

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

Somerset Academy Skyway Middle School

Submitted by

Somerset Academy Arizona, Inc.

Report Summary

Recommendation: Deny					
Applicant Name:		Somerset Academy Arizona, Inc.			
Proposed School Name:		Somerset Academy Skyway Middle School			
Grades Served Year 1:	6	Grades Served Year 2:	6-7	Grades Served Year 3:	6-8
Location:	Goodyear, AZ				
Mission Statement:	Somerset Academy Skyway Middle School promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.				

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?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	43.65%	No	70.83%
Operational Plan Score ≥ 95%?	No	73.08%	No	92.31%
Business Plan Score ≥ 95	No	83.64%	No	88.68%

In-Person Interview Summary

The Applicant team was represented by Ana Diaz and Lourdes Marrero who are Authorized Representatives, Charter Principals and School Governing Board Members. Francisco Mestre represented Academica, the Education Service Provider (“ESP”) chosen for the proposed charter school. Each member had good participation in the interview process with Mr. Mestre providing more explicit answers concerning the written application.

Prior to the interview the TRP had serious concerns about the information contained in both in section A.3, Program of Instruction and Section A.5, Academic Systems Plan (“ASP”). These two sections include information about curriculum and how the use of the chosen curriculum ensures the total program will meet the needs of the students. Because this new charter school is a Middle School (grades 6–8), the curriculum becomes more difficult to manage as performance levels of students range widely. A budgetary concern was raised regarding the amount of funding allocated for the acquisition of curriculum. This amount is \$27 per student. With the cost of Middle School textbooks pushing \$150–\$200 each, the TRP was unsure how the Applicant would be able to secure curriculum. The Organizational Plan had a few areas of concern regarding consistency specifically

related to the number of Directors on the board as compared to the number stated in the Bylaws, and the source of costs for specific contracted services. The biggest concern within this section was the relationship between Academica and Somerset Academy. Lastly, within the Business Plan, the process for recruiting staff was not sufficiently defined. Given that the prospective teachers will need to be qualified within each specific subject area they teach, this can be problematic, especially in today's job market.

During the Capacity Interview, several questions were addressed specifically regarding the curriculum. These questions were answered by all three team members. During the questioning, it was explained by the Applicant that this specific charter application was presented to meet the expanding enrollment of a K-8 charter school currently operated by Somerset Academy Arizona, Inc. This K-8 charter school opened last year with the intention of beginning with grades K-3. Due to unforeseen circumstances, the school asked to expand that to K-5 during the first year of operation. That request was granted by the ASBCS staff with the understanding that they could not have 6th graders until the 4th year, as planned and approved in their original application (Capacity Interview 30:14–31:03). The TRP asked if definitive choices had been made on which curricula would be utilized in the new Middle School. The answers were not definitive and included using “innovative technology... providing a collegiate environment...and appropriate to where the students are ...and may include ‘new gadgets’” (Capacity Interview 18:39–22:45). When asked about the budgeting for curriculum and how the Applicant could provide needed materials for \$27 per student, the reply referenced a variety of programs that are typically used as supplemental and/or intervention materials (Capacity Interview 21:40–22:27). When pushed a little harder for specific information regarding what math program would be used, Ms. Marrero indicated it was from College Board, but could not remember the exact name (Capacity Interview 23:01).

The revised application narrative describing the Operational Plan addressed the number of Directors as required by the Bylaws, as opposed to the actual number of Directors currently serving on the Board (Section B.1, page 20). The TRP requested further information in Section B.3.2 regarding the source of the costs identified for food service and facility maintenance. Upon review of the revised application, it was noted that these areas were not corrected, as cost sources were not provided for either area (Section B.3.2, pages 6-7). The biggest concern in this section was the relationship between the ESP, Academica, and Somerset Academy, Inc. When asked during the Capacity Interview if other ESPs were considered for this application, Mr. Mestre indicated that Academica has not raised their prices since 1999 and Ms. Diaz stated that Academica was the only one with capacity to meet the needs of Somerset Schools (Capacity Interview 31:30–32:31). Upon further questioning by the TRP it was discovered that the founder of Academica is also the founder of Somerset Schools (Capacity Interview 32:43–33:30).

Within the Business Plan, it was noted by the TRP that the area describing the staff recruiting process was not well defined, did not include any timelines, nor was it explicit as to where this recruitment would take place. During the Capacity Interview Ms. Diaz and Mr. Mestre provided additional information regarding the recruiting process (Capacity Interview 37:10–39:00).

Based on information provided in the application and the answers provided during the Capacity Interview, the TRP does not find evidence of capacity within the team members to successfully open

this charter school. The lack of basic knowledge about aspects of the Application, i.e. the starting salary of teachers (Capacity Interview 45:25) and the percentage of contribution to the employee's 403(b) account (Capacity Interview 43:40–43:45), lead the TRP to the conclusion that it is not likely this endeavor would be successful.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Somerset Academy Skyway Middle School be denied because of an overall lack of specificity within the entire application and the lack of understanding of the specific details of the application by the Charter Representatives. The Academic Plan did not meet the Board's criteria for approval, receiving a 43.66% on the original application and a 70.83% on the revised application. The strengths presented in the Applicant include a clear understanding of the target population and the needs of the students that will be attending the charter school, academic success in Florida Schools serving a similar population of underprivileged children, and the 10 year working relationship that Somerset Academy, Inc. shares with Academica. This relationship has assisted the Applicant in opening new charter schools in Texas, Nevada and Arizona. While these strengths are advantageous to any entity opening a new charter school, they cannot erase the lack of details surrounding the implementation of the aspects of the Academic Systems Plan (ASP) with regard to identifying, evaluating, monitoring, and adjusting the curriculum to meet the needs of the targeted population.

The Operational Plan is the strongest section of the application, scoring 78.08% on the original application and 92.31% on the revised application. These scores do not meet the Board's criteria for approval, but this section does have some strengths. The organizational chart is well designed to meet the growing needs of the middle school and the number of Directors required by the bylaws was further defined in the revised narrative. The management plan is well defined indicating job responsibilities for each individual/position within the charter school. The main concern with the Operational Plan was the selection of the ESP. The TRP questioned the Applicant during the Capacity Interview about the possibility of using a different ESP. The answer provided led to the discovery of a common individual being the founder of both entities, demonstrating, demonstrating a lack of separation between the ESP and the Applicant.

The Business Plan did not meet the Board's criteria for approval, receiving an 83.64% on the original application and an 88.68% on the revised application. The strengths of this plan include a definitive location for the charter school, a balanced budget, and a well-defined student application and enrollment process. Two main areas of concern were noted. The plan for recruiting of staff is not well defined in that it lacks a clear timeframe or specified process. The other concern surrounds the budgeted amount for curricular materials. The Operational Budget indicates \$27 per student is allotted for these materials. This is troubling to the TRP as the experience of the TRP has clearly demonstrated that the cost of any type of textbook or license for online materials well exceeds \$27 per student.

Educational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Educational Plan Score \geq 95%?	No	No
Number of “Falls Below” ratings	0	0
Number of “Approaches” ratings	48	24

Plan Summary

The applicant plans to locate the charter school in the City of Goodyear. The targeted population is 55% Hispanic/Latino, 25% White, 14% Asian, and 10% Black, with 62% of the students qualifying for Free and Reduced Lunch (FRL). English Language Learners (ELL) comprise 8% of the student population and Student with Disabilities (SWD) make up 11% of the student population. This charter school will serve students in grades 6–8 with a school philosophy that includes being “a college preparatory school with an emphasis on cultivating effective leaders, developing good character, and instilling in each child a desire to render service” (Section A.1 page 1). A specific methodology is not defined but innovative learning methods and strategies are listed to help meet the needs of low-performing students (Section A.1 page 2). The school calendar is a traditional 180 day calendar that meets the required hours for instructional time with each day being 8.5 hours and Friday being an early release day of 4 hours and 40 minutes. The early release Friday is intended to allow staff to have time for Professional Development. The curriculum and assessment plan lack specific details making it difficult for the TRP to ensure this area will be strong. During the Capacity Interview the TRP asked about specific curriculum choices for this Middle School population. (Capacity Interview 18:39–24:00) The specific information referenced – Khan Academy, Gizmo Brain Pop, and Achieve 3000 – are intervention tools but are not a comprehensive curriculum. The Applicant will utilize iReady as a progress monitoring tool to indicate student progress toward meeting the state standards.

Analysis

The educational plan approaches the criteria for approval because the Applicant did not provide specific information relative to the curriculum plan for this charter school. Within Section A.3 Program of Instruction, little detail was given regarding the specifics of the type of curriculum that will be utilized and the methods of instruction that will assist the teachers in delivering the curriculum to the students (Section A.3 pages 1-4). During the Capacity Interview, the Applicant responded with the same vagueness when asked about specific curriculum for these Middle School students (Capacity Interview 18:39– 24:00). Specific tools mentioned during this dialogue were actually tools used as interventions when needed. Nothing described would qualify as a comprehensive curriculum offering. The Academic Systems Plan (Section A.5) is the section that requires the Applicant to demonstrate its capacity to implement a full instructional program that ties the curriculum processes of adoption, implementation, evaluation, and monitoring instruction and assessing for results, into a well-defined plan. This was not done in this Application.

The strengths presented in the application include a school calendar that meets the state requirement for total hours in the classroom for each grade level and an early release day each week to assist the staff members with time for Professional Development (Section A.4 pages 1 and 5).

Additionally, the Applicant is well aware of the target population and the needs of the students within this population as identified by Section A.2 Target Population. The Applicant has had success in Florida meeting the needs of students in areas with similar demographics. The Somerset Academy students in grades 6–8 scored 9% above the state average on the 2018 state assessment in English Language Arts. The Applicant has a long standing relationship with the ESP, having worked together since 2009 and opening almost 40 charter schools in the state of Florida.

Operational Plan

	Preliminary TRP Scores	Revised TRP Scores
Operational Plan Score \geq 95%?	No	No
Number of “Falls Below” ratings	3	0
Number of “Approaches” ratings	5	2

Plan Summary

The corporate board and the school governing board are the same at this point in time. The application indicates a plan to add local members to the school governing board to represent the interests of the local community, once the charter school is established. The corporate board will have responsibility for the activities and affairs of the corporation while the school governing body is the policy making body of the specific charter school with oversight and operational responsibilities. The following services will be contracted to outside vendors:

- Educational Service Provider
- Special Education Services
- Information Technology Services
- Legal Services
- Food Services
- Substitute Teacher Services
- Audit Services
- Facility Maintenance

Analysis

The operational plan approaches the criteria for approval because of details that were identified in the original application by the TRP, but were not addressed during the revision of the application. The number of Directors required in Article III Section 3.2 of the Bylaws, (page 4) is five. In Section B.1 (page 20), the Applicant indicates that the current number of Directors is four because of the resignation of a Director. There was no discussion regarding how the number of Directors will be adjusted in accordance with the Bylaws. Additionally, technical guidance was given in Section B.3.2 regarding the lack of cost sources for food service and facility maintenance. This information was not provided in the revised application (Section B.3.2 pages 6–7).

The strengths of this section include a well-defined management plan with sufficient staff members to provide the program to these students. The plan includes roles and responsibilities for each position to ensure all areas of school management are assigned. The Applicant has provided a

comprehensive listing of all services that will need to be contracted out in order to perform the specialty duties each school needs to stay compliant and provide a sufficient program for students. Through the agreement with Academica, the ESP, the Applicant has back office supports as well as ongoing support for school principals and teachers alike. When asked during the Capacity Interview if other ESPs were considered for this Application, the answer was a resounding no, “because Academica is the only ESP with capacity to do what we need” (Capacity Interview 31:30– 32:31).

Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score \geq 95%?	No	No
Number of “Falls Below” ratings	1	0
Number of “Approaches” ratings	5	4

Plan Summary

Proposed Location: A facility has been secured at Skyway Church, 14900 W. Van Buren in the City of Goodyear.

Facilities Requirements: The facility will require two classrooms in year one, four classrooms in year two and six classrooms in year three. In addition to regular classrooms, the Applicant will require several specialty rooms including a computer lab, a science lab, a multi-purpose room (cafeteria), office space and teacher work space.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		50	100	150
Total Revenue:	125,000.00	404,288.83	692,694.40	1,040,523.92
Total Expenditures:	62,629.17	401,249.44	682,993.48	1,029,576.52
Ending Balance:	62,370.83	3,039.40	9,955.92	10,947.39

The Applicant has identified a facility which is located at Skyway Church, in Goodyear. The facility will be available when school begins in August 2020. The facility will be shared with an already existing charter school, operated by the Applicant entity, that currently houses K-5 students. The enrollment is expected to begin at 50 students and add 50 additional students during each of year two and three when a new grade level is added. The advertising and promotional materials center on social media, attending community events and networking with the current 5th grade students and their families. Teacher recruitment will be handled with assistance from the ESP. Recruitment fairs both locally and nationally as well as interfacing with the current Somerset Academy schools will provide some avenues for teacher acquisition. Staff will be trained during a week-long pre-service event before the beginning of school. New teachers will be provided additional training as needed. The budget is built on 95% of the projected enrollment. Competitive teacher salaries, as well as a benefits package which includes health insurance and a 403(b) option with contributions, will be provided by the Applicant. The budget includes items described in the Application package that are needed for the successful operation of the charter school.

Analysis

The business plan approaches the criteria for approval because of the weak teacher recruiting strategy outlined in the narrative and the small amount of funding for curriculum listed in the budget (\$27 per student per year) (Operational Budget). When asked during the Capacity Interview how the applicant was going to find teachers that were qualified to teach the specific subjects required in Middle School, Ms. Diaz responded that they would have to “find people that are driven, that will take time to learn something new and still provide support as needed.” Mr. Mestre provided some specifics of the recruiting process as well (Capacity Interview 37:10–39:00). Given the shortage of teachers in Arizona and the difficulty locating teachers that are qualified to teach Middle School subject areas, the Applicant has not provided sufficient information on the recruitment process.

The budgeted amount for curriculum is \$27 per student per year. Given that Middle School textbooks are typically more technical and more involved than K-5 textbooks, the cost is significantly higher. The budgeted amount of \$27 per student per year will not come close to purchasing a \$150–\$200 Science or Mathematics book. This area is of great concern to the TRP because the amount appears neither viable nor adequate.

Strengths of the Business Plan include an identified location for this new charter school. The students will be sharing a facility with an existing Somerset Academy charter school in Skyway Church located in the City of Goodyear. Ample space is available for both sets of students to have the classrooms needed for their separate programs.

The Applicant has a well-defined student application and enrollment process demonstrating an understanding of the Arizona process and requirements (Section C.2 pages 2–4).

Section C.3 (Personnel) gives a solid plan for hiring the appropriate number of teachers and other staff members needed to support the projected enrollment in each of the first three years of operation (Page 1). Additionally, the applicant has a competitive benefits plan that includes participation in a 403(b) and health insurance for staff members (Page 4).

The Operational Budget, while not providing a large amount of excess revenue for each of the first three years of operation, does provide enough to meet the identified needs of the Applicant as outlined in the Budget Narrative and throughout the application package (Section C.5).

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Lourdes Marrera	Authorized Representative, Charter Principal, School Governing Body Member	Yes
Ana Diaz	Authorized Representative, Charter Principal, School Governing Body Member	Yes
Todd German	Authorized Representative, Charter Principal, School Governing Body Member	No
Taylor Smith	Authorized Representative, Charter Principal, School Governing Body Member	No

Francisco Mestre	Representative from Academica, ESP	Yes
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Analysis

The Applicant presented an application that did not meet the board's 95% threshold for any of the three areas – Educational, Operational, or Business. Throughout the initial review process, the TRP provided specific guidance and technical assistance for each criterion that did not meet the standard. Even with specific guidance, the team's revised application did not meet the board's 95% threshold for any of the three areas of the application.

The Educational section was the most troubling as it provided no specific information on the type or characteristics of the curriculum that will be used or what strategies will be used for student instruction. There were many ideas presented including the "13 Core Principles" in Section A.1 (page 13) that were not incorporated into the collection of possibilities that might be used or the descriptions of what the Applicant is specifically looking for in a curriculum. (Capacity Interview 18:39–24:00). At no time was there a cohesive program of instruction discussed. The TRP reached the conclusion that the team does not have the capacity to offer a rigorous program to these students.

The Operational section indicates that the Applicant has a good understanding of the roles of both the Corporate Board and the School Governing Board. The discussion surrounding the use of Academica as the ESP instead of seeking out other possibilities concluded with the Applicant providing the information that the Founder of Somerset Academy and Academica is the same person. The Applicant did state they had looked at other ESPs but none was as cheap or as thorough for their charter schools. While this information was not included in the application, the TRP was surprised by this statement (Capacity Interview 31:30–36:24).

The Applicant provides information on an existing facility that can be utilized for this charter school in the Business section. The Operational Budget provides for the identified needs of the charter school during the first three years. There is little excess within the budget, but all areas are accounted for. The most troubling aspect of the Business Plan was that the Applicant did not know the starting salary for the teaching staff. When asked during the Capacity Interview what the starting salary was, the Applicant began searching through the application package to find this information. Several minutes after the question was asked, the answer was identified. This speaks to the lack of knowledge about the application. The Charter Representatives should know, understand, and be able to speak to every component of the application. This occurrence further supports the lack of capacity found in this Applicant Team (Capacity Interview 42:32–45:25).

Applicant:	Somerset Academy Arizona, Inc.
Proposed School Name:	Somerset Academy Skyway Middle School

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 Not Met

95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level Not Met

The Application is Substantively Incomplete

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

Points for A.1-A.4: **24.0**

Points for A.5: **11.0**

Points for A.6: **7.5**

Total Score: **42.5**

Percentage: **70.83%**

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

Total Score: **36.0**

Percentage: **92.31%**

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

Total Score: **47**

Percentage: **88.68%**

Total Possible Points for A.1-A.4	30
Total Possible Points for A.5	20
Total Possible Points for A.6 K-2	N/A
Total Possible Points for A.6 3-5	N/A
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	39
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	Meets		
	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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Describing the curriculum for all core academic content areas. Clearly demonstrating alignment of the curriculum to the Educational Philosophy in all core areas.
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Demonstrating understanding of methods of instruction key to the program of instruction. Demonstrating understanding of methods of instruction which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.
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	2	2	
	A.3 Total-Meets	3		
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		
	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.	Approaches		Addresses criteria, but lacks sufficient detail in: Identifying professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan. Specifically, Professional Development
	A.4 Total-Falls Far Below	0	Total Score:	
	A.4 Total-Approaches	1	4.0	
	A.4 Total-Meets	5		
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)	Approaches	0	
	Part A: Education Plan Total-Falls Far Below	0		
	Part A: Education Plan Total-Approaches	3		
	Part A: Education Plan Total-Meets	23		

Education Plan A.1-A.4 Total Score

24.0

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		Addressess 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 and iii): See details of deficiencies within each element below.
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 Action Steps, but lacks sufficient detail in the implementation of the adoption of curriculum aligned to Arizona State Standards in the following elements areas; • adopting new and supplemental curriculum in Reading, Writing, Math, and Science. • gathering curriculum options in Reading, Writing, Math, and Science. • evaluating proposed curriculum programs and materials in Reading, Writing, Math, and Science. • verifying the curriculum is aligned to Arizona State Standards in Reading, Writing, Math, and Science.
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.	Approaches	0	Addresses Action Steps, but lacks sufficient detail in implementing the evaluation of curriculum with the following element areas; • determining if curriculum in Reading, Writing, Math, and Science is effective based on criteria set by the school.
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:	2.00	
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.	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 assessment system of (Area II, elements i and iii. See details of deficiencies within each element below.
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. 	Approaches	0	Addresses the Actions Steps, but lacks sufficient detail in implementing and developing the assessment system in the following element: <ul style="list-style-type: none"> ensuring the assessment system is aligned the instructional methodology/program.
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 	Approaches	0	Addresses the Action Step, but lacks sufficient detail of implementation of adapting to meet the needs of subgroups in the following element; <ul style="list-style-type: none"> specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group in Reading, Writing, Math and Science.
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:	2.00	
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.	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 system for monitoring instruction (Area III, elements i, ii and iv): See details of deficiencies within each element below.

A.5e-III(i)	i. Monitoring instruction; <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 subgroup populations. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail of monitoring instruction in the following elements; <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 subgroup
A.5e-III(ii)	ii. Evaluating instructional practices; <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. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail in evaluating instructional practices in the following element; <ul style="list-style-type: none"> implementing the curriculum with fidelity to the design of the curriculum and/or program of instruction,
A.5e-III(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 Steps
A.5e-III(iv)	iv. Providing feedback that develops the quality of teaching and standards integration; <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. 	Approaches	0	Addresses the Action Step, but lacks sufficient detail providing feedback that develops the quality of teaching and standards integration in the following element; <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.
		Score for Monitoring Instruction Area:	1.00	
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.	Approaches		Addressess criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV, elements ii, iii, and iv): See details of deficiencies within each element below.
A.5f-IV(i)	i. Developing the professional development plan; <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. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail in supporting high quality implementation in the following elements; <ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support allocating resources such as time, space and the necessary material items required for implementation.
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. 	Approaches	0	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 and iii): See details of deficiencies within each element below:

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	Approaches	0	Addresses the Action Step, but lacks sufficient detail in adapting to meet the needs of subgroups in the following element; • determining what topics are addressed during PD to meet the needs of subgroups.
		Score for Professional Development Area:	1.00	
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.	Approaches		Addresses criteria, but lacks sufficient detail in: Ensuring consistency with all sections of the application package regarding the use of Grand Canyon University for Professional Development.
		Score for A.5g through A.5i:	3.00	
	A.5 Total-Falls Far Below	0		
	A.5 Total-Approaches	15		
	A.5 Total-Meets	12		
		Total Score for ASP:	11.0	

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 Mathematics and Science. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Reading and Writing. Specifically, the components of the Required Standard addressed by the provided learning targets.
	Score for Reading	Approaches	0	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	.5	
	Score for Science	Meets	.5	
		Total Score for A. 6.6-8a	1.00	
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, Mathematics and Science. Addresses the criteria, but lacks sufficient detail in: Describing the process for presenting new information for students to meet the learning targets in Writing. Specifically, a process describing each of the learning targets. Describing the instructional strategies used to lead students to meet each of the identified learning targets in Writing. Specifically, instructional strategies addressing each of the identified learning targets.
	Score for Reading	Meets	1	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8c	3.00	
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 and Science. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Writing and Mathematics. Specifically, criteria being identified for each learning target. Listing criteria that determines how students have met each learning target.
	Score for Reading	Meets	1	

	Score for Writing	Approaches	0	
	Score for Mathematics	Approaches	0	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8e	2.00	
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 Writing, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading. Specifically, to the rigor of the required standard. Describing the criteria used to determine whether a student has mastered the Required Standard in Reading. Specifically, the criteria used.
	Score for Reading	Approaches	0	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8f	3.00	
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	6		
	A.6.6-8 Total-Meets	22		
		Total Score for 6-8 Instructional Analysis:	15.00	

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: Providing a clear and cohesive organizational chart that clearly delineates the roles, responsibilities and reporting structure for each position on the chart. Providing a clear and cohesive narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. Ensuring consistency between the narrative and the organizational chart.
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).	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)	Meets	2	Meets the criteria
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)	Meets	2	Meets the criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)	Meets	2	Meets the criteria
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		
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)	Meets	2	Meets the criteria
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)	Meets	1.5	Meets the criteria
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)	Meets	1	Meets the criteria
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)	Meets	.5	Meets the criteria
	B.3.1 Total-Falls Far Below	0	Total Score:	

	B.3.1 Total-Approaches	0	11.00	
	B.3.1 Total-Meets	7		
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing clear and specific sources for costs of food service and maintenance contracted services.
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	1	3.50	
	B.3.2 Total-Meets	4		

Part B: Operational Plan Total-Falls Far Below	0
Part B: Operational Plan Total-Approaches	2
Part B: Operational Plan Total-Meets	27
Total Scoring	36.00

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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing clear and specific sources for all costs associated with the marketing plan.
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	1	11	
	C.2 Total-Meets	8		
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing a detailed plan to recruit, hire, and train instructional staff.
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	1	8	
	C.3 Total-Meets	5		
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for building and land improvement are viable and adequate.
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	1	8	
	C.4 Total-Meets	5		

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)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Ensuring consistency with section A.3 of the application package regarding cost of curriculum and assessment.
	C.5 Total-Falls Far Below	0	Total Score:	
	C.5 Total-Approaches	1	12	
	C.5 Total-Meets	6		

Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	4
Part C: Business Plan Total-Meets	30
Total Scores	47