



Arizona Charter Schools Program
Arizona Department of Education

Mission: AZ Charter School Program Ensures High-Quality Educational Choices by
Selecting, Monitoring, and Assisting Transformative Leaders

**Arizona Charter Schools Program
Start-up Grant Project Years 2026-28 Subgrantee*
RFA Part II Site -Based Application**

** In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of ALN 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2024. Subrecipients will also be known as non-federal entities.*

Purpose

Arizona Charter Schools Program is to, from the amount available (ESEA §4302(b)(3)), support the startup of new charter schools, the replication of high-quality charter schools, and the expansion of high-quality charter schools on a competitive basis (ESEA §4303 (b) (1)).

AZCSP 2026-28 Application

- The term *District* in Grants Management Funding Applications refers to the charter LEA.
- The following application is a Site-based Application.
 - Sections A – D are *District* level questions.
 - Sections E – G are *School-site* level questions.
- All questions in this application must be answered. Select highlighted boxes [] to insert your responses. Use 12-point Times New Roman, Arial or Calibri font, double line spacing, and 1-inch margins. Tables may be in an 11-point font.

District questions:

A. ESEA Part C 4303 Compliance – Total Points Possible: 20 points *(It is recommended that applicants review the following citations from ESEA Title IV, Part C Expanding Opportunity Through Quality Charter Schools. Failure to address them accurately and completely will disqualify the application from consideration. Links to ESEA Title IV, Part C, 4301 et. al, CSP Nonregulatory Guidance, and Office of Management & Budget Uniform Guidance can be found at the AZCSP Website.)*

1. A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations (CMO), including the administrative and contractual roles and responsibilities of such partners. *(Req.(3)(ii)(A))*
[]
2. A description of the quality controls agreed with ASBCS or ASU, such as a contract, how a school's performance in the State's accountability system and impact on student achievement/academic growth will be one of the most important factors for renewal or revocation of the school's charter, and ASBCS or ASU will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. *(Req.(3)(ii)(B))*
[]
3. A description of how the autonomy and flexibility granted to a charter school is consistent with the definition of charter school in section 4310 of the ESEA. *(Req. (3)(ii)(C))*
[]
4. A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the State entity's program. *(Req. (3)(ii)(D))*
[]
5. A description of the eligible applicant's planned activities and expenditures of subgrant funds to support opening and preparing for the operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools, and how the eligible applicant will maintain financial sustainability after the end of the subgrant period. *(Req. (3)(ii)(E))*
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6. A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school that will receive AZCSP subgrant funds. *(Req. (3)(ii)(F))*

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7. A community needs analysis and description of the need for the proposed project, including how the proposed project would serve the interests and meet the needs of students and families in the community the charter school intends to serve. *(Req. (3)(ii)(G)(1)-(5))*

(7.1) Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.

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(7.2) Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.

[]

(7.3) Descriptions of demographic area served, projected student demographics, and the ability to serve a diverse student population including educationally disadvantaged students to meet the AZCSP's eligibility requirements, anticipated makeup of the student body, and anticipated impact on the diversity in surrounding schools.

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(7.4) A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

(i) How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.

[]

(ii) How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.

[]

(iii) How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision making.

[]

(iv) How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, through widely available and transparent means.

[]

(v) How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.

[]

(7.5) How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets. How the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student.

[]

8. A description of how the eligible applicant will support recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students including foster youth and unaccompanied homeless youth.

[]

9. A description of how the eligible applicant will support all students once they are enrolled to promote retention and reduce the overuse of discipline practices.

[]

10. A description of the steps the applicant has taken or will take to ensure that the proposed charter school would not hamper, delay, or negatively affect any desegregation efforts in the community; or contribute to segregation or isolation. *(Req. (3)(ii)(G)(6) (A-B)2022NFP)*

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11. Descriptions of developing and implementing meaningful and ongoing engagement with current or former teachers and other educators and using a community-centered approach to create and maintain strong community ties. (Req. (3)(iii))

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12. A description of how the eligible applicant will consider and plan for the transportation needs of the school’s students. (Req. (5))

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B. Abstract - Non-Scoring Section. (Max 300 words)

Provide an abstract narrative that includes objectives, expected outcomes, and impacts.

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C. Charter Entity Founders – Total points possible: 40 points

1. Provide a clear and concise mission statement aligned with the needs of educationally disadvantaged students - **Non-Scoring Section.** (Max 75 words)

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2. Describe the background of the applicant’s founders and school leaders and their past experience to support the successful planning and implementation of the school. 2 CFR §200.205 **Non-Scoring Section.**

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3. Participate in a Capacity Interview¹ to be scheduled by AZCSP. **(20 points)**

4. Using the most recent data available, select the appropriate option below to demonstrate the quality of the applicant serving educationally disadvantaged students. 2 CFR §200.331 (b)(1) **(20 Points)**

Option A – Freestanding Start-up

Enter the percentage of disadvantaged students in a previous school or classroom managed by the applicant that passed the assessments. (Choose one table and only one table).

Table 1

Academic Year ²	State	School Name	Position
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¹ A standardized interview conducted to gauge the applicant’s actual or potential ability to perform.

² Submit the full academic year; e.g. FY 23-24.

³ 50% Student Growth Percentile (SGP) = one-year academic growth determined by Arizona Department of Education Accountability & Research

State Assessment Used	% of students passing the state assessment		% of disadvantaged students passing the state assessment		% of disadvantaged students' academic growth increased by at least one year ³ on the state assessment
	Math	ELA/Reading	Math	ELA/Reading	Math ELA/Reading

Provide source documentation to support the submission in the above table. Data will be verified by the AZCSP staff.

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Table 2

Academic Year ²	State	School Name	Position	Independent Benchmark Assessment ⁴ used	% of disadvantaged students passing		% of disadvantaged students' academic growth increased	
					Math	ELA/Reading	Math	ELA/Reading

Provide source documentation to support the submission in the above table. Data will be verified by the AZCSP staff.

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Table 3

Academic Year ²	State	School Name	Position	Locally Developed Assessment ⁵ used	% of disadvantaged students passing		% of disadvantaged students' academic growth increased	
					Math	ELA/Reading	Math	ELA/Reading

⁴ An assessment that is free from out-side control demonstrating a comparison of student understanding or performance against a set of uniform standards within the same school year.

⁵ A local assessment consists of a formal set of assessment approaches and tools developed or selected by school(s) to meet their own needs. It is distinct from assessments developed by an individual classroom teacher for his or her own purpose. Reliability and validity of the assessment must be included in the description.

*Provide source documentation to support the submission in the above table.
Data will be verified by the AZCSP staff.*

[]

Option B – Freestanding or Expansion/Replication affiliated with in-state Charter Management Organization (CMO)

Academic Year ²	Charter District	% of students passing the state assessment		% of disadvantaged students passing the state assessment		% of disadvantaged students' academic growth increased by at least one year ³ on the state assessment	
		Math	ELA/Reading	Math	ELA/Reading	Math	ELA/Reading
[]	[]	[]	[]	[]	[]	[]	[]

*Provide source documentation to support the submission in the above table.
Data will be verified by the AZCSP staff.*

[]

Option C – Freestanding or Expansion/Replication affiliated with out-of-state CMO

Demonstrate the academic achievement results (including annual student performance on statewide assessments, annual student attendance and retention rates, student academic growth, high school graduation rates) for educationally disadvantaged students (defined by AZCSP) served by the charter schools currently operated or managed by the applicant comparable to the average academic achievement results for such students served by surrounding public schools in the State and the State average.

*Provide source documentation to support the submission in the above table.
Data will be verified by the AZCSP staff.*

[]

D. Governance – Total points possible: 30 points

1. Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.

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2. a) Create a Logic Model using the graphic organizer provided.

b) Provide a brief narrative description to accompany the Logic Model. See the Logic Model Components Definitions in “Terms to Know” [CLICK HERE](#)

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Add, remove, & resize text boxes & arrows as needed.

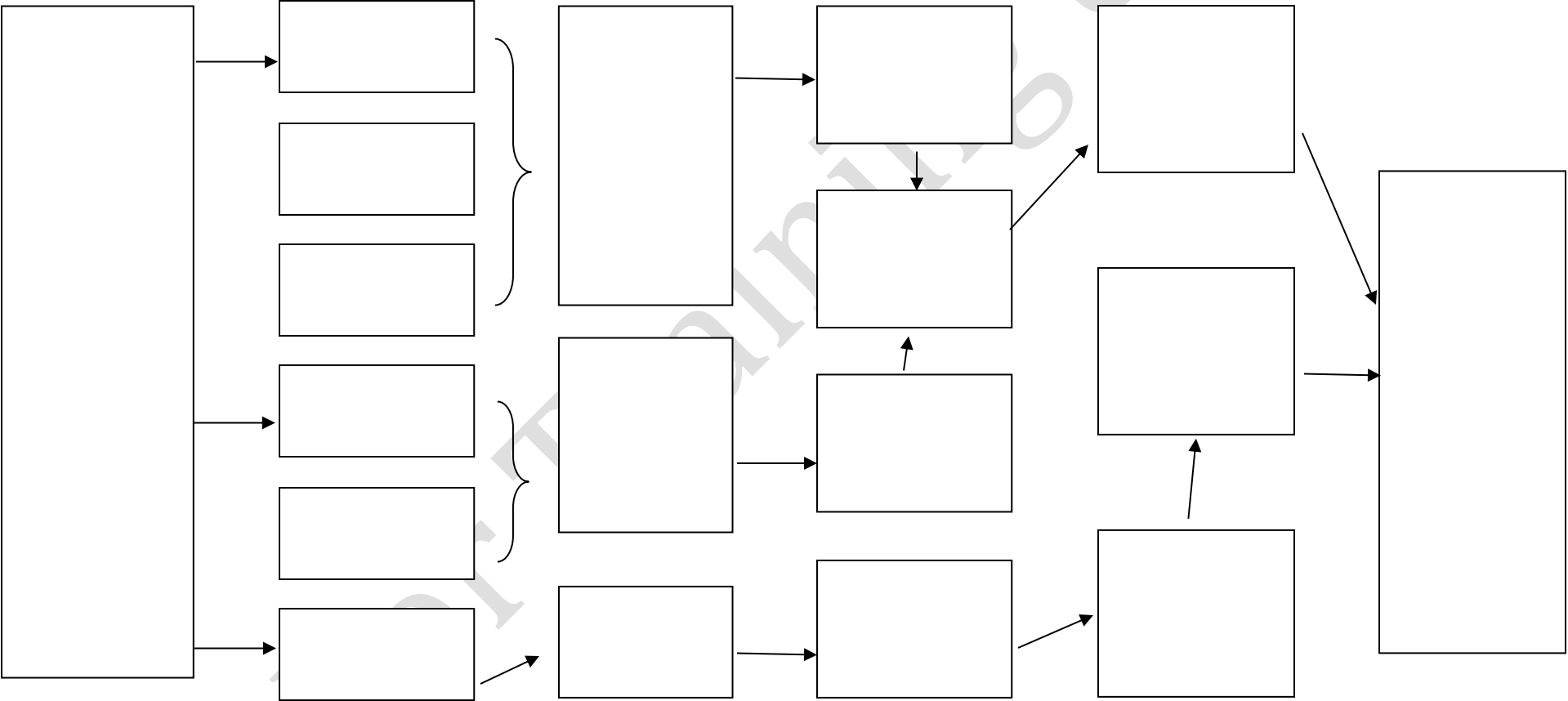
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Arizona Charter Schools Program Logic Model

Project's Objectives:



Planning: 6-8 months Implementation: 18-36 months Impact: 5 years



Assumptions:

External Factors:

3. Describe how the governing authority will measure the impact of proposed project through Logic Model's implementation, evaluation, and revision for the life of the grant.
| |
4. What is the succession plan for governing body members and key school leadership to sustain the school's mission?
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5. What process is in place or will be in place for ensuring feedback and continuous improvement in the operation of the proposed project. (34 CFR 75.210(g)(2)(ii))
| |
6. Describe how the charter school that is considered a local educational agency under ARS§15-181 will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. *ESEA, Title IV, Part C, Sec. 4303(f)(1)(A)(iii)(III)*
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Additional Questions for the following:

Option B – Freestanding or Expansion/Replication affiliated with in-state CMO

7. Describe how well the applicant meets the criteria of Academic Performance, Financial Performance, Operational Performance and Compliance set forth by the authorizer, the Arizona State Board for Charter Schools.
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Option C – Freestanding or Expansion/Replication affiliated with out-of-state CMO.

7. Describe the extent to which one or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation.
| |
8. Describe the extent to which one or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter.
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School Site Questions

E. Preference Points - Not Required -- Total points possible: 5 points added to the total score

Describe how the applicant will increase high school student academic achievement and graduation by participating in dual or concurrent enrollment programs or early college high schools.

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F. Leadership – Total points possible: 20 points

1. What process is in place or will be in place to develop diverse charter school models including models that serve rural communities with challenging curriculum including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students including children with disabilities and English learners?

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2. What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students including children with disabilities and English learners?

| |

3. What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students including children with disabilities and English learners?

| |

4. What process is in place or will be in place to monitor and measure educator effectiveness?

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5. What process is in place or will be in place to recruit, hire, and support quality educators?

| |

G. Budget Form and Narrative – Total points possible: 10 points

A description and justification of the eligible applicant's planned activities and expenditures of subgrant funds to support the activities of opening and preparing for the

operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools.

If the applicant opened its school on August 1, 2024, Implementation expenditures must be identified as such in the Budget Narrative. If the applicant plans to open its school on August 1, 2025, Planning and Implementaton expenditures must be identified as such. If the applicant plans to open its school on August 1, 2026, all expenditures are Planning and need to be identified as such in the Budget Narrative. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

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General Expenditure Guidance:

Costs must be reasonable, necessary, and allocable to meet the objectives of the grant. (See AZCSP website for more guidance on [Funding Application and Allowable Costs](#).)

Waiver schools are awarded \$250, 000 per year for the supplemental years. New schools are awarded \$300, 000 each per year for three years. Replication schools are awarded \$275, 000 each per year for three years, Expansion schools are awarded \$250,000 each per year for three years.

Activities:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—
 - a. providing professional development; and
 - b. hiring and compensating, during the eligible applicant’s Planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
 - i. Teachers.
 - ii. School leaders.
 - iii. Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to the activities described in subsection (b)(1) when such costs cannot be met from other sources.
7. Salaries are covered only during the Planning period. A subgrant may be no more than 3 years of which no more than 18 months can be used for planning and program design. ESEA §4303(d)(1)(B) & 4303(h)(1)(B).

LINE ITEMS DESCRIPTION			
Function Code	Object Code	Description	Budgeted Amount
Instruction 1000			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Support Services 2100, 2200, 2600, 2700			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Support Services - Admin 2300, 2400, 2500, 2900			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Operation of Non-Instructional Services 3000			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300		0.00
Purchased Property Services	6400		0.00

Other Purchased Services	6500		0.00
Supplies	6600		0.00
Other Expenses	6800		0.00
Indirect Cost Recovery	6910		0.00
Capital Outlay	1906		0.00

Max points possible: 120 points + 5 optional preference points

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