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

Scholars Academy Sunnyslope

Submitted by

Scholars Academy Sunnyslope

Report Summary

Recommendation:	Approve
Applicant Name:	Scholars Academy Sunnyslope
Proposed School Name:	Scholars Academy Sunnyslope

Grades Served Year 1:	K-6	Grades Served Year 2:	K-7	Grades Served Year 3:	K-8

Location:	The community of Sunnyslope in the Phoenix zip codes of 85020 and 85029
Mission Statement:	Empower all scholars to succeed in college and 21st century careers by providing strategic academics, supporting student needs, engaging family members, building community partnerships, and developing exceptional educators.

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.

	Preliminary TRP Scores		Revised TRP Scores	
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 ≥ 95%?	No	80%	Yes	98%
Operational Plan Score ≥ 95%?	No	80%	No	93%
Business Plan Score ≥ 95%?	No	59%	Yes	100%

In-Person Interview Summary

The applicant team at the interview included the three Charter Principals: Tim Boykin, Elaine Baldridge, and Jason Romero. Mr. Boykin led the team in answering the questions but was supported throughout the interview by substantive participation by Mr. Romero and Ms. Baldridge. The issues addressed by the TRP in the interview included questions regarding parent teacher conferences in the school calendar, whether teachers were paid during the two-week period of student recruitment in the summer prior to the school opening, the process for curriculum adoption, the reporting structure for special education providers, and the corporate governing board.

The TRP determined that the application team was able to provide adequate responses to each area of concern and demonstrated capacity to implement a high-quality charter school in the target location. Concluding statements demonstrated the applicant team's genuine commitment to improving student achievement in the target community and begin at (44:09) of the recording.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Scholars Academy Sunnyslope be approved because the application package and capacity interview demonstrated a thorough understanding of the target population, a proven track record of operating a high-quality charter school in under-served communities, and extensive partnership with community partners in the target location.

The educational and business plans meet the criteria for approval, and where the operational plan did not meet the criteria, the applicant team was able to adequately address the TRP's concerns during the Capacity Interview.

The educational plan was detailed and presented a viable and adequate plan for serving the target population. The Educational Philosophy, Program of Instruction, and Instructional Analysis were thorough and demonstrated evidence of experience in operating a charter school. The areas marked "approaches" by the TRP in the Academic Systems Plan were regarding a clear process for curriculum adoption and the applicant team sufficiently resolved these concerns during the interview (Capacity Interview, 18:29).

Every component of the revised operational plan was deemed a "meets" by the TRP except the area requiring a clear and cohesive organizational structure because there was confusion regarding the reporting structure for the special education providers. The applicant was able to resolve these concerns during the interview and was able to demonstrate extensive understanding of special education services through a collaborative response (Capacity Interview, 26:15). All other areas of the operational plan were thorough and adequate.

The revised business plan met 100% of the criteria assessed by the TRP. The revised plan made several improvements in providing sufficient rationale for the budget and enrollment assumptions, adequate detail in the marketing and enrollment plan and a viable plan to implement the academic and operational plans.

Educational Plan

	Preliminary TRP Scores	Revised TRP Scores
Educational Plan Score ≥ 95%?	No	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	5	3

Plan Summary

The applicant intends to serve the community of Sunnyslope in the Phoenix area and has identified five nearby schools with similar demographics to the target population. These schools are all rated a "C" or "D" by the State Board of Education and serve high poverty students, with 99% qualifying for Free and Reduced Price Lunch. Page 3 of the Target Population section of the application states that a high proportion of these students have special needs and are English language learners.

The proposed school will grow from K-6 in year one to serving grades K-8 by year three and will operate on a 180-day school calendar. The school will offer an extended school day, exceeding the state requirements, and will begin at 8:00 am and end at 3:30 pm.

Scholars Academy's educational philosophy is based on the following four core beliefs:
1. All students can learn when their basic needs are met.
2. Successful outcomes start with strong leaders and teachers.
3. Parent involvement is critical to student achievement.
4. Quality education enhances communities.

The applicant described the school in the Capacity Interview (Capacity Interview, 18:29) as a "Core Knowledge school," which was supported by the application materials that stated it will "integrate this curriculum sequence into its instructional framework" (Educational Philosophy, Page 1). The methods used will include "direct instruction, guided practice (cooperative learning), independent practice, and experiential learning (Program of Instruction, Page 6).

The Program of Instruction included in the application package emphasized data-driven decision making through a balanced assessment system that includes formative, daily checks for understanding, quarterly assessment as well as standardized summative assessments at the end of the year.

Analysis

The educational plan meets the criteria for approval because the materials submitted were deemed "meets" in over 98% of the criteria. There were three areas of the plan that were deemed "approaches" by the TRP. Two of the areas evaluated as "approaches" regarded the same issue in the Academic System Plan because of the absence of a detailed plan for adopting curriculum. The applicant team adequately addressed the issue in the interview and stated that the board adopts the curriculum based on staff recommendations and noted that this was excluded from the plan because it was expressed in several areas of the application that the school was a "Core Knowledge School" (Capacity Interview, 18:29).

The other area deemed "approaches" was the reading area of the assessment section in Instructional Analysis for grades 3-5. The TRP determined the assessment criteria to be inconsistent with the learning targets listed. The TRP determined all other areas of Instructional Analysis to be strong and demonstrate a sufficient and adequate plan for implementation.

The applicant team's experience in operating successful charter schools was evident in the quality of the educational plan submitted and the TRP was confident in the viability of the plan and the capacity of the team to implement a high quality charter school.

Operational Plan

	Preliminary TRP Scores	Revised TRP Scores
Operational Plan Score ≥ 95%?	No	No
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	4	1

Plan Summary

The corporate board and the school governing board are the same. The board is responsible for

budget, curriculum and policy decisions and hires and evaluates the school principal.

The school will begin operations with 21 full time staff including a school principal, campus dean, operations manager, registrar, two clerical staff, 11 regular education teachers and four instructional assistants. The school principal will report to the board and the campus dean and operations manager will report to the school principal. The school principal and campus dean will have oversight over the teachers, instructional staff and special education providers.

The applicant intends to contract out the following services for the first three years of operation: special education, accounting, payroll, legal, food services, transportation and custodial and maintenance.

Analysis

The operational plan approaches the criteria for approval because the TRP deemed the area of B.1b "approaches." B.1b asks the applicant to provide a "clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position." The TRP determined the organizational chart lacked sufficient detail in ensuring consistency between the narrative and the organizational chart because it depicted the special education providers reporting to both the campus dean and the school principal. The applicant was able to adequately address this issue in the Capacity Interview (Capacity Interview, 26:11).

All other areas of the operational plan were deemed to "meet" the criteria because they were well written, sufficiently detailed and presented a coherent plan to staff and manage a high quality charter school. It was evident in the Capacity Interview that the applicant team had extensive experience in special education and had a thorough plan to serve students with special needs.

Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score ≥ 95%?	No	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	14	0

Plan Summary

Proposed Location:	The applicant has identified three potential facilities to lease including: Church space to lease at 1010 East Alice Avenue, Phoenix, AZ 85020; Church space to lease at 906 West Peoria Avenue, Phoenix, AZ 85029; and Commercial space at 2259 West Shangri La, Phoenix, AZ 85029
Facilities Requirements:	The campus will require 10 classrooms in Year 1, 12 classrooms in Year 2, and 14 classrooms in Year 3. Thus, the minimum square footage required each year will be 10,750 sf, 12,900 sf, and 15,050 sf, which is an average of 43 square feet per student.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		225	270	315
Total Revenue:	261,000	1,500,763	1,815,663	2,118,227
Total Expenditures:	257,800	1,493,925	1,806,592	2,050,031
Ending Balance:	3,200	6,938	9,071	68,196

The school plans to open in August 2020 with 21 FTE and 250 students. With a short timeline for implementation, the applicant team has identified three potential facilities with the capacity to serve the maximum enrollment capacity and staff in year three.

Enrollment is projected to grow from 250 students in year 1 to 350 students in year 3, which assumes 50 students per grade in K-3 and 25 students per grade in 4-6 in year 1. The budget is based on enrollment at 90% of this goal.

The applicant team began initial recruitment efforts in January 2019 by engaging in community partnerships and securing in-kind donations and volunteer hours to facilitate a contact-heavy recruitment campaign. The school plans to launch a social media campaign in November 2019 and begin family engagement, community events and door-to-door canvassing in January 2020 upon charter approval.

The applicant plans to use "human networks" such as peer leaders from other schools and trusted national and local colleagues to identify possible candidates for the open positions in addition to digital and print job postings. The applicant will place special attention on identifying individuals with a passion and connection to the Sunnyslope community. There will be an initial phone screening followed by a formal interview and hiring decision will be made by the hiring team and the school principal. Training will begin with summer pre-service in July (Capacity Interview, 16:15).

Analysis

The business plan meets the criteria for approval because it was deemed "meets" in all areas. The applicant improved the business plan between the initial submission and the revised submission in the areas of marketing and student enrollment and the start-up and three-year operational budget plans. The revised materials presented a consistent and detailed plan for the business operations of the school and demonstrated evidence of the capacity of the application team to manage a high quality charter school that could meet the financial expectations of the state board for charter schools.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Tim Boykin	Board Member/ Founding Principal	Yes
Elaine Baldridge	Board Member	Yes
Jason Romero	Board Member	Yes

Analysis

The TRP finds that the applicant team has the expertise and proven track record of operating a high quality charter school that improves student achievement and meets the expectations of the Arizona State Board for Charter Schools. Tim Boykin previously founded Ethos Academy in Glendale, AZ, which was an "A" rated school in 2018, providing high-quality education to an under-served inner-city community. Mr. Boykin's desire to bring a proven high-quality educational option to a community he cares about was evident throughout the application package and in the interview. It was also evident throughout the interview that Mr. Boykin will not rest on his laurels from previous success with Ethos, but is ready to take on a challenge of proving the model in a new community.

Mr. Boykin's extensive experience is enhanced by the carefully selected board members that were also present and active during the interview. Ms. Baldridge has extensive experience in education having been the director of program legacy, director of program services and a family counselor for the Foundation for Blind Children for over 40 years. Ms. Baldridge has also served on the Arizona State Schools for the Deaf and the Blind since 2013 and is also from the Sunnyslope community.

Mr. Romero rounds out the applicant team as an attorney, father of a student with special needs and husband to a special education teacher. Mr. Romero is also connected to the Sunnyslope area and attended high school nearby.

Considered with the quality of the revised application package, the Capacity Interview was able to demonstrate that applicant's understanding of and commitment to the target population and a capacity to operate a high quality charter school.

| Applicant: | Scholars Academy Sunnyslope |
| Proposed School Name: | Scholars Academy Sunnyslope |

	PART A: Educational Plan (A.1-A.6)		**PART B: Operational Plan (B.1-B.3)**

Requirements for Substantive Completeness:

		Points for A.1-A.4:	30.0		Total Score:	26.0

No evaluation area receives a score of Falls Below the Criteria — Met — Points for A.5: 19.0 — Percentage: 92.86%

No more than one evaluation area in each section is scored as Approaches the Criteria — Met — Points for A.6: 9.8

95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level — Not Met — Total Score: 58.8 — **PART C: Business Plan (C.1-C-5)**

The Application is Substantively Incomplete — Percentage: 98.00% — Total Score: 55

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	55

	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

		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 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		Not Applicable
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	N/A		Not Applicable
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		Not Applicable
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		Not Applicable
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		Not Applicable
	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.	Approaches		Addresses criteria, but lacks sufficient detail in providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system of (Area I, elements 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.	Approaches	0	Addresses criteria, but fails to discuss the actual decision-making process for adopting curriculum. Process presented starts with establishing student learning objectives and pacing guides.
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; • 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:	**3.00**	
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; • 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 Action Steps
A.5a-II(ii)	ii. Analyzing assessment data; • 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; • 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.5d-II(iv)	iv. Year to Year comparison; • 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)	i. Monitoring instruction; • 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)	ii. Evaluating instructional practices; • 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)	iii. Adapted to meet the needs of subgroups. • 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)	iv. Providing feedback that develops the quality of teaching and standards integration; • 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)	i. Developing the professional development plan; • 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; • 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; • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation.	Meets	.5	Meets the Action Steps
A.5f-IV(iv)	iv. Adapted to meet the needs of subgroups; • determining what topics are addressed during PD to meet the needs of subgroups	Meets	.5	Meets the Action Steps
		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	2		
	A.5 Total-Meets	25		

		Total Score for ASP:	19.0	

	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 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-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 Reading, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
			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 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 Writing, Mathematics, and Science. Addresses the criteria in Reading, but the criteria is inconsistent with learning targets described for Reading.
	Score for Reading	Approaches	0	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5f	3.00	
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	1		

	A.6.3-5 Total-Meets	27	
	Total Score for 3-5 Instructional Analysis:	19.00	

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 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. 6.6-8b	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.6.6-8 Total-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			
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in ensuring consistency between the narrative and the organizational chart. Specifically, the reporting structure between the Special Education staff, the Dean and the Principal.
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	1	6.50	
	B.1 Total-Meets	7		
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		

		Rating	Scoring	Technical Assistance/ Comments
	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.3.2d	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.3.2e	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	1
Part B: Operational Plan Total-Meets	21
Total Scoring	26.00

	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		Not Applicable
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		Not Applicable

	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 time frame 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: • 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

		Rating	Scoring	
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:**	

		Rating	Scoring	Technical Assistance/ Comments
	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)	Meets	2	Meets the Criteria
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	15
	C.5 Total-Meets	8	

Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	0
Part C: Business Plan Total-Meets	35
Total Scores	55