AGENDA ITEM: NEW CHARTER APPLICATION – WESTERN SCHOOL OF SCIENCE AND TECHNOLOGY, INC.

Western School of Science and Technology, Inc. submitted a complete new charter application package to serve grades 7-12 for the Board's consideration. The preliminary application package meets the requirements set by the Board for the 2014-2015 application cycle.

REPORT SUMMARY

Applicant Name: Western School of Science and Technology, Inc.

Authorized Representative Name: Peter Boyle

Proposed School Name: Western School of Science and Technology: A Challenge Foundation Academy

Proposed School Location: Maryvale neighborhood in Phoenix

Mission Statement

Western School of Science and Technology: A Challenge Foundation Academy exists to transform Maryvale by improving low-income west Phoenix students' opportunities for advancement in the global technological economy by providing needed preparation for the academic rigors of college graduation leading to career success.

Target Population

The Applicant will serve students and families in the Maryvale neighborhood of Phoenix, bounded by Camelback Road on the north, 91st Avenue on the west, Interstate 10 on the south, and Grand Avenue on the east, including portions of the Alhambra, Cartwright, Isaac, and Pendergast Elementary School Districts and Phoenix Union High School District.

Student Count

Year	Grades Served	# of Students
1	7-9	200
2	7-10	300
3	7-11	400

School Calendar
Extended School Year, 200 days

Target Start Date
July 28, 2014

Application Package Scoring

	Preliminary TRP Scores		Revised TRP Scores	
Any **Falls Below the Expectations** ratings?	No		n/a	
Any section in which more than one evaluation area scored **Approaches**?	No		n/a	
		Percent Meets		Percent Meets
Educational Plan Score ≥ 95% Meet standard?	Yes	100%	n/a	n/a
Operational Plan Score ≥ 95% Meet standard?	Yes	100%	n/a	n/a
Business Plan Score ≥ 95% Meet standard?	Yes	100%	n/a	n/a
Overall		100%		n/a

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package prior to the in-person interview.

In-Person Interview Summary

During the in-person interview the applicant responded to the questions regarding the submitted (Educational, Operational, Business) Plan.

The interview was attended by the proposed founding school director (a corporate principal and authorized representative), three additional corporate principals, and a representative from The TeamCFA National Network. The Applicant expressed the desire to "transform the Maryvale community" and stated that "parents have been asking for something better in the Maryvale community."

The Applicant clarified the hybrid learning model and the "hybrid learning structures" that are believed to personalize learning through use of the Core Knowledge sequence, the Compass Learning Odyssey web-based platform and acceleration blocks during the school day where, according to the narrative, "students are able to work on specific and designed learning paths supported by small group instruction."

To meet the challenges of a target population that the application package indicates has a 90% Free or Reduced Price Lunch (FRL) population, the highest teen birth rate in the state, and a low high school graduation rate, the Applicant identified the importance of rich relationships, frequent dialoguing with parents, and community partnerships. The Applicant indicated that "parents come in not knowing how to support their students" explained the plan to "host events to provide information around standards and Core Knowledge." They will also locate near and partner with Pioneer Preparatory Academy: A Challenge Foundation Academy (Pioneer Prep: CFA), a K-8 school in Maryvale that is also part of the Team CFA network.

The TRP questioned the accessibility of technology for all students. The Applicant indicated strategies to ensure accessibility including extended hours of access to the school, the use of Compass Learning Odyssey on desktops, laptops, iPads, and smartphones; and the ability to print lessons for students. The Compass Learning Odyssey's alignment with Core Knowledge is integrated and ongoing correlation is taking place.

Initial questions regarding the Operational Plan focused on governance. The Applicant indicated that "they don't believe there is an ideal number of board members," rather, skills and expertise are more important. The Applicant went on to describe the importance of fiduciary responsibility, holding the school director accountable, and ensuring that the students' needs are met. Expertise with policy, law, education, fundraising, finance, and marketing were identified as strengths of the board as currently composed.

The TRP requested clarification from the Applicant regarding the contracted services for special education. The Applicant indicated that the special education director/teacher and teacher are separate positions. A director/teacher will be hired in year one. The Applicant believes the initial caseload will be approximately 20 students however in year two this will increase to 30 students and an additional special education teacher will be necessary.

The application package details the training and professional development of teachers. The TRP asked the Applicant to describe the professional development plan for administrative personnel. The Applicant indicated this training would correlate with the skills necessary for teachers and described training provided through The Challenge Foundation.

The TRP asked the Applicant to consider a scenario of under enrollment or a high level of student attrition and explain how budget cuts would be prioritized. The Applicant indicated the importance of providing "optimal learning for our students" and keeping the student-teacher ratios at the optimal level. A process of prioritizing included consideration of cash on hand, ratios, reserves, and operating margins.

Qualitative Analysis Summary

The TRP recommends that the application package for the Western School of Science and Technology: A Challenge Foundation Academy (Western Tech: CFA) be approved as the application package meets the necessary criteria and the Applicant has clearly demonstrated the capacity to open and operate the school as presented.

The Applicant demonstrated a solid understanding of the demographics of the target population. There is clear rationale that the educational philosophy aligns with the need and is appropriate, as stated in the application package, for "improving historically poor educational outcomes while preparing students to become competitive in the global economy."

The Program of Instruction supports the Applicant's philosophical beliefs, utilizing the Core Knowledge Sequence in the middle grades, and focusing on the STEM fields of science, technology, engineering, and math in the upper grades. This information was strengthened by supporting research and a description of the interconnectedness of the two focuses. Varied approaches to instruction and a balanced approach to formative and summative assessments were included.

The Operational Plan included the governing board responsibilities serving as a governor, ambassador, sponsor, and consultant. Specific officer descriptions included the president, vice president, treasurer, and secretary. The Applicant identified required skill sets with detailed descriptors and prepared a governing board succession plan.

Peter Boyle is identified as the founding school director. Mr. Boyle is a Teach For America alumni, and member of the Pioneer Prep: CFA staff. He currently serves as a Challenge Foundation Fellow and is "directly responsible for data, discipline, public relations, and community partnerships." He was also an Aspiring Leader Fellow with the Arizona Charter Schools Association. The Applicant provides a listing of school director responsibilities as well as necessary critical skills and experiences. They also provide detail regarding a comprehensive list of school leadership roles including dean of operations, dean of students/counselor, office manager/registrar, and special education director/teacher.

The Applicant adequately describes the school's partnership with The Challenge Foundation/TeamCFA including the commitment to the school to provide the facility design and cover costs including construction, fees, and permits. The application package states "TeamCFA receives no transfers of state equalization funding from Western Tech: CFA." Quantitative performance data for two TeamCFA schools is included. The Challenge Foundation Academy in Indianapolis, Indiana demonstrated a 38% increase in the math scores and 40% increase in their ELA scores over a 5-year period.

The Applicant's advertising and promotion plan identified primary ways to attract and enroll students including "taking advantage of its affiliation and partnership with TeamCFA and its sister, feeder elementary school, Pioneer [Prep: CFA]."

The proposed Start-Up Budget effectively uses the secured TeamCFA grant of $100,000 and Arizona Charter Schools Program Grant of $230,000. That revenue is deployed to cover salaries, benefits, supplies, marketing, and facilities costs. The Three Year Operating Budget included a five percent contingency/surplus the first year and 20 percent contingency/surplus in subsequent years. The facility lease is 13 percent of the budget with 67 percent assumed for salaries and benefits.

A. EDUCATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Educational Plan.

Plan Summary

Western Tech: CFA bases their mission on the foundational beliefs that "college preparation is crucial to student career success," a "focus on STEM fields is essential for students to compete in the global economy," and "strong connections between the school and surrounding communities are crucial to achieve the academic mission." To that end, in addition to a STEM focus in the upper grades the Applicant indicates use of the Core Knowledge Sequence in the middle grades as a "broad foundational liberal arts curriculum," establishing a upon base for students can build. The Applicant asserts this focus "will fulfill the school's mission of preparing students for college readiness and careers in the global technological economy."

Methods of instruction are research-based best practices including objective-driven instruction, cooperative learning, Socratic seminars, flipped classrooms, and problem-based learning. A hybrid learning combination of online and traditional classroom learning incorporates technology and allows for pacing of instruction and mastery.

Two "types" of assessments, assessments *for* learning and assessments *of* learning will be utilized to evaluate the curricular systems, instructional practices, and students' mastery of content and skills. These include in-class formative assessment, common assessments, state standards assessments, and PSAT, ACT, and AP assessments.

PMP

The Performance Management Plan (PMP) for new applicants is a continuous school improvement plan that ensures the Applicant is ready to implement systems for meeting the Board's academic performance expectations. The Applicant submitted a PMP that met the criteria in all areas for both Reading and Math. Details for areas that did not meet the standard can be found in the attached Scoring Rubric Details can be found in the attached Scoring Rubric (presented in the application portfolio: B. Scoring Results).

Curriculum Samples

Curriculum samples were provided for grades 7-12. The table below indicates which curriculum samples in the preliminary application package met all Board requirements (+), and which had deficiencies (-).Details can be found in the attached Scoring Rubric (presented in the application portfolio: B. Scoring Results).

Grade	Math	Reading	Writing	Science
7	+	+	+	
8	+	+	+	+
9	+	+	+	+
10	+	+	+	
11	+	+	+	
12	+	+	+	

Educational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Educational Plan Score ≥ 95% Meet standard?	Yes	74 of 74	n/a	n/a
Number of "Falls Below" ratings	0		n/a	
Number of "Approaches" ratings	0		n/a	

Analysis of Educational Plan

The Educational Plan meets the standard for approval as expectations were met in all areas. The Applicant presented thorough research on the target population including general demographics, ELL and special education percentages, degree attainment, and neighboring school analyses. The rationale regarding relevance of the proposed Program of Instruction to the target population including the need for academic excellence, individualized education and support, and college and career preparation was clear. Additional confirmation of the Applicant's understanding of the target population was noted during the in-person interview (discussed in Evidence of Capacity section of this report).

The Educational Philosophy presented by Western Tech: CFA is aligned with the target population with clear rationale as to the need and appropriateness of improving historically poor educational outcomes while preparing students to become competitive in the global economy. The Applicant's belief that the implementation of a rigorous curriculum, highly effective instruction, strong community connections, and a school culture focusing on college readiness are foundations to student success is well supported with quantitative and qualitative research.

The Program of Instruction is noted by the Applicant as designed to support these philosophical beliefs. The presented curriculum focuses on the core academic content areas of English language arts, social studies, mathematics, science, and foreign language as well as STEM electives. The Applicant presents a varied approach to instruction including multiple research-based instructional methodologies to meet the learning styles of all students including problem-based learning, hybrid learning, Response to Intervention, objective-driven instruction, cooperative learning structures, high-yield instructional strategies, Socratic seminars, flipped classrooms, and differentiation strategies.

The Applicant presents a balanced approach to utilizing varied formative assessments and institutional summative assessments, to allow for "conclusions of student mastery to be made," "student baselines and benchmarking to occur," and to "ensure an instructional and curricular program is implemented with fidelity addressing student needs and gaps."

The Performance Management Plan adequately presents strategies with action steps for development, implementation, and support to ensure, as stated in the application package, an "academic program of interconnected systems of curriculum, instruction, assessment, and professional development that ensures students will meet high levels of academic achievement and growth." To support this plan, the Applicant has identified a baseline of student performance from which annual goals will be set as well as a process to evaluate the effectiveness of this Performance Management Plan.

B. OPERATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Operational Plan.

Plan Summary

Western School of Science and Technology, Inc. incorporated as a non-profit corporation with the Arizona Corporation Commission in September, 2012. The proposed school governing body and corporate board are the same. The current corporate board consists of four members including two members of TeamCFA. The corporate board, per by-laws, may have from three to 15 members.

The corporate board/school governing body's primary role is supporting the mission of school. Four key roles are defined including the governance functions of the school, serving as ambassadors to the community, fundraising, and serving as consultants to the school. Corporate board/school governing body officers and committees are initially defined in the application package.

The corporate board/school governing body will delegate all administrative responsibilities to the school director. The school director and leadership team will be responsible for the school's operation. Peter Boyle is identified as the founding school director. The Applicant provides a listing of school director responsibilities as well as necessary critical skills and experiences.

The table below delineates the composition of the school governing body as described in the narrative:

School Governing Body Member Type	Name
Charter Organization	Peter Boyle
Charter Organization	Christine Klonoski
Charter Organization	Joan Lange
Charter Organization	Robert Shaw

Principal Background Information

Authorized Representative and Principal: *Peter Boyle*
Confirmed Education History: Master of Education in Secondary Education, Arizona State University, 2012
Confirmed Employment History: Teacher/Challenge Foundation Fellow, Pioneer Preparatory School, July 2010 - present; School Director, Teach for America, February 2013-present; Library Desk Assistant, University of North Carolina, May 2007-December 2009; Campus Campaign Coordinator, Teach for America, July 2009-June 2010; Intern, IBM Consulting, June 2009-July 2009
Arizona FCC Expires: 03/22/2016
Current or Past Charter Affiliations[1]: Pioneer Preparatory School: A Challenge Foundation Academy

Principal Name: *Christine Klonoski*
Confirmed Education History: Bachelors of Political Science, University of Arizona, 1991
Confirmed Employment History: Owner, Proficio, LLC, 2008-present
Arizona FCC Expires: 04/27/2015
Current or Past Charter Affiliations[1]: Pioneer Preparatory School: A Challenge Foundation Academy

Principal Name: *Joan Lange*
Confirmed Education History: Master of Education in Elementary Education, Southeast Missouri State University, 1981
Confirmed Employment History: National Schools Director, Challenge Foundation, June 1997-present
Arizona FCC Expires: 10/22/2016
Current or Past Charter Affiliations[1]: Pioneer Preparatory School: A Challenge Foundation Academy, Ridgeline Academy: A Challenge Foundation Academy, Hirsch Academy: A Challenge Foundation Academy, additional Challenge Foundation Academies in Indiana and North Carolina

Principal Name: *Robert Shaw*
Confirmed Education History: Master of Education in Educational Administration and Supervision, Arizona State University, 2011
Confirmed Employment History: Recruitment Specialist, Arizona State University, July 2011-present; Teacher, Isaac Elementary School District, July 2005-June 2011
Arizona FCC Expires: 10/19/2016
Current or Past Charter Affiliations[1]: Phoenix Collegiate Academy

[1] *In this section, "Current or Past Charter Affiliations" refers to a leadership or decision-making role in an existing charter school operation, such as charter representative, charter principal, or school site leader.*

Education Service Provider

Western School of Science and Technology: A Challenge Foundation Academy intends to contract with The Challenge Foundation/TeamCFA in order to benefit from additional academic, business, and governance services. The agreement between the school and TeamCFA is at no cost to the school and includes:

- Charter application writing and assistance;
- Grant writing assistance;
- Governing board development and training;
- Provision of school materials and templates including an operations manual and policies;
- Marketing and enrollment assistance;
- Core Knowledge material discounts and training; and
- Assistance with accounting reports and compliance documents.

The Challenge Foundation Academy in Indianapolis, Indiana demonstrated a 38 percent increase in math and 40 percent increase in ELA scores over a five-year period. Pioneer Prep: CFA over two years has demonstrated a 23 percent increase in math scores and five percent increase in ELA scores.

Operational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	Yes	31 of 31	n/a	n/a
Number of "Falls Below" ratings	0		n/a	
Number of "Approaches" ratings	0		n/a	

Analysis of Operational Plan

The Operational Plan meets the standard for approval as criteria were met in all areas. The application package identifies the corporate board also acting as the school governing board and presents a viable structure for governance. The corporate board/school governing body responsibilities are adequately addressed and focus on four primary areas: governance, community relations, fundraising, and serving as consultants to the school. Specific officer descriptions included the president, vice president, treasurer, and secretary. The Applicant identified required skill sets with detailed descriptors and, notably, prepared a governing board succession plan.

The application package clearly presents the management roles and responsibilities including critical skills and experience for the school director. The Applicant provides an appropriate listing of school director responsibilities as well as necessary critical skills and experiences. The Challenge Foundation's Fellowship Program is described as an "internal school leadership development pipeline for TeamCFA's new charter school leaders." The proposed school leader, Mr. Boyle is a Fellow in this program. In addition to professional development gained via this training program, he will have the support of a leadership team with appropriate roles and responsibilities assigned to the dean of operations, dean of students/counselor, office manager/registrar, and special education director/teacher. The application package clearly details who holds oversight responsibilities for key areas including instruction, curriculum and assessment, staff development, financial management, contracted services, personnel, grants management, and the student accountability system.

The Applicant provided a solid description of The Challenge Foundation/TeamCFA partnership with the Western School of Science and Technology: A Challenge Foundation Academy. Importantly, it is explicitly made clear that "TeamCFA receives no transfers of state equalization funding from Western Tech: CFA." Detailed general operating principles are presented along with descriptions of two current Challenge Foundation schools and members of the TeamCFA network, establishing the track record of both the organization and its schools.

C. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Business Plan.

Plan Summary

The description of facility needs in the application package includes detail regarding The Challenge Foundation's ownership of the property and commitment to finance the design and construction of the facility. The application package indicates the design phase for the facility has begun utilizing Waltz Construction and Orcutt Winslow architects. The facility will be adjacent to Pioneer Prep: CFA at the corner of West Indian School Road and North 64th Drive, and the Applicant projects construction be completed by June 2014.

The advertising and recruitment campaign details ways in which the school will attract and enroll students through an advertising and promotion plan as well as their affiliation with TeamCFA and Pioneer Preparatory School. Identified strategies include early outreach, recruitment of 9th grade students from neighboring schools, leveraging relationships with community partners, and grassroots strategies such as door-to-door enrollment outreach. The advertising campaign includes nine categories of promotional materials to be developed, and associated plan costs. An included timeframe for advertising and recruitment identified strategies as being initial or ongoing.

The Applicant presents evidence that Western School of Science and Technology, Inc. has been awarded the Federal Charter Schools Program Grant and the available funds are included in the prepared budgets. The total $330,000 in revenue awarded via grants is deployed to cover salaries, benefits, supplies, marketing, and facilities costs. The Three Year Operating Budget included a five percent contingency/surplus the first year and 20 percent contingency/surplus in subsequent years. The facility lease is 13 percent of the budget with 67 percent assumed for salaries and benefits.

Education Service Provider

The Applicant intends to contract with The Challenge Foundation/Team CFA, though it is explicitly noted that "TeamCFA receives no transfers of state equalization funding from Western Tech: CFA."

Facility Information

Proposed School Name:	Western Tech: A Challenge Foundation Academy
Proposed Location:	Unconfirmed location: West Phoenix, near West Indian School Road and 64th Drive in the Maryvale neighborhood of Phoenix.
Facilities Requirements:	The design presented is for a two-story 40,000 square foot school facility with 24 classrooms of approximately 750 square feet each, and includes three science labs, three computer labs, a cafeteria/gymnasium, administrative offices, two faculty workrooms, and a reception area.

Budget Summary

The applicant has secured an AZ CSP grant from the Arizona Department of Education for start-up purposes. The secured funds, in the amount of $230,000 per year for three years, as stated by the applicant, are available as confirmed by Arizona Department of Education Grants Management. The applicant has also secured a loan from the Challenge Foundation. The secured funds, in the amount of $100,000, as stated by the applicant, are available as confirmed by Wells Fargo Bank.

The table below presents a summary of the budgets by year:

	Startup Period	Year 1	Year 2	Year 3
Projected Full Enrollment:	N/A	200	300	400
# Students Budget Based On:	N/A	180 (90%)	270 (90%)	360 (90%)
Total Revenue:	$330,000.00	$1,266,146.81	$2,284,959.05	$3,061,702.41
Total Expenditures:	$297,636.19	$1,195,689.76	$1,824,110.00	$2,382,786.90
Ending Balance:	$32,363.81	$70,457.05	$460,849.41	$678,915.51

Business Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	Yes	26 of 26	n/a	n/a
Number of "Falls Below" ratings	0		n/a	
Number of "Approaches" ratings	0		n/a	

Analysis of Business Plan

The Business Plan meets the standard for approval as expectations were met in all areas. The Applicant provides a thorough description of the facility layout including square footage requirement as well as the benefits of The Challenge Foundation providing property, design and construction of a facility. The application package presents clear evidence that these costs, including construction, fees and permits will be covered by the Challenge Foundation while the school has responsibility for monthly costs as well as a monthly leasing fee.

The Applicant's advertising and promotion plan adequately identifies primary ways to attract and enroll students including those in charter elementary schools in Maryvale, families in existing TeamCFA partner organizations, and families within the immediate vicinity. The Challenge Foundation's prior experience with marketing adds value as does the timeline denoting initial and ongoing strategies. The Applicant presents a fair and equitable enrollment procedure with commitment to open enrollment, and a lottery process.

The staffing plan presented in the application package supports the Program of Instruction and viable operation of the school. The Applicant presented a clear path toward scaling the number of personnel from year one through three and ensured adequate staffing to meet special education needs. The recruitment, hiring, and training plans included a six-step interview process followed by "onboarding and orientation." The application package presents a teacher evaluation plan including informal and formal evaluations and indicates salaries are realistic yet competitive. The projected salaries are in alignment with the Three Year Operating Budget, which is strengthened by significant grant revenue to fund salaries and other critical expenses. The budget is based on 90 percent of the projected full enrollment in each of the three years projected, and is designed to ensure a five percent contingency/surplus the first year and 20 percent contingency/surplus in subsequent years. The facility lease is 13 percent of the budget with 67 percent assumed for salaries and benefits.

EVIDENCE OF CAPACITY

Applicant Summary

The table below describes the participation of the Applicant in the In-Person Interview:

Name	Role	Attended Interview?
Peter Boyle	Corporate Principal, Proposed Founding School Director	Yes
Rod Kramer	TeamCFA Representative	Yes
Drew Shaw	Corporate Principal,	Yes
Joan Lange	Corporate Principal, TeamCFA Representative	Yes
Chris Klonoski	Corporate Principal	Yes

Analysis of Applicant Capacity

The TRP finds that the Applicant has the range of knowledge, skills and experience needed to open and operate a high quality school. The Applicant has a clear and unwavering commitment to the Mission and Educational Philosophy of the school, evidenced in the interview the overview of work to date and the benefits of partnership with The Challenge Foundation with intent to "bring our knowledge and passion to the Maryvale community."

The Applicant demonstrated understanding of the importance of rich relationships, frequent dialogue with parents, and community partnerships as keys to serving the target population. The proposed school leader stated that in his experience, "parents come in not knowing how to support their students," which drives the plan to "host events to provide information around standards and Core Knowledge." Interview responses demonstrated a clear understanding of the target population, specifically, the Applicant has direct experience in the Maryvale community through work at Pioneer Prep: CFA.

In providing clarification regarding "hybrid learning structures," the Applicant described this structure as "the perfect way to provide instruction," supporting this assertion with detailed explanation of the proposed acceleration block and defining specific learning paths for students. The Applicant also clarified the rationale for employing "flipped learning," describing it as a way to maximize out of school time for additional practice and demonstration of competencies. The Applicant provided adequate strategies to ensure that students without home access to technology will be able to complete assignments.

In regards to the Operational Plan, the Applicant appropriately identified the skill sets most critical for a viable governing board as well as for the key administrative positions. Notably, when Mr. Boyle spoke directly to the skills he believes he brings to the role of school director, the board members present indicated unwavering support. The Applicant also provided evidence of solid administrative professional development describing The Challenge Foundation's residency program and additional supports provided through TeamCFA.

Finally, the Applicant demonstrated adequate ability to adjust or make spending reductions if the budget was impacted by low student enrollment or high student attrition by explaining a process to prioritize cost reductions utilizing critical financial information including "cash on hand, ratios, reserves, and operating margins."

ADDITIONAL BACKGROUND INFORMATION

Academic Performance of Associated Schools

See Appendix A for each school's academic dashboard.

School Name	Opened	Grades Served	2012 Overall Rating	2013 Overall Rating
Hirsch Academy: A Challenge Foundation Academy	2013	K-2	Not operational	Not operational
Pioneer Preparatory: A Challenge Foundation Academy	2009	K-8	70 (Meets)	65.62 (Meets)
Ridgeline Academy: A Challenge Foundation Academy	1996	K-8	81.25 (Meets)	73.12 (Meets)

Operational and Financial Performance of Associated Schools

See Appendix B for each charter's financial dashboard.

Challenge Foundation Academies of Arizona, Inc. (operates Pioneer Prep: CFA)
Audits for fiscal years 2011 and 2012 were reviewed. No issues were identified that required follow-up to the Board. For fiscal year 2013, the charter holder is subject to a single audit, which must be submitted to the Board by March 31, 2014.

The charter holder meets the Board's financial performance expectations.

Ridgeline Academy: A Challenge Foundation Academy
Audits for fiscal years 2012 and 2013 were reviewed. No issues were identified that required follow-up to the Board.

The charter holder meets the Board's financial performance expectations.

BOARD OPTIONS

Option 1: The Board may approve the application package. Staff recommends the following language for consideration: Based upon review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to approve the application package and grant a charter to Western School of Science and Technology, Inc.to establish Western School of Science and Technology: A Challenge Foundation Academy charter school to serve grades 7-12.

Option 2: The Board may deny the application package. The following language is provided for consideration: Based upon a review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application package and deny the request for a charter of Western School of Science and Technology, Inc.to establish a charter school for the reason(s) that its application failed to meet the requirements of Title 15, Chapter 1, Article 8 due to: (specific statement made by the Applicant during Board consideration).