

APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIALS

1. ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

New School

Charterholder Info

Charter Holder

Name:
Academy of Mathematics and
Science South, Inc.

CTDS:
07-82-42-000

Mailing Address:
1557 West Prince Road
Tucson, AZ 85705
> [View detailed info](#)

Representative

Name:
Tatyana Chayka

Phone Number:

Downloads

 [Download all files](#)

Form Fields

Name of school
Academy of Math and Science Desert Sky

Grade levels to be served

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

First day of Operation
07/26/2018

Physical Address
5757 W. McDowell Rd.
Phoenix, AZ 85035

Physical Phone Number
(623) 242-2597

Physical Fax Number
(520) 888-1732



Mailing Address
3448 N 1st Ave
Tucson, AZ 85719

Mailing Phone Number
(520) 887-5392

Mailing Fax Number
(520) 888-1732

Attachments

Board Minutes

-  [Download File](#) — Enrollment Cap Increase Meeting Minutes
-  [Download File](#) — New School Site Meeting Minutes

Occupancy Documentation



- [Download File](#) – Occupancy Compliance
- [Download File](#) – AMS Desert Sky Architectural Plans Showing Occupancy
- [Download File](#) – AMS Flower Certificates of Occupancy
- [Download File](#) – AMS Flower State Fire Marshall Report

Lease agreement or proof of purchase for facility – [Download File](#)

Copy of Fingerprint Clearance Card for school site administrator – [Download File](#)

Copy of liability insurance coverage – [Download File](#)

Narrative – [Download File](#)

Additional Information

- [Download File](#) – Enrollment Matrix
- [Download File](#) – Staffing Chart
- [Download File](#) – Agricultural Land Assurance

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?
Yes, an Enrollment Cap Increase is also being requested.

From:
600

To:
1900

Documentation that current facilities can accommodate requested capacity – [Download File](#)

Grade Level Change

Is a Grade Level Increase being added to this request?
No

Curriculum Samples
No documents were uploaded.

Signature

Charter Representative Signature
Tatyana Chayka 11/29/2017

Academy of Math and Science Flower–New School Site

Describe the rationale for this request:

We are requesting approval of a new school site based on our track record of high delivering high performance in low-income and underperforming areas, the high demand exhibited for our programs, as well as our organization's mission and commitment to serving as many underserved students as we can.

In addition, *we are requesting an increase in our enrollment cap from 600 students to 1900 students (split into 1500 for the 18-19 school year and 1900 for the 19-20 school year)*, which will accommodate our projected combined enrollment for Academy of Math and Science Flower and for our new proposed school, Academy of Math and Science Desert Sky.

Last summer, our two campuses in Phoenix generated a combined waiting list of approximately 2000 students, demonstrating the demand for our program in the Maryvale community.

The academic programs utilized by the Academies of Math and Science, mentioned subsequently as Academies, have proven highly effective with at-risk student populations and in areas with low-performing schools in need of high-performing schools, as demonstrated by our schools' academic results (network-wide, since 2010 we have outperformed local neighborhood schools by over 20%, sometimes over 30%, across math, language arts, and science).

The charter holder, Academy of Mathematics and Science South Inc., currently has one charter: Academy of Math and Science Flower (AMS Flower) in Phoenix. AMS Flower has achieved a B-rating both years that it has been rated by the ASBCS, including during its first year of operation in 2013-2014, and during the 2016-2017 school year, during which AMS Flower outperformed 87% of rated schools within the surrounding Alhambra Elementary District. This is also a significant achievement considering this school is in the heart of Maryvale at 35th Ave and Thomas Rd. These campuses are modeled after AMS Prince, which won the award for 2016 Arizona Charter School of the Year from the Arizona Charter Schools Association and has consistently been one of the highest performing schools in the state serving low income populations. AMS Flower has been and is currently at capacity with 565 students for the 2016-2017 school year (the school can serve up to 600 but we have restricted enrollment for programmatic reasons).

In line with our growth plan and desire to provide an excellent education to as many students as possible, we are seeking to open a new site for AMS Flower, which will be called Academy of Math and Science Desert Sky (AMS Desert Sky). Based on research of demand for this area and our experience enrolling students at other sites, we anticipate an enrollment of at least 855 students in grades K-8 during our first year of operation and 1235 students during the second year of operation and at least this many students for all subsequent years going forward (but no more than the enrollment cap). The enrollment of all schools under this charter and corporation would be at above 95% capacity of our enrollment cap in both the 18-19 and 19-20 school years for a total of at least 1420 for the charter in the first year of the proposed increase and 1800 in the second and subsequent years of the proposed increase. The new school will operate on a 200-day

calendar.

Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes: Recruitment; Hiring; and Training

Staffing changes: Academy of Math and Science Flower, the existing school, anticipates the staffing model to stay the same going forward due to lack of real estate for expansion. We expect to retain 75-80% of our staff going forward and anticipate needing to hire 7-9 staff members a year going forward in a variety of positions.

Academy of Math and Science Desert Sky necessitates the hiring of 59 staff in the first year. Based off the same attrition, in the second year we will need to replace 11-15 staff as well as hire an additional 19 (for a total of 78 staff). Thereafter, we will need to replace 15-19 staff a year for AMS Desert Sky, and altogether for both schools under the charter, we will need to replace 22 to 28 staff members a year.

We anticipate our administration to be consistent at the Academy of Math and Science Flower campus, and for the Academy of Math and Science Desert Sky campus, we already have 3 leaders selected from our existing schools and are working on hiring the remaining 2.

Track record of success: The team at the Academies has extensive experience with recruiting, hiring, and training new staff for school expansions. For 2017-2018 school year, our staff successfully identified, recruited, assessed, hired, and on-boarded approximately 70 new employees for our Tucson and Phoenix school locations.

Recruiting:

Recruiting of administrative, instructional, and non-instructional staff is addressed by a similar process, outlined below.

Last year, our recruitment efforts resulted in a total of 6000 applications submitted to us for all available positions, about 85 applications per opening.

Process: Starting in December each year, support staff at our business office begin recruiting for the upcoming school year through multiple recruiting channels. Recruiters post teacher-friendly advertisements stressing the core values of our organization on various general and teacher-specific employment websites, top-ranking Universities' job boards, multiple social media applications, and the schools' own websites. School leaders represent the network and recruit potential candidates at gatherings such as career fairs, Teach for America summits, and local educational events.

All interested candidates submit an application through our website with a resume, cover letter and/or writing sample, and 3 references. Applicants are evaluated by various metrics such as writing skills, mission alignment, job stability in the past, and written content assessments in

their areas of specialization. Suitable candidates are scheduled for an interview, typically with the school principal. To ensure each new team member is a quality fit for our organization, all candidate interviews include specific questions related to motivation, personality, and values; technical competence; team skills; problem solving abilities; and prior evidence of success. Teachers are asked to conduct a sample lesson after sending them our teacher evaluation worksheet. Through this process, we find intelligent and motivated candidates who love teaching, have the fortitude to work long and flexible hours, are quick learners, and who's work ethic and values will mesh well with the school's instructional philosophy.

Hiring:

Our network office employs fulltime HR managers who work to on-board all staff. The HR manager collects all required personnel information to ensure employees can be paid on time, collects reference checks and background checks, assists all employees with sign-up for health insurance and other employer-provided benefits, and ensures the school maintains documentation of each teacher's qualifications, including proof of Highly Qualified status and valid fingerprint clearance card status. This person also works with the finance team to ensure legal compliance with all aspects related to employment and subsequently oversees compliance of HR files during audits.

Our Marketing and Recruitment Manager oversees the pacing of completion of hiring to ensure that we are on track to filling all open positions and completing all processes by June 15 for all open positions for each school year.

To ensure efficiency and fidelity in our hiring and onboarding processes, we employ a variety of intake systems such as SmartSheets and CRM solutions such as ADP's applicant tracking system in order to more easily track these processes.

Training - Instructional Staff

In order to ensure our instructional program is carried out with effectiveness and fidelity, the Academies provide several different forms of training and professional development. New teachers undergo three weeks of training before the start of the school year. This training includes hands-on learning and application of the school's instructional procedures and practices as well as curriculum-specific training for the school's core subjects and various other school expectations related to human resources, attendance tracking, grading, parent and student communication, culture, and deadlines. Every teacher receives an instructional manual, which serves as the basis for all teacher training throughout the year. Each school also has an instructional coach who continuously mentors and coaches teachers, performs classroom observations, and provides additional training on an as-needed basis during planning periods and professional development days. Teachers have planning time to allow them to observe each other's classrooms. Teachers also meet weekly in professional learning communities (PLCs) with the other teachers in their grade level to review and discuss lesson plans and teaching strategies. Professional development and PLCs are held Fridays following a half day for students. Teachers additionally meet with principals bi-weekly to receive feedback on performance, set goals, and go over use of data for instruction. Evaluation of teachers occurs at least twice per year after

sufficient time has been given to learn the school's expectations.

Training – Administrative and Non-Instructional

Administrative personnel that are hired begin with shadowing existing administrative personnel in the network and receive manuals detailing job responsibilities. Shadowing generally lasts for approximately one academic year during which time the staff member steps into their full-time position and becomes the primary person in charge of their responsibilities. During the shadowing period, staff members may observe leaders at the network level or at each one of our existing school sites. The staff member is expected to perform all the duties as required by the position they are being trained for, however, they are provided significant feedback on a daily basis. New and existing staff also attend conferences which help with their understanding of school software (i.e. Schoolmaster) and any state and federal reporting requirements such as the MEGA Conference. Additionally, staff participate in instructional rounds observing other campuses continually even after initial shadow period.

All instructional leaders attend a monthly all-day training and debugging meeting where leaders from all sites bring up concerns or issues they are having and are provided targeted feedback and training by network leadership on critical areas.

All personnel meet with their direct supervisors on a bi-weekly basis for feedback and to bring up any issues they are having for support.

Identify the target population of the proposed school, and demonstrate a clear understanding of the following:

The students the proposed school intends to serve (with demographic profile):

The area surrounding our proposed site at 5757 W. McDowell Rd. in Phoenix has a demographic makeup similar to that of our other Phoenix schools. These students have the same risk factors as students at our existing school sites and will need similar targeted programs to remedy academy skill deficits. Since we intend our school to be primarily a neighborhood school, our analysis of the expected student population is based on the demographics of nearby schools within a three-mile radius around the proposed site. Based on averages taken from the seven neighboring school districts and zip code census data, we expect the following student demographic breakdown:

- Free or Reduced Lunch: 96%
- Minority: 96%
- English Language Learner: 19%
- SPED: 5%
- High School Graduates: 57%
- Bachelor's Degree or Higher: 6%

These demographics are similar to our other two Phoenix schools, both of which have over 90% free or reduced lunch and over 90% minority student populations and are comparable by all other

measures with the exception of SPED %, which is actually higher at our existing campuses as well as the neighborhoods those campuses are in.

See below for the statistics for the 85017 and 3 mile radii statistics for the existing Academy of Math and Science Flower campus:

- Free or Reduced Lunch: 94.87%
- Minority: 95.24%
- English Language Learner: 23.87%
- SPED: 10.91%
- High School Graduates: 58.9%
- Bachelor's Degree or Higher: 9.1%

How the population is similar to, or different from, the population currently served by the school(s) operating under the charter:

The students we serve will be substantially the same demographic that we currently serve at our existing schools. The data we have obtained from above is from disaggregated data from schools in a 3-mile radius in the area as well as census data for 85035. The SPED population of the area is lower than our other existing sites. We believe there is a possibility that because of low SPED percentage as well as low academic performance, many students are undiagnosed who should be receiving SPED services. We are prepared to provide these services as we do at our other sites.

Whether the students will be primarily neighborhood or commuter:

We expect our students to be primarily neighborhood students. Our other two Phoenix schools, which are situated in demographically similar areas, have student populations where over half the students live within two miles of the school, and almost 75% of students live within a 3-mile radius.

Current levels of academic performance and needs not currently met for the target population:

One of the main factors considered in our selection of this school location was the performance of nearby schools. The average passing rate on the AzMERIT exam for schools in a 3-mile radius of AMS Desert Sky's proposed location was only 31% for English Language Arts and 28% for Math, which are 8% and 12%, respectively, below the state average pass rates of 39% and 40%, respectively. Additionally, the surrounding Cartwright Elementary District, which serves 19,000 students, has a pass rate of only 26% in both Math and English Language Arts.

According to the K-8 13-14 letter grades, only 28.21% of schools in our new school site area received an A or B rating, contrasted with 66.33% and 72.99% for Arizona average and Maricopa County average, respectively.

According to the K-8 16-17 letter grades: 16.22% of all schools around our new school site are D or F-rated compared to Arizona's average of 12.47% and Maricopa County's average of 7.88%.

Additionally, only 24.32% are A or B rated compared to Arizona's average of 54.11% and Maricopa County's average of 62.19%. Collectively, the schools in the neighborhood we are intending to serve are not providing enough quality school options for students in the community.

The vast majority of students in this area do not have access to the types of high quality schools that Academy of Math and Science is able to provide. Our network has a track record of producing results far above the mean in the areas with underperforming schools and with large populations of disadvantaged or at-risk populations.

Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population.

AMS Desert Sky will be unique in the current market for many reasons. We will:

- Directly address the needs of students of all backgrounds seeking a college-preparatory education. This is especially necessary as only 6% of adults in the area have achieved a Bachelor's degree or higher.
- Involve parents in various ways to reduce the mobility rate which is common in the area by setting clear expectations up front about what it takes to make it into college. Parents are looked at as multiyear partners.
- Be open longer than nearly every school in a 3-mile radius (up to 12 hours per day). This encourages single parents and other working parents to enroll their children and stay enrolled in the school.
- Offer significantly more instructional time (up to 50% more than surrounding schools).
- Offer daily specials classes such as foreign language, physical education, technology, and art, which are being cut from many district schools.
- Offer class sizes and student-teacher ratios significantly smaller than surrounding schools.
- Teach children habits of mind, study skills, philosophy, and ethics to prime students for high levels of achievement.

Identify the number of instructional days the school will be in session.

The school will be in session for 200 instructional days per year.

Provide a detailed description of how the Charter Holder will meet the enrollment targets identified in each Enrollment Matrix submitted. Include:

Returning students and anticipated new student enrollment:

Our assumptions below use student retention numbers of 75% and climbing higher in subsequent years up to 80%, based on our experience at other school sites.

Existing campus under charter, Academy of Math and Science Flower: From the 511 K-7th

graders at Academy of Math and Science Flower that will be enrolled at the end of each year, we anticipate approximately 400 will be returning and therefore, we will need to recruit 165 students in a variety of grades K-8 for each year at Flower going forward.

New campus under charter, Academy of Math and Science Desert Sky: We will recruit 855 students in our first year. Of the 795 students K-7 students in the 18-19 school year, we anticipate at least 600 will return for the 19-20 school year. Therefore, we will need to recruit 635 students for the 19-20 school year to get to our anticipated 19-20 enrollment of 1235. Of the 1141 students K-7 students in the 19-20 school year, we anticipate at least 900 students will return. Therefore, we will need to recruit 335 students for the 20-21 school year to get to our anticipated enrollment of 1235, and this will continue in years going forward.

Plan for meeting next year's enrollment targets.

The dates in the table in this document (the timeline for enrollment) summarize our methods to meet enrollment targets. In addition to online methods of recruitment, we will be doing substantial in-person recruitment within the community neighboring our proposed location. 4 employees (all parents of our Phoenix schools) will be setup in pre-selected high traffic areas for face-to-face personal marketing with parents. Other methods of recruitment may be used if needed including targeted postcard mail marketing as well as canvassing of nearby housing complexes.

We expect to recruit an average of 70 students per month from in-person marketing for a total of 560 students over 8 months. Our online campaigns can be expected to generate an average of 30 enrollments per month for a total of 240 students over 8 months. Finally, the mailing campaigns will result in an estimated total of 50-100 enrollments. In all, between these three recruitment strategies, we can expect to enroll at least 855 students and no more than 900 students per our enrollment cap. These estimates are based on actual students registered. Actual students that submit enrollment packets for consideration but for one reason or another do not register (move, new school, waitlisted), will likely be considerably higher. Our track record and waiting lists support our targets.

Necessary advertising and/or promotion to meet enrollment targets.

The Academies of Math and Science have a track record of meeting enrollment targets. Last year, we grew by 700 students and despite that growth, we waitlisted approximately 2000 students. In addition to online methods of recruitment, we will be doing substantial in-person recruitment within the community neighboring our proposed location. We will be setting up booths and local venues at local supermarkets and many other retail areas. Four parent employees will be setup in these pre-selected high traffic areas for face-to-face personal marketing with parents. Other methods of recruitment may be used if needed including targeted postcard mail marketing as well as canvassing of nearby housing complexes. We will also utilize social media marketing through Facebook and Twitter, and will utilize Google Adwords to maximize our visibility to potential parents and students searching for schools online. We will also hold a series of open houses for the new school beginning in January 2018 and ending in early May 2018.

The timeline for enrollment at the proposed school, and how it will be communicated to the public:

Our experience opening and enrolling new charter schools has taught us to start the process early, and that we need to communicate to the public through all available venues, while focusing face-to-face marketing at local venues. We will begin marketing for the new school by December 2017 to be prepared for an opening in Fall 2018. The chart below summarizes the projected start and end dates for each of our marketing and enrollment activities. We will be communicating to the public in person, through mailing, through online advertising, and through social media.

12/1/17	Social media campaign for 18-19 school year (Facebook, Twitter, Instagram, etc.)
12/1/17	Begin in-person marketing at high-density areas
1/1/18	Start Google Adwords and other online advertising campaigns and begin taking student enrollment packets for 18-19 school year
1/1/18	Post 2018-2019 Enrollment Packet on all Academies websites and begin pre-enrollments for the 2018-2019 school year
1/15/18	Distribute first mass brochure/postcard mailing / first open house
2/26/18	Send follow up mailer if needed / second open house
3/1/18	Hold student lottery
5/1/18	Last open house
7/15/18	Complete enrollment paperwork for all students expected for the 2018-2019 school year
7/1/18	End in-person marketing campaign. Back to school/meet your teachers night.
7/1/18	Scale back social media campaign and online advertising for start of school year
7/26/18	First day of school

A description of the market analysis that supports the successful enrollment of the projected student count:

We selected our proposed site by combining population density, income, minority, and poverty

rate data from the most recent US Census with A-F rating and school enrollment data from the ADE and Arizona Education Evaluator from the Arizona Charter Schools Association. To help narrow our search, we obtained a population density heat map and overlaid it with school performance data, then cross-referenced the resulting map against the census data to ensure we were in a low performing and low income area. We also worked with Collier's International to develop a charter saturation map of the greater Phoenix area. Based on these factors, we targeted several 3-mile radius areas for our property search, obtained over 100 properties within these areas from Colliers, and ultimately selected the property at 5757 W. McDowell Rd. We also considered other information such as the proximity to major road ways and the availability of affordable facilities.

Our projected enrollment for AMS Desert Sky is 855 students during year one, 1235 students during year two, and near the capacity of 1300 by year 3. There are over 72,000 children in the 5-14 age range within a 5-mile radius of the proposed location for AMS Desert Sky. The population of K-8 age children near our proposed location, combined with the high number of low performing schools within the same area, shows that this area is desperately in need of the quality school choice options that an AMS new school will provide. There are currently 6000 K-8 students attending C and D-rated schools within a 3-mile radius of AMS Desert Sky's location.

By comparing our results for population density, number of students attending A and B and D or F-rated schools, charter saturation percentage, and 5-14 population density with the same metrics for our Flower campus, we determined that we will meet enrollment targets and likely have excess demand each year of operation as we have at our other two campuses in Phoenix.

Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why:

We plan to implement the same curriculum set at our new school as we have at our other Phoenix locations. The amounts and costs of the curriculum set necessary for our opening enrollment projection of 855 students is detailed in the first table below.

Curriculum	Program Name	Cost for Class of 30	Total Classes	Total Cost
Elementary Reading	Open Court	\$5,500.00	24	\$132,000.00
Middle School Reading	Realms of Gold and Novel Sets	\$3,000.00	7	\$21,000.00
Reading Remediation Program	Corrective Reading	\$6,286.69	3	\$18,860.07
Elementary/Middle School Write Source	Write Source	\$1,308.00	31	\$40,548.00
Saxon Math	Saxon Math	\$3,546.00	31	\$109,926.00

Elementary Science	My Pals are Here and Delta Modules	\$1,005.00	24	\$24,120.00
Middle School Earth Science	Earth Science Investigations	\$2,950.00	7	\$20,650.00
Middle School Biology and Physics	Life Science and Foundation of Physics	\$2,950.00	7	\$20,650.00
Elementary Social Studies	HM Social Studies	\$1,082.00	24	\$25,968.00
Middle School Social Studies	My World History and American History	2142	7	\$14,994.00
A/R	Accelerated Reader	\$1,400.00	24	\$33,600.00
Study Island	Study Island	\$462.00	19	\$8,778.00
NWEA	Map Assessments	\$375.00	31	\$11,625.00
Foreign language and music curriculum	Teacher-selected	\$3,000.00	3	\$9,000.00
Art	Various supplies	\$3,000.00	2	\$6,000.00
Teacher supplies	Various supplies	\$450.00	40	\$18,000.00
Total:				\$515,719.07

In addition to curriculum, we will also need the furniture and technology resources listed below.

Equipment/Supply Must Have	Price Each	QTY	Total Price
Small Bookcases	\$171.95	40	\$6,878.00
Large Bookcases	\$191.95	80	\$15,356.00
Bulletin boards	\$70.88	80	\$5,670.40
White boards	\$179.88	120	\$21,585.60
Rugs-Elementary	\$299.88	24	\$7,197.12
Copier	\$10,198.15	2	\$20,396.30
Single pedestal file cabinets	\$324.95	48	\$15,597.60
Office large file cabinets	\$600.00	3	\$1,800.00
Motorola Radios	\$279.00	30	\$8,370.00

33 Chromebooks with Chromebook Cart	\$1,116.60	15	\$16,749.00
900 student desks and chairs	\$70.00	900	\$63,000.00
Cafeteria tables	\$300.00	20	\$6,000.00
Teacher desks	\$300.00	40	\$12,000.00
Horshoe tables	\$150.00	12	\$1,800.00
Projectors	\$1,000.00	40	\$40,000.00
Document cameras	\$150.00	40	\$6,000.00
Guitars, pianos, and piano benches	\$175.00	99	\$17,325.00
Total:			\$265,725.02

The first payment for a school year is not distributed until August 1st of the Fiscal Year. Explain how the Charter Holder will manage all expenses, including, but not limited to, those already identified in the staffing and resource components of the narrative, prior to receiving this initial payment.

AMS Desert Sky is set to open in the fall of 2018 with a targeted first year enrollment of 855 students. In order to achieve this target, the network office will be responsible for assisting the principal in the recruitment of both students and staff. Any short-term deficits in cash flow will be covered through intercompany loans, a projected network-wide cash balance of \$3,825,000 as of June 30th, 2018, and a banking line of credit of over \$1,000,000.

The new school will not be charged management fees for recruiting, marketing, and all support services provided until the school has received at least several months of state payments.

Total short-term cash needs for AMSDS per our budget and prior experience should not exceed \$634,000, broken up as follows:

- Teachers and parapro salaries and benefits - \$223,000
- Administrator salaries and benefits - \$109,000
- Front office salaries and benefits - \$84,500
- In-person marketer salaries and benefits - \$52,500
- Online/postcard/radio costs - \$75,000 (only used if other methods are ineffective)
- Capital expenses - \$90,000 (the remaining \$691,500 will be purchased through bond proceeds)
- Facilities costs - \$0 (through use of capitalized interest)
- Management fees - \$0 (deferred for at minimum several months)

Recruiting, hiring, and training employees

Our network office will source all candidates and provide all HR support and that service will be provided initially at no cost to the school. The leadership of the school will interview the

teachers and provide training.

Teachers and paraprofessionals will receive approximately 3 weeks of training budgeted at \$223,000 for the month of July.

Administrator salaries to launch the school are budgeted at \$109,000, which includes bringing 5 administrators on at various times from December 2017 through June 2018, marketing and taking new enrollments and training teachers.

Advertising and promoting the school

Front office support is estimated to be at \$84,500 (which is due to the help the leadership team will need in registering all of our new students).

We will utilize four part time parent employees to promote the school beginning in December 2017. They will be setup in pre-selected high traffic areas for face-to-face personal marketing with parents. Based on previous experience we are allocating \$52,500 to this task.

Other methods of recruitment may be used if needed including targeted postcard mail marketing as well as canvassing of nearby housing complexes. We will also utilize social media marketing through Facebook and Twitter, and will utilize Google Adwords to maximize our visibility to potential parents and students searching for schools online. Additionally, we may also employ radio. We will also hold a series of open houses for the new school beginning in January 2018 and ending in early May 2018. Social media and postcard marketing costs should not exceed \$75,000, which will only be used if other methods are ineffective.

Purchase of concrete resources.

Prior to the school's implementation, we will purchase the necessary concrete furniture, supplies, and curricular resources listed in the tables above. Most of this is categorized as capital expenses (approximately \$691,500 of the total \$781,500 in the expenses in the tables above) and will be purchased through tax-exempt bond proceeds upon issuance of further bonds, anticipated to happen prior to March of 2018. This will mean a maximum of \$90,000 in cash.

Facilities

We are planning to purchase a vacant piece of land at 5757 W. McDowell Rd. and build a new facility on the site. The new school will not make any debt payments until at least September 2018 through the use of capitalized interest in the issuance of bonds.

The depreciation and interest expense as well as principal is budgeted to average 20% of the total expenditures of the school, which will drop to an anticipated 15% or less upon the second year. We anticipate not to need short term sources of financing and expect the purchase and renovation of the property to happen through a tax-exempt public bond issuance, as we have done for several of our campuses in the past. Any further renovation or expansion will be financed through subordinate lending or the refinancing of existing bonds. We have relationships with

CLI Capital, CSDC, and AB&T, which would support us if short term financing needs arose in the event of a delay in public bond financing. All other facility costs are budgeted at 3% of total annual expenditures.



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Academy of Math and Science Flower				
Position	Number of Staff Members			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	4	4	4	4
Teachers/Instructional Staff				
Kindergarten	3	3	3	3
1 st	3	3	3	3
2 nd	2	2	2	2
3 rd	2	2	2	2
4 th	2	2	2	2
5 th	2	2	2	2
6 th	2	2	2	2
7 th	2	2	2	2
8 th	2	2	2	2
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	6	6	6	6
Special Education	1	1	1	1
Paraprofessional	6	6	6	6
Additional Staff				
List title: _Maintenance_____	2	2	2	2
List title: _Front Office__	2	2	2	2
List title: _____				
Total Number of Staff Members	37	37	37	37

*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

Staffing Chart

School Name: Academy of Math and Science Desert Sky				
Position	Number of Staff Members			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	2 FTE (5 total)	5	5	5
Teachers/Instructional Staff				
Kindergarten		4	5	5
1 st		4	5	5
2 nd		4	5	5
3 rd		4	5	5
4 th		4	5	5
5 th		4	4	4
6 th		3	4	4
7 th		2	4	4
8 th		2	3	3
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)		7	9	9
Special Education		2	3	3
Paraprofessional		9	15	15
Additional Staff				
List title: __Front Office__	2.5	3	4	4
List title: __Maintenance__		2	2	2
List title: Parent Marketers	4			
List title: _____				
Total Number of Staff Members		59	78	78

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name: Academy of Math and Science Flower				
	Leadership Team			
Title	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Principal	Brynn Embley	Brynn Embley	Brynn Embley	Brynn Embley
Assistant Principal	Juliet Riffenburg	Juliet Riffenburg	Juliet Riffenburg	Juliet Riffenburg
Instructional Coach	Doug Taylor	Doug Taylor	Doug Taylor	Doug Taylor
	Kimber Kirwin	Kimber Kirwin	Kimber Kirwin	Kimber Kirwin
School Name: Academy of Math and Science Desert Sky				
	Leadership Team			
Title	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Principal	Kristina Winters	Kristina Winters	Kristina Winters	Kristina Winters
Assistant Principal	Kate Toci	Kate Toci	Kate Toci	Kate Toci
Assistant Principal	N/A	TBD	TBD	TBD
Dean of Students	N/A	TBD	TBD	TBD
Instructional Coach	David Fox	David Fox	David Fox	David Fox



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

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.
- Copy and paste the chart for each school operated by the Charter Holder

School Name: Academy of Math and Science Flower				
Grade Level	Number of Students			
	Current—FY18	Target—FY19	Target—FY20	Target—FY21
Kindergarten	78	78	78	78
1 st	83	83	83	83
2 nd	62	62	62	62
3 rd	61	61	61	61
4 th	60	60	60	60
5 th	58	58	58	58
6 th	56	56	56	56
7 th	53	53	53	53
8 th	54	54	54	54
9 th				
10 th				
11 th				
12 th				
Total Enrollment	565	565	565	565

Enrollment Matrix

School Name: Academy of Math and Science Desert Sky				
	Number of Students			
Grade Level	Current—FY18	Target—FY19	Target—FY20	Target—FY21
Kindergarten		110	138	138
1 st		111	157	157
2 nd		111	157	157
3 rd		106	157	157
4 th		106	157	157
5 th		106	125	125
6 th		85	125	125
7 th		60	125	125
8 th		60	94	94
9 th				
10 th				
11 th				
12 th				
Total Enrollment		855	1235	1235

*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.