



# Arizona State Board for Charter Schools

Application for New Charter  
2011- 2012 School Year

# Table of Contents

**Application Overview**.....

**A. Education Plan**.....

    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.....

**B. Organization Description** .....

    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 .....

**C. Business Plan**

    C.1 Facilities Acquisition .....

    C.2 Advertising and Promotion .....

    C.3 Personnel .....

    C.4 Instructional Resources

    C.5 Operational Expenditures/Overhead .....

**D. Attachments**

    Cover Sheet – Attachment A.....

    Title Page – Attachment B .....

    Target Population – Attachment C .....

    Performance Management Plan Template – Attachment D.....

    Curriculum Sample Template – Attachment E .....

    Verifiable Proof of Secured Funds – Attachment F.....

    Background Information Sheet – Attachment G.....

    Affidavit, Disclosure, and Consent for Background and Credit – Attachment H .....

\* 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 and application for each cycle or school year. The 2011-2012 application was approved on **xxxxx, 2010**. The final deadline for submission of the application package is **5:00 p.m. on July 2, 2010**. 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](http://www.azsos.gov/public_services/Title_07/7-05.htm).

Application packages will be submitted electronically through the Board’s web-based application process. In addition to the electronic submission, which must be submitted by 5:00 p.m. on the deadline date, a paper original and a paper copy must be submitted to the Board’s office by 5:00 p.m. on the deadline date. Only the paper original should include Attachments G and H.

**Access to web-based process yet to be defined.**

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 Workshops – The Board provides technical assistance through the Prospective Applicant Workshops. Workshops will be presented in a webinar format. Initial webinar dates will be posted on the Board’s website at [www.asbcs.az.gov](http://www.asbcs.az.gov) under Applicant Resources. Recorded webinars will also be posted.
2. Submission – Application packages will be accepted until the deadline of **July 2, 2010 at 5:00 p.m.**
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 receipt 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, 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 be provided a copy of completed evaluations and comments from the Technical Review Panel and application package overview. 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 evaluations 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 evaluations 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 both a paper original and a paper copy submitted to the Board's office.

Revisions to the application package do not include revisions to the applicant. Attachments G and H 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 from the Technical Review Panel, evaluation and comments from the Board staff's review of the revised application package, 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

## ASBCS 2011-2012

Attachments are included within the Attachment. Attachment instructions should not be included in the submitted application package.

An administratively complete application must:

- Contain complete information for each application component,
- Be presented on typed, consecutively numbered pages,
- Follow section 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 instructional methods 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 Plan.
- 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:

- Describe the process for determining grade promotion that supports increased student proficiency as described in the required Student Monitoring Strategy for each Performance Management Plan.
- Present clear criteria for promotion from one level to the next.

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 described in the required Student Monitoring Strategy for each Performance Management Plan.
- Provide a menu of course offerings which includes 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 the required Professional Development Strategy of the Performance Management Plan.

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 Arizona Academic Standards. The curriculum samples allow the applicant to demonstrate their ability to develop a curriculum that is aligned to the Arizona Academic Standards as well as provide an opportunity to outline the school's educational approach.

The curriculum samples provided must reflect the mission, philosophy, and methods of instruction identified in the Education Plan. All submitted curriculum samples must use Attachment E – Curriculum Sample Template. An electronic copy of the form can be found on the Board's website in the Applicant Resources.

The following components constitute a curriculum sample:

- Strands, Concepts, and Performance Objectives ("PO") evaluated - The applicant will use the Strands, Concepts and POs identified in the instructions for the completion of the Curriculum Sample Template.
- Instruction and Timeline - An account of what a teacher will do to facilitate the learning up to the time of the summative assessment. This must include a timeline, key points presented, resources needed, and must reflect the school's identified instructional strategies.
- Student Activities and Timeline - A description 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 and the required resources/materials.
- Summative Assessment - A copy of a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs.
- Scoring Rubric for Assessment – A copy of the answer key and, if applicable, a scoring rubric for the assessment which describes the various components being evaluated and the scoring criteria for each component.

**Required Exhibit**

- Submission of Curriculum Samples required for each grade level included in the application package developed using the Curriculum Sample Template. Submit as Curriculum Sample Exhibit.

## Applicant Instructions

Provide a curriculum sample for the following:

If serving an **elementary population (K-8)** – A complete application package will include curriculum samples for reading, writing and math for each grade level served and science for grades 4 and 8.

The curriculum samples will use the following Strands, Concepts, and Performance Objectives:

### Reading (K-8)

Strand 3:	Comprehending Literary Texts
Concept 2:	Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature
Performance Objective 2:	Use Performance Objective 2 throughout the reading samples for all grade levels. Demonstrate progression of increased rigor and expectations from grade to grade.

### Writing (K-8)

Strand 3:	Writing Applications
Concept 2:	Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.
Performance Objective 1:	Use Performance Objective 1 throughout the writing samples for all grade levels. Demonstrate progression of increased rigor and expectations from grade to grade.

### Math (K-8)

Strand 3:	Patterns, Algebra, and Functions
Concept 3:	Algebraic Representations: Represent and analyze mathematical situations and structures using algebraic representations
Performance Objective 1:	Use Performance Objective 1 throughout the math samples for all grade levels. Demonstrate progression of increased rigor and expectations from grade to grade.

### Science (Grades 4 and 8 only)

ASBCS 2011-2012

Strand 4:	Life Science
Concept 4:	Identify plant and animal adaptations
Performance Objective 1:	Use Performance Objective 1 throughout the science samples for each grade level.

If serving a **high school population (9-12)** – A complete application package will include curriculum samples for reading and writing for each grade level served. Math and science samples must be included as described. The curriculum samples will use the following Strands, Concepts, and Performance Objectives:

Reading (9-12)

Strand 3	Comprehending Literary Texts
Concept 2	Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature
Performance Objective 2	Use this performance objective throughout the reading samples for all grade levels. Demonstrate progression of increased rigor and expectations from grade to grade.

Writing (9-12)

Strand 3	Writing Applications
Concept 2	Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.
Performance Objective 1	Use this performance objective throughout the writing samples for all grade levels. Demonstrate progression of increased rigor and expectations from grade to grade.

## Evaluation Criteria

For Instruction, a response that meets the standard will:

- Present a summary of instruction by lesson.
- Correlate with the instructional strategies described in the narrative.
- Provide a logical sequence of instruction leading to assessment.
- Include a list of required resources/materials.

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

- Present activities that align with the performance objective(s) and instruction.
- Provide a logical sequence of activities leading to assessment.

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

- Provide an effective assessment that accurately measures student progress and mastery.
- Align assessment questions with stated performance objectives.

For scoring rubrics, a response that meets the standard will:

- Be specific to the assessment and performance objectives.
- Provide the components to be scored.
- List the criteria required to demonstrate mastery.
- Include a grading/scoring scale.



## Education Plan

### **A.6 Performance Management Plan**

Performance management plans are intended to assist schools in addressing academic performance with a focused plan that clearly articulates a performance level of academic achievement in the content areas, the tools intended to measure performance, and the degree of performance (targets) to be achieved.

A performance management plan includes the following:

- Indicators representing academic quality or achievement, measures as a means to assess the performance of selected indicators, metrics that quantify a given measure, and targets that set expectations or define success on particular measures within a certain period of time.
- Strategies for meeting targets, including action steps, responsible parties, timelines, acceptable evidence, and budgets. Plans are required to include strategies for:
  - Providing and implementing a curriculum that improves student achievement. (Standards Integration Strategy),
  - Monitoring the integration of Arizona Academic Standards into instruction. (Standards Integration Strategy),
  - Developing and implementing a plan for monitoring and documenting student proficiency. (Student Monitoring Strategy), and
  - Developing and implementing a professional development plan that supports effective implementation of the curriculum. (Professional Development Strategy).
- Annual benchmark targets for student proficiency levels in both reading and mathematics for each of the first two years of the plans.

#### **Required Exhibit**

- Submission of a Performance Management Plan required for reading and mathematics developed using the Performance Management Plan Template. Submit as PMP Exhibit

#### **Applicant 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. Applicants must use the Attachment D – Performance Management Plan Template. Both the reading and mathematics plans must identify intended academic outcomes for each of the first two years of operation. The plans will include strategies to reach desired outcomes and designed for meeting identified targets.

The plans should focus on academic priorities that the school chooses to address during the initial two years of operation. For each indicator the school will be addressing, the plan should include all measures, metrics and targets related to that indicator as well as strategies, action steps, timelines, evidence of meeting action steps, and budgets to meet the targets. The plan is

## ASBCS 2011-2012

to be implemented over two years. Annual benchmark targets must be identified and included in 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, measures, metrics, and targets related to the indicator.
- Identify strategies for each plan that are capable of being implemented through an appropriate commitment of time and resources and are capable of providing the intended results to meet the targets.
- Include strategies in each plan for a) professional development that supports effective implementation of the curriculum in the content area, b) a school-wide plan for monitoring and documenting student proficiency in performance, and c) an administrative plan for monitoring the integration of Arizona Academic Standards into instruction.
- Identify action steps for accomplishing the strategies. Action steps reveal a progression of actions from start to finish for each strategy and include evidence the applicant will use to show accomplishment of action steps.
- Include annual benchmark targets for the first two years which reflect incremental progress toward the end target.
- Identify costs in the Performance Management Plan that are reflected 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**

Identify all principals (officer, member, director, partner) and authorized representative(s) and discuss each individual's background and qualifications.

### **Required Exhibits**

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

- Background Information Sheet – Exhibit
- Current Resume – Exhibit
- Notarized Affidavit, Disclosure and Consent for Background and Credit Check – Exhibit
- Copy of a valid fingerprint clearance card – Exhibit
- Official Transcripts (see Background Information Sheet for submission instructions)

### **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.
- Be consistent 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 – Exhibit X
- Resume of any identified school academic and business/operations leadership that was 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.*

#### 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.

#### Required Exhibits

- 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

#### 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.



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. Include a corresponding market study of current costs for services.
- 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
- First Year Month-by-Month Cash Flow – 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.

## Terms to Know

**Applicant** – The applicant may be a public body, private person, or private organization (A.R.S. 15-183.B).

**Application** – The Board-approved forms and instructions for a stated fiscal year, which are available on-line and in writing.

**Application Package** – The application attachments, narrative, and documents described in the application and required to be submitted.

**Arizona Academic Standards** – The State Board of Education adopted the Arizona Academic Standards to be incorporated into curricular and instructional practices. The Performance Objectives to be used in the curriculum samples are provided in the application. The Standards may be downloaded from <http://www.ade.az.gov/standards/contentstandards.asp>.

**Authorized Representative** – An individual with the authority to bind a charter holder contractually according to the applicant's articles of incorporation, operating agreement, or by-laws. This individual would be the primary point-of-contact for communications regarding consideration of the application package.

**Background, Fingerprint and Credit Check** – Employment and education history, DPS, FBI, and personal credit history of individual.

**Board** – The Arizona State Board for Charter Schools.

**Charter**– A legally binding agreement between the Arizona State Board for Charter Schools and an approved applicant. A sample contract may be viewed at <http://www.asbcs.az.gov/ApplicantRes.asp>.

**Curriculum Sample** – Demonstration of the applicant's ability to describe instruction, student activities, and assessment aligned with a predetermined Performance Objective and corresponding to the applicant's philosophy and program of instruction.

**Education Service Provider** – Any number of organizations that contract with the entity to provide comprehensive services.

**Equalization Payment** – A monthly apportionment distributed to the school based on current year enrollment/attendance.

**Fingerprint Clearance Card** – Issued by DPS to an individual. A copy of a valid Fingerprint Clearance Card must be included in the application package.

**Governing Body** – Responsible for the policy decisions of the school. This may or may not be the same as the members of the principals of the applicant.

**Principals** – The officers, members, partners, or directors of an applicant.

**Prospective Applicant Workshop** – Scheduled workshops prior to the application deadline where an applicant could receive technical assistance regarding the application.



## ASBCS 2011-2012

Rule – Agency statement of general applicability that implements, interprets or prescribes law or policy, or describes the procedure or practice requirements of an agency.

Secured Funds – Verifiable proof of available funding. Availability of revenue will be confirmed and included in the application package overview that is provided to the Board.

Sufficiently Qualified – A Board determination that an applicant’s experience, qualifications, current and prior charter compliance, background check and creditworthiness indicate an ability to operate a charter school.

Technical Review Panel – Individuals approved and acting on behalf of the Board who use their expertise in charter school development, curriculum, and finance to evaluate a preliminary application package.