Consideration

- Consideration of a Substantively Complete Preliminary Application Package – A substantively complete application package is eligible to be forwarded to the Board for consideration. In addition to a copy of the application package, Board members will also be provided with the evaluations and comments from the Technical Review Panel, information regarding the results of the applicant's background, fingerprint, and credit checks, and an application package overview prepared by Board staff.

Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Applicants should be in attendance to answer questions from the Board. No new documentation to the application package will be accepted from the applicant at the Board meeting.

The Board bases its determination to accept or reject the application package and grant or deny the charter based on (1) the quality of the application package and (2) a sufficiently qualified applicant.

- Consideration of a Substantively Complete Revised Application Package – Each applicant whose application package fails to meet the scoring requirements in number four (4) above will receive written notification of the deficiencies including a copy of the evaluation and comments from the Technical Review Panel. If the applicant chooses to continue in the application process, the applicant may use the information provided in the evaluation and comments as technical assistance to improve the application package and resubmit within 20 days for review by Board staff. The revised application package submission must include the electronic submission and a paper original submitted to the Board's office.

Revisions to the application package do not include revisions to the applicant. The Background Information Sheet and the Affidavit, Disclosure, and Consent for Background and Credit Check should not be included unless specifically requested to provide new documents.

A substantively complete revised application package is eligible to be forwarded to the Board for consideration in the same manner described above. Board members will also be provided with the evaluation and comments of the Technical Review Panel, evaluation and comments from the review of the revised application package, information regarding the

results of the applicant's background, fingerprint, and credit check, and an application package overview prepared by Board staff.

Instructions and Evaluation

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

An administratively complete application must:

- Contain complete information for each application component,
- Be presented on typed, consecutively numbered pages within each section,
- Follow formatting requirements,
- Adhere to the page limitation, if identified, in each section.

Failure to follow the criteria above will result in the application package being deemed Administratively Incomplete.

A. Education Plan

The Education Plan should define 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.

- 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 Curriculum Samples
- A.6 Performance Management Plan

* Denotes a section required of only certain applicants

Education Plan

A.1 Educational Philosophy

Applicant Instructions

State the school's educational philosophy and present an overview of the alignment with the program of instruction and any related research or experience that indicates why you have chosen to use this approach with your target population.

Evaluation Criteria

A response that meets the standard will:

- Provide a detailed description of the school's philosophical approach to educating the target population. Incorporate the principles or concepts fundamental to the school's proposed program of instruction.
- Present a rationale for the selected approach including research and/or experience.

Education Plan

A.2 Target Population

Applicant Instructions

Describe the anticipated student population and explain how the proposed program of instruction will address the needs of the students and the community.

Evaluation Criteria

A response that meets the standard will:

- Identify the target population and demonstrate a clear understanding of the students and community the school intends to serve.
- Present an explanation of how the implementation of the described program of instruction meets the needs of the target population and/or benefits the selected community, including but not limited to class size and teacher-student ratios.

Education Plan

A.3 Program of Instruction

Applicant Instructions

Provide an overview of the program of instruction to include curricula, methods of instruction, and assessment that support the educational philosophy and the target population.

Evaluation Criteria

A response that meets the standard will:

- Describe the framework of the curricula for academic core content areas.
- Demonstrate understanding of relevant methods of instruction.
- Describe the formative and summative assessment plan that shows student progression and/or mastery and is reflected in the Performance Management Plans.
- Be consistent and support the educational philosophy and target population and be consistent with all other components of the application package.

Education Plan

A.3.1 Mastery and Promotion

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- This applicant will serve a high school population or a combined high school and middle school population only. *Skip this section.*
- This applicant will serve a grade combination including any grade below high school. *Continue with the completion of this section.*

Explain how the school will make grade level promotion decisions for students.

Evaluation Criteria

A response that meets the standard will:

- Identify the level of proficiency that students must obtain to demonstrate mastery of core content.
- Describe the process the school will use to determine grade level promotion.
- Present clear criteria for promotion from one level to the next.
- Align with Strategy III of the Performance Management Plans.

Education Plan

A.3.2 Course Offerings and Graduation Requirements

(6 page maximum)

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- This applicant will serve a grade combination including any grade below high school. *Skip this section.*
- This applicant will serve a high school population or a combined high school and middle school population only. *Continue with the completion of this section.*

Discuss the school's graduation requirements.

Required Exhibit

- Menu of course offerings – Exhibit 1

Evaluation Criteria

A response that meets the standard will:

- Identify the graduation requirements for the school that will meet the State requirements and align with the Program of Instruction described in the application package.
- Describe the process for awarding course credit that supports increased student proficiency as detailed in Strategy III of the Performance Management Plans.
- Provide a menu of course offerings which include course titles and brief descriptions of classes that support the Program of Instruction and align with the Business Plan as presented in the application package.

Education Plan

A.4 School Calendar and Weekly Schedule

Applicant Instructions

Present the proposed school calendar that shows the total number of days the school will be in session, scheduled holidays and additional days off, as well as early-release days. 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 core academics.

Evaluation Criteria

A response that meets the standard will:

- Demonstrate compliance with minimum requirements of number of school days per year as described in A.R.S. §15-341.01.
- Demonstrate compliance with hours/minutes of instruction per week for each grade level served as described in A.R.S. §15-901.
- Include daily instructional minutes and those dedicated to core academics for each grade level and content area.
- Provide a rationale for the weekly schedule that supports the target population.
- Identify professional development days consistent with the information provided in (Strategy IV) of the Performance Management Plans.

Education Plan

A.5 Curriculum Samples (8 page maximum for each sample)

All public schools in Arizona are required to align their curriculum to the State's academic standards ("Standards"). The curriculum samples allow the applicant to demonstrate their ability to develop a curriculum that is aligned to these Standards to improve pupil academic achievement. (Note: The curriculum samples for each grade level and content area provided in the application package must align with the grade levels to be served as reported on the Title Page.)

The curriculum samples provided must reflect the educational philosophy, target population, and program of instruction identified in the Education Plan. All submitted curriculum samples must use the Curriculum Sample Template. An electronic copy of the form is available within the online application and can also be found on the Board's website under Applicant Resources.

The following components constitute a curriculum sample:

- Standards:
 - Common Core State Standards - The applicant will use the Strands, Clusters, and Standards identified in the instructions to complete the Curriculum Sample Template for K-12 English Language Arts (Reading and Writing). The applicant will use the Domains, Clusters, and Standards identified in the instructions to complete the Curriculum Sample Template for K-8 Math and Categories, Domains, Clusters, and Standards for HS Math.
 - Arizona Academic Standards - The applicant will use the Strands, Concepts and Performance Objectives identified in the instructions to complete the Curriculum Sample Template for 4th and 8th grade Science and HS Biology.
- Instruction and Timeline - An account of what the teacher will do to facilitate the learning up to the time of the summative assessment. This must include a timeline, key points presented, and methods of instruction. The instruction must align with the identified Standards and the Program of Instruction section of the application.
- Student Activities and Timeline - A listing of all activities that provide opportunities for students to apply the content/instruction from the lesson(s) up to the time of the summative assessment. This must include a timeline for the completion of each activity and a detailed description of the student activities. The student activities must align with the identified Standards and the Program of Instruction section of the application.
- Summative Assessment – A description of each cumulative and comprehensive activity that allows students to demonstrate mastery of stated standards. (The assessment is a separate opportunity from any planned student activities.) In addition to the description, include a copy of the summative assessment in the application package.
- Scoring for Summative Assessment – An explanation of how each summative assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe the rubric, if applicable, to include components being evaluated and the scoring criteria for each. In addition to the description, include a copy of the

answer key or scoring rubric (if applicable) for each assessment in the application package.

- Materials/Resources Needed – A listing of all items the teacher and students will need for the entire unit.

Required Exhibit

- Submission of Curriculum Samples – required for each grade level and content area stated in the application package. All submitted curriculum samples must use the Curriculum Sample Template.

The online submission of the curriculum samples include: A separate curriculum sample upload for each grade level and content area or each course (high school) with a file name reflecting the content of the sample. When completing the online curriculum sample upload, applicants must restate the file name in the box titled "Brief Description". For example, the documents will be named following this format: An elementary sample would have a file name of "First Grade Reading". A high school sample would have a file name of "HS Algebra II".

The paper copy submission of the curriculum samples will match the online submission samples.

Curriculum Template Instructions

Provide a curriculum sample for the following:

If serving an **elementary population (K-8)** – A complete application package will include curriculum samples for English Language Arts (Reading and Writing), Math for each grade level served, and Science for grades 4 and 8.

If serving a high **school population (9-12)** – A complete application package will include curriculum samples for English Language Arts (Reading and Writing) for each grade level. The curriculum samples for Mathematics will include a sample from each of the four high school math courses that would meet state graduation requirements. Collectively, the samples must represent content covering all six categories of the Common Core State Standards. In order for this to occur, one or more samples will need to cover multiple categories. The curriculum sample for Science will include a sample for a high school biology course which will incorporate Performance Objectives from Strands 1, 2, or 3 of the Arizona Academic Standards.

The curriculum samples will use the following Common Core State Standards for English Language Arts (Reading and Writing) and Math and the Arizona Academic Standards for 4th and 8th grade Science and HS Biology:

English Language Arts-Reading (K-12)

Grade:	K-12
Strand:	Reading Standards for Informational Text
Cluster:	Craft and Structure
Standard:	#6

English Language Arts-Writing (K-12)

Grade:	K-12
Strand:	Writing Standards
Cluster:	Text Types and Purposes
Standard:	#2

Math (K-8)

Grade:	K
Domain:	Operations and Algebraic Thinking
Cluster:	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
Standard:	#1
Grade:	1-2
Domain:	Operations and Algebraic Thinking
Cluster:	Represent and solve problems involving addition and subtraction.
Standard:	#1
Grade:	3
Domain:	Operations and Algebraic Thinking
Cluster:	Represent and solve problems involving multiplication and division.
Standard:	#1
Grade:	4

Domain:	Operations and Algebraic Thinking
Cluster:	Use the four operations with whole numbers to solve problems.
Standard:	#1
Grade:	5
Domain:	Operations and Algebraic Thinking
Cluster:	Write and interpret numerical expressions.
Standard:	#1
Grade:	6
Domain:	Operations and Algebraic Thinking
Cluster:	Understand ratio concepts and use ratio reasoning to solve problems.
Standard:	#1
Grade:	7
Domain:	Ratios and Proportional Relationships
Cluster:	Analyze proportional relationships and use them to solve real-world and mathematical problems.
Standard:	#1
Grade:	8
Domain:	The Number System
Cluster:	Know that there are numbers that are not rational, and approximate them by rational numbers.
Standard:	#1

Science (Grades 4 and 8 only)

Strand 1:	Inquiry Process
Concept 2:	Scientific Testing (Investigating and Modeling)
Performance Objective 4:	Use Performance Objective 4 throughout the science samples for both grade levels.

Mathematics (9-12)

Provide a curriculum sample for each high school category for math. Be sure to provide the Category, Domain, Cluster, and Standard for each sample. The following is a list of the six categories to be used:

1. Number and Quantity
2. Algebra
3. Functions
4. Modeling
5. Geometry
6. Statistics and Probability

Science (9-12)

The curriculum sample for science will include a sample for a high school biology course which will incorporate Performance Objectives from Strands 1, 2, or 3 of the Arizona Academic

Standards:

- Strand 1 - Inquiry Process
- Strand 2 - History and Nature of Science
- Strand 3 - Science in Personal and Social Perspectives

Evaluation Criteria

For Instruction, a response that meets the standard will:

- Present a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science.
- Correlate with the Program of Instruction described in the narrative.
- Provide a logical sequence of instruction leading to the summative assessment.

For student activities, a response that meets the standard will:

- Present activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction.
- Correlate with the Program of Instruction described in the narrative.
- Provide a logical sequence of activities leading to the summative assessment.

For summative assessments, a response that meets the standard will:

- Provide an appropriate assessment that accurately measures student progress and mastery.
- Align assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science.
- Correlate with the Program of Instruction described in the narrative.

For scoring summative assessments, a response that meets the standard will:

- Be specific to the assessment and Standard or Performance Objective.
- Provide the components to be scored.
- List the criteria required to demonstrate mastery.
- Include a grading/scoring scale.

For scoring materials/resources needed, a response that meets the standard will:

- Include a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment.
- The materials/resources will be accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.

Education Plan

A.6 Performance Management Plan

New charter applicants must submit a Performance Management Plan (PMP) as a part of the Education Plan section of the application. The Performance Management Plan for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement and professional development are in place and appropriate for providing a quality education for each student it serves. It is also intended to focus the school on meeting the Board's level of adequate academic performance.

If the application package is approved by the Board and the applicant is awarded a charter, the application package, including the Performance Management Plans, become a part of the contract. The charter holder is then responsible for meeting the targets for performance as set in the PMPs. Failure to meet the targets may be considered a violation of the terms of the contract.

Each Performance Management Plan will be prepared using the template provided with the application and will include the following:

- the academic area (*indicator*) to be addressed,
- length of the plan (*duration of the plan*),
- instrument that will be used to measure progress in the indicator (*measure*),
- reasonable and appropriate ways (generally numeric) to measure or quantify the identified improvement area, also known as the indicator (*metric*),
- predicted academic performance level of target population (*predicted baseline*),
- rigorous and realistic annual benchmark targets for student proficiency that align with the end target for each plan (*targets*). Targets are not excessive for where the school's predicted baseline is nor should they be to minimal for the degree of improvement necessary,
- the Board's level of adequate academic performance (*end target for the plan*),
- strategies for meeting targets, including action steps, timeline, responsible party, evidence of meeting action steps, and budget. The prescribed strategies for each indicator are:
 - Providing and implementing a curriculum that improves student achievement (Strategy I),
 - Developing and implementing a plan for monitoring the integration of the Common Core State Standards into instruction (Strategy II),
 - Developing and implementing a plan for monitoring and documenting student proficiency (Strategy III), and
 - Developing and implementing a professional development plan that supports effective implementation of the curriculum (Strategy IV).

Required Exhibit

- Submission of a Performance Management Plan for reading and for mathematics developed using the Performance Management Plan Template. Submit the two documents as PMP Math and PMP Reading.

Performance Management Plan Instructions

The applicant will prepare and submit 1) a school-wide performance management plan for reading and 2) a school-wide performance management plan for mathematics using the Performance Management Plan Template. The plans should focus on academic priorities that the school chooses to address during the initial two years of operation. The applicant is responsible for identifying the indicator, predicted baseline, annual benchmark targets for the first two years of operation, action steps, timeline, responsible party, evidence of meeting action steps, and budget on the required template for both reading and mathematics.

Establishing **Predicted Baseline** Measurements in Performance Management Plans

As a way of determining the Predicted Baseline measure, consider how well the target population is performing in similar or comparison schools. In setting Year 1 and Year 2 Annual Benchmark Targets, based upon the predicted baseline, consider how much the implemented program of instruction at the school will improve student achievement each year. Finally, the Year 1 and Year 2 Annual Benchmark Targets must show progression to meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board (End Target for the Plan).

Evaluation Criteria

A response that meets the standard will:

- Align with the applicant's Education Plan.
- Present a viable plan for managing student academic performance in reading (indicator) and presents a second viable plan for managing student academic performance in mathematics (indicator) that includes, for each plan, a predicted baseline and annual benchmark targets for the first two years of operation which reflect incremental progress toward the end target.
- Identify action steps, timeline, responsible party, evidence of meeting action steps, and budget for accomplishing all four prescribed strategies in each plan.
- Reveal a progression of actions from start to finish for each strategy that are sequential, timely, and contribute to the school's ability to meet the identified end target.
- Create action steps that complement and support the other strategies to the extent appropriate.
- Include artifacts that provide evidence of the implementation of each action step.
- Provide adequate resources, i.e. time, money personnel, etc. to implement the action steps that support the strategies.
- Reflect costs from the Performance Management Plan in the Start-Up and Three-Year Operational Budget.

B. Organization Description

The Organization Description 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.

B.1 Applicant Organization

B.2 Applicant Composition

B.3 Governing Body

B.4 Management & Operation

B.4.1 Education Service Providers *

B.4.2 Contracted Services

* Denotes section required only of certain applicants

Organization Description

B.1 Applicant Organization

Applicant Instructions

Describe the organization that is applying for the charter, its history, current operations, roles and responsibilities, and the relationship between existing operations and the proposed school.

Required Exhibits

- Articles of Incorporation, Articles of Organization, or other legal documentation establishing entity – Exhibit
- By-laws – Exhibit
- Minutes or Resolution of intent to apply for a charter – Exhibit

Evaluation Criteria

A response that meets the standard will:

- Discuss the organization's history, including the establishment of principals, and the attainment of any licenses, operating permits etc.
- Discuss the relationship between the organization's existing operations and the proposed school.
- Include a clear description of the roles and responsibilities of the principals that is consistent with the application package and By-laws.
- Align with information listed on Title Page and with the contents of the application package.
- Be consistent with Articles of Incorporation, Articles of Organization, or appropriate legal documentation that is on file with the Arizona Corporation Commission or otherwise available to demonstrate the establishment of the applicant. (does not apply to Sole Proprietorship).

Organization Description

B.2 Applicant Composition

Applicant Instructions

Provide a narrative that identifies all Principals (officer, director, member, partner) and authorized representative(s) and discuss each individual's background and qualifications.

Required Exhibits

A resume for each Principal (officer, director, member, partner) and authorized representative.

As part of the application package, this information is available for public review. Information such as addresses, phone numbers, etc. should not be included.

- B.2 Narrative
- Current Resume(s)

Evaluation Criteria

A response that meets the standard will:

- Highlight the significance of the individual or group and the skill set each contributes to the organization.
- Identify experience in elementary/secondary education, business operation, and financial management as it supports the operation of a charter school.
- Demonstrate consistency with the background information provided for each individual.
- Be consistent with all sections of the application package.

Organization Description

B.3 Governing Body

Applicant Instructions

Describe the governing body that will be responsible for the policy decisions of the school. List members of the proposed governing body including their names, current employment, and relevant experience or qualifications for serving on the governing body, including but not limited to, their relationship to the community in which the school will be located.

Describe any specific plans for recruitment of additional governing body members, including, but not limited to, plans that would involve parental, professional educator, or community involvement in the governance of the school.

Evaluation Criteria

A response that meets the standard will:

- Include a clear description of the role, responsibilities, and mandated obligations of the governing body.
- Include the name, background information, qualifications, and community relationship of each member.
- Describe the process for filling vacancies on and developing the school governing body.
- Explain the training and orientation process that will be provided to all school governing body members and what resources will be used.
- Include how the make-up of the governing body described will comply with the Open Meeting Law.
- Be consistent with all sections of the application package.

Organization Description

B.4 Management & Operation

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation.

Explain the management roles and responsibilities of key administrators with respect to instructional leadership, personnel, budgeting, financial management, legal compliance, and any special staffing needs.

Required Exhibit

- Organizational Chart that reflects the operation and proposed reporting structure within the organization.
- Resume of any identified school academic and business/operations leadership that were not submitted as part of B.2. – Exhibit

Evaluation Criteria

A response that meets the standard will:

- Demonstrate understanding of management needs and priorities.
- Describe the primary responsibilities for each key administrative position and identify critical skills or experience that will be priorities for fulfillment of those responsibilities.
- Provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- Provide an organizational chart and narrative that represents a practical reporting structure within the organization.

Organization Description

B.4.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term “education service provider” refers to any number of organizations that contract with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

- Background information on the ESP including relevant performance data for other schools that the ESP has managed – Exhibit
- A list of any other schools managed by the ESP, the state in which the schools are located, and contact information for the schools – Exhibit
- The service agreement as executed between the applicant and the ESP (or template version if not yet executed) – Exhibit

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- We intend to contract with or have a governance relationship with an education service provider. *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 for services with an education service provider, 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 and how that relationship between the applicant and the ESP will further the school’s mission and program.

Provide a clear description of the services to be provided by the ESP. Describe the ESP’s roles and responsibilities in relation to the applicant, the school’s management, and the school governing body. Describe the applicant’s performance expectations for the ESP and how the applicant will evaluate that performance.

Evaluation Criteria

A response that meets the standard will:

- Provide an explanation of the reasons for contracting with an ESP, in general, and this provider, in particular.
- Clearly describe the services provided by the ESP.
- Explain how the proposed relationship with the ESP will further the school’s mission and program, how the performance expectations align with the applicant’s accountability requirements, and how those expectations will be measured.
- Delineate the roles and responsibilities between the applicant, school governing body, school management, and the ESP.
- Ensure costs are included in the Start-Up and Three-Year Operational Budget as appropriate.

Required Exhibits

Organization Description

B.4.2 Contracted Services

Applicant Instructions

Identify the areas, if any, which may require the applicant to seek outside expertise.

Include the consultants and contracted services needed and identify those consultants and/or contract service providers with qualifications that will provide the expertise, identifying their skill set and rates for services as reflected in the Three-Year Operational Budget.

Evaluation Criteria

A response that meets the standard will:

- Include the areas, if any, which may require the applicant to seek expertise.
- Contain a reasonable demonstration of the professional experience or competence of those hired or retained to perform such professional services.
- Provide a list of anticipated contracted special education services with sources for costs.
- Ensure costs as described in the narrative are 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 operate a school.

- C.1 Facilities Acquisition
- C.2 Advertising and Promotion
- C.3 Personnel
- C.4 Instructional Resources
- C.5 Operational Expenditures/Overhead

Required Exhibits

- Verifiable Proof of Secured Funds – Exhibit
- Start-Up Budget – Exhibit
- Three-Year Operational Budget – Exhibit
- Documentation to support any agreement, donation, or loan that supports the budget.

Business Plan

C.1 Facilities Acquisition

Applicant Instructions

Describe the facility necessary to implement the program.

Required Exhibit

- Layout of space– Exhibit

Evaluation Criteria

A response that meets the standard will:

- Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package.
- Identify and provide documentation on the available facilities within the target market that will support the education program and student population, including class size, described in the application package.
Or
Provide details of already acquired facility, purchased land or proposed build that will support the education program and student population, including class size described in the application package.
- Identify the timeframe for securing a facility appropriate for educational use.
- Discuss applicant's understanding and costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.
- Discuss the financial arrangements that have been made for securing the facility and ensure costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.
- Be consistent with all sections of the application package.

Business Plan

C.2 Advertising and Promotion

Applicant Instructions

Describe the advertising/promotion plans to attract parents/students to the school that supports the number of students and state equalization assistance included in the Three-Year Operational Budget.

Evaluation Criteria

A response that meets the standard will:

- Discuss advertising/promotion plans to include strategies and timeline to support the number of students included in the Three-Year Operational Budget.
- Include how advertising/promotion costs were determined, as supported by market study or research.
- Ensure costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.
- Ensure the number of students and State Equalization are supported and reflected in the Three- Year Operational Budget.

Business Plan

C.3 Personnel

Applicant Instructions

Identify the personnel necessary to implement the program of instruction and operate the charter school as described.

Evaluation Criteria

A response that meets the standard will:

- Provide a staffing plan that appears viable and adequate for the effective implementation of the program of instruction and operation of the charter school as described. Include the number of instructional and non-instructional personnel.
- Align staff qualifications with No Child Left Behind Highly Qualified requirements.
- Provide a detailed plan that includes recruiting, hiring, and training of instructional staff consistent with the start up of the school and the Performance Management Plan.
- Provide an administrative plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel and their oversight responsibilities related to the following areas: Curriculum, Staff Development, Assessment (mandated State testing), Financial Management, Contracted Services, Personnel, Grants Management, and Student Accountability Information System (SAIS).
- Depict a compensation plan, including benefits if provided, that supports the described qualifications and experience of administrative, instructional and non-instructional personnel.
- Ensure all Employee Related Expenses (ERE) as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.

Business Plan

C.4 Instructional Resources

Applicant Instructions

Describe and delineate the instructional expenditures necessary to implement the program of instruction as described.

Evaluation Criteria

A response that meets the standard will:

- Include expenditures that support the program of instruction including materials, supplies, equipment, etc. as described within the application package.
- Delineate any financial arrangements and timeline for securing goods.
- Ensure costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.

Business Plan

C.5 Operational Expenditures/Overhead

Applicant Instructions

Describe and delineate the operational expenditures necessary to operate the school.

Evaluation Criteria

A response that meets the standard will:

- Include expenditures that support the operation of a school or that may be considered overhead costs. This includes lease, utilities, insurance, audit, maintenance/improvements, furniture and equipment, etc.
- Delineate any financial arrangements and timeline for securing goods.
- Ensure costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.

Arizona State Board for Charter Schools 2012-2013 Application

1700 West Washington, #164
Phoenix, AZ 85007
(602) 364-3080
Fax (602) 364-3089

Cover Sheet

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 have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, 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 within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools. A charter that is not timely signed expires.

The applicant acknowledges that if approved to operate a charter school, the applicant must begin providing educational services within twelve months of execution of the charter or within twenty-four months of approval of the charter, whichever date occurs later.

The applicant acknowledges that if approved to operate a charter school, the applicant must provide the minimum number of days of instruction as defined in A.R.S. §15-341.01 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.

Applicant Name (Must match Articles of Incorporation, Article of Organization, or other legal documentation establishing a public body, private person or private organization pursuant to A.R.S. §15-183.B)

Authorized Representative
(Printed Name)

Signature of Authorized Representative

Date

Title Page

Name of Applicant Applying for the Charter _____

(Must match Articles of Incorporation, Article of Organization, or other legal documentation establishing a public body, private person or private organization pursuant to A.R.S. §15-183.B.)

Name of Proposed Charter School _____
 New School Converted School

Authorized Representative for Applicant _____
 (This may be the individual applicant or an individual authorized by the applicant.)

Authorized Representative's Mailing Address _____

City _____ State _____ Zip _____

County _____ E-mail: _____

Daytime Phone: (____) _____ Fax: (____) _____

Form of Organization	When listing the names of the officers, members, partners or board members of the applicant (collectively referred to as Principals), provide the charter name and sponsor if the individual has ever served as a Principal, or as a member of a governing body or an administrator for a charter before.		
	Principals Name(s)	Charter Name(s)	Sponsor
<input type="checkbox"/> Non-Profit Corporation			
<input type="checkbox"/> For-Profit Corporation			
<input type="checkbox"/> Partnership			
<input type="checkbox"/> Sole Proprietorship			
<input type="checkbox"/> Tribal Entity			
<input type="checkbox"/> Government Entity			
<input type="checkbox"/> Other			

The governing body of a charter school is responsible for the policy decisions of the school. (A.R.S. §15-183.E.8) Please indicate the make-up of this body below.

<i>School Governing Body (Body responsible for the policy decisions of the school.)</i>				
Member Type	Number	Name	Name	Name
Organization				
Principals				
School Staff				
Parents				
Community				
Other				

ESP

All applicants are asked to declare whether they intend to contract with an education service provider (ESP). The term "education service provider" refers to any number of organizations that contract with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs), charter management organizations (CMOs), and comprehensive school design providers.

Select the statement that is most applicable:

- We intend to contract with or have a governance relationship with an education service provider.
 - EMO
 - CMO
 - Comprehensive School Design
- We do not intend to contract with or have a governance relationship with an education service provider.

Title Page Attachments

The following information for each Principal (officer, member, director, partner) and authorized representative is required to be attached:

1. Current Resume
2. Background Information Sheet
3. Notarized Affidavit
4. Copy of VALID Fingerprint Clearance Card
5. Verification of Coursework and/or Degree (if applicable)

Verification of Coursework/Degree

All authorized representatives and principals (officers, members, directors, partners) of the organization, must provide transcripts from the educational institution or verification of coursework/degree from the National Student Clearinghouse® (<http://www.studentclearinghouse.org/>). These documents must be uploaded in the Title Page of the application package or received in the ASBCS office within 2 weeks of the deadline. Submit this information to: Arizona State Board for Charter Schools, 1700 W. Washington St., Room 164, Phoenix, AZ 85007.

Uploaded Confidential Attachments require the inclusion of information that is confidential. The Board will maintain the confidentiality of Uploaded Confidential Attachments as provided by law so long as they are uploaded in the appropriate field. The Board is not responsible for the release of confidential information contained in the Attachments if submitted by the Applicant in a manner other than described herein.

Target Population

Mission Statement: (Use only this space.)

	Grades Served Please remove any grades not being taught.	Total Number Served Enrollment cap at all campuses and in all grades combined.	Sites Number Operating
Year _____	K 1 2 3 4 5 6 7 8 9 10 11 12	_____	_____
Year _____*	K 1 2 3 4 5 6 7 8 9 10 11 12	_____	_____
Year _____*	K 1 2 3 4 5 6 7 8 9 10 11 12	_____	_____

*The addition of grades will require an amendment request after the approval and signing of the contract.

School Calendar

Standard Extended School Year Number of Instructional Days _____
 Alternative (Please describe in 5 words or less) Target Starting Date _____

School Calendar Description:

Complete the following information for each site indicated above. If planning more than one site, provide the following information for each site. Attach an additional page if necessary.

1. Specific boundary information (e.g. targeted 10 mile radius) on the planned location for your school:
2. Number of classrooms, offices, etc. necessary, along with total square footage, to implement your program as described:
3. If facility arrangements have been made, provide the information below:

Proposed School Name: _____

Site Address: _____

City: _____

State: _____

Zip Code: _____

County:

**FY2012-13 NEW CHARTER APPLICATION
PERFORMANCE MANAGEMENT PLAN TEMPLATE**

<Insert Applicant Name>

Comment [c1]: Add language "attachment" in title?

Comment [c2]: All highlighted items are revisions

INDICATOR:¹ ___Math ___Reading

DURATION OF THE PLAN:² Begins July 1, 2012 to June 30, 2014

MEASURE*	METRIC*	PREDICTED BASELINE	YEAR 1 ANNUAL BENCHMARK TARGET	YEAR 2 ANNUAL BENCHMARK TARGET	End Target For The Plan ³
State standardized assessment	Percent (%) of students who score proficient on the State standardized assessment AND student growth percentile (SGP)				Meet or demonstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Board

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps ⁴	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY II: Develop and implement a plan for monitoring the integration of the Common Core State Standards into instruction.

Action Steps ⁴	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps ⁴	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps ⁴	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1.				
2.				
3.				
4.				

Notes:

* Provided by ASBCS staff (Applicant does not edit these sections.)

1 Academic area to be addressed for improvement

2 Duration of the plan must align with the timeline presented in the Action Steps

3 Refer to *Board's Level of Adequate Academic Performance* on the ASBCS website: <http://asbcs.az.gov>

4 Repeat these action steps as necessary to include the appropriate number of steps to accomplish the strategy

Grade Level	Content Area	Course Title <i>(For 9-12 Samples Only)</i>	Unit Title
Length of Unit	Time of Year Taught	Expected Prior Knowledge	
Unit Description			
Standards: <u>See instructions on page 15.</u>			
Summative Assessment <i>In addition to the description, include a copy of the summative assessment in the application package.</i>			
Scoring for Summative Assessment <i>In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.</i>			
Materials/Resources Needed <i>Include all items for the entire unit.</i>			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline					

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline					

Verifiable Proof of Secured Funds Attachment

Applicant Name: _____

This form is to be completed and signed by the financial institution the applicant is using for start-up funds. One signed original form is required for each individual contributing to the start-up funds for the above named applicant. This form may be copied as necessary.

Verify the availability of funds in the following account:

Financial Institution: _____ Branch: _____

Account Type: ___ Checking ___ Savings ___ Other (Name): _____

Last four numbers of account #: _____ Min. Funds Available: \$ _____

Financial Institution Contact Name (Account Manager): _____

Address: _____

Phone Number _____ Email: _____

Printed name of account holder Account holder signature Date

Printed name of account manager Account manager signature Date

Upload the completed and signed form to the application.

BACKGROUND INFORMATION SHEET ATTACHMENT

Provide the following information for each authorized representative, officer, member, director, and partner:

Any section not completely filled out will be deemed **ADMINISTRATIVELY INCOMPLETE.**

This form may be copied 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 if different from 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(E) in order to verify the information supplied in your charter application and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

**BACKGROUND INFORMATION SHEET ATTACHMENT
PAGE TWO**

If applicable, list the highest post-secondary institution attended. If no post-secondary degree was earned, then write N/A in "Institution Name".

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

List the last FIVE YEARS of employment. Please include retirement or 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:	

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND AND CREDIT CHECK

Instructions: In addition to uploading this document, return the original signed and notarized affidavit with the application package. Copies will not be accepted.

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 for the following Applicant(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 distribution of 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 or narcotic 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. § 13-604.01, (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 FORGOING INFORMATION PROVIDED BY ME FOR THE ABOVE LISTED APPLICANT(S) 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 DENIAL OR REVOCATION OF THE CHARTER FOR THE ABOVE LISTED APPLICANT(S) BY THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS.

Applicant's Signature _____

Notary:
 Subscribed and sworn before me this _____ day of _____ Year _____.
 County of _____ State of _____.
 Notary Public _____ My Commission Expires _____

*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(E) in order to verify the information supplied in your charter application and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

Start Up Budget

	Inception to August 1			
START-UP REVENUE			Total \$	Assumptions
Secured Funds - Private Donations				
Secured Funds - Loans				
Secured Funds - Other (Specify) _____				
Total Start-up Revenue			\$	
EXPENDITURES	# of Staff	@ Salary	Total \$	Assumptions
<i>1. Administration, Instruction, & Support:</i>				
Salaries				
Director/Principal			\$	
Teacher-Regular Education			\$	
Teacher-Special Education			\$	
Clerical			\$	
Bookkeeper/Finance			\$	
Custodial/Maintenance			\$	
Other (Specify) _____			\$	
Employee Benefits (Includes Required Employer Contributions)			\$	
Employee Insurance (if providing)			\$	
Office Supplies (Paper, Postage, etc.)			\$	
Instructional Supplies			\$	
Membership Dues, Registrations, & Travel			\$	
Purchased Services (Contracted Services, Accounting Services, Legal, Consultants, etc.)			\$	
Purchased Services (Special Education)			\$	
Curriculum & Resource Materials			\$	
Library Resources/Software			\$	
SAIS Software			\$	
Other (Specify)			\$	
Total Administration, Instruction, & Support			\$	
EXPENDITURES			Total \$	Assumptions
<i>2. Operations & Maintenance:</i>				
Supplies			\$	
Marketing/Advertising			\$	
Purchased Services (Contracted Services, Custodial/Maintenance)			\$	
Building Rent/Lease/Loan (Deposits/Monthly)			\$	
Building & Improvements			\$	
Land & Improvements			\$	
Fees/Permits			\$	

Property/Casualty Insurance			\$	
Liability Insurance			\$	
Utilities - Deposits/Monthly (Electric, Gas, Water, Waste)			\$	
Phone/Communications/Internet Connectivity (Deposits/Monthly)			\$	
Student Furniture & Other Equipment			\$	
Office Furniture & Other Equipment			\$	
Student Technology Equipment			\$	
Office Technology Equipment			\$	
Other Leases/Loans (Security, Copiers, etc.)			\$	
Other (Specify)			\$	
Total Operations & Maintenance			0	
Total Expenditures			\$	
Total Start-up Revenues			\$	
Budget Balance (Revenues-Expenditures)			\$	

Three Year Operational Budget

Applicant Name: _____

	First Year			Second Year			Third Y		
STUDENT COUNT			#			#			
Number of Students (Budget based on)									
CARRYOVER (Balance from Start-Up Budget in year 1 or previous year)									
REVENUE			\$ Amount			\$ Amount			
State Funding (Equalization Assistance)			\$			\$			
Secured Funds - Private Donations			\$			\$			
Secured Funds - Loans			\$			\$			
Secured Funds - Other (Specify)			\$			\$			
Total Revenue			\$			\$			
EXPENDITURES	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	
<i>1. Administration, Instruction, & Support:</i>									
Salaries									
Director/Principal			\$			\$			
Teacher-Regular Education			\$			\$			
Teacher-Special Education			\$			\$			
Instructional Assistants-Regular Education			\$			\$			
Instructional Assistants-Special Education			\$			\$			
Clerical			\$			\$			
Bookkeeper/Finance			\$			\$			
Custodial/Maintenance			\$			\$			
Other (Specify) _____			\$			\$			
Other (Specify) _____			\$			\$			
Employee Benefits (Required Employer Contributions)			\$			\$			
Employee Insurance (if applicable)			\$			\$			
Office Supplies (Paper, Postage, etc.)			\$			\$			
Instructional Supplies			\$			\$			
Membership Dues, Registrations, & Travel			\$			\$			
Purchased Services (Contracted Services, Accounting Services, Legal, Consultants, etc.)			\$			\$			
Purchased Services (Special Education)			\$			\$			
Curriculum & Resource Materials			\$			\$			
Library Resources/Software			\$			\$			
SAIS Software			\$			\$			
Auditor Fees			\$			\$			
Other (Specify)			\$			\$			

ASBCS 2012-2013

Total Administration, Instruction, & Support			\$			\$		
EXPENDITURES			Total			Total		
<i>2. Operations & Maintenance:</i>								
Supplies			\$			\$		
Marketing/Advertising			\$			\$		
Purchased Services (Contracted Services, Custodial/Maintenance)			\$			\$		
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/Loans (Security, Copiers, etc.)			\$			\$		
Other (Specify)			\$			\$		
Total Operations & Maintenance			\$			\$		
Total Expenditures			\$			\$		
Total Revenues			\$			\$		
Budget Balance (Revenues-Expenditures)			\$			\$		

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