



# Application for Transfer Charter

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**Arizona State Board for Charter Schools**

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## Introduction

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

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

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

## Eligibility

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

### Academic Performance Criteria

- An academic dashboard for each school operated by the charter holder is available through the ASBCS online system.
- The **school being transferred** must currently be open and have a minimum Overall Rating of “Above Standard” on the academic dashboard in each of the last two years.
- 75 percent or more of the schools operated by the charter holder must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s academic dashboard.
- Either 75 percent or more of all Associated Schools must have a minimum Overall Rating of “Meets Standard”, or if one or more Associated Schools are excluded<sup>1</sup> for academic purposes, then 100 percent of the remaining Associated Schools must have a minimum Overall Rating of “Meets Standard”.

### Financial Performance Criteria

- A financial dashboard for the charter holder is available through ASBCS Online<sup>2</sup>.
- The charter holder has no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the charter holder’s dashboard.
- 75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.

<sup>1</sup> The Board determined that certain Associated Schools could be excluded from the academic eligibility criteria. To be excluded, the Special Exclusions form found in Appendix B must be submitted. The submission of the Special Exclusions form may extend the staff eligibility review timeframe by up to three weeks.

<sup>2</sup> The Board must have received the charter holder’s first audit reporting package for the charter holder to be eligible to submit an expansion request. If the audit reporting package has been submitted but a dashboard is not available through ASBCS Online, please contact your Education Program Manager.

### Operational Performance Criteria

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

### Compliance Criteria

The charter holder requesting a transfer and its Associated Charters must be in compliance with its charter, other contractual agreements with the Board, and all applicable federal and state laws. Please refer to the Board's [Conducting Compliance Checks Policy Statement](#) for more information on this process.

### Determining Eligibility

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

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

### Maintaining Eligibility

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

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

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

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

## Timeframes

The table below provides an overview of the processes and deadlines of the Transfer Application<sup>3</sup>.

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

<sup>3</sup> Process and timeframes are pursuant to Arizona Administrative Code R7-5-302.

## Submission Process

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

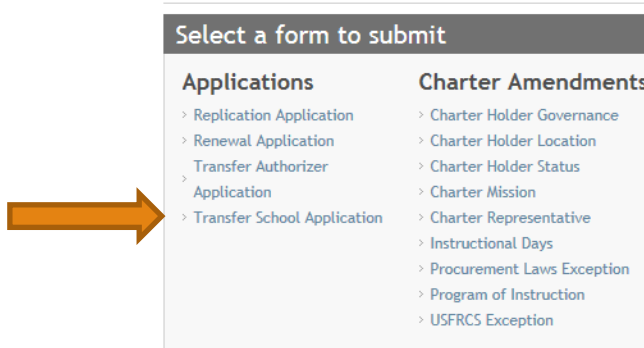
### Accessing the Application

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

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

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

### Submit Form



| Applications                      | Charter Amendments           |
|-----------------------------------|------------------------------|
| > Replication Application         | > Charter Holder Governance  |
| > Renewal Application             | > Charter Holder Location    |
| > Transfer Authorizer Application | > Charter Holder Status      |
| > Transfer School Application     | > Charter Mission            |
|                                   | > Charter Representative     |
|                                   | > Instructional Days         |
|                                   | > Procurement Laws Exception |
|                                   | > Program of Instruction     |
|                                   | > USFRCS Exception           |

### Completing the Application

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

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

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

### Formatting Requirements

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



## 1. Applicant Agreement

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

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

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

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools before the beginning of the fiscal year the transfer is scheduled to become effective. If a charter is not timely signed, the Board's decision to grant the transfer charter expires.

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

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

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

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

## 2. New Entity Information I

### Existing Entity

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

#### Form Fields

| Field   | Instructions and Response  |
|---|--|
| <b>Name of Charter Holder Entity Eligible for Transfer*<sup>4</sup></b> | Provide the name of the existing charter holder requesting transfer.   |
| <b>School Name*</b>   | Provide the name of the charter school that will transfer to its own charter if the application is approved.   |
| <b>Will the transfer charter be held by the existing entity?*</b>       | <p>Select the button that accurately represents the entity that will hold the transfer charter:</p> <p><input type="checkbox"/> Yes, the existing entity will hold the transfer charter.</p> <p><input type="checkbox"/> No, a new entity will hold the transfer charter and will have the characteristics of an Associated Charter.</p> |

### New Entity

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

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

#### Form Fields

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

<sup>4</sup> An asterisk by an item requires the applicant to fill in all the required fields and uploads denoted by “\*”.

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

**First Name:** Enter the individual's first name.

**Last Name:** Enter the individual's last name.

**Email Address:** Enter the individual's email address.

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

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

**Résumé:** Click "Choose File" and upload a PDF of the résumé.

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

**Authorized Representative Mailing Address\***

Enter the Mailing Address for the authorized representative.

**County\***

Enter the county for the authorized representative.

**Day Time Phone\***

Enter the day time phone of the authorized representative.

**Fax (optional)**

Enter the fax number of the authorized representative.

**Date Chartered\***

Enter the date the original charter was executed.

**First Fiscal Year\***

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

**Form of Organization\***

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

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

**Entity Type\***

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

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

## Charter Principals Background Information

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

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

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

### Required Exhibits for Section 2\*:

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

### 3. New Entity Information II

#### New Entity

Provide information about the school being transferred.

#### Form Fields

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

### School Governing Body

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

#### Form Fields

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

## 4. School Information

### School

Provide specific information about the school being transferred.

#### Form Fields

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

## 5. Educational Plan

### Program of Instruction

#### Form Fields

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

#### Narrative\*

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

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

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

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



## 6. Operational and Business Plan

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

### **Operational Plan Narrative\*:**

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

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

### **Required Exhibits\*:**

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

## Business Plan

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

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

## Form Fields

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

## Required Exhibit<sup>5</sup>:

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

<sup>5</sup> Submissions will be available for public review. If references will be made to or include any sensitive information (e.g., bank account numbers), redact that information prior to submission.

## 7. Education Service Provider

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

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

### Form Fields

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

### Section 1: Education Service Providers—Contractual Relationship

#### Form Fields

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

#### Required Exhibits:

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

### Section 2: Education Service Providers—Governance Relationship

#### Form Fields

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

#### Required Exhibits:

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

## Checklist

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

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

## Appendices

### A. Terms to Know

### B. Forms

### C. School Characteristics Definitions

## A. Terms to Know

- **Associated Charter:** A charter operated by a charter that contracts with the same Education Service Provider; a charter operated by the same charter holder; or a charter operated by a charter holder with at least 50% of the officers, directors, members or partners in common, as reflected in the charter contract.
- **Associated School:** A school operated by a charter holder that operates one or more other charter schools that contract with the same education service provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty 50% of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.
- **Charter Representative:** An individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the point-of-contact for purposes of communication and accountability to charter terms and conditions.
- **Education Service Provider (ESP):** Any number of organizations that contract with or have a governance relationship with the entity to provide comprehensive services. The major types of ESPs that serve charter schools are the education management organization (“EMO”) and charter management organization (“CMO”). For the purposes of a request:
  - An ESP is considered a CMO if it has a governance relationship with the charter holder in which the charter holder is a subsidiary of the ESP, the charter holder board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the charter holder, including the power to appoint board members and/or close a school operated by the charter holder.
  - An ESP is considered an EMO if it will contractually provide operations and management to the charter holder, but the charter holder chooses the affiliation and is independent of the ESP.
- **Fingerprint Clearance Card:** A card issued by the Arizona Department of Public Safety after a state and federal criminal records check has been conducted.
- **Organizational Structure:** a system used to define a hierarchy within an organization that outlines how work roles and responsibilities are delegated, controlled, and coordinated.
- **Principal:** Any officer, director, member, partner or board of the applicant or charter holder applying for a charter at the time the application package is submitted.
- **School Calendar:** A school may choose between two types of school calendar. Instruction must begin on or after July 1 and end no later than June 30.
  - **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, may consist of a traditional school calendar of one session per day meeting 4-5 days per week; or
  - **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.
- **School Governing Body:** The body responsible for the policy decisions of the school, as described in A.R.S. § 15-183 (E)(8).

## **B. Forms**

A Transfer Application package may be deemed Administratively Incomplete if it contains modifications to the content, format, or sequence of the templates or forms or if it contains templates or forms that were approved for use in a prior fiscal year.

This appendix provides the forms that are required throughout the application.

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

The following forms are included in this section:

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



# Arizona State Board for Charter Schools

## Letter of Intent

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

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

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

| Check box below to indicate completion of eligibility review by charter holder |   |
|--|---|
| <input type="checkbox"/>   | <p>I understand that to be eligible to apply for a Transfer Charter, the following criteria must be met by the school being transferred to its own charter, each school operated by the Charter Holder requesting a transfer, and all Associated Schools and Associated Charters. I have reviewed all relevant dashboards and operational compliance, and found that these criteria have been met.</p> <ul style="list-style-type: none"> <li>• The school being transferred is currently operating and has a minimum Overall Rating of "Above Standard" on the academic dashboard in each of the last two years,</li> <li>• 75% percent or more of the schools operated by the Charter Holder requesting a transfer must have a minimum Overall Rating of "Meets Standard" on the most recent Academic Dashboard,</li> <li>• Either 75% or more of all Associated Schools meet the academic performance criteria, or if one or more Associated Schools are excluded for academic purposes, then 100% of the remaining Associated Schools must meet the academic performance criteria,</li> <li>• The Charter Holder and its Associated Charters meet the financial performance criteria,</li> <li>• The Charter Holder and its Associated Charters meet the operational performance criteria, and</li> <li>• The Charter Holder is in compliance as specified in the Conducting Compliance Checks Policy Statement.</li> </ul> |

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

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





# Arizona State Board for Charter Schools

## Special Exclusions for Associated Charters and Schools

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

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

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

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

| Charter or School Name | Exclusion Code(s) (include as many codes as applicable) |
|------------------------|---|
| ABC School             | A2  |
| XYZ Charter, Inc.      | F1  |
|                        |   |
|                        |   |
|                        |   |
|                        |   |

# Arizona State Board for Charter Schools

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

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

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

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

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

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

With my signature below, permission is hereby granted to the Arizona State Board for Charter Schools or its charter representative bearing this release or a copy thereof, to conduct a background and credit check to obtain information about me in connection with an application of the following Charter Holder(s): \_\_\_\_\_

Please check the appropriate answer to each question below.

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

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

Signature \_\_\_\_\_

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

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

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

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



## Arizona State Board for Charter Schools

### Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

| Charter Holder Information  |  |
|---|--|
| Name of Charter Holder Entity   |  |
| Name of Charter School  |  |
| Check one box below to indicate which statement applies   |  |
| <input type="checkbox"/>  | The charter school is not located less than one-fourth mile from agricultural land.  |
| <input type="checkbox"/>  | The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land. |
| Signature   |  |
| BY SIGNING BELOW, I UNDERSTAND AND AFFIRM THAT THE FOREGOING INFORMATION PROVIDED BY ME FOR THE ABOVE LISTED CHARTER HOLDER IS TRUE AND CORRECT. FURTHERMORE, IF ANY PART OF THE INFORMATION PROVIDED PROVES TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR REVOCATION OF THE CHARTER BY THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS. |  |
| Charter Representative Signature: _____ Date: _____   |  |



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment for the school being transferred to its own charter.

Directions\*:

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

| School Name:            |                    |             |             |             |
|-------------------------|--------------------|-------------|-------------|-------------|
|                         | Number of Students |             |             |             |
| Grade Level             | Current—FY__       | Target—FY__ | Target—FY__ | Target—FY__ |
| Kindergarten            |                    |             |             |             |
| 1 <sup>st</sup>         |                    |             |             |             |
| 2 <sup>nd</sup>         |                    |             |             |             |
| 3 <sup>rd</sup>         |                    |             |             |             |
| 4 <sup>th</sup>         |                    |             |             |             |
| 5 <sup>th</sup>         |                    |             |             |             |
| 6 <sup>th</sup>         |                    |             |             |             |
| 7 <sup>th</sup>         |                    |             |             |             |
| 8 <sup>th</sup>         |                    |             |             |             |
| 9 <sup>th</sup>         |                    |             |             |             |
| 10 <sup>th</sup>        |                    |             |             |             |
| 11 <sup>th</sup>        |                    |             |             |             |
| 12 <sup>th</sup>        |                    |             |             |             |
| <b>Total Enrollment</b> |                    |             |             |             |



## Arizona State Board for Charter Schools

### Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

| Charter Holder Information   |  |
|--|--|
| Name of Charter Holder Entity  |  |
| School Location(s) for which the request applies   |  |
| Signature  |  |
| <p>By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p> <p>Charter Representative Signature: _____ Date: _____</p> |  |



## Arizona State Board for Charter Schools

### Staffing Chart

Complete the table to provide the anticipated staffing for the school being transferred to its own charter.

Directions:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation under its own charter.

| Proposed School Name:                  |                         |                  |                  |
|--|-------------------------|------------------|------------------|
|  | Number of Staff Members |                  |                  |
| Position                               | Anticipated—FY__        | Anticipated—FY__ | Anticipated—FY__ |
| Administration                         |                         |                  |                  |
| Teachers/Instructional Staff           |                         |                  |                  |
| Kindergarten                           |                         |                  |                  |
| 1 <sup>st</sup>                        |                         |                  |                  |
| 2 <sup>nd</sup>                        |                         |                  |                  |
| 3 <sup>rd</sup>                        |                         |                  |                  |
| 4 <sup>th</sup>                        |                         |                  |                  |
| 5 <sup>th</sup>                        |                         |                  |                  |
| 6 <sup>th</sup>                        |                         |                  |                  |
| 7 <sup>th</sup>                        |                         |                  |                  |
| 8 <sup>th</sup>                        |                         |                  |                  |
| 9 <sup>th</sup>                        |                         |                  |                  |
| 10 <sup>th</sup>                       |                         |                  |                  |
| 11 <sup>th</sup>                       |                         |                  |                  |
| 12 <sup>th</sup>                       |                         |                  |                  |
| Specialty Staff (Music, Art, PE, etc.) |                         |                  |                  |
| Special Education                      |                         |                  |                  |
| Paraprofessional                       |                         |                  |                  |
| Additional Staff                       |                         |                  |                  |
| List title:<br>_____                   |                         |                  |                  |
| List title:<br>_____                   |                         |                  |                  |
| List title:<br>_____                   |                         |                  |                  |
| List title:<br>_____                   |                         |                  |                  |
| <b>Total Number of Staff Members</b>   |                         |                  |                  |

### C. School Characteristics Definitions

- **Alternative/At Risk:** A school that has a mission that states that the school is to serve a specific student population that will benefit from an alternative school setting, including those in one or more of the following categories:
  - Students who have a documented history of disruptive behavior issues.
  - Students who have dropped out of school and are now returning,
  - Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.
  - Students who are primary caregivers or are financially responsible for dependents.
  - Students who are adjudicated.
  - Students who are wards of the state and are in need of an alternative school setting.
- **Back to Basics:** A school that provides a program of instruction that incorporates teacher-centered instruction focusing on Reading, Writing, and Math.
- **Blended Learning:** A school that provides a program of instruction that combines online lab-based or computer-centered instruction and face-to-face classroom instruction as part of their student's daily schedule.
- **Cambridge/ACT Quality Core:** A school that provides curriculum-driven instruction and uses the Cambridge IGCSE or ACT Quality Core board examinations.
- **College Preparatory:** A school that provides instruction designed to prepare students for a college or university education.
- **Computer-based:** A school site that provides on-site instruction primarily through computer-based lessons and assessment. (not the same as Online/Virtual)
- **Core Knowledge:** A school that has received the Core Knowledge Official School designation or one that teaches all the topics included in the Core Knowledge Sequence and exemplifies the Core Implementation Practices (<http://coreknowledge.org>).
- **Dual Language:** A school that provides core content instruction in English and one other language.
- **Equine/Agricultural Studies:** A school that provides a program of instruction that explicitly emphasizes equine and/or agricultural studies as part of classroom instruction and courses provided.
- **Expeditionary Learning:** A school with a model based on the Expeditionary Learning Core Practices (<http://eleducation.org>).
- **Extended Day/Year:** A school that provides either a daily calendar that exceeds 200 days or a daily schedule that exceeds 78,000 instructional minutes (390 minutes/day x 200 days) during the school year.
- **Fine Arts focus:** A school that provides a program of instruction that explicitly emphasizes the visual and performing arts as part of classroom instruction and courses provided.
- **International Baccalaureate:** A school that has completed the IB authorization process and is recognized by the International Baccalaureate (<http://www.ibo.org>).

- **Math and Science/STEM:** A school that provides a program of instruction that explicitly emphasizes math, science, and/or technology and engineering as part of classroom instruction and courses provided.
- **Montessori:** A school with a model based on the educational approach originated by Maria Montessori.
- **Multi-age:** A school that has intentionally designed its classroom instruction for mixed-age groups of children, which may include but not be limited to the use of academic looping within a classroom.
- **Multiple Intelligences:** A school that provides instruction that incorporates Howard Gardner's theory of Multiple Intelligences into the design of classroom instruction.
- **Online/Virtual:** An approved distance learning school that provides remote instruction through computer-based lessons and/or resource materials assessments.
- **Project-based:** A school that provides a program of instruction incorporating inquiry based processes around a complex question or problem.
- **Special Populations:** A school with a model designed to meet the specialized needs of a specific target population (deaf/ hard of hearing, blind, autism, etc.)
- **Traditional:** A school that is focused on teaching the basics of mathematics, reading, and writing. Students are taught using direct instruction techniques.