

# New School Amendment Request

## Purpose

The *New School Amendment Request* is used to add a new charter school to the existing contract and provides the charter holder the opportunity to request an increase in the enrollment cap and/ or the grade levels served (if needed) in one submission. This request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented before the beginning of a school year. If the school year has started or will start prior to the request being considered by the Board, an amendment request may not be submitted for implementation in the current fiscal year.

The addition of a new school and a change in grade levels served or the enrollment cap are not effective until approved by the Board.

*Before submitting this request, **ensure the charter holder is in compliance per the Board's policy.** If a charter holder is not in compliance, the request may be deemed incomplete and the non-compliance may be recorded on the charter holder's operational dashboard.*

## Determining Eligibility

To determine whether your charter is eligible to expand, a charter holder, its Associated Schools and Associated Charters (as applicable) must meet eligibility criteria based on its performance on the academic, financial, and operational dashboards. The criteria are found in "Eligibility Criteria" in [The Guide](#).

An eligible charter holder may submit a request to increase the enrollment cap for up to three fiscal years of projected student enrollment and/or increase the grade levels served for up to three fiscal years of anticipated grade levels.

## Board Consideration

A substantively complete amendment request submitted for a new charter school, or a new charter school with enrollment cap increase and/ or grade level increase, by a charter holder that meets the eligibility criteria shall be placed on the agenda of a regular Board meeting. A finding that the charter holder is not in compliance in one or more operational areas may result in a delay in consideration of the request.

If a charter holder is eligible to submit a request, it must maintain eligibility prior to Board consideration. For information on maintaining eligibility, review the section on "Eligibility Criteria" in [The Guide](#).

If the Board approves a request to increase enrollment cap of a charter contract and the *Occupancy Compliance Assurance and Understanding form* is submitted, the request to increase enrollment cap is approved with the condition that the charter holder agrees to provide a Certificate of Occupancy and Fire Marshal's reports approved for educational use, for the additional increase of students within the fiscal year requested. If the charter holder does not fulfill those requirements, the charter holder will have to resubmit an enrollment cap request to the Board for its approval.

## Staff Recommendation

A *New School Amendment Request* will receive a staff recommendation for the expansion if the charter holder’s current data and performance demonstrates all of the following criteria:

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| Charter Holder has been in operation for three years;   |
| Rating of “Meets Operational Standard” in the most recent Fiscal Year;  |
| Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year; and  |
| Each school operated by the charter holder:<br>Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s current location or offers a unique program of instruction within a five-mile radius of its location.<br><b>AND</b><br>Performs at or above the average performance of a majority of schools within a five-mile radius of the proposed school’s location or offers a unique program of instruction within a five-mile radius of its proposed location. |

If the request includes an increase in enrollment cap, the charter holder will receive a staff recommendation if its current data also demonstrates the following criteria:

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| Past enrollment trends indicate need for increase within three years |
| ADM is within 85% of current enrollment cap                          |

If the request includes an increase in grade levels, the charter holder will receive a staff recommendation if its current data also demonstrates the following criteria:

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| Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested; |
| ADM is within 85% of current enrollment cap  |

## Instructions for the Request

Work through the form, filling in all required fields and uploads (denoted by "\*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

### Form Fields

| Field                             | Instructions  |
|-----------------------------------|---|
| <b>Name of School*</b>            | Enter the name of the new school.   |
| <b>Grade levels to be served*</b> | Check the boxes for the grades to be served by the new school. The grades must be currently approved for the charter. |
| <b>First day of Operation*</b>    | Enter the proposed first day of school for the new school.  |
| <b>Physical Address*</b>          | Enter the physical street address of the new school.  |

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| <b>Physical Phone Number*</b>                                      | Enter the telephone number of the new school.   |
| <b>Physical Fax Number</b>   | Enter the fax number of the new school, if applicable.  |
| <b>Mailing Address*</b>  | Enter the mailing address of the new school. If it is the same as the physical address, check the box.                                      |
| <b>Mailing Phone Number*</b>                                       | Enter the telephone number of the Charter Holder.   |
| <b>Mailing Fax Number</b>  | Enter the fax number of the Charter Holder.   |
| <b>Is an Enrollment Cap Increase being added to this request?*</b> | Select a button.<br><input type="checkbox"/> No <input type="checkbox"/> Yes, an Enrollment Cap Increase is being requested.                |
| <b>From</b>  | Confirm that the <i>From</i> field accurately identifies the Enrollment Cap approved for the charter contract. If not, contact Board staff. |
| <b>To*</b>   | Enter the Enrollment Cap being requested, ensuring it is supported by the documented capacity of the facility/facilities identified.        |
| <b>Is a Grade Level Increase being added to this request?*</b>     | <input type="checkbox"/> No <input type="checkbox"/> Yes, a Grade Level Increase is being requested.  |

## Attachments

For further information regarding specific documentation requirements, see [The Guide \(Attachment Guidelines\)](#) and the administrative and substantive completeness requirements following this section.

### Curriculum Samples (Increase in Grades)

Charters in which **all** schools have received an Overall Rating of “Exceeds Standard” or “Above Standard” will not be required to submit curriculum samples.

Charters in which one or more schools **have not** received an Overall Rating of “Exceeds Standard” or “Above Standard” will be required to provide a complete set of curriculum samples for each grade to be added.

Upload curriculum samples for each grade level being requested, as described in the instructions on the Curriculum Sample Instructions and Template included in these instructions.

### Board Minutes or Board Resolutions\*

Board minutes or board resolutions approving or addressing the request to add a new charter school to the existing contract, and to increase enrollment cap (if applicable), and to increase grade levels (if applicable).

### Occupancy Documentation\*

#### Proposed Facility

For the proposed facility, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal’s Inspection Report, approved for educational use.
- If a Certificate of Occupancy and Fire Marshal’s Report are not available for the proposed facility at the time of submission, an *Occupancy Compliance Assurance and Understanding* form, signed by a charter representative, may be submitted in its place.
- If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the proposed facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.
- An *Agricultural Land Regulation Assurance and Understanding* form signed by a charter representative.

**Occupancy Documentation\* (Increase Enrollment Cap and/ or Grade Levels)**

For the existing facilities, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal’s Inspection Report, approved for educational use.
- If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the proposed facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.

**Lease Agreement, Proof of Purchase, or Builder Contract\***

For the proposed facility, upload a scanned copy of the appropriate documentation.

**Fingerprint Clearance Card\***

Upload a scanned copy of both sides of the valid fingerprint clearance card (FCC) issued by the Arizona Department of Public Safety for the school site administrator.

**Copy of Current Liability Insurance Coverage\***

Upload the appropriate documentation, which must identify the charter holder requesting expansion.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the (administrative, instructional, and non-instructional) staffing, enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.
- If changes to staffing are not needed, provide an explanation.

- Identify the target population of the proposed school, and demonstrate a clear understanding of the following:
  - The students the proposed school intends to serve;
  - How the population is similar to, or different from, the population currently served by the schools operating under the charter;
  - Whether the students will be primarily neighborhood or commuter;
  - A demographic profile of the population;
  - Current levels of academic performance; and
  - Needs not currently met for the target population.
  
- Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population.
  
- Identify the number of instructional days the school will be in session.
  
- Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted. Include:
  - Plans for meeting each year’s enrollment targets;
  - Necessary advertising and/or promotion to meet the targets; and
  - The timeline for enrollment at the proposed school, and explain the process for communicating to the public.
  - *For an increase in grades or enrollment cap include:*
    - Number of returning students; and
    - Anticipated new student enrollment.
  
- Provide a description of the market analysis that supports the successful enrollment of the projected student count. Include the following:
  - Other educational options available to students in the target area;
  - An explanation of need for the school; and
  - Factual data to support the need.
  
- (*Adding grades K–8*) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
  
- (*Adding grades 9–12*) Describe the following:
  - Course offerings;
  - Process and criteria for awarding course credit;
  - Policy on acceptance of transfer credit; and
  - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
  
- Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
  
- The first payment for a school year is not distributed until August 1<sup>st</sup> of the Fiscal Year. Explain how the charter holder will manage all expenses, including, but not limited to, those already identified in the staffing and resource components of the narrative. Include the following, as applicable:
  - Recruiting, hiring, and training employees;
  - Advertising and/or promoting the school;
  - Enrolling students;
  - Purchase of concrete resources;
  - Facilities; and

- Other items as indicated by the request.

**Additional Information\***

Upload each of the following documents:

- Enrollment Matrix
  - Complete for **each school** operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the **proposed school** for its first three years.
- Staffing Chart
  - Complete for **each school** operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years. Additionally, complete the chart for the **proposed school** in its first three Fiscal Years.
- Financial Documentation (Only for charter holders that **do not meet** the Board’s financial performance expectations)—as described in Appendix B of the [Financial Performance Framework Guidance](#) (FPFG):
  - Upload the financial performance response as described in Appendix C of the FPFG;
  - A start-up budget detailing all expenditures that cover the start-up plans;
  - First-year operational budget detailing all expenditures that cover the first year of operation; and
  - Budget assumptions (see Appendix B of the FPFG) for both budgets reflecting the new school.

**Administrative Completeness Review**

An administratively complete request includes the following (as applicable):

- Curriculum Samples for each additional grade level the charter holder is requesting. See Curriculum Sample Instructions and Template included these instructions.
- Board Minutes or Board Resolutions that provide evidence that the:
  - Request to add a new charter school to the existing contract; and to increase the enrollment cap and/ or the grade levels served (if needed) has been approved or addressed by the charter holder (approving board);
  - Approving board aligns with what is currently on file with ASBCS; and
  - Board minutes comply with Open Meeting Law (if applicable); or
  - Board resolution if the approving board is not subject to Open Meeting Law.
- Occupancy Documentation for the proposed school facility:
  - Certificate of Occupancy and current Fire Marshal’s report, both approved for educational use. OR
  - Completed Occupancy Compliance and Understanding Form that is signed and dated by the charter representative.
  - If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load, provide additional documentation. *Hand-drawn images will not be accepted.*
- Occupancy Documentation for the existing facility if increasing the enrollment cap and/ or grade levels:
  - Current Certificate of Occupancy **and** Current Fire Marshal’s Inspection Report, both approved for educational use.
  - If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load, provide additional documentation. *Hand-drawn images will not be accepted.*
- Agricultural Land Regulation Assurance form*
- Lease agreement, proof of purchase, or builder contract for proposed school facility.
- Copy of liability insurance coverage.

- Copy of valid FCC for school administrator (both sides).
- Narrative, addressing all prompts.
- Completed Enrollment Matrix for each school operated by the charter holder and the proposed school.
- Completed Staffing Chart for each school operated by the charter holder and the proposed school.
- Financial Documentation
  - Financial Performance Response
  - Start-up budget
  - First-year operational budget
  - Budget assumptions for both budgets
- All required forms are submitted on the approved ASBCS template.

## Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criterion (if applicable) will either be deemed acceptable or not acceptable.

| Review  | Criteria  |
|---|---|
| Board Minutes   | <input type="checkbox"/> Board minutes indicate that the request has been approved and is consistent with the submitted form.   |
| Occupancy Documentation                                 | <input type="checkbox"/> A Certificate of Occupancy and Fire Marshal’s Inspection Report for the proposed school facility, both current.<br><input type="checkbox"/> If neither displays occupancy, additional documentation demonstrates capacity that is in alignment with the charter holder’s current and proposed (if applicable) enrollment cap increase.<br><input type="checkbox"/> If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report are not available at time of submission, an Occupancy Compliance Assurance and Understanding Form is submitted and signed by the charter representative.<br><input type="checkbox"/> Additional documentation shows how the space is sufficient for the number of students requested, if increasing the enrollment cap. |
| Agricultural Land Regulation Assurance                  | <input type="checkbox"/> The form is submitted and signed by the charter representative.  |
| Lease Agreement, Proof of Purchase, or Builder Contract | <input type="checkbox"/> Documentation demonstrates an agreement for the proposed facility.   |
| Fingerprint Clearance Card                              | <input type="checkbox"/> Valid FCC for school administrator that does not expire within 60 days after the submission of the request.  |
| Liability Insurance Coverage                            | <input type="checkbox"/> Copy of current insurance policy includes the charter holder’s name as policyholder/insured.   |
| Rationale (Narrative)                                   | Description includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for adding a new school;</li> <li><input type="checkbox"/> Rationale for increase in grade levels and/or enrollment cap; and</li> <li><input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>   |

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| <p><b>Staffing Chart</b></p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staffing Chart(s) identify the current and anticipated staffing information for the subsequent three Fiscal years.</li> <li><input type="checkbox"/> Staffing Chart(s) include a leadership section for the school(s) operated by the charter holder and the proposed school.</li> <li><input type="checkbox"/> Staffing Chart(s) are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>  |
| <p><b>Staffing Plan (Narrative)</b></p>                                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan describes the charter’s staffing, enrollment and target population needs. <input type="checkbox"/> Plan addresses the processes for the needs identified in:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment;</li> <li><input type="checkbox"/> Hiring; and</li> <li><input type="checkbox"/> Training.</li> </ul> </li> <li><input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes.</li> <li><input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>   |
| <p><b>Target Population (Narrative)</b></p>                               | <p>Response includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of the target population;</li> <li><input type="checkbox"/> How the target population is similar to, or different from, the current population served by the charter; and</li> <li><input type="checkbox"/> Whether the population will be primarily neighborhood or commuter students.</li> </ul> <p>Response provides the target population’s:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demographic profile;</li> <li><input type="checkbox"/> Current levels of academic performance (e.g. AzMERIT data and letter grades); and</li> <li><input type="checkbox"/> Needs not currently met.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Target population information is consistent with information contained in all other applicable narrative prompts and accompanying attachments.</li> </ul> |
| <p><b>Quality Option or Unique Program of Instruction (Narrative)</b></p> | <p>Description includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reason(s) the school provides a quality academic option; or</li> <li><input type="checkbox"/> Reason(s) the school provides a unique program of instruction.             <ul style="list-style-type: none"> <li><input type="checkbox"/> If both apply, both are addressed.</li> </ul> </li> <li><input type="checkbox"/> How these reasons meet the needs of the target population.</li> <li><input type="checkbox"/> Description is consistent with information contained in all applicable narrative prompts and accompanying attachments.</li> </ul>  |
| <p><b>Instructional Days (Narrative)</b></p>                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> The number of instructional days is identified.</li> </ul>   |
| <p><b>Enrollment Matrix</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> A completed Enrollment Matrix for the current and subsequent three Fiscal Years for each school operated by the charter holder and the proposed school, detailing the current and targeted number of students per grade level served.</li> <li><input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.</li> </ul>   |
| <p><b>Enrollment Justification (Narrative)</b></p>                        | <p>A justification for the enrollment targets identified in each Enrollment Matrix includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A plan for meeting each year’s enrollment targets; and</li> <li><input type="checkbox"/> Necessary advertising and/or promotion to meet the targets;</li> <li><input type="checkbox"/> Timeline for enrollment at the proposed school is included and explains</li> </ul>   |



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|  | <p>how it will be communicated to the public.<br/> <i>For increase in grades or enrollment cap include:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Number of returning students; and</li> <li><input type="checkbox"/> Anticipated new student enrollment.</li> </ul> <p>Description of the market analysis includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other educational options available to students in the target area;</li> <li><input type="checkbox"/> An explanation of need for the school; and</li> <li><input type="checkbox"/> Factual data to support the need.</li> </ul> <p><input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p> |
| <p><b>Concrete Resources (Narrative)</b></p>                             | <p>Concrete resources are identified for the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum; and/ or</li> <li><input type="checkbox"/> Assessment; and/ or</li> <li><input type="checkbox"/> Instruction.</li> </ul> <p><input type="checkbox"/> Rationale includes why these resources are needed, or why additional resources are not needed to implement the request.</p> <p><input type="checkbox"/> Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>   |
| <p><b>Clear Criteria for Promotion (Narrative—Adding Grades K–8)</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear criteria for promotion from one grade level to the next</li> <li><input type="checkbox"/> Level of proficiency students must obtain to demonstrate mastery of academic core content.</li> </ul>  |
| <p><b>Courses (Narrative—Adding Grades 9–12)</b></p>                     | <p>Narrative describes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course Offerings;</li> <li><input type="checkbox"/> Process and criteria for awarding course credit;</li> <li><input type="checkbox"/> Policy on acceptance of transfer credit; and</li> <li><input type="checkbox"/> Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.</li> </ul>  |
| <p><b>Management of Expenses (Narrative)</b></p>                         | <p>A viable and adequate plan for managing all initial expenses, to include (as applicable):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting, hiring, and training employees</li> <li><input type="checkbox"/> Advertising and/or promoting the school</li> <li><input type="checkbox"/> Enrolling students</li> <li><input type="checkbox"/> Purchase of concrete resources</li> <li><input type="checkbox"/> Facilities</li> <li><input type="checkbox"/> Other items as indicated by the request</li> </ul> <p><input type="checkbox"/> Management of expenses plan is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>   |
| <p><b>Curriculum Samples (Increase Grade Levels)</b></p>                 | <p>See Criteria for Substantive Completeness in the Curriculum Sample Instructions and Template included in these instructions.</p>  |
| <p><b>Financial Documentation</b></p>                                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Financial Performance Response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard”.</li> <li><input type="checkbox"/> Start-up Budget</li> </ul>   |

- Details all expenditures that cover the start-up plan
- First-Year Operational Budget
  - Details all expenditures that cover the first year of operation and all expenses described in the request
  - Ensures revenues cover expenses
  - If revenues do not cover expenses, the budget assumptions provide a detailed description of how it will not negatively affect the charter holder’s overall financial performance.
- Budget Assumptions
  - Demonstrate through the assumptions that the amounts listed for each line item in both budgets are viable and adequate.
  - Are consistent with information contained in all other applicable narrative prompts and accompanying attachments.

## Curriculum Sample Instructions and Template

### Who needs to use this form?

Charter holders with one or more schools that did not receive an Overall Rating of “Exceeds Standard” or “Above Standard” for the most recent fiscal year in which State achievement profiles are available.

### Why?

Curriculum samples provide a representation of a program of instruction aligned to Arizona’s College and Career Ready Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the charter holder to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

## Directions

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4<sup>th</sup> and/or 8<sup>th</sup> grade, provide a Science curriculum sample.

### How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8-page limitation (or 12-page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

### Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**).

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the charter holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science**—A Science curriculum sample must be submitted for charters requesting addition of 4<sup>th</sup> and/or 8<sup>th</sup> grade. Each Science curriculum sample must identify one performance objective (PO) from a Science strand (Strands 3–6 only). Strands 1 and 2 (Inquiry Process and History and Nature of Science) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

**What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

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| <p><b>(M)</b> 3.NF.2:<br/><u>diagram.</u></p> | <p><u>Understand a fraction as a number on the number line; represent fractions on a number line</u></p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>b. Represent the fraction <math>a/b</math> on a number line by marking off a lengths <math>1/b</math> from 0. Recognize the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> |
|---|--|

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the charter holder is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

|   |  |
|---|--|
| <p><b>(M)</b> 4.W.1<br/><u>information.</u></p> | <p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u></p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. <u><b>(M)</b> Provide reasons that are supported by facts and details.</u></p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. <u><b>(M)</b> Provide a concluding statement or section related to the opinion presented.</u></p> |
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**What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona’s College and Career Ready Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona’s College and Career Ready Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

**Administrative Completeness Checklist**

An administratively complete curriculum sample includes the following:

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <p>Page Limits</p> <ul style="list-style-type: none"> <li>Each curriculum sample must be no more than <b>8 pages total</b>. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.</li> </ul>   |
| <input type="checkbox"/> | <p>Template</p> <ul style="list-style-type: none"> <li>The attached Curriculum Sample Template must be used for all curriculum sample submissions.</li> </ul>   |
| <input type="checkbox"/> | <p>Fonts</p> <ul style="list-style-type: none"> <li>Fonts must be no less than <b>10-point</b>.</li> </ul>  |
| <input type="checkbox"/> | <p>Grade Level</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the grade level of that sample.</li> </ul>  |
| <input type="checkbox"/> | <p>Content Area</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the content area of that sample.</li> </ul>  |
| <input type="checkbox"/> | <p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> <li>The course title must be provided.</li> </ul>  |
| <input type="checkbox"/> | <p>Alignment to Program of Instruction</p> <ul style="list-style-type: none"> <li>Describe how the instructional methods found in the lesson(s) align to the Program of Instruction described in the charter contract and as amended.</li> </ul>  |
| <input type="checkbox"/> | <p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> <li>Include Standard number.</li> <li>If lesson(s) address(es) more than one standard or standard includes multiple components, refer to <b>What standards may be used?</b> or <b>What about standards with several components?</b> above.</li> <li>The focus of review is designated with the bolded (<b>M</b>).</li> <li><b>Reading:</b> one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), <b>not</b> to include RL.10 or RI.10.</li> <li><b>Writing:</b> one standard from the Writing strand (Text Types and Purposes only—<b>W.1, W.2, or W.3</b>).</li> <li><b>Mathematics:</b> one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the charter holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).</li> <li><b>Science:</b> one performance objective (PO) from a Science strand (Strands 3–6 only)</li> </ul> |

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Full description of standard identified as the focus of review   |
| <input type="checkbox"/> | List of Materials and Resources required   |
| <input type="checkbox"/> | Description of Instructional Strategies and Student Activities by lesson   |
| <input type="checkbox"/> | A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable) |
| <input type="checkbox"/> | The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded |
| <input type="checkbox"/> | An acceptable score indicating mastery of the standard for review  |

## Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.</li> </ul>  |
| <input type="checkbox"/> | <p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.</li> </ul>   |
| <input type="checkbox"/> | <p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.</li> </ul>  |
| <input type="checkbox"/> | <p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)</li> <li>Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.</li> <li>Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.</li> </ul> |
| <input type="checkbox"/> | <p><b>Program of Instruction</b></p> <ul style="list-style-type: none"> <li>Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Program of Instruction outlined in the charter contract and as amended.</li> </ul>   |

**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

|   |  |                     |  |
|---|--|---------------------|--|
| <b>Grade Level</b>  |  | <b>Content Area</b> |  |
| <b>Course Title</b> (grades 9–12 Only)  |  |                     |  |
| <b>Alignment to Program of Instruction</b><br><i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>  |  |                     |  |
| <b>Standard Number and Description</b><br><i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i> |  |                     |  |
| <b>Materials/Resources Needed</b><br><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>  |  |                     |  |

| <b>Lesson</b><br>(add as needed) | <b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.  | <b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice. |
|----------------------------------|---|--|
| 1                                |   |  |
| 2                                |   |  |
| 3                                |   |  |
| 4                                |   |  |
|                                  |   |  |
| <b>S.A.</b>                      | Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered. |  |

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.