

APPENDIX A

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2019

NOVEMBER 4, 2019

New Charter Application for

Glen Canyon Outdoor Academy

Submitted by

Glen Canyon Outdoor Academy

Report Summary

Recommendation: Deny					
Applicant Name:		Glen Canyon Outdoor Academy			
Proposed School Name:		Glen Canyon Outdoor Academy			
Grades Served Year 1:	1-6	Grades Served Year 2:	K-7	Grades Served Year 3:	K-8
Location:	Page, Arizona				
Mission Statement:	Glen Canyon Outdoor Academy is committed to providing an active student-centered environment through outdoor expeditionary learning, collaborative teachers, and family and community engagement that will develop inquisitive explorers, cultivate creative thinkers and empower resilient learners.				

Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score \geq 95%?	No	82.33%	Yes	100%
Operational Plan Score \geq 95%?	No	93.33%	Yes	100%
Business Plan Score \geq 95%?	No	94.55%	Yes	100%

In-Person Interview Summary

Justine Carryer, Susan Wright and Susan Pilkington who are all both Authorized Representatives and Charter Principals were present at the Capacity Interview. Also in attendance were Charter Principals Katelynn Hunt, Ameer Payne, and Amy Beenfield. Katelynn Hunt provided the introductions, opening greeting in Navajo, and the opening statement.

The TRP went into the Capacity Interview with concerns about how the Applicant would:

- Meet the needs of the local population without providing either bus service or food.
- Account for the two hours of educational time provided for by community members.
- Be representative of the Navajo population.
- Successfully meet its enrollment targets.
- Understand what constitutes summative and formative assessments.

The TRP left the Capacity Interview with most of the same concerns. The Applicant team responded

to the TRP questions and is clearly very passionate about wanting to provide school choice in Page, Greenhaven, and the surrounding Navajo Nation.

The TRP is still concerned that the Applicant does not have the capacity to implement a school with a proposed first year enrollment of 119 students from a vast geographical area that is sparsely populated with no viable plan to provide transportation or food.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Glen Canyon Outdoor Academy be denied because, although the educational, operational and business plans meet the application criteria set by the Board, there is insufficient detail about how they will successfully deliver their program in a way that is viable in the target area.

The Applicant's ability to successfully operate their proposed program requires all of its assumptions to come to fruition. If the first year enrollment is even one student short of the projected 119 students, there will be financial consequences impacting the plan. The Applicant team, having never run a public school or government agency, will have to recruit qualified teachers to a remote area, contract with service providers, recruit community volunteers willing to teach two hours, four times a week for six weeks outside of the physical classroom, as well as all of the myriad of other unforeseen circumstances that face the average school.

The Applicant was able to write an application that meets all of the requirements; however, the application is missing evidence of any planning or any built in adaptability if the target enrollment numbers or community involvement does not materialize as expected. The Applicant team's demographics are not representative of the demographics of the students they hope to attract.

The TRP is not questioning whether or not the families in the target area deserve the option of a high quality charter, but we do question whether this plan, as it stands today, is capable of delivering that high quality option from the first day of school. The Applicant's belief that signing a contract with a community member to provide instruction for two hours a day, four days a week, for six weeks is sufficient to ensure high quality programming is naïve (Capacity Interview 36:23). The Applicant team has been marketing since October 2018 and has completed surveys of interest. The Applicant completed approximately 130 surveys but does not have the numbers to show how many are strongly interested to back up the assumptions about first year enrollment (Capacity Interview 47:23). When the TRP asked follow-up questions about how the four day school week supports area families, the Applicant responded with personal reasons why this schedule works best (Capacity Interview 46:04). The Applicant went on to discuss the problems of high truancy rates at the traditional public schools due to the need for families to travel long distances (Capacity Interview 49:00). The TRP would have liked to have seen concrete data that demonstrated that Fridays have the highest rate of absences, and/or survey responses indicating the specific need for a four day school week. The types of comments made were personal reasons why the founders want a school that will work for them (Capacity Interview 49:45).

The TRP appreciates that the Applicant has spent as much time on its application as it has; however, we feel that there are still significant weaknesses in the plan, leaving concerns that the Applicant will not have the financial resources to successfully open in August of 2020.

Educational Plan

	Preliminary TRP Scores	Revised TRP Scores
Educational Plan Score \geq 95%?	No	Yes
Number of "Falls Below" ratings	0	#
Number of "Approaches" ratings	19	#

Plan Summary

The primary population targeted by the Applicant lives from Page to Greenhaven, and in the surrounding Navajo Nation communities of LeChee, Coppermine, and Kaibeto. 75% of the target population is Native American with approximately 43% living below the poverty line.

The school intends to open serving 119 students in grades 1-6 and expand to serving 192 students in grades K-8 by year three.

The educational philosophy and instructional methodology include:

1. Outdoor experiential education
2. Quality educators collaborating to facilitate student exploration
3. Collaboration with the local community
4. All students can learn

The Applicant proposes to provide place-based experiential learning opportunities that will expose its students to the local landscape and potential careers in the National Park Service and volunteering opportunities. There is a large component of field hours required, 16 hours per each six week unit of study. Collaboration with people from the local community willing to lead daily, two hour blocks of outdoor instruction time is critical to the operations of the proposed school.

The Applicant will offer 144 days of instruction with the school day beginning at 8:30 am and ending at 3:45 pm for the duration of a four day school week.

The Applicant intends to use backwards planning to work through the three steps of the Understanding by Design process to design assessments, lessons, and learning activities for each integrated unit. Backwards planning will allow the school to align long-term goals with short-term unit plans, giving students opportunities for consistent feedback, ensuring that assessments align with and drive learning activities and lesson plans, and ensuring standards-based approach.

Outdoor education standards and practices taken from the Wilderness Education Association and the Arizona Association for Environmental Education will be connected with content standards in AZCCRS. At least 40% of a student's instructional time will be spent outside.

Analysis

The educational plan meets the Board's criteria for approval; however, the Applicant was not able to satisfactorily answer the TRP's questions regarding:

- How the outdoor learning time will be aligned with Arizona state standards.
- Who will be responsible for grading the students during this community led time
- How the four day school week will improve the chronic truancy problems faced at the traditional public school in the target area.

- Why an oral assessment would be appropriate to assess a writing standard
- Why homework and exit tickets should be considered summative assessments
- The assessments that will be used for the variety of six week long, community led activities?
 - During the interview, the Applicant mentioned that Cross-fit may be one of the community led activities and that they would figure out how to match what the community member was offering to the Arizona state standards (Capacity Interview 41:20).
 - The Applicant also discussed the possibility of taking students out of state during the 16 field hours per six week unit as well, but does not seem aware of the potential liability and insurance costs of this choice (Capacity Interview 25:08). Also, the Applicant team did not present any data to support its assumptions regarding robust parent participation in the Field Hours component of their program.

Operational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Operational Plan Score ≥ 95%?	No	Yes
Number of “Falls Below” ratings	0	0
Number of “Approaches” ratings	19	0

Plan Summary

The Founding/Corporate Board of Glen Canyon Outdoor Academy (GCOA) will serve as the overseeing agent throughout the development and Start-Up phase of the proposed school. In the spring of 2020, a five member Governing Board will be appointed by the Founding Board to uphold the mission of the school and guide the specific functioning and direction of the school. The Founding Board shall remain as non-voting affiliates to the board for up to one year. Due to the make-up of the Founding Board being primarily parents and potential school employees, it is in the best interest of the school to remove the potential areas of conflict by creating a separate Governing Board. The Governing Board will be made up of community members with one parent serving as the parent voice.

The Applicant lists the following for contracted services:

Service Type	Start Up Cost Estimate	Cost Estimate Year 1	Cost Estimate Year 2
Legal	\$11,250	\$4,500	\$4,500
Curriculum Development	\$19,200	NA	NA
Professional Development	\$5,500	\$4,000	\$4,000
IT	\$3,000	\$1,500	\$1,500
SAIS	\$15,360	\$6840	\$5,150
Writing Safety & Preparedness Manuals	\$625	NA	NA
Substitutes	NA	\$6,400	\$7,000
Special Education Services	NA	\$14,643.60	\$4,968
Community-Based Specialists	NA	\$72,000	\$84,000
Accounting Services	\$14,000	\$14,000	\$14,000

Janitorial Services	NA	\$10,000	\$20,000
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Analysis

The operational plan meets the criteria for approval because the application provided a complete and appropriately summarized governance plan. Areas of weakness include the lack of a contingency plan for how the school will be able to operate if it is not able to reach its enrollment goals and the lack of prior charter school operations and management experience of all of the Charter Principals. The TRP has concerns that of the ten Charter Principals, only one represents the majority Navajo culture of the region.

Business Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Business Plan Score \geq 95%?	No	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	2	0

Plan Summary

Proposed Two possible locations have been identified:

Location: 1) 583 S. Lake Powell Blvd.
2) 551 San Francisco Road.

Facilities Year 1: 6 classrooms with a small office space and land or garden space.

Requirements:

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		119	153	173
Total Revenue:	\$160,000.00	\$886,170.00	\$1,072,232.63	\$1,219,642.06
Total Expenditures:	\$148,340.00	\$885,847.37	\$1,064,716.00	\$1,202,845.31
Ending Balance:	\$11,660.00	\$322.63	\$7,527.06	\$16,796.75

- Facilities and timeline
 - January 2020: Finalize location site
 - February 2020: Code Compliance Review
 - February – May 2020: Complete upgrades and compliance improvements, order furniture, fixtures, supplies and equipment
 - June 2020: Completion of all facility improvements
 - June – July 2020: Obtain E-class Certificate of Occupancy
 - July 2020: Move in to facility
 - August 2020: Begin school year.
- *Whether enrollment growth is projected during first three years*
 - The Applicant team expects a robust growth over the first three years of the proposed school. Their budget projects reaching approximately 90% of the enrollment goals over the first three years of the charter.

- *Advertising and promotion*
 - The Founding Board began the recruitment process in October 2018. They created a promotional video, held a public interest meeting, created a Facebook page, Family Interest Form, and developed a brand, logo, colors, and mascot.
 - The Founding team has engaged their community in a variety of activities in the months since October 2018 and has a plan to continue through July 2020.
 - As of May 2019 the Applicant has received Family Interest Forms from 136 families, representing 242 potential students.
 - The Applicant has budgeted \$6,505.00 for marketing purposes.

- *Recruitment, hiring, and training staff*
 - The Applicant team anticipates needing 10.5 FTE of Instructional personnel and 1.5 FTE of non-Instructional Personnel in their first year of operations.
 - Two additional FTEs of Instructional Personnel will be added in each of the subsequent two years.
 - The Founders have selected Susan Pilkington, Authorized Representative and Charter Principal, as the proposed school's founding School Director.
 - Justine Carryer, Authorized Representative and Charter Principal, has been selected to serve in the role of Director of Curriculum.
 - The Applicant denotes in the written application that they understand the difficulties of recruiting qualified staff to their location but note that the design of their plan, based on a love of the outdoors, will be sufficient in attracting candidates.
 - The Applicant intends to recruit teachers from a variety of colleges and universities in the Four Corners area.
 - The Applicant intends to require a 6-day teacher orientation in order to align teachers and staff to the mission and model of the proposed school.
 - The proposed school has an additional six in-service days within each six week unit of study throughout the school year.

- *The Budget*
 - The budget is based on achieving 90.15% of full enrollment in Year One, Year Two 90%, and Year Three 90.10%
 - 100% of the proposed school's budget will come from Arizona's state funding equalization assistance.
 - The projected budget balance for Year One is projected to be \$322.63.
 - If the Applicant's target enrollment is off by one student, it will have a deficit of \$7,124.18.

Analysis

The business plan meets the criteria for approval; however, the TRP is concerned that the Applicant team lacks a plan for how to move forward if they do not enroll at least 119 students during their first year. The Applicant is counting on an even balance of 20 to 22 children per grade enrolling with no other identified financial resources if they do not achieve these exact numbers. The TRP is concerned that the impending closure of SRP's Navajo Generating Station, which is listed in the application package as a "primary employer," will displace approximately 200 well paid employees and their families which will impact the potential pool of students. When asked how the team anticipates this closure will impact their potential enrollment targets they responded that there are many families that have moved and are still looking to move, but many looking to stay in the community (Capacity Interview 10:41).

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Justine Carryer	Authorized Representative, Charter Principal	Yes
Susan Wright	Authorized Representative, Charter Principal	Yes
Susan Pilkington	Authorized Representative, Charter Principal	Yes
Amy Beenfield	Charter Principal	Yes
Amee Payne	Charter Principal	Yes
Katelynn Hunt	Charter Principal	Yes
Whitney Wertz	Charter Principal	No
Vanessa Glynn-Linaris	Charter Principal	No
Gwendolyn Lasslo	Charter Principal	No
Eric Nikkel	Charter Principal	No

Analysis

The TRP finds that the Applicant has not fully demonstrated through its Written Application and Capacity Interview that it has the skills, experience, and knowledge to successfully run a charter school in the state of Arizona at this time.

The written application identifies that there are currently three schools serving grades K-8 in Page, Arizona. “Page Unified School District (“PUSD”) serves over 99% of students in the area. Over 75% of the students served at PUSD are Native American. Page Christian School serves 13 students for grades K-6 and Immaculate Heart Catholic School currently serves 8 students in kindergarten and first grade” (A.2a Target Population, Page 4). The TRP has concerns regarding the Applicant team’s enrollment expectations when it is not planning on offering either transportation or food service. The TRP is not convinced that offering a four-day per week schedule, no transportation, and no food services will ameliorate chronic absenteeism. The Applicant team’s response to the TRP’s question regarding what will attract students to attend the proposed school when they are not able to provide either transportation or food services was not convincing (Capacity Interview 26:08). With the challenges facing the local communities (A.2a and b), the TRP would like to have seen a comprehensive plan for transportation, food services, and the potential for how the school will function if they only meet 50% of their enrollment target.

Additional concerns of the TRP that were unassuaged revolve around the two-hours a day of community led outdoor instruction. The examples given during the Capacity Interview including, Cross-Fit Training, came across as being problematic in meeting the Arizona Core Standards (Capacity Interview 40:11). The Applicant team described retro-fitting the core standards to fit the activity offered by community members (Capacity Interview 38:40 to 40:17). However, the TRP is still concerned with responsibility for the students during the two hour Community-Based Special blocks, how assessments towards mastery of Arizona Core Standards would be made, when appropriate, and by whom, and what the back-up plan is in the case of the community member not being able to complete any part of the six week sessions.

Applicant:	Glen Canyon Outdoor Academy
Proposed School Name:	Glen Canyon Outdoor Academy

Requirements for Substantive

Completeness:
 No evaluation area receives a score of Falls Below the Criteria Met

No more than one evaluation area in each section is scored as Approaches the Criteria Met

95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level Met

The Application is Substantively Complete

PART A: Educational Plan (A.1-A.6)

Points for A.1-A.4: **30.0**

Points for A.5: **20.0**

Points for A.6: **10**

Total Score: **60.0**

Percentage: **100.00%**

PART B: Operational Plan (B.1-B.3)

Total Score: **28.0**

Percentage: **100.00%**

PART C: Business Plan (C.1-C-5)

Total Score: **53**

Percentage: **100.00%**

Total Possible Points for A.1-A.4	30
Total Possible Points for A.5	20
Total Possible Points for A.6 K-2	15
Total Possible Points for A.6 3-5	20
Total Possible Points for A.6 6-8	20
Total Possible Points for A.6 9-12	N/A
Total Possible Points for B.1-B.3	28
Total Possible Points for C.1-C.5	53

REVISED APPLICATION RATINGS

Part A	Educational Plan			
A.1	Educational Philosophy	Rating	Scoring	Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be. (2 points)	Meets	2	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction. (2 points)	Meets	2	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs. (2 points)	Meets	2	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school. (1 point)	Meets	1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience. (1 point)	Meets	1	Meets the Criteria
A.1f	Ensure the Mission Statement on the Target Population Page is consistent with the narrative.	Meets		Meets the Criteria
	A.1 Total-Falls Far Below	0	Total Score:	
	A.1 Total-Approaches	0	8	
	A.1 Total-Meets	6		
A.2	Target Population	Rating	Scoring	Technical Assistance / Comments

A.2a	Identify the target population the response should demonstrate a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools. (2 points)	Meets	2	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in Section A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice. (2 points)	Meets	2	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice. (2 points)	Meets	2	Meets the Criteria
A.2d	Ensure the target population provided on the Target Population page in the online application wizard is consistent with the narrative in this section.	Meets		Meets the Criteria
	A.2 Total-Falls Far Below	0	Total Score:	
	A.2 Total-Approaches	0	6	
	A.2 Total-Meets	4		
A.3	Program of Instruction	Rating	Scoring	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards. (2 points)	Meets	2	Meets the Criteria
A.3b	Demonstrate a clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy. (2 points)	Meets	2	Meets the Criteria

A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population. (1 point)	Meets	1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission. (1 point)	Meets	1	Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.	Meets		Meets the Criteria
	A.3 Total-Falls Far Below	0	Total Score:	
	A.3 Total-Approaches	0	6	
	A.3 Total-Meets	5		
A.3.1	Mastery and Promotion	Rating	Scoring	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content. (1 point)	Meets	1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade level promotion and retention consistent with A.R.S. §15-701. (1 point)	Meets	1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions. (1 point)	Meets	1	Meets the Criteria
A.3.1d	Describe the process for student retention. (1 point)	Meets	1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.	Meets		Meets the Criteria
	A.3.1 Total-Falls Far Below	0	Total Score:	

	A.3.1 Total-Approaches	0	4	
	A.3.1 Total-Meets	5		
A.3.2	Course Offerings and Graduation Requirements	Rating	Scoring	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. §15-701.01. (1 point)	N/A		
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	N/A		
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of course State assessments. (1 point)	N/A		
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and that clearly demonstrate alignment to the Program of Instruction. (1 point)	N/A		
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.	N/A		
	A.3.2 Total-Falls Far Below	0		
	A.3.2 Total-Approaches	0		
	A.3.2 Total-Meets	0		
A.4	School Calendar and Weekly Schedule	Rating		Technical Assistance / Comments

A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes per day will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. §15-901. (1 point)	Meets	1	Meets the Criteria
A.4b	Ensure the weekly schedule demonstrates compliance with A.R.S. §15-118 and current Move on When Reading Requirements, as defined by the Arizona Department of Education. (.5 points)	Meets	.5	Meets the Criteria
A.4c	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays, teacher work-days/professional development, and additional days off. (.5 points)	Meets	.5	Meets the Criteria
A.4d	School calendar clearly demonstrates compliance with A.R.S. §15-341.01. (1 point)	Meets	1	Meets the Criteria
A.4e	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population. (1 point)	Meets	1	Meets the Criteria
A.4f	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.	Meets		Meets the Criteria
	A.4 Total-Falls Far Below	0	Total Score:	
	A.4 Total-Approaches	0	4.0	
	A.4 Total-Meets	6		
Overall Consistency of Education Plan	Consistency among all components of the Educational Plan (Sections A.1-A.6) See page 18 of the Application Instructions for more information. (2 points)	Meets	2	

Part A: Education Plan Total-Falls Far Below	0
Part A: Education Plan Total-Approaches	0
Part A: Education Plan Total-Meets	26
Education Plan A.1-A.4 Total Score	30.0

REVISED APPLICATION RATINGS

Part A.5	Academic Systems Plan			
A.5	Academic Systems Plan	Rating	Scoring	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2 (1 point)	Meets	1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2. (1 point)	Meets	1	Meets the Criteria
		Score for A.5 a and A.5 b:	2.00	
A.5 Academic System Area I: Curriculum	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I): The curriculum area of the ASP is worth 4 points.	Meets		Meets the Criteria in Area I
A.5c-I(i)	Provide sufficiently detailed and implementable action steps that address: i. Adoption of curriculum aligned to Arizona State Standards; • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State Standards.	Meets	1	Meets the Action Steps
A.5c-I(ii)	Provide sufficiently detailed and implementable action steps that address: ii. Implementation of curriculum to include; • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction.	Meets	1	Meets the Action Steps
A.5c-I(iii)	iii. Evaluation of curriculum to include; • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard.	Meets	1	Meets the Action Steps
A.5c-I(iv)	iv. Revision of curriculum to include; • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum.	Meets	.5	Meets the Action Steps

A.5c-I(v)	v. Adaptation to address the curriculum needs of subgroup populations by; <ul style="list-style-type: none"> ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups. 	Meets	.5	Meets the Action Steps
		Score for Curriculum Area:	4.00	
A.5 Academic System Area II: Assessment	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II): The assessment area of the ASP is worth 4 points.	Meets		Meets the Criteria in Area II
A.5a-II(i)	i. Developing the assessment system; <ul style="list-style-type: none"> creating a data collection system that involves both formative and summative assessments, ensuring the assessment system is aligned to the curriculum, and the instructional methodology/program. 	Meets	1	Meets the Actions Steps
A.5a-II(ii)	ii. Analyzing assessment data; <ul style="list-style-type: none"> students are performing, whether instructional methodology and curriculum are meeting the needs of all students, and what adjustments are made when methodology and/or curriculum are not meeting student needs. 	Meets	1	Meets the Action Steps
A.5c-II(iii)	iii. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group 	Meets	1	Meets the Action Step
A.5d-II(iv)	iv. Year to Year comparison; <ul style="list-style-type: none"> determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency determine the analysis completed during the year to allow for valid and reliable comparisons from year to year. 	Meets	1	Meets the Action Steps
		Score for Assessment Area:	4.00	
A.5 Academic System Area III: Monitoring Instruction	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III): The monitoring instruction area of the ASP is worth 4 points.	Meets		Meets the Criteria in Area III

A.5e-III(i)	<p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> • gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in 	Meets	1	Meets the Action Steps
A.5e-III(ii)	<p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction, • gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. 	Meets	1	Meets the Action Steps
A.5e-III(iii)	<p>iii. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. 	Meets	1	Meets the Action Steps
A.5e-III(iv)	<p>iv. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration. 	Meets	1	Meets the Action Steps
		Score for Monitoring Instruction Area:	4.00	
A.5 Academic System Area IV: Professional Development	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV): The professional development area of the ASP is worth 3 points.	Meets		Meets the Criteria in Area IV
A.5f-IV(i)	<p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. 	Meets	1	Meets the Action Steps

A.5f-IV(ii)	ii. Supporting high quality implementation; <ul style="list-style-type: none"> • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space, and the necessary material items required for implementation. 	Meets	1	Meets the Action Steps
A.5f-IV(iii)	iii. Monitoring implementation and follow-up; <ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. 	Meets	.5	Meets the Actions Steps
A.5f-IV(iv)	iv. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> • determining what topics are addressed during PD to meet the needs of subgroups 	Meets	.5	Meets the Action Step
		Score for Professional Development Area:	3.00	
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area. (1 point)	Meets	1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step. (1 point)	Meets	1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s). (1 point)	Meets	1	Meets the Criteria
A.5j	Be consistent with all sections of the application package.	Meets		Meets the Criteria
		Score for A.5g through A.5i:	3.00	
	A.5 Total-Falls Far Below	0		
	A.5 Total-Approaches	0		
	A.5 Total-Meets	27		

		Total Score for ASP:	20.0	
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REVISED APPLICATION RATINGS				
Part A.6.K-2 Instructional Analysis				
A.6.K-2	K-2 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. (.5 points)			Meets the Criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
		Total Score for A.6. K-2a	1.50	
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points)			Meets the Criteria Reading, Writing, and Mathematics.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
		Total Score for A.6. K-2b	0.75	
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the Criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2c	3.00	
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point)			Meets the Criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2d	3.00	
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets. (1 point)			Meets the Criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2e	3.00	
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. (1 point)			Meets the Criteria in Reading, Writing, and Mathematics.

	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2f	3.00	
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets. (.25 points)			Meets the Criteria in Reading, Writing and Mathematics.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
		Total Score for A.6. K-2g	0.75	
	A.6.K-2 Total-Falls Far Below	0		
	A.6.K-2 Total-Approaches	0		
	A.6.K-2 Total-Meets	21		
		Total Score for K-2 Instructional Analysis:	15.00	

REVISED APPLICATION RATINGS

Part A.6.3-5 Instructional Analysis				
A.6.3-5	3-5 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. (.5 points)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
	Score for Science	Meets	.5	
		Total Score for A. 6.3-5a	2.00	
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.3-5b	1.00	

A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5c	4.00	
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5d	4.00	
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	

	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5e	4.00	
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5f	4.00	
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets. (.25 points)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.3-5g	1.00	
	A.6.3-5 Total-Falls Far Below	0		
	A.6.3-5 Total-Approaches	0		
	A.6.3-5 Total-Meets	28		

	Total Score for 3-5 Instructional Analysis:	20.00	
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REVISED APPLICATION RATINGS

Part A.6.6-8 Instructional Analysis				
A.6.6-8	6-8 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. (.5 points)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
	Score for Science	Meets	.5	
		Total Score for A. 6.6-8a	2.00	
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points)			Meets the Criteria Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.6-8b	1.00	

A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8c	4.00	
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8d	4.00	
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	

		Total Score for A. 6.6-8e	4.00	
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8f	4.00	
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets. (.25 points)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.6-8g	1.00	
	A.6.6-8Total-Falls Far Below	0		
	A.6.6-8 Total-Approaches	0		
	A.6.6-8 Total-Meets	28		
		Total Score for 6-8 Instructional Analysis:	20.00	

REVISED APPLICATION RATINGS

REVISED APPLICATION RATINGS				
Part B	Operational Plan			
B.1	Applicant Entity	Rating	Scoring	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school. (2 points).	Meets	2	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. (2 points)	Meets	2	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization. (1 point)	Meets	1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement. (1 point)	Meets	1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan. (1 point)	Meets	1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual. (.5 points)	Meets	.5	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws. (.5 points)	Meets	.5	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package. (.5 points)	Meets	.5	Meets the Criteria
	B.1 Total-Falls Far Below	0	Total Score:	
	B.1 Total-Approaches	0	8.50	
	B.1 Total-Meets	8		
B.2	Governing Body	Rating	Scoring	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body per A.R.S. §15-183 (E)(8). If applicable, describe any role the school governing body will have beyond the statutory minimum. (2 points)	Meets	2	Meets the Criteria

B.2b	Indicate if the corporate board for the Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established. (2 points)	Meets	2	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission. (2 points)	Meets	2	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies. The description should indicate a process that will result in the selection of a qualified governing body with the ability to fulfill its responsibilities. (2 points)	Meets	2	Meets the Criteria
B.2e	Be consistent with all sections of the application package. (.5 points)	Meets	.5	Meets the Criteria
	B.2 Total-Falls Far Below	0	Total Score:	
	B.2 Total-Approaches	0	8.50	
	B.2 Total-Meets	5		
B.3	Management and Operation	Rating	Scoring	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school. (2 points)	Meets	2	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: Instruction, Curriculum and Assessment (mandated State testing), Staff Development, Financial Management, Contracted Services, Personnel, Grants Management, and Student Information System (SIS). (2 points)	Meets	2	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities. (2 points)	Meets	2	Meets the Criteria
B.3d	Be consistent with all sections of the application package. (.5 points)	Meets	.5	Meets the Criteria
	B.3 Total-Falls Far Below	0	Total Score:	

	B.3 Total-Approaches	0	6.50	
	B.3 Total-Meets	4		
B.3.1	Education Service Providers	Rating	Scoring	Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: allows the Applicant to fulfill its mission and implement its program of instruction, and meets the identified needs of the target population including improving pupil achievement. (2 points)	N/A		Not Applicable
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population. (2 points)	N/A		Not Applicable
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)	N/A		Not Applicable
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1. (.5 points)	N/A		Not Applicable
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program. (2 points)	N/A		Not Applicable
B.3.1f	EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance. (1.5 points)	N/A		Not Applicable

B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)	N/A		Not Applicable
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)	N/A		Not Applicable
	B.3.1 Total-Falls Far Below	0		
	B.3.1 Total-Approaches	0		
	B.3.1 Total-Meets	0		
B.3.2	Contracted Services	Rating	Scoring	Technical Assistance/ Comments
B.3.2a	Delineate all areas (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.), for which the Applicant plans to contract with a service provider. (1 point)	Meets	1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service. (1 point)	Meets	1	Meets the Criteria
B.3.2c	Provide specific sources for costs of each listed contracted service. (1 point)	Meets	1	Meets the Criteria
B.3.2.d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2. (1 point)	Meets	1	Meets the Criteria
B.3.2.e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)	Meets	.5	Meets the Criteria
	B.3.2 Total-Falls Far Below	0	Total Score:	
	B.3.2 Total-Approaches	0	4.50	
	B.3.2 Total-Meets	5		

Part B: Operational Plan Total-Falls Far Below	0
Part B: Operational Plan Total-Approaches	0
Part B: Operational Plan Total-Meets	22
Total Scoring	28.00

REVISED APPLICATION RATINGS

Part C Business Plan				
C.1	Facilities Acquisition	Rating	Scoring	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page. (2 points)	Meets	2	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package. (2 points)	Meets	2	Meets the Criteria
C.1c	Ensure the Layout of Space is consistent with the narrative (.5 points)	Meets	.5	Meets the Criteria
C.1d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions. (1 point)	Meets	1	Meets the Criteria
C.1e	Be consistent with all sections of the application package (.5 points)	Meets	.5	Meets the Criteria
C.1f(i)	For a planned location only: Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package. (2 points)	Meets	2	Meets the Criteria
C.1f(ii)	For an already acquired facility, purchased land or proposed build only: Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. (2 points)	N/A		
C.1f(iii)	For an already acquired facility, purchased land or proposed build only: Describe any financial arrangements that have been made for securing the facility. (2 points)	N/A		

	C.1 Total-Falls Far Below	0	Total Score:	
	C.1 Total-Approaches	0	8	
	C.1 Total-Meets	6		
C.2	Marketing and Student Enrollment	Rating	Scoring	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page. (1 point)	Meets	1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget. (2 points)	Meets	2	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan. (1 point)	Meets	1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget. (2 points)	Meets	2	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions. (1 point)	Meets	1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements. List and describe all documents that will be required in the enrollment packet. (2 points)	Meets	2	Meets the Criteria
C.2g	Describe enrollment procedures that are compliant with A.R. S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school. (1 point)	Meets	1	Meets the Criteria

C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined. (1 point)	Meets	1	Meets the Criteria
C.2i	Ensure all processes, procedures, and documentation used in the enrollment process are compliant with all applicable state and federal statutes, Rules, and policies. (1 point)	Meets	1	Meets the Criteria
	C.2 Total-Falls Far Below	0	Total Score:	
	C.2 Total-Approaches	0	12	
	C.2 Total-Meets	9		
C.3	Personnel	Rating	Scoring	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position. (2 points)	Meets	2	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year. (2 points)	Meets	2	Meets the Criteria
C.3c	Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction. (1 point)	Meets	1	Meets the Criteria
C.3d	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. (2 points)	Meets	2	Meets the Criteria
C.3e	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction. (2 points)	Meets	2	Meets the Criteria

C.3f	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions. (1 point)	Meets	1	Meets the Criteria
	C.3 Total-Falls Far Below	0	Total Score:	
	C.3 Total-Approaches	0	10	
	C.3 Total-Meets	6		
C.4	Start-Up Budget	Rating	Scoring	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation. (2 points)	Meets	2	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package. (2 points)	Meets	2	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)	Meets	2	Meets the Criteria
C.4d	Ensure revenues cover expenditures. (2 points)	Meets	2	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget. (1 point)	Meets	1	Meets the Criteria
C.4f	Be consistent with all sections of the application package. (1 point)	Meets	1	Meets the Criteria
	C.4 Total-Falls Far Below	0	Total Score:	
	C.4 Total-Approaches	0	10	

	C.4 Total-Meets	6		
C.5	Three-Year Operational Budget	Rating	Scoring	Technical Assistance/ Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points)	Meets	2	Meets the Criteria
C.5b	Ensure state equalization detailed in the Projected Revenue Calculator is consistent with the Target Population and the student count by grade level. (2 points)	Meets	2	Meets the Criteria
C.5c	If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2. (2 points)	N/A		
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2. (2 points)	Meets	2	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)	Meets	2	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms. (2 points)	Meets	2	Meets the Criteria
C.5g	Ensure revenues cover expenditures. (2 points)	Meets	2	Meets the Criteria
C.5h	Be consistent with all sections of the application package. (1 point)	Meets	1	Meets the Criteria
	C.5 Total-Falls Far Below	0	Total Score:	
	C.5 Total-Approaches	0	13	

	C.5 Total-Meets	7	
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Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	0
Part C: Business Plan Total-Meets	34
Total Scores	53