Arizona State Board for Charter Schools

Application for New Charter
2014 - 2015 School Year

Table of Contents

Introduction 3
Application Process 3
Terms to Know 6
Submission Instructions 9
- Creating a New Charter Applicant Account 9
- Creating an Application 10
- Inputting Data into the Application Wizard 10
- Cover Page 10
- Title Page 10
- Target Population Page 13
- Alternative Submission Process 14

A. Educational Plan 16
- A.1 Educational Philosophy 17
- A.2 Target Population 18
- A.3 Program of Instruction 19
- A.3.1 Mastery and Promotion 20
- A.3.2 Course Offerings and Graduation Requirements 21
- A.4 School Calendar and Weekly Schedule 22
- A.5 Performance Management Plan 23
- A.6 Curriculum Samples 26

B. Operational Plan 38
- B.1 Applicant Entity 39
- B.2 Governing Body 40
- B.3 Management & Operation 41
- B.3.1 Education Service Providers 42
- B.3.2 Contracted Services 43

C. Business Plan 44
- C.1 Facilities Acquisition 45
- C.2 Advertising and Promotion 46
- C.3 Personnel 47
- C.4 Start-Up Budget 48
- C.5 Three Year Operational Budget 49

Attachments 50
- Applicant Agreement Information 50
- Performance Management Plan (PMP) Template 51
- Curriculum Sample Template 53
- Verifiable Proof of Secured Funds 55
- Affidavit, Disclosure, and Consent for Background and Credit Check 57
- Background Information Sheet Attachment 58
- Waiver of Online Submission of Application for New Charter 60
- Start-Up Budget Template 61
- Three Year Operational Budget Template 63
- Revenue Calculator 65

Application Overview

Introduction

Charter schools were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils (A.R.S. §15-181).

Following the procedures set forth in Arizona Administrative Code ("Rule, A.A.C."), the Arizona State Board for Charter Schools ("Board") approves an application for each cycle or school year. The 2014-2015 application was approved on March 11, 2013.

The final deadline for submission of the application package is **June 28, 2013 at 11:59 p.m.** There are no extensions or exceptions to the deadline.

Complete application packages will be submitted in electronic form only. Electronic submission of new charter application packages will be submitted online through a web-based application wizard on the ASBCS Online database located at http://online.asbcs.az.gov.

A copy of the Rules relating to the Board's application process is on file with the Arizona Secretary of State and can be accessed through http://www.azsos.gov/public_services/Title_07/7-05.htm.

Application Process

- **Instructions and Evaluation -** The specific instructions and evaluation criteria for each component of the application are included and detailed within the section listed in the Table of Contents. In addition to being scored for content, the application package will also be evaluated for readability. Special instructions for the completion of the Attachments are provided within each attachment.

  Prospective Applicant Online Technical Assistance is available on the Board's website at http://asbcs.az.gov under Applicant Resources.

- **Submission** – Application packages submitted online through a web-based application wizard on the ASBCS Online database will be accepted until the deadline of **Friday, June 28, 2013 at 11:59 p.m.** For details, refer to the **Submission Instructions** on page 9.

- **Application Processing Fee**[1] – In accordance with A.R.S. §15-183.CC, an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of $6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (ASBCS, P.O. Box 18328, Phoenix, AZ 85009) or hand delivery to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) **during regular office hours** on or before the submission deadline of **Friday, June 28, 2013.** Failure to timely submit the Fee will result in the application being deemed administratively incomplete. The Check will be held until the completion of the Administrative Review.

[1] The application processing fee will be required upon the effective date of SB 1204, if enacted.

- If the application package is Administratively Incomplete, the Check will be returned to the Applicant. Board staff will contact the Applicant within ten days of notification of administrative incompleteness to verify whether the Check will be picked up in person at the Board office or returned via U.S. mail.
- If the application package is Administratively Complete, the Check will be deposited, the Fee becomes non-refundable, and the application package will be forwarded for Substantive Review.

- **Administrative Completeness** – Board staff confirms whether the application package contains all components required by statute, rule, and application instructions, and that the Fee has been timely received. An administratively complete application package must follow formatting requirements described on page 11, adhere to the page limitation, if identified, in each section and contain:

  1. Complete information for each application component, including:
     - Cover Page (Information must be consistent with the contents of the application package),
     - Title Page (Information must be consistent with the contents of the application package), and
     - Target Population Page (Information must be consistent with the contents of the application package);
  2. All narrative sections, required exhibits and attachments;
  3. All necessary information for completing a Background, Fingerprint, and Credit Check report for each Authorized Representative and Principal;
  4. Curriculum Samples submitted on the approved template, identifying the required Standard (English Language Arts and Math)/Performance Objective (Science), and following the criteria for administrative completeness found on page 26; and
  5. Required documents submitted on the application attachment and/or template approved for the 2014-2015 fiscal year.

     Per A.A.C R7-5-201, by March 31 of each year, the Board approves and makes available in writing at its office and online at its web site an application for a new charter for a specified fiscal year. On March 11, 2013, the Board approved the application for a new charter for the 2014-2015 application cycle, which includes templates and attachments designated by the Board. Templates and attachments must not be altered from the approved content, format and sequence. An application package submitted for a new charter may be deemed administratively incomplete if it contains modifications to the content, format or sequence of the templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

  Failure to meet the criteria above will result in the application package being deemed Administratively Incomplete. The application will be evaluated based on the information that is included in the application package when it is submitted. Applicants will receive written notification of the deficiencies not more than 25 business days after the submission of the application package and processing fee (whichever comes last). If the application is deemed administratively incomplete, the Applicant's file will be closed pursuant to A.A.C. R7-5-

202.C.2.The Applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the submission deadline of June 28, 2013 at 11:59 p.m. has not passed.

- **Substantive Completeness** – Upon determination that an application package is administratively complete, the Technical Review Panel ("TRP") will score the application package using the evaluation criteria. Staff will complete the Background, Fingerprint, and Credit Check as part of the substantive review.

  A substantively complete application package meets the following scoring requirements:

  ✓ No evaluation area receives a score of Falls Below the Expectation; and
  ✓ No more than one evaluation area in each section is scored as Approaching; and
  ✓ 95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, Business Plan) score at the Meets level.

  - *Substantively Incomplete Preliminary Application Package* – Each Applicant whose application package fails to meet the scoring requirements will receive written notification of the deficiencies, including a copy of the scoring rubric completed by the TRP. An Applicant with a substantively incomplete preliminary application package then has two options for continuing in the application process:

    - The Applicant may use the information provided in the scoring rubric as technical assistance to improve the application package, and resubmit within 20 days of notification for review by TRP members, or
    - Within 20 days of notification, the Applicant may submit a written request that the preliminary application package be considered by the Board without revision.

    Per A.A.C. R7-5-203, if a revised application package or letter has not been submitted within 20 days of notification, the Applicant's file will be closed.

    Revisions to the application package may not include changes to the composition of the Applicant. The Background Information Sheet and the Affidavit, Disclosure, and Consent for Background and Credit Check should not be included in the revised application package unless the Applicant is specifically requested to provide new documents.

  - *Substantively Incomplete Revised Application Package* – Each Applicant whose revised application package fails to meet the scoring requirements will receive written notification of the Board's intent to close the file, as per A.A.C. R7-5-203. This notification will include a copy of the scoring rubric completed by the TRP. To continue in the application process, within 20 days of notification, the Applicant must submit a written request that the substantively incomplete revised application package be considered by the Board, or the Applicant's file will be closed.

- **In-Person Interview** – Upon determination that a preliminary or revised application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, the Applicant must make themselves available for an in-person interview to:

  ✓ Demonstrate a thorough understanding of the Educational Plan, Operational Plan, and Business Plan presented in the written application package, and

  ✓ Demonstrate the capacity to implement a plan to operate a high-quality charter school, and

- ✓ Address any issues that arise in the course of the Background, Fingerprint, and Credit Check of each Officer, Director, Member, or Partner, or any issues that arise during the due diligence process relating to current or former charter operations of the Applicant, any Officer, Director, Member, or Partner, or an Education Service Provider.

- **Board Consideration** –A substantively complete application package, or a substantively incomplete application package with timely submission of a written request for consideration, is eligible to be forwarded to the Board for consideration. Board members will be provided with:
  - The application package;
  - The scoring rubric completed by the TRP;
  - The results of the in-person interview of the Applicant;
  - A report prepared by Board staff including:
    - TRP analysis of the quality of the application package;
    - Information regarding the results of the Applicant's background, fingerprint, and credit checks;
    - Information regarding the due diligence check of current or former charter operations; and
    - Staff's recommendation regarding the application package.

  Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

  The Board will follow the requirements of A.R.S. §15-183.C.2 in determining whether to approve the charter.

Terms to Know

- **Authorized Representative:** An individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application. (First found in Application Overview.)
- **Board**: The Arizona State Board for Charter Schools ("ASBCS"). (First found on Cover.)
- **Board's Academic Performance Expectations:** A charter holder meets the Board's academic performance expectations if all schools operated by the charter holder receive an overall rating of "Meets Standard" or "Exceeds Standard" in the current and prior fiscal year that State assessment data is available as measured by the Academic Performance Framework, which is described in the *Academic Performance Framework and Guidance*, available on http://asbcs.az.gov. (First found in Section A.5.)
- **Charter Contract**: A legally binding agreement between the Arizona State Board for Charter Schools and an approved Applicant. A sample may be viewed at http://asbcs.az.gov/applicant_resources/new_charter_application.asp. (First found in Application Overview.)

- **Curriculum Sample**: A written description of instructional strategies, student activities, and assessment items (including a copy of the summative assessment items and answer key or scoring rubric, whichever applicable), and a description of the necessary materials/resources, which will provide the opportunity for a student starting at a specified level of knowledge and skill to attain mastery of the required Standard (English Language Arts and Math)/Performance Objective (Science) (see also Required Standard in Terms to Know). (First found in Section A.6.)
- **Day**: A business day. (First found in Application Overview.)
- **Education Service Provider (ESP)**: Any number of organizations that contract with or have a governance relationship with the Applicant entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (EMOs) and charter management organizations (CMOs). For the purposes of this application:
    - An ESP is considered a CMO if it has a governance relationship with the Applicant in which the Applicant is a subsidiary of the ESP, the Applicant board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the Applicant, including the power to appoint board members and/or close the school.
    - An ESP is considered an EMO if it will contractually provide operations and management to the Applicant, but the Applicant chooses the affiliation and is independent of the ESP.

  (First found in Title Page.)
- **Fingerprint Clearance Card (FCC):** A card issued by the Arizona Department of Public Safety and valid at the time of submission of the preliminary application package.

  For a Principal or Authorized Representative with a valid Fingerprint Clearance Card ("FCC') that will expire during the substantive review process, a copy of the FCC renewal application must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated, prior to expiration of the FCC. Upon issuance of the renewed FCC, a copy must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated. (First found in Application Overview.)
- **Governing Body**: Responsible for the policy decisions of the school, as described in A.R.S. § 15-183.E.8. (First found in Title Page.)
- **Layout of Space**: A floor plan of the facility(ies) that demonstrates an appropriate facility for implementation of the Program of Instruction. (First found in Section C.1.)
- **Legal Document Establishing Entity:** Must be a filing with the Arizona Corporation Commission, unless otherwise described, establishing that the entity applying for the charter has authority to do business in Arizona. If this document refers to an entity domiciled outside Arizona, the application must also include documents on file with the domicile state, as amended. (First found in Section B.1.)
- **Principal**: Any officer, director, partner, or member of the corporate board of the entity applying for a charter at the time of submission of the application package. (First found in Application Overview.)
- **Required Standard:** The specific Standard from Arizona's Common Core Standards - English Language Arts or Arizona's Common Core Standards - Mathematics, or specific Performance Objective from the Arizona Science Standard identified in the application to be used in the curriculum sample for a given grade level and content area. (First found in Section A.6.)

- **School Calendar:** A school may choose between three types of school calendar, as set by statute. Instruction must begin on or after July 1 and end no later than June 30.
    - **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, consists of a traditional school calendar of one session per day meeting 4-5 days per week, or
    - **Alternative:** An alternative calendar, as described by A.R.S. § 15-797.D-E, generally only used for at-risk high school settings, with multiple sessions available on a given day, and/or a structured makeup day, or
    - **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.

  (First found in Target Population Page.)
- **Section:** A numbered subdivision of the application, including:
    - Narrative sections (e.g., A.3.2 Course Offerings and Graduation Requirements, C.4 Start-Up Budget); and
    - Groups of curriculum samples for each subject area (Reading, Writing, Math, Science) for a range of grade levels (Primary (K-2), Intermediate (3-5), Middle School (6-8), High School (9-12)) (e.g. A.6.R.MS Reading Curriculum Samples for Middle School Grades, A.6.W.P Writing Curriculum Samples for Primary Grades) (See Page 26).

  (First found in Application Overview.)
- **State Equalization**: The per-pupil funding provided by the State. (First found in Section C.2.)
- **Sufficiently Qualified:** The Board's determination that an Applicant's or charter holder's experience, qualifications, current and prior charter compliance, and creditworthiness indicate an ability to implement a charter and operate a charter school. (First found in Application Overview.)
- **Technical Assistance**: General or specific assistance from Board staff, either written or verbal, and including Online Technical Assistance ("OTA") and scoring rubrics provided by the Technical Review Panel. (First found in Application Overview.)
- **Technical Review Panel:** Individuals appointed by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist in the evaluation of a preliminary or revised application package. (First found in Application Overview.)

Submission Instructions

All new charter applications must be submitted using the ASBCS Online system or completed according to the requirements of the Alternative Submission Process.

As described on Page 3, submission of an application package is not complete until the Fee[2] is received timely at the Board office.

The fee of $6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (ASBCS, P.O. Box 18328, Phoenix, AZ 85009) or hand delivery to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) **during regular office hours** on or before the submission deadline of **Friday, June 28, 2013.**

Failure to timely submit the Fee will result in the application being deemed administratively incomplete.

Creating a New Charter Applicant Account

An Authorized Representative of the Applicant Entity must create a login on the system.

From the website of the ASBCS (http://asbcs.az.gov), click **ASBCS Online**. From here you can **Login** or **Register**. If the Authorized Representative already has an account with the ASBCS Online system, he or she must use it to create the new application. If the Authorized Representative does not have an account, click **Register**.

Enter the First Name, Last Name, Date of Birth, and Last 4 Digits of SSN for the Authorized Representative, then click **Register**. If this information has not already been entered in the system, it will open a new window called **Create a New Charter Applicant Account**. Fill out the fields as specified on the webpage.

- **Email Address**: The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.
- **Applicant Name**: This is the name of the entity applying for the charter. (i.e., public body, private person or private organization). Only use an individual's name if that individual is applying as a Sole Proprietorship.
- **School Name**: This is the proposed name for the new school.

The **Username** for the account will be the email address of the Authorized Representative.

Once you click **Complete Registration**, the ASBCS Online system will send an email with a **verification code and link** to the email address provided by the Authorized Representative. Open the email and click the link, or copy and paste the link into a browser window. This will take you to

[2] The application processing fee will be required upon the effective date of SB 1204, if enacted.

the ASBCS Online Login screen. This will also generate a second email, which contains a **temporary password**.

Return to the Login screen and enter your User ID, which is the Authorized Representative email address, and the temporary password. The system will immediately ask you to **Change Password**. Enter the temporary password in **Current Password**, and choose a **New Password**, which you will enter twice.

Creating an Application

Upon login to the ASBCS Online system, the home page is called the **Dashboard**. Under the heading **Create Application**, click **Create Application**.

Inputting Data into the Application Wizard

The Application Wizard on the ASBCS Online system has 6 parts (Cover Page, Title Page, Target Population, A: Educational Plan, B: Operational Plan, C: Business Plan), which may be completed in any order. The instructions below are given in the order they appear in the Table of Contents.

Cover Page

The Applicant Agreement Information must be signed by a designated Authorized Representative of the Applicant entity. Use the password of the account which created the application to sign the form. If the name connected with the password used for the signature is not an Authorized Representative, the application package will be deemed Administratively Incomplete.

Title Page

Uploading and Saving Files

The Title Page and parts A (Educational Plan), B (Operational Plan), and C (Business Plan) require the attachment of files generated outside the application wizard. Before uploading and saving a document, ensure that the file meets all evaluation criteria, is thoroughly proofread, and contains accurate information.

- ***In sections allowing only a single document***: Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Once the file path and name appears in the box, click **Save and Continue**. The file name will be changed to reflect the section title. Once saved, click **View uploaded file** to ensure that the correct file was uploaded. To revise the file before submitting, upload and save again – the previous version will be automatically removed.
- ***In sections allowing multiple document uploads***: Many sections require multiple documents to be uploaded. In these sections, for each document, click **Add a New Attachment.** Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Write a **Brief Description** of the file in the box (e.g.: 4th Grade Reading, Bylaws). Once the file path and name appears in the box, click **Add Attachment**. Click **Save and Continue**, at which point the file name will be modified, with a prefix at the beginning and a number at the end. Once saved, click **View/download file** to ensure that the correct file was uploaded. To revise a document before submitting, click **remove** to delete the old one before uploading the new one.

Note: Once you click **Open**, the file will be saved to your browser, NOT to the ASBCS Online system. You must click **Save and Continue** to transfer the file to the ASBCS Online system. Files uploaded but not saved may Timeout, and will need to be uploaded again.

Formatting Requirements

All documents uploaded to the ASBCS Online System must follow the following formatting requirements:

- The ASBCS Online System uploads only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

  A.1 Educational Philosophy *Charter Prep, Inc.* *Page 2 of 4*

- Fonts must be no less than **11 point**.
- The application calls for many official documents to be scanned and uploaded. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps. Scanned documents are not required to have the footer described above.

Once files have been uploaded and saved, view each one to confirm it is the document and version you wish to submit. Once the application package is submitted, individual documents may not be substituted. If you discover an error after submission and before the deadline, you may withdraw the old application and start a new application. No documents may be added to an application package after the deadline.

Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

Title Page Data Fields: Some of the fields on this page may be pre-populated by information entered during the registration process.

- **Applicant Name**: This is the name of the entity applying for the charter. This may be a public body, private person or private organization. Only use an individual's name if that individual is applying as a Sole Proprietorship.
- **Charter School Name**: This is the proposed name for the new school.
- **Authorized Representative:** an individual with the power to bind a charter holder contractually according to the charter holder's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.

  Click '**Add Authorized Representative**,' and a dialog box will come up asking for the **last four digits of the SSN**, and **Date of Birth**. Once entered, the dialog box will expand, with fields to enter the Authorized Representative's **First Name, Last Name**, and **Email Address**. The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.

  For each Authorized Representative, upload **legible scanned copies** of the following documents. If the Authorized Representative is a current Charter Representative or Principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office, and upload the confirmation email into these fields:

  - **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.

- **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.
- **Background Information Sheet**: The attached Background Information Sheet Attachment must be completely and accurately filled out.
- **Resume**: A current resume (2 page maximum) is required.
- **Verification of Coursework/Degree**: If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (http://www.studentclearinghouse.org). These documents must be uploaded with the application package.

Once information for at least one Authorized Representative has been entered, click **Save and Continue** at the bottom of the page.

- **Authorized Representative Mailing Address:** This address will be used for all official mail from the Board.
- **County:** The name of the Arizona county in which the proposed school will be located.
- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.
- **Fax:** Optional.
- **Form of Organization:** List the type of entity applying for the charter, which must be consistent with the Applicant Entity documents submitted in the Operational Plan (e.g., Nonprofit Corporation, For-Profit Corporation, Partnership, Sole Proprietorship, Government Entity, Tribal Entity).
- **Educational Service Provider (ESP):** All Applicants are asked to declare whether they intend to contract with or have a governance relationship with an educational service provider (ESP). See Terms to Know.
- **Principal Background Information**: For each principal (officer, member, director, partner) of the Applicant entity, you must provide the following background documents. The list of principals in this section must be consistent with the amended Articles of Incorporation, Articles of Organization, or most recent annual report filing with the Arizona Corporation Commission submitted in the Operational Plan. If the Principal is a current Charter Representative or Principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office, and upload the confirmation email into these fields
    - **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for each principal (officer, member, director, partner) of the Applicant entity.
    - **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check for must be completely and accurately filled out, signed, and notarized.
    - **Background Information Sheet**: The attached Background Information Sheet Attachment must be completely and accurately filled out.
    - **Resume**: A current resume (2 page maximum) is required.

- **Verification of Coursework/Degree**: If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (http://www.studentclearinghouse.org). These documents must be uploaded with the application package.

- **School Governing Body:** Identify the type and name of members of the proposed School Governing Body as per A.R.S. §15-185.C.8. If you do not know the names of your governing body members, use the name field to indicate the number of each type of member**.**

Target Population Page

- **Mission Statement:** Provide a statement describing the mission of the proposed school.
- **Grades Served:** Check the box of all grades to be taught. Must be consistent with the curriculum samples submitted in Section A.6.
- **Enrollment Cap**: The number of students to be served by the proposed school, consistent with the personnel, budget, and facilities documentation provided in the Business Plan.
- **School Calendar**: Schools may have Standard, Alternative, or Extended School Year calendars (see Terms to Know). Ensure that this selection is supported in Section A.4.
- **Instructional Days**: The number of days of instruction proposed in Section A.4.
- **Target Start Date:** The proposed first day of school.
- **Number of Sites Operating in Year 1:** Maintain consistency with the Business Plan.

Alternative Submission Process

As an alternative to an application submission using the ASBCS Online system, an Applicant may submit the application package in the form of electronic files on a flash drive, using the Alternative Submission Process. An Applicant may notify the Board of its intent to submit an application using the Alternative Submission Process by submitting a signed, notarized ***Waiver of Online Submission of Application for New Charter*** ("Waiver") to the ASBCS office. The Waiver must be **received no later than close of business on Friday, May 3, 2013**. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

Within ten (10) days of the Board's receipt of the Waiver, ASBCS staff will send an Acknowledgement of Timely Receipt email, including Alternative Submission forms, to the email address of the Applicant provided on the Waiver. If Board staff notifies the Applicant that the Waiver was not received by the Waiver deadline, the Applicant may submit an application using the ASBCS Online system.

An Applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted online for the current application cycle (2014-2015). No application package will be accepted through the Alternative Submission Process unless a Waiver has been received by the Waiver deadline and acknowledged as timely by Board staff. An application submitted using the Alternative Submission Process will undergo the same administrative and substantive review process described on pages 4-6.

The Alternative Submission Process requires the Applicant submit a complete application package, saved on a flash drive, to the ASBCS office. **This submission must be received no later than close of business on June 14, 2013.** The flash drive must be delivered in a protected package (e.g., bubble wrapped) by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007. Any application package not received by the close of business on June 14, 2013 will not be accepted and processed.

A complete application package submitted through the Alternative Submission Process must:

- Include all required narrative sections, exhibits, and attachments, with clearly labeled file names;
- Include completed Alternative Submission forms;
- Follow the formatting requirements specified below;
- Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff; and
- Be received on a clearly labeled flash drive by the ASBCS office no later than close of business, Friday, June 14, 2013.

Application Processing Fee for Alternative Submission[3]

In accordance with A.R.S. §15-183(CC), an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of $6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via hand delivery, FedEx or UPS to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) **during regular office hours** on or before

[3] The application processing fee will be required upon the effective date of SB 1204, if enacted.

the submission deadline of **Friday, June 14, 2013.** Failure to timely submit the Fee will result in the application being deemed administratively incomplete. The Check will be held until the completion of the Administrative Review.

Formatting Requirements for Alternative Submission

All documents submitted through the Alternative Submission Process will be uploaded to the ASBCS Online System by Board staff and must follow the following formatting requirements:

- Include only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Files must be saved using the section number and name/exhibit name as the filename (e.g., *C.3 Personnel; A.6 3rd Grade Reading; B.1 Bylaws*).
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

  A.1 Educational Philosophy *Charter Prep, Inc.* *Page 2 of 4*
- Fonts must be no less than **11 point**.
- The application calls for many official documents to be scanned. Scanned documents must be no less than 100% of the original size, except for building floor plans or maps. Scanned documents are not required to have the footer described above.
- The flash drive used for submission must be clearly labeled with the Applicant name, both physically (Applicant name written on or attached to the outside of the flash drive) and electronically (rename the flash drive with the name of the Applicant using the computer operating system).

A. Educational Plan

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Sections:

A.1 Educational Philosophy

A.2 Target Population

A.3 Program of Instruction

- A.3.1 Mastery and Promotion*
- A.3.2 Course Offerings and Graduation Requirements*

A.4 School Calendar and Weekly Schedule

A.5 Performance Management Plan

A.6 Curriculum Samples

* Denotes a section required of only certain applicants.

Educational Plan

A.1 Educational Philosophy

Applicant Instructions

State the school's educational philosophy and present an overview of the alignment with the program of instruction and any related research or experience that indicates why you have chosen to use this approach with your target population.

Evaluation Criteria

A response that meets the standard will:

a) Provide a detailed description of the school's philosophical approach to improving pupil achievement in the target population.

b) Incorporate the principles or concepts fundamental to the school's proposed program of instruction.

c) Present a rationale for the selected approach for the target population, including research and/or experience.

d) Ensure the Mission Statement on the Target Population Page is consistent with the narrative.

Educational Plan

A.2 Target Population

Applicant Instructions

Describe the anticipated student population and explain how the proposed program of instruction will address the needs of the students and community the school intends to serve by improving pupil achievement and providing educational choice.

Evaluation Criteria

A response that meets the standard will:

a) Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance.

b) Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement.

c) Describe the class size and teacher- student ratios and how these address the needs of the target population for improved pupil achievement.

Educational Plan

A.3 Program of Instruction

(8 page maximum)

Applicant Instructions

Provide an overview of the Program of Instruction to include curricula, methods of instruction, and methods of assessment that support the educational philosophy and improve pupil achievement in the target population.

Evaluation Criteria

A response that meets the standard will:

a) Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.

b) Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum and Educational Philosophy.

c) Describe a summative assessment plan that clearly allows determination of student mastery of Arizona State Standards, aligned to the Educational Philosophy and methods of instruction described in the narrative.

d) Ensure the Program of Instruction is consistent with the Performance Management Plan.

Educational Plan

A.3.1 Mastery and Promotion

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- ☐ This Applicant will serve any grade 8 or lower. C*omplete this section.*
- ☐ This Applicant will not serve any grade below 9. *Skip this section.*

Explain how the school will make grade level promotion decisions for students.

Evaluation Criteria

A response that meets the standard will:

a) Present clear criteria 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.

b) Describe a viable and adequate process the school will use to determine grade level promotion/retention consistent with State requirements.

c) Ensure consistency with Strategy III of the Performance Management Plan.

Educational Plan

A.3.2 Course Offerings and Graduation Requirements

(6 page maximum)

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- ☐ This Applicant will serve any grade 9 or above. C*omplete this section.*
- ☐ This Applicant will not serve any grade above 8. *Skip this section.*

Describe the school's course offerings and graduation requirements.

Required Exhibit

- Menu of course offerings

Evaluation Criteria

A response that meets the standard will:

a) Identify graduation requirements for the school that will meet State requirements.

b) Describe a viable and adequate process and criteria for awarding course credit.

c) Ensure consistency with Strategy III of the Performance Management Plan.

d) Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrating alignment to the program of instruction.

e) Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

Educational Plan

A.4 School Calendar and Weekly Schedule

Applicant Instructions

Present the proposed school calendar that shows the total number of days the school will be in session, early-release days, scheduled holidays and additional days off.

In addition, provide the proposed weekly schedule that shows hours/minutes of instruction per week for each grade level served. Include the length of day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject.

Required Exhibit

- Calendar consistent with the type selected on the Title Page and compliant with minimum requirements of number of school days per year as described in relevant statute (see Terms to Know).
- Weekly Schedule listing daily instructional minutes dedicated to each core content area for each grade level.

Evaluation Criteria

A response that meets the standard will:

a) Clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard, alternative, or extended).

b) Provide a rationale for the weekly schedule that clearly supports improving pupil achievement in the target population.

c) Identify professional development days consistent with the information provided in Strategy IV of the Performance Management Plans.

d) (If an Alternative Calendar was identified on the Target Population Page) Demonstrate the various ways instructional minutes may be met.

Educational Plan

A.5 Performance Management Plan

Applicant Instructions

New charter applicants must submit a Performance Management Plan ("PMP") as a part of the Educational Plan section of the application. The Performance Management Plan for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement and professional development are in place and appropriate for providing a quality education for each student it serves. It is also intended to focus the school on meeting the Board's Academic Performance Expectations (see Terms to Know).

If the application package is approved by the Board and the Applicant is awarded a charter, the application package, including the Performance Management Plan, become a part of the charter contract. Failure to implement the PMP may result in corrective action.

The Applicant will prepare and submit 1) a school-wide performance management plan for reading and 2) a school-wide performance management plan for mathematics using the Performance Management Plan Template. Each completed template should be introduced with a narrative that serves as the foundation for understanding the Performance Management Plan and its development.

The following components constitute a PMP:

- **Narrative**: The narrative must contain the following:
  - A description of the basis for setting predicted baseline figures;
  - Descriptions of systems, specific for each strategy, for gathering and analyzing data on the effectiveness of the action steps;
  - A process for updating and implementing improvements to the action steps based on the data analysis.
- **Template**: Each Performance Management Plan will be prepared using the template provided by ASBCS and will include the following information provided by the Applicant:
  - **Indicator** - the academic area to be addressed (Math or Reading),
  - **Predicted Baseline** - current academic performance level of target population at time of enrollment in Percent Passing and Student Growth Percentile.

    Establishing Predicted Baseline Measurements: To determine the Predicted Baseline measure, gather data regarding academic performance of the target population in similar or comparison schools. The annual target for the plan is to Meet or Exceed the Board's Academic Performance Expectations.
  - **Strategies** for meeting targets, including action steps (add and number additional action steps as necessary), timeline, responsible party, evidence of meeting action steps, and budget. The prescribed strategies for each indicator are:
    - **Strategy I** - Providing and implementing a curriculum that improves student achievement,
    - **Strategy II** - Developing and implementing a plan for monitoring the integration of the Arizona Academic Standards into instruction,

- **Strategy III** - Developing and implementing a plan for monitoring and documenting student proficiency, and
- **Strategy IV** - Developing and implementing a professional development plan that supports effective implementation of the curriculum.

Required Exhibits

- An explanatory narrative for reading.
- An explanatory narrative for math.
- Performance Management Plan for reading.
- Performance Management Plan for mathematics.
- Submit the four documents as PMP Math Plan, PMP Math Narrative, PMP Reading Plan, and PMP Reading Narrative.

Evaluation Criteria

A **narrative** that meets the standard will:

a) Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.

b) Clearly describe a system to create, implement, evaluate, and revise curriculum (Strategy I), including supplemental curriculum, aligned with Arizona Common Core Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school.

c) Clearly describe a system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers (Strategy II) evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments.

d) Clearly describe a comprehensive assessment system (Strategy III) based on clearly defined performance measures aligned with the curriculum and instructional methodology and including data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams.

e) Clearly describe a comprehensive professional development plan (Strategy IV) that is aligned with teacher learning needs, including follow-up and monitoring strategies.

f) Clearly describe processes for improving action steps based on data analysis.

A **plan** that meets the standard will:

g) Present a viable and adequate plan for managing student academic performance in reading with action steps based on the systems described in the narratives, that includes a predicted baseline aligned with target population information provided in Section A.2.

h) Present a viable and adequate plan for managing student academic performance in mathematics with action steps based on the systems described in the narratives that includes a predicted baseline aligned with target population information provided in Section A.2.

i) Identify the timeline, responsible party, evidence of meeting action steps, and budget for accomplishing each action step consistent with the narrative.

j) Provide a progression of action steps consistent with the narrative that are sequential, timely, and use data to contribute to the school's ability to meet the identified annual target.

k) Create action steps within each strategy consistent with the narrative that complement and support the other strategies to the extent appropriate.

l) Include adequate concrete artifacts to provide evidence of the implementation of each action step.

m) Provide adequate resources (e.g. time, money, personnel, etc.) to implement the action steps that support the strategies.

n) Identify budget needs that are clearly listed by amount and budget line item on the PMP template and consistent with the description of the line item in the Assumptions.

o) Ensure consistency with the Applicant's Educational Plan.

Educational Plan

A.6 Curriculum Samples

Applicants must submit curriculum samples to demonstrate capacity to provide quality instruction in English Language Arts (Reading and Writing), Mathematics, and Science aligned to their Program of Instruction and the Required Arizona Academic Standards.

Each curriculum sample will be evaluated using the criteria described on page 27. For the English Language Arts and Mathematics curriculum samples, the criteria include "by the grade-level rigor defined by the Required Standard". For the purposes of this application, grade-level **rigor** is the expectation set by the Required Standard that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level. Students advancing through the grades are expected to meet each year's grade-specific standards, and retain or further develop skills and understandings mastered in prior grades.

Required Exhibits

- If serving an **elementary population (K-8)** – A complete application package will include curriculum samples for English Language Arts (Reading and Writing) and Mathematics for each grade level served, and for Science for grades 4 and 8 (if served).
- If serving a high **school population (9-12)** – A complete application package will include a curriculum sample for English Language Arts (Reading and Writing) for each grade level served. The curriculum samples for Mathematics will include a sample from each of the four high school mathematics courses that would meet state graduation requirements. The samples must represent content covering selected Conceptual Categories of the Mathematics Common Core State Standards. The curriculum sample for Science will include a sample for a high school biology course.

Criteria for Administrative Completeness – An administratively complete curriculum sample will:

1. Contain the following information in the Curriculum Sample Template approved for use in the 2014-2015 application cycle (see Page 4):
    I. Grade Level
    II. Content Area
    III. Course Title (grades 9-12 only)
    IV. Expected Prior Knowledge
    V. Alignment to Program of Instruction
    VI. Number of Required Standard or Performance Objective
    VII. Full Description of Required Standard or Performance Objective
    VIII. List of Materials and Resources required
    IX. Description of Instructional Strategies and Student Activities, by lesson
2. Include the Summative Assessment items.
3. Include the Answer Key or Scoring Rubric (whichever applicable) for each Summative Assessment item.

Evaluation Criteria – A curriculum sample that meets the standard will:

a. Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Instructional Strategies that would clearly provide a student opportunities to engage in the objective set by the Required Performance Objective).

b. Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Student Activities that would clearly provide a student with opportunities to engage in the objective set by the Required Performance Objective).

c. Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.

d. Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard (for Science: Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the Required Performance Objective).

e. Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score (for Science: Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the objective in the Required Standard is clearly demonstrated by an acceptable score).

f. Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.

Required Standards:

These Standards must be addressed in the curriculum sample for the specific grade level and content area identified below.

English Language Arts-Reading (K-12)

Grade: Strand: Cluster: Standard:	K Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Grade: Strand: Cluster: Standard:	1 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Grade: Strand: Cluster: Standard:	2 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Compare and contrast the most important points presented by two texts on the same topic.
Grade: Strand: Cluster: Standard:	3 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Compare and contrast the most important points and key details presented in two texts on the same topic.
Grade: Strand: Cluster: Standard:	4 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Grade: Strand: Cluster: Standard:	5 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Grade: Strand: Cluster: Standard:	6 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)
Grade: Strand: Cluster: Standard:	7 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Grade: Strand: Cluster: Standard:	8 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Grade: Strand: Cluster: Standard:	9 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Grade: Strand: Cluster: Standard:	10 Reading Standards for Informational Text (RI) Craft and Structure #4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Grade: Strand: Cluster: Standard:	11 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Grade: Strand: Cluster: Standard:	12 Reading Standards for Informational Text (RI) Craft and Structure #4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).

<u>English Language Arts-Writing (K-12)</u>

Grade: Strand: Cluster: Standard:	K Writing Standards (W) Text Types and Purposes #1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

Grade: Strand: Cluster: Standard:	1 Writing Standards (W) Text Types and Purposes #1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Grade: Strand: Cluster: Standard:	2 Writing Standards (W) Text Types and Purposes #1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
Grade: Strand: Cluster: Standard:	3 Writing Standards (W) Text Types and Purposes #1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.
Grade: Strand: Cluster: Standard:	4 Writing Standards (W) Text Types and Purposes #1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.

Grade: Strand: Cluster: Standard:	5 Writing Standards (W) Text Types and Purposes #1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
Grade: Strand: Cluster: Standard:	6 Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Grade: Strand: Cluster: Standard:	7 Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade: Strand: Cluster: Standard:	8 Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
Grade: Strand: Cluster: Standard:	9 Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade: Strand: Cluster: Standard:	10 Writing Standards (W) Text Types and Purposes #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Grade: Strand: Cluster: Standard:	11 Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade: Strand: Cluster: Standard:	12 Writing Standards (W) Text Types and Purposes #3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Mathematics (K-8)

Grade: Domain: Cluster: Standard:	K Measurement & Data (MD) Describe and compare measurable attributes #2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
Grade: Domain: Cluster: Standard:	1 Measurement & Data (MD) Measure lengths indirectly and by iterating length units #2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
Grade: Domain: Cluster: Standard:	2 Measurement & Data (MD) Measure and estimate lengths in standard units #2 - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

Grade: Domain: Cluster: Standard:	3 Measurement & Data (MD) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects #2 - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Grade: Domain: Cluster: Standard:	4 Measurement & Data (MD) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit #2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Grade: Domain: Cluster: Standard:	5 Measurement & Data (MD) Represent and interpret data #2 - Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers was redistributed equally.*
Grade: Domain: Cluster: Standard:	6 Statistics & Probability (SP) Develop understanding of statistical variability #2 - Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
Grade: Domain: Cluster: Standard:	7 Statistics & Probability (SP) Use random sampling to draw inferences about a population #2 - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

Grade: Domain: Cluster: Standard:	8 Statistics & Probability (SP) Investigate patterns of association in bivariate data #2- Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Mathematics (9-12)

Provide a curriculum sample from each of the four high school math courses that would meet state graduation requirements using the following standards:	
Conceptual Category: Domain: Standard:	Algebra Reasoning with Equations and Inequalities (A-REI) #12 –Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Conceptual Category: Domain: Standard:	Geometry Similarity, Right Triangles, and Trigonometry (G-SRT) #6 –Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
Conceptual Category: Domain: Standard:	Number and Quantity The Complex Number System (N-CN) #4 – Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
Conceptual Category: Domain: Standard:	Functions Linear, Quadratic, and Exponential Models (F-LE) #4 –For exponential models, express as a logarithm the solution to $ab^{ct}=d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Science (Grades 4, 8, and HS Biology Only)

Grade: Strand: Concept: PO:	4 4 – Life Science 4 – Diversity, Adaptation and Behavior #1 - Recognize that successful characteristics of populations are inherited traits that are favorable in a particular environment.
Grade: Strand: Concept: PO:	8 4 – Life Science 4 – Diversity, Adaptation and Behavior #2 - Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.
Grade: Strand: Concept: PO:	HS 4 – Life Science 4 – Biological Evolution (Understand the scientific principles and processes involved in biological evolution) #3 - Describe how the continuing operation of natural selection underlies a population's ability to adapt to changes in the environment and leads to biodiversity and the origin of new species.

B. Operational Plan

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Sections:

B.1 Applicant Entity

B.2 Governing Body

B.3 Management & Operation

- B.3.1 Education Service Providers *
- B.3.2 Contracted Services

* Denotes section required only of certain applicants

Operational Plan

B.1 Applicant Entity

Applicant Instructions

Describe the entity that is applying for the charter, its history, current operations, and the decision to operate a charter school. Identify all Principals (officer, director, member, partner) and authorized representative(s), describing each individual's role within the entity.

Required Exhibits

- Legal documentation establishing entity
  - ☐ For Corporation, provide a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission along with any amendments to the Articles, a copy of the most recent Annual Report, documentation of director or officer changes since submission of Annual Report and a copy of current Corporate Bylaws.
  - ☐ For Partnership/LLC, provide a copy of Articles of Organization as they appear on file with the Arizona Corporation Commission and a copy of current Partnership Agreement/Operating Agreement.
  - ☐ For Sole Proprietorship, provide a copy of application for Registration of Trade Name or Certificate of Registration.
  - ☐ For Government or Tribal Entity, provide documentation authorizing the entity to operate a charter. Also, provide documentation establishing the structure and method of governance and accountability for the operation of the charter school.
- If an out-of-state entity, application for Authority to Conduct Affairs in Arizona, issued by the Arizona Corporation Commission.
- Organizational Chart
- Minutes or resolution of intent to apply for a charter

Evaluation Criteria

A response that meets the standard will:

a) 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.

b) Provide an organizational chart and describe the reporting structure within the entity consistent with the narrative.

c) Clearly describe any subsidiary relationship of the Applicant entity to another organization.

d) Identify any current or prior charter operation by the Applicant, including the authorizer, timeframe, and nature of involvement.

e) Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.

f) Identify any current or prior charter operation by any Principal, including the authorizer, timeframe, and nature of involvement.

g) Be consistent with the background information provided for each individual.

h) Ensure consistency with information listed on Title Page.

i) Ensure consistency with the contents of the application package.

j) Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.

Operational Plan
B.2 Governing Body

Applicant Instructions

Describe the responsibilities and proposed composition of the governing body as per A.R.S. §15-183.E.8. Describe any role the governing body will have beyond the statutory minimum.

Evaluation Criteria

A response that meets the standard will:

a) Clearly identify if the corporate board for Applicant will act as the School Governing Body, or if a School Governing Body separate from the corporate board will be established.

b) Include a clear description of the responsibilities of the governing body as per A.R.S. §15-183.E.8.

c) Provide a description of the composition of the governing body.

d) Describe the process for filling vacancies on the school governing body.

e) Be consistent with all sections of the application package.

Operational Plan

B.3 Management & Operation

Applicant Instructions

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators. Describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities.

Evaluation Criteria

A response that meets the standard will:

a) Provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.

b) Present an 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:

   i. Instruction,
   ii. Curriculum and Assessment (mandated State testing),
   iii. Staff Development,
   iv. Financial Management,
   v. Contracted Services,
   vi. Personnel,
   vii. Grants Management, and
   viii. Student Accountability Information System (SAIS).

c) Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities.

d) Be consistent with all sections of the application package.

B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with or have a governance relationship with an education service provider (ESP). See Terms to Know.

Applicant Instructions

Select the statement that is applicable and proceed as directed:

☐ We intend to have a governance relationship with a CMO. *Continue with the completion of this section.*

☐ We intend to contract with an EMO. *Continue with the completion of this section.*

☐ We do not intend to contract with or have a governance relationship with an education service provider. *Skip this section.*

If the Applicant expects to contract with or have a governance relationship with an ESP, discuss the Applicant's decision to work with the ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the Applicant and ESP.

Required Exhibits

- Background information on the ESP including relevant performance data for all other schools that the ESP has managed.
- A list of all other schools managed by the ESP, the state in which the schools are located, and contact information for the schools.
- The service agreement as executed between the Applicant and the ESP (or template version if not yet executed).

Evaluation Criteria

A response that meets the standard will:

a) Present a detailed explanation of how contracting with or having a governance relationship with the ESP meets the needs of the target population including improving pupil achievement, as demonstrated by reference to relevant performance data for other schools that the ESP has managed.

b) Provide a clear description of the services to be provided by the ESP consistent with the service agreement.

c) (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

d) (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.

e) (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.

f) (EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.

g) Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.

Operational Plan

B.3.2 Contracted Services

Applicant Instructions

Identify all areas, if any, which may require the Applicant to seek ongoing outside expertise (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.).

Evaluation Criteria

A response that meets the standard will:

a) Delineate all areas, if any, which may require the Applicant to seek outside expertise.

b) Discuss the professional qualifications expected of those to be retained to perform each listed contracted service.

c) Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.

d) Provide clear and specific sources for costs of each listed contracted service.

e) Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.

C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Sections:

C.1 Facilities Acquisition

C.2 Advertising and Promotion

C.3 Personnel

C.4 Start-Up Budget

C.5 Three-Year Operational Budget

Business Plan

C.1 Facilities Acquisition

Applicant Instructions

Describe the facility necessary to implement the program described in the application package. Discuss all arrangements for securing a facility.

Describe the process for ensuring the facility is ready for a timely commencement of operations.

Describe costs associated with securing a facility and obtaining educational occupancy.

Required Exhibit

- Layout of Space

Evaluation Criteria

A response that meets the standard will:

a) Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package.

b) 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.

Or

Provide details of an already acquired facility, purchased land or a proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package.

c) Identify a timeframe for securing an appropriate facility consistent with the start-up date of the school identified on the Target Population Page.

d) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.

e) Describe any financial arrangements that have been made for securing the facility.

f) Ensure the Layout of Space is consistent with the narrative.

g) Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.

h) Be consistent with all sections of the application package.

C.2 Advertising and Promotion

Applicant Instructions

Describe the advertising/promotion plan to attract parents/students to the school that supports the number of students and state equalization assistance included in the Three-Year Operational Budget. Describe the proposed enrollment practices for the school, as per A.R.S. §15-184.

Enrollment of students cannot begin until the charter contract is signed.

Evaluation Criteria

A response that meets the standard will:

a) Provide a clear description of an advertising/promotion plan that appears viable and adequate to support the number of students included in the Three-Year Operational Budget.

b) Describe how the costs associated with the advertising/promotion plan are viable and adequate to attract the projected student population identified in Year 1 of the Three Year Operational Budget.

c) Provide clear and specific sources for costs associated with the advertising/promotion plan.

d) Provide a viable and adequate timeframe for advertising/promotion consistent with the start-up date of the school identified on the Target Population Page.

e) Describe the proposed fair and equitable enrollment procedures, including the timeframe, waitlist, lottery, and the like, and documents to be included in the enrollment packet.

f) 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.

C.3 Personnel

Applicant Instructions

Identify the personnel necessary to implement the program of instruction and operate the charter school as described. Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction.

Evaluation Criteria

A response that meets the standard will:

a) Provide a staffing plan that appears viable and adequate for the effective implementation of the program of instruction and operation of the charter school as described, to include 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.

b) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.

c) 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.

C.4 Start-Up Budget

Applicant Instructions

Provide a viable and adequate budget to cover expenses that will occur in the start-up process, before state equalization revenue is received. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs.

Required Exhibits

- Start-Up Budget Form
- Start-Up Budget Assumptions

Required Exhibits (to be uploaded and saved into the Verifiable Proof of Secured Funds Field)

- Verifiable Proof of Secured Funds form for each source of revenue
- Documentation to support any agreement, donation, or loan that supports the budget.

Evaluation Criteria

A response that meets the standard will:

a) List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.

b) List expenditures to cover the start-up plans described in the application package.

c) Demonstrate through the assumptions that the amounts listed are viable and adequate.

d) Ensure revenues cover expenditures.

e) Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.

f) Be consistent with all sections of the application package.

C.5 Three Year Operational Budget

Applicant Instructions

Provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population, as described in A.2 as detailed in the Projected Revenue Calculator. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs.

Required Exhibits

- Three Year Operational Budget Form
- Projected Revenue Calculator for Years 1, 2, & 3
- Three Year Operational Budget Assumptions

Evaluation Criteria

A response that meets the standard will:

a) List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.

b) Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.

c) (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.

d) 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.

e) Demonstrate through the assumptions that the amounts listed are viable and adequate.

f) 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.

g) Ensure revenues cover expenditures.

h) Be consistent with all sections of the application package.

Attachments

Applicant Agreement Information

An Authorized Representative of the Applicant entity must electronically sign the following agreement prior to submitting the application package. Should the application package be signed by someone other than an Authorized Representative, the application package will be deemed Administratively Incomplete.

Cover Page – Section 1

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools within twelve months of the date of approval of the charter by the Arizona State Board for Charter Schools. A charter that is not timely signed expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services within twelve months of execution of the charter or within twenty-four months of approval of the charter, whichever date occurs later.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Signature of Authorized Representative
(electronic)

Performance Management Plan (PMP) Template

Applicant Name:_____

Indicator (check one): _____Math _____Reading **Duration of the Plan:** Begins July 1 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment		Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.		

Applicant does not edit sections in grey

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1.				
2.				
3.				
4.				

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1.				
2.				
3.				
4.				

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1.				
2.				
3.				
4.				

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1.				
2.				
3.				
4.				

Curriculum Sample Template
Max. 8 Pages

Grade Level		**Content Area**	
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*			
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*			
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*			
Materials/Resources Needed			

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1		
2		
3		
4		

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Verifiable Proof of Secured Funds

Instructions

For each source of funding the Applicant is listing on the Start-Up Budget, the Consent to Verify the Availability of Funds form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). Availability of these funds will be confirmed at the time of the Administrative Completeness Check, and again before the application package is forwarded to the Board for consideration.

One signed original form is required to be uploaded for each individual/organizational account contributing to the start-up funds for the Applicant. This form may be copied as necessary.

If these funds are in the form of a grant or loan from an organization, this form must be accompanied by an official letter, on letterhead and signed by an officer of the organization, specifying the amount and terms of the grant or loan.

If these funds are a personal loan or gift from an individual or individuals not listed in the application package as a charter principal or authorized representative, this form must be accompanied by a signed, notarized letter from the individual(s) specifying the amount and terms of the gift or loan.

An application package that does not have all sources of start-up funding accounted for with these forms will be deemed Administratively Incomplete.

Consent to Verify the Availability of Funds

Applicant Name: _____

Financial Institution: _____ Branch: _____

Financial Institution Contact Name (Account Manager):_____

Address: _____

Phone Number_____ Email: _____

Account Holder Type: ____Individual ____ Joint ____ Organization

Account Holder Name(s):_____

_____

If organizational account: name, position, and contact number of authorized signer:

Account Type: ____Checking ____ Savings ____Other (description):_____

Last four numbers of account #: _____ Minimum Funds Available for Start-Up: $ _____

By signing below, the Account Holder verifies that the funds identified above are available on the date of signing, and authorizes staff of the Arizona State Board of Charter Schools to verify with the financial institution that the Minimum Funds Available for Start-Up listed above are available immediately prior to the Board's consideration of the new charter application package submitted by the Applicant.

_____ _____

Printed name of Account Holder or Authorized Signer Account Holder/Authorized Signature Date

_____ _____

Printed name of second Account Holder (joint account) Account Holder Signature Date

By signing below, the Account Manager verifies:

1. *that the funds identified above are available on the date of signing, and*
2. *that presentation of this form, signed by the Account Holder, will be sufficient documentation for future verification of the same amount when requested by staff of the Arizona State Board of Charter Schools, which will occur prior to March 1, 2014.*

_____ _____

Printed name of Account Manager Account Manager Signature Date

This form may be duplicated as necessary.

Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Authorized Representative and Principal listed in the application package. Duplicate as needed and print each form separately. Have each form signed and dated by the Authorized Representative or Principal and notarized.

Name of Applicant Organization: _____

Name:_____**Social Security Number*:** _____

Street Address: _____

City: _____**State:**_____**Zip:** _____

Phone:_____**Date of Birth:**_____**Place of Birth:** _____

With signature below, permission is hereby granted to complete the background and credit check of the individual above.

Please check the appropriate answer to each question below.

1. Have you ever been convicted of or pled "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	**Yes** ❑ **No** ❑
2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-604.01, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.	**Yes** ❑ **No** ❑
3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.	**Yes** ❑ **No** ❑

I do solemnly swear or affirm that the forgoing information provided by me for the above listed Applicant is true and correct to the best of my knowledge. Furthermore, should any part of the information herein provided prove to be false, I recognize that it shall be just cause for denial or revocation of the charter for the above listed Applicant(s) by the Arizona State Board for Charter Schools.

Applicant's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature_____ My Commission Expires _____

*The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182.E in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclosure your social security number may, however, result in a denial of your charter application or amendment.

Background Information Sheet Attachment

Provide the following information for each Authorized Representative and Principal listed in the application package. This form may be duplicated as many times as necessary.

Full Name (First, Middle, Last)		Other Names Used (Maiden names, AKA, etc.)	
Social Security Number (xxx-xx-xxxx)*		Date of Birth (Month/Day/Year)	
Residential Address			
City	State	Zip	Phone Number
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address			

List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.

City	State	Zip Code	From Mo/Yr	To Mo/Yr

* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182.E in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclosure your social security number may, however, result in a denial of your charter application or amendment.

Continue on Page 2

Background Information Sheet Attachment, Page 2

Authorized Representative/Principal Name: _____

*If applicable, list the **highest-level** post-secondary institution attended and degree earned or coursework/certification completed. If no post-secondary education is indicated on your resume, write N/A in "Institution Name".*

Institution Name	Dates Attended	Degree Earned	Major

List the last FIVE YEARS of employment. List and describe any gaps in employment within the last five years.

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Duplicate and add employment fields as necessary.

Waiver of Online Submission of Application for New Charter

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be ***received*** *by the ASBCS office no later than close of business, Friday, May 3, 2013. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.*

Name of Applicant: _____

Name of Authorized Representative:_____

Mailing Address: _____

City: _____**State:**_____**Zip:** _____

Phone:_____**Email Address:**_____

Initial each section below to indicate acceptance of the terms of the Waiver.

1. I understand that an original of this waiver, signed by an Authorized Representative of the Applicant and notarized, must be received by the Arizona State Board for Charter Schools (ASBCS) office no later than **close of business, Friday, May 3, 2013**, for the application package to qualify for submission through the Alternative Submission Process.	_____ *Initial to indicate acceptance.*
2. I understand that by submitting this waiver, the Applicant waives the right to have any application package submitted by the Applicant through the ASBCS Online system considered by the ASBCS during the current application cycle (2014-2015).	_____ *Initial to indicate acceptance.*
3. I understand that by using the Alternative Submission Process, the deadline for the receipt of my application package by the office of the ASBCS is **close of business, Friday, June 14, 2013**.	_____ *Initial to indicate acceptance.*
4. I understand that the Alternative Submission of my application package must: • Include all required narrative sections, exhibits, and attachments, with clearly labeled file names, • Include completed Alternative Submission forms, • Follow all formatting requirements specified in the instructions, • Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and • Be received on a clearly labeled flash drive by the ASBCS office no later than **close of business, Friday, June 14, 2013**.	_____ *Initial to indicate acceptance.*
5. I understand that an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of $6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via hand delivery, FedEx or UPS to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) **during regular office hours** on or before the submission deadline of **Friday, June 14, 2013.**	_____ *Initial to indicate acceptance.*
6. I understand that should the complete application package and Fee not be received by the ASBCS office by **close of business on Friday, June 14, 2013**, the Applicant's application package will not be processed.	_____ *Initial to indicate acceptance.*

I do solemnly swear or affirm that the forgoing information provided by me for the above listed Applicant is true and correct.

Applicant Authorized Representative's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature_____ My Commission Expires _____

Start-Up Budget Template

Applicant Name:_____

Provide Assumptions by Line				**Inception to August 1 of Opening Year**		
START-UP REVENUE				**Total $**	Timeframe for Acquisition	
Secured Funds - Private Donations						
Secured Funds - Loans						
Secured Funds - Other						
Total Start-up Revenue				$		
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)	**# of FTE Staff**	**@ Salary**	Required Employer Contributions per FTE	**Total $**	Timeframe for Acquisition	Terms for Payment (if paid after Aug. 1)
Salaries						
Director/Principal				$ -		
Teacher-Regular Education				$ -		
Teacher-Special Education				$ -		
Clerical				$ -		
Bookkeeper/Finance				$ -		
Custodial/Maintenance				$ -		
Other				$ -		
Employee Benefits				$		
Employee Insurance (if providing)				$		
Office Supplies (Paper, Postage, etc.)				$ -		
Instructional Consumables				$ -		
Membership Dues, Registrations, & Travel				$ -		
Contracted Services (AIS)				$ -		
Contracted Services (Special Education)				$ -		
Curriculum & Resource Materials				$ -		
Library Resources/Software				$ -		
SAIS Software				$ -		
Other				$		
Total Administration, Instruction, & Support				$ -		

Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)		**Total $**	Timeframe for Acquisition	Terms for Payment (if paid after Aug. 1)
Supplies		$		
Marketing/Advertising		$		
Contracted Services: O&M		$		
Building Rent/Lease/Loan		$		
Building & Improvements		$		
Land & Improvements		$		
Fees/Permits		$		
Property/Casualty Insurance		$		
Liability Insurance		$		
Utilities (Electric, Gas, Water, Waste)		$		
Phone/Communications/Internet Connectivity		$		
Student Furniture & Equipment		$		
Office Furniture & Equipment		$		
Student Technology Equipment		$		
Office Technology Equipment		$		
Other Leases (Security, Copiers, etc.)		$		
Loan Repayment				
Other		$		
Total Operations & Maintenance		0		
Total Expenditures		$		
Total Start-up Revenues		$		
Budget Balance (= Revenues - Expenditures)		$		

Three Year Operational Budget Template

Applicant Name:_____

Provide Assumptions by Line		**First Year**			**Second Year**				**Third Year**			
STUDENT COUNT (at full enrollment)				**#**				**#**				**#**
Number of Students (Budget based on)				**#**				**#**				**#**
% of Full Enrollment Budget Based On				**%**				**%**				**%**
CARRYOVER *(Balance from Start-Up Budget in year 1 or previous year)*												
REVENUE				**$ Amount**				**$ Amount**				**$ Amount**
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue												
Administration, Instruction, & Support (AIS) EXPENDITURES	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**	**# of Staff**	**@ Salary**	**Req. Cont.**	**Total**
(add lines as necessary)												
Salaries												
Director/Principal				$ -				$ -				$ -
Teacher-Regular Education				$ -				$ -				$ -
Teacher-Special Education				$ -				$ -				$ -
Instructional Assistants-Regular Education				$ -				$ -				$ -
Instructional Assistants-Special Education				$ -				$ -				$ -
Clerical				$ -				$ -				$ -
Bookkeeper/Finance				$ -				$ -				$ -
Custodial/Maintenance				$ -				$ -				$ -
Other _____				$ -				$ -				$ -
Other _____				$ -				$ -				$ -
Employee Benefits				$ -				$ -				$ -
Employee Insurance (if applicable)				$ -				$ -				$ -
Office Supplies (Paper, Postage, etc.)				$ -				$ -				$ -
Instructional Consumables				$ -				$ -				$ -
Membership Dues, Registrations, & Travel				$ -				$ -				$ -
Contracted Services (AIS)				$ -				$ -				$ -
Contracted Services (Special Education)				$ -				$ -				$ -
Curriculum & Resource Materials				$ -				$ -				$ -
Library Resources/Software				$ -				$ -				$ -

SAIS Software				$ -				$ -				$ -
Auditor Fees				$ -				$ -				$ -
Other				$				$				$
Total Administration, Instruction, & Support				$ -				$ -				$ -
Operations & Maintenance (O&M) EXPENDITURES				**Total**				**Total**				**Total**
(add lines as necessary)												
Supplies				$ -				$ -				$ -
Marketing/Advertising				$ -				$ -				$ -
Contracted Services - O&M				$ -				$ -				$ -
Building Rent/Lease/Loan				$ -				$ -				$ -
Building & Improvements				$ -				$ -				$ -
Land & Improvements				$ -				$ -				$ -
Fees/Permits				$ -				$ -				$ -
Property/Casualty Insurance				$ -				$ -				$ -
Liability Insurance				$ -				$ -				$ -
Utilities (Electric, Gas, Water, Waste)				$ -				$ -				$ -
Phone/Communications/Internet Connectivity				$ -				$ -				$ -
Transportation				$ -				$ -				$ -
Food Service				$ -				$ -				$ -
Student Furniture & Other Equipment				$ -				$ -				$ -
Office Furniture & Other Equipment				$				$				$
Student Technology Equipment				$ -				$ -				$ -
Office Technology Equipment				$				$				$
Other Leases (Security, Copiers, etc.)				$ -				$ -				$ -
Loan Repayment				$				$				$
Other				$				$				$
Total Operations & Maintenance				$ -				$ -				$ -
Total Expenditures				$ -				$ -				$
Total Revenues				$				$ -				$
Budget Balance (Revenues-Expenditures)				$				$ -				$

Projected Revenue Calculator

2014-2015 Application for New Charter

Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	**Year 1**	**Year 2**	**Year 3**
Kinder			
Grades 1-3			
Grades 4-8			
Grades 9-12			
Total	0	0	0
B. Will you have a 200 Day Calendar?	No	No	No
C. Enter Estimated Student Count Add-On Numbers*			
Hearing Impairment			
ELL (English Learners)			
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MIID, SLD, SLI, and OHI			
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			
D. Estimated Equalization Revenue	$ -	$ -	$ -

Instructions:

1. Enter the estimated student counts used in the Three Year Operational Budget, separated by grade level.

2. Confirm that the numbers align with the figures provided in the narrative for C.2 Advertising & Promotion.

3. If you will be operating with a 200 day calendar, change the 'No' in line B to 'Yes.'

4. If you choose to enter estimated counts for student count add-ons, enther whole numbers in Section C. These numbers are not required, and if used must be supported in the assumptions and be consistent with the Target Population described in Section A.2. The add-ons for K-3 and K-3 Reading are automatically included in the Estimated Equalization Revenue.

5. Enter the Estimated Equalization Revenue figures from line D into line 12 of C.5 Three Year Operational Budget.

6. Upload this complete Excel file or a PDF copy of the completed "Enter Data Here" sheet, into C.5 Three Year Operation Budget section of the online application wizard.

K-12 STUDENT COUNT		K-8		9-12
Student Count Grades 1-12		0		0
Student Count Kinder		0		
Adjusted Student Count	=	0	=	0

SUPPORT LEVEL WEIGHTS				
TO BE USED FOR:		K-8		9-12
Adjusted Student Count 0.001-99.999				
Support Level Weight (2)		1.399		1.559
Adjusted Student Count 100.000-499.999				
Student Count Constant		500.000		500.000
Adjusted Student Count	-	0	-	0
Difference	=	0.000	=	0.000
Weight Adjustment Factor	x	0.0003	x	0.0004
Support Level Weight Increase	=	0	=	0
Support Level Weight Constant	+	1.278	+	1.398
Support Level Weight (2)	=	0	=	0
Adjusted Student Count 500.000-599.999				
Student Count Constant		600.000		600.000
Adjusted Student Count	-	0	-	0
Difference	=	0.000	=	0.000
Weight Adjustment Factor	x	0.0012	x	0.0013
Support Level Weight Increase	=	0	=	0
Support Level Weight Constant	+	1.158	+	1.268
Support Level Weight (2)	=	0	=	0
Adjusted Student Count 600.000 or More				
Support Level Weight		1.158		1.268

Weighted Student Count	Student Count	x	Support Level Weight (from W.S. A)	=	Weighted Student Count
1. K-3 (1)	0.000	x	0.100	=	0.000
2. 4-8	0.000	x	0.000	=	0.000
3. 9-12	0.000	x	0.000	=	0.000
4. Total Student Count	0.000				0.000
5. Total Add-On Count					0.000
6. Total Weighted Student Count					0.000

Base Level Amount		$	3,267.72
Increase for 200 Days of Instruction	+	$	0.00
Adjusted Base Level Amount	=	$	3,267.72
Total Weighted Student Count	x		0.000
Base Support Level	=	$	0

		K-8		9-12
Total Student Count (1)		0		0
Additional Assistance per Student Count	x	$ 1,654.41	x	$ 1,928.19
Additional Assistance		$ -		$ -

Total Additional Assistance $ -

Total Equalization Assistance = $ -

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading

	Student Count Add-Ons					
1.	Hearing Impairment	0.000	x	4.771	=	0.000
3.	ELL (English Learners)	0.000	x	0.115	=	0.000
4.	MD-R, A-R, and SID-R	0.000	x	6.024	=	0.000
5.	MD-SC, A-SC, and SID-SC	0.000	x	5.833	=	0.000
6.	Multiple Disabilities Severe Sensory Impairment	0.000	x	7.947	=	0.000
7.	Orthopedic Impairment (Resource)	0.000	x	3.158	=	0.000
8.	Orthopedic Impairment (Self-Contained)	0.000	x	6.773	=	0.000
9.	DD, ED, MIID, SLD, SLI, and OHI	0.000	x	0.003	=	0.000
10.	Emotionally Disabled (Private)	0.000	x	4.822	=	0.000
11.	Moderate Intellectual Disability	0.000	x	4.421	=	0.000
12.	Visual Impairment	0.000	x	4.806	=	0.000
13.	Total Add-On Count	0.000				0.000