



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 2024-28 Subgrantee* Site -Based Application

** In compliance with Uniform Guidance 2 CFR §200.330, AZCSP awardees have been determined to be subrecipients of CFDA 84.282 A awarded to the Arizona Department of Education, Charter Schools Program, October 1, 2018. 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)).

Eligibility

The applicant must apply for the startup subgrant to obtain assistance in planning, program design, and the initial implementation of its charter schools. The entity applying for this grant must be a Not for Profit organization registered and in good standing with the Arizona Corporation Commission at the time of the application submission.

Applicants can apply in 202 if they meet the following conditions:

1. the applicant has already submitted its charter application to the Arizona State Board for Charter Schools (ASBCS) by June 2022 or,
2. the applicant must have an ASBCS approved replication application approved by December 13, 2022, or,
3. the applicant must have an ASBCS approved expansion application approved by December 13, 2022.
4. New Arizona State University (ASU) sponsored charter schools must also be approved by December 13, 2022.

Before the non-profit organization can receive the AZCSP application, it must complete and submit the Arizona Charter Schools Program Grant Eligibility Form and the applicant Registration Form. Both forms are available at the AZCSP website: <http://www.azed.gov/charter-school-program/>.

Notice

1. The charter school must meet the federal definition of a charter school found in ESEA §4310(2).
CHARTER SCHOOL —The term “charter school” means a public school that—
 - a. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
 - d. provides a program of elementary or secondary education, or both;
 - e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - f. does not charge tuition;
 - g. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
 - h. is a school to which parents choose to send their children, and that—
 - i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
 - i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
 - j. meets all applicable Federal, State, and local health and safety requirements;
 - k. operates in accordance with State law;
 - l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

2. The proposed school shall meet one of the following definitions of educationally disadvantaged:
 - a. A school serving at least 40% racially and ethnically diverse students; or
 - b. A school serving at least 40% economically disadvantaged students eligible for federal lunch program support; or
 - c. A school serving at least 40% students with disabilities; or
 - d. A school serving at least 40% English Language Learners (ELL).Select one of the four categories on page 3 of the accompanying AZCSP Eligibility Form.

3. To receive a replication or expansion subgrant, the applicant must demonstrate that it is a high quality charter school as per ESEA §4310 (8).

HIGH-QUALITY CHARTER SCHOOL. —The term “high-quality charter school” means a charter school that—

- a. shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- b. has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- c. has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- d. has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

The mission statement of the Arizona State Board for Charter Schools (“Board”) is: “To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.” In the fall of 2006, the Board approved an application process for the replication of existing high-quality charter schools. Thus, AZCSP adopts the Board’s replication eligibility criteria to define “High-Quality Charter School” that meets all criteria described below.

Academic Performance Criteria

An academic dashboard for each school operated by the charter holder is available through the Arizona State Board for Charter Schools (ASBCS) online system.

The academic framework includes two indicators. Schools are evaluated by one of the following indicators:

1. *State Accountability: State Accountability is the default indicator used to evaluate the academic performance of all charter schools sponsored by the Board. This indicator includes two measures:*
 - *The letter grade of each school operated by the charter holder as assigned through [Arizona’s A–F Letter Grade Accountability System](#), and*
 - *State designations for school improvement.*
2. *School-Specific Academic Goals: A charter holder that operates a school that serves a special population that does not have an achievement profile established by the State Board of Education for state accountability pursuant to A.R.S. § 15-241(I) may petition the Board to adopt unique, school-specific academic performance standards. Only charter schools that have been approved by the Board to use the substitute indicator of school-specific academic goals will be evaluated under this indicator.*

Free Standing Charter School

- *A minimum Overall Rating of “Above Standard” on the academic dashboard in each of the last two years when data are available that includes the grade levels operated.*

Charter Management Organization (CMO) or Network Schools

- *75 percent or more of the schools operated by the charter holder must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s academic dashboard.*
- *If the Board determines that one or more certain Associated Schools are excluded for academic purposes, then 100 percent of the remaining Associated Schools must have a minimum Overall Rating of “Meets Standard”.*

[Financial Performance Criteria](#)

[A financial dashboard](#) for the charter holder is available through ASBCS online system.

Free Standing Charter School

The charter holder has no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the charter holder’s dashboard.

Charter Management Organization (CMO) or Network Schools

75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.

Operational Performance Criteria

An operational dashboard for the charter holder is available through ASBCS online system.

Free Standing Charter School

The charter holder meets the operational performance standard for the most recent completed fiscal year and the current evaluated year.

Charter Management Organization (CMO) or Network Schools

75 percent or more of its Associated Charters meets the operational performance standard for the most recently completed fiscal year and the current evaluated year.

Compliance Criteria

The charter holder and its Associated Charters must be in compliance with its charter, other contractual agreements with the Board, and all applicable federal and state laws as evidenced by Compliance Checks Policy Statement conducted by the Board.

4. A subgrant may be no more than 5 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).
5. AZCSP encourages applicants to propose academic programs and instructional practices that work for all students including serving students in rural communities.
6. Allowable costs are described in the Budget Narrative Section G. Instructions for describing Planning and Implementation activities are in the Budget Narrative Section G.

Application Evaluation

The AZCSP grant is aligned with the US Department of Education Charter Schools Program Priorities and the submitted application will be scored in light of these priorities. All applicants will be subject to review of previous state and federal education performance. 2 CFR §200.205 (1) The Evaluation Criteria are provided to assist in meeting the expectations of the application. It is not the application.

Application Submission

In preparing the application for submission, 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.

Submit in pdf format to AZCharterSchoolProgram@azed.gov

Application deadline is **October 11, 2022, 11:59 PM (MST)**

Capacity interview will be held during the week of November 14, 2022.

Application Assistance

In-person application assistance is available in public trainings provided by AZCSP staff. Locations and dates are posted on the AZCSP webpage: <http://www.azed.gov/charter-school-program/>. Important written information regarding the application, its policies and procedures are also located on the AZCSP web page. AZCSP recommends applicants to attend the public training opportunities and to use the resources provided.

Note: Select highlighted boxes [] to insert your responses.

AZCSP 2024-28 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. All questions regarding governance refer to the District.
 - Sections E – G are *School-site* level questions.
- All questions in this application must be answered.

District questions:

A. ESEA Part C 4303 Compliance – Total Points Possible: 10 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.*)

Scoring Section

1. A description of how school governance is prepared to continue to operate once the subgrant funds are no longer available. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)*

BASIS Charter Schools, Inc. (“BCSI” or “BASIS Charter Schools”) is proud to submit this application to be an Arizona Charter Schools Program (“AZCSP”) Start-Up Grant Project Years 2024-28 Subgrantee to assist with funding the newest BASIS Charter School in Arizona—**BASIS Phoenix North** (“BPN” or “School”). If awarded, AZCSP grant funds would be used for start-up costs associated with a variety of allowable activities and materials such as salaries for School leaders during the planning year and furnishing and equipping classrooms, providing goods and equipment that will outlive the

life cycle of the grant and allow the School to get multiple years of use from these items. Although AZCSP funds will help to ensure BASIS Phoenix North has cutting edge curricular materials and state of the art equipment to enhance the educational programming for all of its students, including those who may be educationally disadvantaged, the majority of start-up costs, including land acquisition and any necessary building/construction would come from other sources, such as capital campaigns, financing, and other philanthropic and community grants and partnerships.

With 37 schools in four states (and several more planned), including 22 schools in long-term, successful operation in Arizona, BCSI and its education service provider, BASIS Educational Group, LLC dba BASIS.ed, are experienced charter operators with a proven record of successful growth. BASIS Charter Schools have a history of effective recruiting and retention of students resulting in healthy enrollment numbers across the network. Utilizing similar effective strategies for recruitment and retention of students at BASIS Phoenix North, it is anticipated that the School can be confident in robust and dependable Average Daily Membership to sustain state aid payments that will be used to fund the normal and ongoing school operations for many years to come. Additionally, once opened, BASIS Phoenix North will apply for other eligible grants such as the IDEA Basic grant in order to support the educational needs of students with disabilities in need of special education.

BCSI is financially healthy and capable of supporting the addition of BASIS Phoenix North. For the fiscal year ended June 30, 2021, BCSI reported a \$9.4M increase in net assets and a total of \$48.0M in cash and cash equivalents. The BCSI obligated group reported a debt service coverage ratio of 2.23 and 108 days cash on hand for the fiscal year ended June 30, 2021. These coverage and liquidity ratios are significantly higher than required and indicate that BCSI is in a strong position to sustain future growth.

Finally, every BASIS Charter School is annually audited by an independent audit firm, in accordance with the financial compliance requirements of the Arizona State Board for Charter Schools (“ASBCS”). The ASBCS FY2021 Financial Performance Dashboard for each of the 22 BASIS Charter Schools shows each school is in “good standing” and “meets the Board’s financial performance expectations” as seen in the below exemplar, the FY2021 Financial Dashboard for BASIS Mesa.¹ (See EXHIBIT 1 in the Appendix for all 22 schools’ FY2021 Financial Performance Dashboards.)

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-25-000 | Entity ID: 91949

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▲ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

¹ BASIS Mesa is the replication model school on which BASIS Phoenix North’s replication application to ASBCS is based. The replication application was submitted to ASBCS Online on October 10, 2022, for consideration at the December 12, 2022, ASBCS meeting.

2. 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. **(2 points)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(I)*

The planned school will be situated in northwest Phoenix near the Loop 303 and I-17 in the vicinity of the incoming Taiwan Semiconductor Manufacturing Company (“TSMC”). BASIS Phoenix North plans to open its doors in the Fall of 2024 coinciding with the full realization of the TSMC plant, which expects to begin mass production in early 2024 according to MacRumors.com.² During the planning and development period BCSI and BASIS.ed are seeking to cultivate a relationship with TSMC to promote the school within the facility’s workforce. Additional discussions are underway with parents who represent those interested in having a BASIS charter school near the plant.

To ensure the communities where schools are located are well-informed of the availability of our schools and the STEM-infused, liberal arts and sciences curriculum they offer, BASIS Charter Schools have a robust marketing system that uses traditional and digital marketing and advertising designed to recruit new students and foster pride among our existing families to promote student retention. A variety of marketing methods will be used to build awareness and generate applications for BASIS Phoenix North, including print media ads, social media and other digital ads (such as Google), direct mail, billboards, and email and texts. In addition, meetings and collaborations with local parents and community organizations will inform families of the new school, the BASIS Charter School Curriculum and program of instruction, and the process to apply for enrollment.

BASIS Phoenix North will conduct information sessions prior to opening, as well as open houses, and school tours to provide prospective families with opportunities to learn more about the

² *MacRumors*, July 29, 2022. <https://www.macrumors.com/2022/07/29/tsmc-celebrates-arizona-factory/>

curriculum and the BASIS Phoenix North campus. Like many of our other schools, once the School opens it will host regular in-person tours, open houses, and parent information sessions, and it is likely that the School will post a virtual school tour on the website and on platforms such as YouTube. The BASIS Charter Schools YouTube channel³ also features inspiring stories of our students' achievements, information about the BASIS Charter School Curriculum, and exciting announcements, such as the *U.S. News & World Report* rankings that list several BASIS schools among the best schools in Arizona and the nation, including 7 of the top 10 charter high schools in the United States in 2022, as well as BASIS Mesa, the replication model school, which *U.S. News* ranked the #13 charter high school in America.⁴ These virtual tours and video vignettes featuring the BASIS campuses, students, and culture make it possible for families from around the country and throughout the world who are considering a move to the area to see a preview of the world-class education that awaits their children.

The approach to marketing and informational and promotional events will be assessed and adjusted on a continual basis to ensure the campus meets its enrollment targets.

BASIS Charter Schools have a strong history of high enrollment in schools throughout Arizona. BCSI is proud that this enrollment has always been generated through fair and equitable means including, when applicable, a fair lottery. BASIS Charter schools do not discriminate in any way in the admissions process. The enrollment policies and procedures that will be implemented at BASIS Phoenix North are consistent with the policies and procedures at BASIS Mesa and other BASIS

³ <https://www.youtube.com/c/BASISCharterSchools/featured>

⁴ More information about BASIS schools' rankings and awards can be found at <https://enrollbasis.com/about-basis-charter-schools/awards-and-rankings/>.

schools, while ensuring they adhere to the requirements outlined in Section E of the U.S. Department of Education’s January 2014 Charter Schools Program Non-Regulatory Guidance.

BASIS Phoenix North applications will be accepted during an Open Enrollment period, which is a designated period prior to the start of each school year when parents/guardians can complete an enrollment application for each child to his/her desired BASIS Charter School(s). Open Enrollment dates for the upcoming school year will be clearly posted on each BASIS Charter School website. Open Enrollment typically occurs in the fall of the prior school year, which would mean the Open Enrollment period for BASIS Phoenix North would likely take place in Fall 2023 and any necessary lotteries would likely occur in early 2024.

At the close of the Open Enrollment period, the total number of students with completed applications is determined for each grade level at each school. If the total number of applicants is less than or equal to the total capacity designated for a particular grade level at a particular school, all applicants for that grade level at that school will be offered enrollment. If the number of applicants exceeds the number of openings, (at any grade level) a lottery will be held to determine enrollment and waitlist numbers. The Open Enrollment period for BASIS Charter Schools is NOT first come, first served. Only applications submitted during the Open Enrollment period are included in the lottery. The application includes instructions for families who may be experiencing homelessness or students who may be unaccompanied youth to obtain assistance to complete the application process while preserving their “place in line.” With support and guidance from the BASIS.ed Compliance department, the campus registrar in each BASIS school is designated as the McKinney-Vento liaison to ensure students who may be experiencing homelessness receive needed support and services for which they may be eligible in order to remove barriers to enrollment and/or attendance.

Furthermore, every BASIS charter school has access to a contracted translation service with dozens of

language options to mitigate the impact of language barriers in the enrollment process, if needed, and during the student's attendance.

Lotteries will be held at some point after the Open Enrollment period has ended, and results will be available after the lotteries have been conducted. Dates for both events are determined on a year-to-year basis and will be added to the BASIS Charter Schools enrollment website once they are finalized. The lottery is an electronic system that randomly identifies students for enrollment. During the lottery process, all students who have completed and submitted applications during the Open Enrollment period are grouped according to applicable and verified enrollment priorities. Enrollment priorities will be structured as appropriate in accordance with allowable enrollment preferences under AZ charter school law and federal requirements.

Applications received after the Open Enrollment period has ended will not be eligible for the Open Enrollment lottery. Instead, applications submitted after the Open Enrollment period has ended will be processed on a first-come, first-served basis, following applications received during the Open Enrollment period.

To promote academic success in incoming students, once a BASIS Charter School has accepted a student, the student will be enrolled in the grade level appropriate for his/her level of preparation and content knowledge. Therefore, in some cases, a student may be enrolled in a grade other than the one he/she applied for or his/her age would predict. Ultimately, we make every effort to set our students up for success, including reserving the right to place a student in a lower grade if it is determined to be in the best interest of the student. As public charter schools, BASIS Charter Schools enroll students in accordance with state and federal law; we do not restrict admission on the basis of academic achievement or any protected class. Specific requirements exist in the enrollment policies to ensure students meet Arizona's age requirements for kindergarten and first grade.

In keeping with the policy set forth in the notice of nondiscrimination, BASIS Charter Schools do not discriminate in any way in their admissions or operations. The Notice of Non-Discrimination states: In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance and Equity Investigator, BASIS Educational Group, LLC., 7975 N. Hayden Rd, Scottsdale, AZ 85258, (480) 289-2088.

3. 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. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(II)*

BASIS Charter Schools believe in creating an environment that promotes learning through exploration, interdisciplinary studies, thought-provoking classroom interactions, and the synthesis of concepts and ideas. In order to foster such a culture, the schools make age and developmentally appropriate allowances for students to be individuals with agency and a voice while teaching them tolerance and acceptance for the ideas of others and expecting them to adhere to the Code of Conduct that prohibits bullying, harassment, and discrimination in all forms. Students at BASIS Phoenix North will be expected to respect and function within these same norms. However, BASIS

charter schools and their teachers and staff understand that students need appropriate guidance to learn and incorporate these norms and expectations. Furthermore, BASIS Charter Schools recognizes that students who are struggling to succeed academically may act out behaviorally. Therefore, the schools use a holistic approach to supporting students' academic, behavioral, and functional needs.

Like all BASIS charter schools, BASIS Phoenix North will have a Student Affairs team, consisting of a Director of Student Affairs and at least one Dean, as well as an academic support program facilitated by a Director of Academic Programs and a Curriculum Coordinator. These teams work together to support students academically and social/emotionally and behaviorally. Academic support can help students get on track before they fall too far behind, helping the student to learn effectively and the school to mitigate attrition of students who might otherwise leave the school without this support. The unique Student Affairs team provides students with a place to go when they need assistance socially or emotionally and also gives teachers and staff a resource to get help with classroom management and behavior or discipline concerns. The ability to send a disruptive student to the Dean's office for a restorative conversation helps teachers maintain the learning environment while students have the chance to learn from their mistakes and get back to class. Addressing these relatively minor behavioral issues with the help of the Student Affairs teams reduces the use of exclusionary discipline consequences and keeps students in school so they can keep learning.

Each year BASIS Charter Schools leaders, teachers, and staff are trained on recognizing and preventing bullying, harassment, and discrimination. School leaders are trained on procedures and methods for conducting investigations into Code of Conduct infractions and bullying, harassment, and discrimination. To develop and deliver these annual trainings, provide day-to-day and ongoing coaching and mentorship for these processes throughout the school year, and to assist with or take

the lead on these investigations when appropriate, BASIS.ed employs a full time Compliance and Equity Investigator. The Compliance and Equity Investigator is responsible for the development of training materials and procedures for staff and for creating age-appropriate student trainings explaining the prohibition against bullying, harassment, and discrimination and ensuring students know where to go and who to ask if they need help for themselves or someone else. At the beginning of each school year, and other times, as appropriate, all BASIS Charter Schools students participate in these student trainings, with the knowledge and consent of their parents. The trainings are targeted to the students' developmental level, typically 1-3 grade levels per training from kindergarten through high school. The student trainings, which are delivered by school faculty, are designed to promote discussion, understanding, and tolerance for the topics, while giving students tools they can use. In addition to coaching school leaders and staff to implement and manage these processes at the school-level, when circumstances warrant it, the Compliance and Equity Investigator will conduct investigations into harassment or discrimination based on a protected class, which may include a formal investigative process and written reports, such as for Title VI or Title IX investigations. The Compliance and Equity Investigator reports to the Title IX Coordinator, and both are trained to conduct these investigations in a thorough, discreet, sensitive, and trauma-informed manner.

In addition to the support provided by the Investigator, School Management Services ("SMS") provides school leaders and staff daily support and mentorship on running their schools, effectively implementing the academic systems and program of instruction, and monitoring, preventing, and addressing behavior and discipline concerns. SMS provides oversight, guidance, and direct supervision to the school leaders and assists with the logistics management of all schools. SMS also provides schools training and coaching to implement social/emotional learning ("SEL") programs and curricula into their classrooms. The SMS team is made up of experienced former school leaders who

understand what it takes to successfully lead and operate a school, and part of that experience is in understanding how to manage student behaviors and address students' social/emotional needs and concerns. Through SMS's leadership, schools have implemented such successful programs and curricula as The Zones of Regulation™⁵ to improve classroom management and students' classroom behaviors, and Second Step™,⁶ which is a holistic approach to SEL.

Each of these programs and systems help with enrollment retention and promote student success while decreasing the use of exclusionary discipline, but ultimately it is the everyday, fundamental culture that supports our students and keeps them coming back year after year. Teachers know and work with their students and their parents through the weekly availability of student and parent hours where students can come for extra support and parents can meet with teachers to understand their children's progress and needs. The tiered intervention systems help identify students who are struggling and provide teachers with tools to help them. And the Communication Journal ("CJ") helps teach students responsibility and organization and provide parents with transparency into their children's lessons and assignments and gives teachers a way to communicate directly with their students' families.

This multifaceted system is monitored for implementation at every level from the central office leadership in SMS to school leaders and school leaders to their teachers and staff. Ultimately the outcomes in student performance and enrollment retention created by these systems are reported on quarterly to the BCSI Board of Directors by the BASIS.ed management team. This continual cycle of program implementation, systematic monitoring, measuring outcomes, and evaluating success has led to successful students and successful schools.

⁵ <https://zonesofregulation.com/index.html>

⁶ <https://www.secondstep.org/>

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 AZCSP. **(2 points)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)*

BASIS schools have been successfully cultivating relationships with parents and their local communities for nearly 25 years. As charter schools, BASIS schools are schools of choice and parents keep choosing us because we get results.

The school leadership structure is designed so parents can engage easily with the right person to address their needs, whether academic and instructional, through the Head of School, or for operations and auxiliary programs, through the Head of Operations. Parent communication and feedback are a constant feature of BASIS schools. Through the ParentSquare communication system school staff, teachers, and leaders can communicate directly with individual parents about their own students or with the entire parent and school staff community. Announcements, newsletters, and information flows in a regular stream from the school to parents and staff through ParentSquare. The schools also collaborate with dedicated parent Booster organizations that have a large, visible role in the schools. Boosters are often responsible for school celebrations, recognizing school staff, and even the daily partnership of providing student lunches at many campuses, providing nutritious lunches to students while raising funds the Boosters use to support the school.

Community relationships are important and thriving at BASIS charter schools. Through community partnerships BASIS charter schools have been able to raise money for programs and activities, and these strategic relationships are critical in placing our upper school students in positions that allow them to experience their future industries through internships and work on their Senior Projects. BASIS charter schools have applied for and been awarded private and philanthropic grants from community organizations, such as the Arizona Community Foundation, which awarded a

grant to BASIS Phoenix South during the 2021-2022 school year. And parents, community members, and parents' employers have long supported our schools' Annual Teacher Fund ("ATF"), which directly impacts the quality of education our students receive by providing funds to recruit, retain, and reward, effective, high-quality teachers through better pay and performance-based compensation. No family is expected to donate to ATF, but many do, regardless of their economic circumstances, because they want to contribute directly to the quality of their children's school. Indeed, the schools are grateful for and humbled by every dollar given. Events like walk-a-thons or read-a-thons make it possible for families to make a big impact sponsoring their students at relatively small dollar amounts, and parents' employers that match contributions can exponentially increase the impact of parent contributions, even when parents themselves may not be in a position to make large donations. In the last five years employer match programs for parents of students at BASIS Mesa (a K-12 campus in the southeast valley) and BASIS Chandler (a 5-12 school) plus the two BASIS Chandler Primary schools (both K-4 schools) located in a similar high-tech corridor in Chandler as the one planned for BASIS Phoenix North, generated nearly a half million dollars in ATF donations. Intel Corp alone contributed nearly \$300K in matching contributions.

BASIS Phoenix North is committed to participating in the technical assistance and training provided by AZCSP if awarded the grant. As part of that effort the School will regularly communicate information about the grant to the BCSI Board of Directors and to parents and the school community. As BASIS charter schools have done with ESSER grants and Title I grants through parent communication, info and planning sessions, and public governing board meetings, the School will maintain family and community engagement to ensure the school community understands the compliance requirements and programmatic obligations associated with the AZCSP grant.

5. A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)*

The subgrant applicant is BCSI, which is the charter holder operating 22 existing schools in Arizona and planning to open BASIS Phoenix North as the 23rd school in Arizona. BCSI contracts with BASIS.ed to manage all aspects of its schools, including curriculum design, school management and operations, data and reporting, regulatory compliance, finance and accounting, and providing the schools with teachers and staff. BASIS.ed makes quarterly reports to the BCSI Board of Directors, which evaluates the schools and holds BASIS.ed accountable for the schools' success. This contractual relationship will also exist for BASIS Phoenix North with BASIS Charter Schools, Inc. as the charter holder and BASIS.ed as the education service provider. More information regarding the services provided to BCSI by BASIS.ed can be found in the Summary of the Services Agreement in the Appendix as EXHIBIT 2.

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 each charter school that will receive funds under AZCSP. **(1 point)** *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)*

BASIS is already exploring community partnerships and parent input for the BASIS Phoenix North campus. The School is planned for the community surrounding the TSMC facility near the Loop 303 and I-17. We have begun discussions with parents who have moved to the Phoenix and Peoria areas due to their work with TSMC about the proposed BPN campus near the plant. Many of these families have already placed their children into other BASIS schools in Phoenix and Peoria and they

are looking forward to having a BASIS campus near their homebase. We anticipate that more families will be relocating to the area this fall and have begun to work with them to apply for enrollment in our other schools while they await the opening of BASIS Phoenix North. Currently there are 205 students on the waitlists across Arizona schools whose families are connected with the TSMC project and who would have strong interest in a campus near the facility. We have attended multiple enrollment events for TSMC families and are planning to host open houses for TSMC families and other existing families in the area during the 2023-2024 school year in preparation for opening the school in August of 2024. During these meetings and open houses we will solicit input from parents and community members about the proposed campus and we will provide information about the BASIS Charter School Curriculum, including information about required reading materials, curriculum design, instructional models, and how parents can learn more about those features of our educational program on the [EnrollBASIS.com Academics & Curriculum](https://enrollbasis.com/academics-curriculum) website.⁷

As the School's opening approaches, parents and community members will be encouraged to get involved with the School by joining the Boosters and attending open houses and recruitment events. Parents and members of the community can attend the public meetings of the BASIS Charter Schools School Governing Bodies, which is comprised of the same membership for all BASIS charter schools. Information about when public meetings will be held as well as links to annual financial reports and budgets are publicly available on the [BASIS Charter Schools Public Meetings](https://basischarter.org/public-meetings) website.⁸

7. A description of how the eligible applicant will consider and plan for the transportation needs of the school's students. **(1 point)** *ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)*

⁸ <https://basisschools.org/about-basis-charter-schools/notice-of-public-meetings/>

BASIS Phoenix North does not currently plan to offer standard transportation to all students. However, like other BASIS schools, the School will encourage parents to form carpools or cooperatively use other services, and will encourage the Boosters to facilitate these transportation cooperatives and carpools as parent booster clubs have done at other BASIS schools. Additionally, the permanent BPN facility is anticipated to have parking available for high school students who can drive to school.

Although regular transport for all students is not available, BPN will ensure transportation services are provided at no cost to students with disabilities whose individualized education program (“IEP”) teams have determined that they are appropriate. Additionally, transportation assistance may be available for students who qualify for support under the McKinney-Vento Homeless Assistance Act. BASIS schools throughout Arizona have historically and currently provided transportation as a related service to students with disabilities who need transportation to receive a free appropriate public education, as well as transportation or financial subsidies to defray transportation costs to students experiencing homelessness. BASIS Phoenix North will implement these same practices.

8. A description of the administrative relationship between the charter school and the authorized public chartering agency including how the school’s performance in the State’s accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school’s charter, and how the authorized public chartering agency involved 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.
(1 point) ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)

BASIS Charter Schools are proud to have a productive relationship with its authorizer, the Arizona State Board for Charter Schools. As previously discussed, BCSI has 22 schools in Arizona, all of

which are authorized by ASBCS. Each school's ASBCS Dashboard can be viewed using a link on the school's homepage and in each case the Dashboards will show a history of strong financial performance, overall operational compliance, and academic success. Furthermore, Charter Board staff have conducted multiple five and ten year interval reviews in our schools and have found the academic systems to meet expectations. During the 2021-2022 school year, six BASIS charter schools had interval reviews and all of them met all compliance requirements and met expectations for academic systems. Four more schools will be reviewed this school year and we are anticipating similar results.

The BASIS Charter Schools track record of success and positive relations with our authorizers is not unique to Arizona. We have strong relationships with our authorizers in our three other states, including the Texas Education Agency ("TEA"), which recently announced that BASIS Texas is tied with three other districts to be the #1 school district in Texas according to TEA's 2022 academic accountability ratings (which include traditional independent school districts and charter districts).

On October 10, 2022, the replication application for BASIS Phoenix North was submitted to ASBCS for consideration at the December Board meeting. BCSI looks forward to once again partnering with ASBCS to open another successful school in Arizona.

BASIS Charter Schools and BASIS.ed understand that ASBCS has the right to revoke or not renew any of our charters if a school fails to meet its obligations, but that has never happened and we do not expect it to.

Assurances

By submitting this Application Form, the applicant organization agrees to the following:

Type your initials in the box provided.

- SC a. The applicant will make following information publicly available, consistently with the dissemination requirements of the annual State report card, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including –
- i. Information on the educational program;
 - ii. Student support services;
 - iii. Parent contract requirements (as applicable), including any financial obligations or fees;
 - iv. Enrollment criteria (as applicable); and
 - v. Annual performance and enrollment data for each of the subgroups of students, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. ESEA Title IV, Part C, Sec. 4303 (f)(2)(G)
- SC b. The applicant will annually provide AZCSP such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives.
- SC c. The applicant will obtain technical assistance provided by AZCSP to meet the proposed objectives. *ESEA Title IV, Part C, Sec. 4303 (f)(2)(D)*
- SC d. The applicant will cooperate with AZCSP in evaluating the program assisted under this subpart.
- SC e. Such other information and assurances as AZCSP may require.
- SC f. The applicant will comply with the State’s open meetings and open records laws. *ESEA Title IV, Part C, Sec. 4303(f)(1)(F)*.
- SC g. The applicant shall ensure that a student’s records and, if applicable, a student’s individualized education program as defined in IDEA, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable State law. *ESEA Title IV, Part C, Sec. 4308*.
- SC h. The applicant will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. 2 *CFR §200.302&303*

- SC i. The organization and its school leaders and faculty will actively participate in AZCSP Technical Assistance for the life of the grant.
- SC j. The applicant agrees that all cost charged to the grant are direct costs throughout the life of the grant. There are NO indirect costs.

The charter holder, if part of a network of schools, will abide by the following:

- SC k. The charter holder contract with its charter management organization does not cede charter school control of funds and operations to the management organization.
- SC l. The charter holder has appropriate internal controls between the two entities to prevent waste, fraud, and abuse of CSP dollars (for example, preventing related-party transactions, preventing conflict of interest, ensuring appropriate segregation of duties between schools and management organizations).
- SC m. The charter holder has Conflict of Interest policies published in its Articles of Incorporation, its By-Laws, and its internal operational policies of the school.

LEA Authorized Representative

| Shannon E. Chavez |

Title

| Director of Compliance & Charter
Representative |

eSignature of LEA Authorized Representative



Date

| October 11, 2022 |

Applicant Organization

| BASIS Charter Schools, Inc. |

Date Submitted

| October 11, 2022 |

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

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

Starting in Tucson, Arizona with just 58 students, BASIS Charter Schools has been educating middle and high school students since 1998, and primary school students since 2013. BCSI prides itself on its *tuition-free*, open-enrollment, public charter schools which are rooted in the cultivation of love of learning and desire to excel.

Academic excellence is the cornerstone of the BASIS Charter School Curriculum. As a result, our schools are consistently ranked in the Best High Schools list by *U.S. News & World Report*. In fact, ten of our schools are ranked in the top 20 Best Charter High Schools for 2022. Additionally, our graduates earn, on average, more than \$100,000 in college scholarships per student. These students move on to some of the nation's top universities fully prepared to meet the demands of college coursework.

BCSI is planning to open a new school in Northwest Phoenix near Loop 303 and I-17. BASIS Phoenix North expects to serve more than 40% of students who are racially and ethnically diverse, including existing families in that area and families moving in to work in the TSMC facility under construction. AZCSP subgrant funds will assist the School with startup costs associated with planning and development, including planning year salaries for leaders who will plan and staff the new school and furniture and state of the art equipment and technology to outfit the School.

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)**

Mission Statement: BASIS Charter Schools seek to provide an accelerated liberal arts and STEM-focused education at internationally competitive levels for all students. The rigorous college preparatory education at BASIS readies students for the competitive admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

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.*

Established in 1998, BASIS Charter Schools, Inc. is a 501(c)(3) tax-exempt corporation whose operations are governed by a Board of Directors. In July 2010, Dr. Craig Barrett, the retired Chairman of the Board at Intel Corporation, was named the Chairman of BCSI Board of Directors. The Board of Directors oversees all operations of the corporation including the operations of its charter schools.

The BCSI Board of Directors appoints the members of School Boards for the charter schools. These School Boards are the governing body for each school. In accordance with ARS §15.183, the School Board/governing body is responsible for school policy and a number of specific tasks enumerated in ARS § 15.183.

Dr. Craig R. Barrett was born in San Francisco, California and received his Bachelor of Science, Master of Science and Ph.D. degrees in Materials Science from Stanford University, serving on the faculty of Stanford after graduation. Dr. Barrett was a Fulbright Fellow at Danish Technical University in Denmark and a NATO Postdoctoral Fellow at the National Physical Laboratory in England. In 1974 Dr. Barrett joined Intel Corporation. He was elected to Intel Corporation's Board of Directors in 1992,

became Intel's fourth president in 1997, Chief Executive Officer in 1998, and Chairman of the Board in 2005, a post held until he retired in May 2009.

Dr. Barrett is a leading advocate for improving education in the U.S. and the world, and is a vocal spokesman for the value technology can provide in raising social and economic standards globally. He chairs BASIS Charter Schools, Inc., Change The Equation, STAND for Children Arizona, Dossia, Smithsonian Gem and Mineral Collectors and the National Forest Foundation; co-chairs the Skolkovo Foundation Council and the Lawrence Berkeley National Laboratory Advisory Board; vice chairs the Science Foundation Arizona; serves on the Boards of Achieve, K12, Society for Science and the Public, Carnegie Institution for Science, the Arizona Commerce Authority, Tallwave, Impele and Geothermic Solution. Dr. Barrett served as Chairman of the National Academy of Engineering and the United Nations Global Alliance for Information and Communication Technologies and Development. He co-chaired the Business Coalition for Student Achievement and the National Innovation Initiative Leadership Council, and served as a member of the Board of Trustees for the U.S. Council for International Business and the Clinton Global Initiative Education Advisory Board. Dr. Barrett serves on numerous other boards, policy and government panels and committees.

Don Budinger is one of the founders and the former President of Rodel, Inc. — a garage start up that grew to become the world's largest manufacturer of the surface finishing chemicals used to make computer chips, rigid memory disks and specialty optics. When Rodel was sold in 1999, a significant portion of the proceeds was contributed to create The Rodel Foundations. The purpose of the Rodel Foundations is to improve the pre-kindergarten through 12th grade public education systems in Delaware and Arizona so that they will be widely recognized as two of the best in the nation.

Currently, Mr. Budinger is Chairman and Founding Director of the Rodel Foundations, Chairman and Founding Director of Science Foundation Arizona, Board Member and Founding Chairman of the Arizona College Scholarship Foundation, Board Member of Tucson Values Teachers, The Morrison Institute, Greater Phoenix Economic Council and Greater Phoenix Leadership. In addition, Don serves on the Bioscience Roadmap Steering Committee, the Southern Arizona Leadership Council and the O'Connor House Advisory Group.

Shelly M. Esque retired from Intel Corporation in January 2016 as vice president of Legal and Corporate Affairs, global director of the Corporate Affairs Group, and Chairman of the Board of the Intel Foundation. With oversight of teams in more than 35 countries, she worked to enhance Intel's reputation as the world's leading technology brand and corporate citizen.

Shelly Esque has a passion for coaching and mentoring women, attributing her success to guidance from women as she traversed her path from farm girl, to Arizona State University college student, to young professional, and beyond.

She has participated as a speaker at world events, including the World Economic Forum, World Bank and UNESCO education forums, the Clinton Global Initiative, as well as international Corporate Responsibility conferences. She regularly interviews with media and meets with key government leaders around the world.

Recipient of the Greater Phoenix Chamber of Commerce 2011 ATHENA Businesswoman of the Year Award, Shelly was honored for her excellence in business and leadership, exemplary community service and support and mentorship of other women. She was also recognized by AZ Business Magazine as one of the 50 Most Influential Women in Arizona. In June 2018, Shelly was elected to the

Board of Directors of California Water Services Group, the third largest publicly traded water utility in the United States.

Although her Intel career took Esque around the globe, she has deep roots in Arizona, supporting numerous local community and educational organizations, including service on the boards or advisory councils of Greater Phoenix Leadership, Expect More Arizona, BASIS Charter Schools, Inc., the Arizona Business and Education Coalition, Valley of the Sun United Way, KAET Channel 8, and many more.

Dr. Mittida Raksanaves graduated 1st in her dental school class of 93 students from the highest-ranking dental school in Thailand. She holds a Doctor of Dental Surgery Degree with Highest Honors, a Specialty Certificate in Orthodontics and Master's Degree in Oral Biology. After graduation she was on Faculty at University of Louisville and was in charge of the Undergraduate Orthodontic Program. She moved to Arizona to join her husband in practice and has been practicing in Tucson for 20 years. She is a Full Member of the Edward H. Angle Society of Orthodontists and a Diplomate of the American Board of Orthodontics. Dr. Raksanaves is passionate about improving the quality of the secondary educational system in the United States.

Terry Sarvas graduated Magna Cum Laude from Arizona State University with a BS in accounting. He has been providing services in corporate compliance, taxation, accounting, financial consulting and litigation support since 1980. Prior to founding Sarvas King & Coleman, P.C., Mr. Sarvas spent six years with the office of the Arizona Attorney General. He has extensive experience with closely-held businesses, public companies, corporate compliance and ethics programs, attorney trust funds, bankruptcy/receivership, commercial litigation, including litigation in health care, insurance loss, and

RICO, environmental litigation, forensic accounting, fraud audits, governmental accounting and budgeting, and school finance.

As an active participant in the business community, Mr. Sarvas is a member of the American Institute of Certified Public Accountants, the Arizona Society of Certified Public Accountants, the American College of Forensic Examiners, and the Association of Certified Fraud Examiners. Mr. Sarvas is also a diplomat of the American Board of Forensic Accounting.

Victoria Rico is a native of San Antonio and the current Chairwoman and Trustee of the George W. Brackenridge Foundation. In 2009, she became a trustee for the Foundation and has been heavily involved in San Antonio's education quality ever since. In 2011, she published A Proposed Strategy for San Antonio: High-Quality Charter Replication which was the foundation for Choose to Succeed and its efforts – which she founded and serves as a member of its board. In addition to her work with the Brackenridge Foundation, Victoria has served on several charter school governing boards, including BASIS Texas Charter Schools, Inc. She holds a J.D. from the University of Texas at Austin and a bachelor's degree from Harvard University.

DeAnna Rowe is the Executive Director of BASIS Charter Schools, Inc. She has been engaged in providing and supporting quality educational options in Arizona for over 25 years. Following her early years as a teacher, she transitioned to administration and then charter school oversight. Prior to joining BCSI as Executive Director, she served as Executive Director of the Arizona State Board for Charter Schools, the nation's largest charter school authorizer. In that position she was responsible for both the academic and fiscal oversight of over 95% of Arizona charter schools, strategic planning and implementation, policy development, implementation and coordination, and the development of

relationships with educational partners. In 2021, the Arizona Charter Schools Association honored Ms. Rowe with its Leadership Award in recognition of her many years of service to Arizona's charter school community. Ms. Rowe holds a Bachelor's Degree in Business and a Master's Degree in Education.

Carolyn McGarvey is the Chief Executive Officer of BASIS.ed AZ+, responsible for overseeing the operations and educational programming for all BASIS.ed-managed schools in Arizona, Louisiana, and Washington, D.C. Ms. McGarvey has been involved with the BASIS.ed organization for more than 20 years, managing BASIS charter schools in the United States and BASIS International Schools abroad.

Dr. Peter Bezanson is the Chief Executive Officer of BASIS.ed Texas and has many years of experience designing and overseeing successful BASIS.ed-managed schools. After earning a BA in Mathematics and Philosophy from St. John's College, and his MA and PhD in Philosophy from the University of Iowa, Dr. Bezanson began his initial career in the classroom as a teacher. Since then, he has held roles as Chief Growth Officer, President/Superintendent, and Chief Academic Officer of educational organizations and networks. Dr. Bezanson has also participated in business and strategic planning for the Arizona Charter Schools Association and served two terms as a director on the Arizona State Board of Charter Schools.

John Hillis is the Vice President of Charter School Management and is going into his 13th year with BASIS.ed. He began as the Head of School at BASIS Scottsdale and then helped open BASIS charter schools in Ahwatukee, Mesa, and San Antonio, before temporarily transferring to BASIS Independent schools. There, working with school management, he opened campuses in Brooklyn, Manhattan,

Fremont, CA and McLean, VA. As Vice President of Charter Schools, he has overseen the management team at every school in the BASIS.ed AZ+ network at various times. John has a Master's Degree in Sociology from the University of Glasgow and has previously worked in the Oil & Gas Industry and Golf Club Management. John has been designated as the Interim Head of School for BASIS Phoenix North while a permanent HOS is being sought.

LaShawn Shorbe is the Vice President of Charter School Management. She joined BASIS.ed in 2016 and served as the Head of Operations for BASIS Oro Valley for five years before joining the BASIS.ed School Management Team. She holds a BS in Retail and Consumer Sciences and an MBA from the University of Arizona and previously worked in human resources and retail management. Additionally, Ms. Shorbe is a SHRM Certified Professional. LaShawn has been designated as the Interim Head of Operations for BASIS Phoenix North while a permanent HOPS is being sought.

Shannon Chavez joined BASIS.ed in 2019 as the Director of Compliance and Charter Representative. Prior to coming to BASIS.ed, Shannon worked at the Arizona Department of Education in Exceptional Student Services/Program Support & Monitoring and Legal/Dispute Resolution for 12 years, providing training, monitoring, and support in special education compliance to Arizona schools. Shannon taught middle and high school special education and high school English in Arizona public schools and Communications, English Composition, and Humanities at the postsecondary level. Shannon holds a Bachelor of Arts in Political Science and a M.Ed. in Special Education, and she is certified in K-12 Cross-Categorical Special Education and Adult Education.

3. Participate in a Capacity Interview⁹ to be scheduled by AZCSP. **(15 points)**

Representatives and leaders from BCSI and BASIS.ed are eager to participate in capacity interviews.

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)*
(15 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).

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

BCSI is an in-state charter operator that manages 22 schools in Arizona. The following data originates from data published by the Arizona Department of Education on its Accountability website as well as information provided to the schools in their static files. The data has been synthesized to demonstrate percent passing across all schools for all assessments and to extract relevant data related to racially and ethnically diverse subgroup passing rates. Attached to the Appendix as EXHIBIT 4 is the raw file available on the ADE/Accountability website sorted for only BASIS charter schools. All grades and subgroup detail is available in this exhibit, which was sourced from <https://www.azed.gov/accountability-research/data>.

⁹ A standardized interview conducted to gauge the applicant's actual or potential ability to perform.

BASIS Charter Schools District Percent Passing Statewide Assessment in Spring 2022 – All Students/All Assessments

	B	C	D	E	F	G	H	I	J
1	District Name	District Entity	District CT	County	Test Level	Subgroup	Subject	Number Test	Percent Passi
6329	BASIS Charter Schools, Inc.	273398	078283000	Maricopa	All Assessments	All Students	English Language Arts	275	80
6330	BASIS Charter Schools, Inc.	549803	078282000	Maricopa	All Assessments	All Students	English Language Arts	175	31
6331	BASIS Charter Schools, Inc.	6361	108725000	Pima	All Assessments	All Students	English Language Arts	293	81
6332	BASIS Charter Schools, Inc.	783027	078288000	Maricopa	All Assessments	All Students	English Language Arts	141	83
6333	BASIS Charter Schools, Inc.	81078	078736000	Maricopa	All Assessments	All Students	English Language Arts	670	85
6334	BASIS Charter Schools, Inc.	90508	078575000	Maricopa	All Assessments	All Students	English Language Arts	366	88
6335	BASIS Charter Schools, Inc.	90841	078588000	Maricopa	All Assessments	All Students	English Language Arts	232	76
6336	BASIS Charter Schools, Inc.	90842	078589000	Maricopa	All Assessments	All Students	English Language Arts	844	88
6337	BASIS Charter Schools, Inc.	90862	038707000	Cocoonino	All Assessments	All Students	English Language Arts	402	75
6338	BASIS Charter Schools, Inc.	91280	078403000	Maricopa	All Assessments	All Students	English Language Arts	470	88
6339	BASIS Charter Schools, Inc.	91309	108737000	Pima	All Assessments	All Students	English Language Arts	618	75
6340	BASIS Charter Schools, Inc.	91339	078212000	Maricopa	All Assessments	All Students	English Language Arts	500	79
6341	BASIS Charter Schools, Inc.	91949	078225000	Maricopa	All Assessments	All Students	English Language Arts	403	76
6342	BASIS Charter Schools, Inc.	92318	108404000	Pima	All Assessments	All Students	English Language Arts	321	82
6343	BASIS Charter Schools, Inc.	92320	138786000	Yavapai	All Assessments	All Students	English Language Arts	306	76
6344	BASIS Charter Schools, Inc.	92349	078231000	Maricopa	All Assessments	All Students	English Language Arts	180	65
6345	BASIS Charter Schools, Inc.	92734	078269000	Maricopa	All Assessments	All Students	English Language Arts	203	74
6346	BASIS Charter Schools, Inc.	92736	078268000	Maricopa	All Assessments	All Students	English Language Arts	323	54
6347	BASIS Charter Schools, Inc.	92863	078272000	Maricopa	All Assessments	All Students	English Language Arts	228	85
6348	BASIS Charter Schools, Inc.	92865	078273000	Maricopa	All Assessments	All Students	English Language Arts	194	84
6349	BASIS Charter Schools, Inc.	92997	078236000	Maricopa	All Assessments	All Students	English Language Arts	238	83
6350	BASIS Charter Schools, Inc.	934316	078418000	Maricopa	All Assessments	All Students	English Language Arts	338	76
6351	BASIS Charter Schools, Inc.	273398	078283000	Maricopa	All Assessments	All Students	Mathematics	275	84
6352	BASIS Charter Schools, Inc.	549803	078282000	Maricopa	All Assessments	All Students	Mathematics	175	*
6353	BASIS Charter Schools, Inc.	6361	108725000	Pima	All Assessments	All Students	Mathematics	293	77
6354	BASIS Charter Schools, Inc.	783027	078288000	Maricopa	All Assessments	All Students	Mathematics	143	86
6355	BASIS Charter Schools, Inc.	81078	078736000	Maricopa	All Assessments	All Students	Mathematics	737	90
6356	BASIS Charter Schools, Inc.	90508	078575000	Maricopa	All Assessments	All Students	Mathematics	368	87
6357	BASIS Charter Schools, Inc.	90841	078588000	Maricopa	All Assessments	All Students	Mathematics	370	88
6358	BASIS Charter Schools, Inc.	90842	078589000	Maricopa	All Assessments	All Students	Mathematics	847	91
6359	BASIS Charter Schools, Inc.	90862	038707000	Cocoonino	All Assessments	All Students	Mathematics	405	71
6360	BASIS Charter Schools, Inc.	91280	078403000	Maricopa	All Assessments	All Students	Mathematics	471	91
6361	BASIS Charter Schools, Inc.	91309	108737000	Pima	All Assessments	All Students	Mathematics	622	75
6362	BASIS Charter Schools, Inc.	91339	078212000	Maricopa	All Assessments	All Students	Mathematics	546	85
6363	BASIS Charter Schools, Inc.	91949	078225000	Maricopa	All Assessments	All Students	Mathematics	401	76
6364	BASIS Charter Schools, Inc.	92318	108404000	Pima	All Assessments	All Students	Mathematics	321	82
6365	BASIS Charter Schools, Inc.	92320	138786000	Yavapai	All Assessments	All Students	Mathematics	307	78
6366	BASIS Charter Schools, Inc.	92349	078231000	Maricopa	All Assessments	All Students	Mathematics	181	69
6367	BASIS Charter Schools, Inc.	92734	078269000	Maricopa	All Assessments	All Students	Mathematics	206	63
6368	BASIS Charter Schools, Inc.	92736	078268000	Maricopa	All Assessments	All Students	Mathematics	328	36
6369	BASIS Charter Schools, Inc.	92863	078272000	Maricopa	All Assessments	All Students	Mathematics	228	83
6370	BASIS Charter Schools, Inc.	92865	078273000	Maricopa	All Assessments	All Students	Mathematics	194	83
6371	BASIS Charter Schools, Inc.	92997	078236000	Maricopa	All Assessments	All Students	Mathematics	236	84
6372	BASIS Charter Schools, Inc.	934316	078418000	Maricopa	All Assessments	All Students	Mathematics	365	79

Source: Arizona Department of Education / Accountability State Assessment Results for Spring 2022

<https://www.azed.gov/accountability-research/data>

2021-22 AASA Results
Avg. Percent Passing

All Students by School and Grade Level

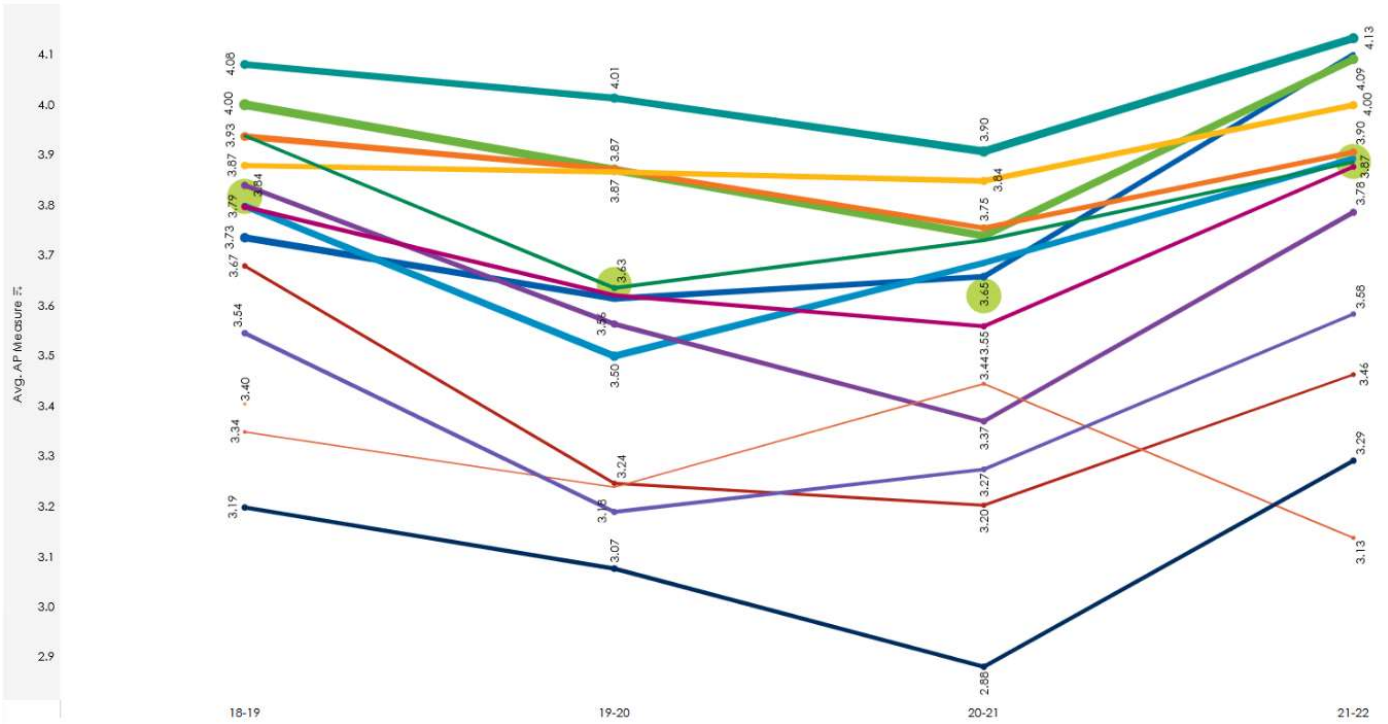
	ELA Grade 3	ELA Grade 4	ELA Grade 5	ELA Grade 6	ELA Grade 7	ELA Grade 8	Math Grade 3	Math Grade 4	Math Grade 5	Math Grade 6	Math Grade 7	Math Grade 8	All Tests
AHW		81.6%	65.6%	67.2%	84.4%	90.6%		84.7%	82.1%	74.0%	89.0%	92.1%	79.9%
CHD			78.1%	81.1%	92.0%	93.5%			88.1%	85.6%	87.6%	98.6%	87.8%
CHP	85.4%	82.0%					83.3%	82.0%					83.2%
CHPN	87.9%	79.0%					84.7%	83.8%					83.9%
FLG	64.4%	67.9%	65.1%	66.7%	90.5%	78.7%	48.4%	57.1%	60.5%	68.2%	85.7%	89.4%	69.4%
GDY				57.1%	90.5%	63.2%				45.6%	66.2%	81.6%	66.1%
GYP	57.6%	51.7%	51.0%				45.8%	29.7%	32.0%				44.8%
MES	72.3%	71.0%	60.0%	73.9%	92.0%	92.0%	72.3%	72.6%	58.6%	75.0%	75.5%	98.0%	74.2%
OV				76.1%	86.7%	91.7%				73.5%	87.6%	94.5%	84.9%
OVP	81.5%	86.2%	76.8%				76.5%	85.3%	85.9%				82.0%
PEO			64.4%	73.3%	93.5%	83.7%			77.4%	73.5%	90.2%	92.3%	80.2%
PEOP	85.5%	74.8%					87.9%	80.6%					81.7%
PHX				74.9%	94.2%	92.5%				83.5%	92.7%	91.7%	87.3%
PHXC	65.8%	63.7%	59.5%				70.1%	60.5%	73.8%				65.3%
PHXP	83.2%	84.4%	65.0%				87.9%	76.4%	74.1%				78.0%
PHXS	31.5%	30.2%	23.1%	34.6%			19.7%	21.8%	15.4%	11.5%			24.4%
PRE	70.2%	73.1%	71.4%	65.2%	83.1%	86.1%	73.7%	61.5%	83.9%	66.0%	84.7%	91.7%	75.5%
SCD			74.8%	75.6%	88.4%	96.2%			82.4%	85.0%	90.1%	99.2%	85.3%
SCP	86.3%	84.8%					81.2%	81.6%					83.5%
SCPW	76.5%	92.8%					84.7%	90.1%					85.5%
TUC	83.1%	79.1%					74.0%	78.4%					78.6%
TUCN			60.0%	67.3%	77.9%	83.6%			62.1%	72.0%	70.7%	85.9%	72.1%

Students in Racially and Ethnically Diverse Subgroups Percent Passing Statewide Assessment - Spring 2022													
School	ELA Grade 3	ELA Grade 4	ELA Grade 5	ELA Grade 6	ELA Grade 7	ELA Grade 8	Math Grade 3	Math Grade 4	Math Grade 5	Math Grade 6	Math Grade 7	Math Grade 8	All Tests
BASIS Ahwatukee		85.2%	62.6%	68.8%	85.5%	90.5%		84.0%	79.8%	77.1%	87.8%	92.1%	80.1%
BASIS Chandler			78.2%	81.7%	93.1%	93.6%							88.4%
BASIS Chandler Primary South	85.9%	82.0%					83.7%	82.0%					83.4%
BASIS Chandler Primary North	88.3%	77.6%					85.1%	83.3%					83.5%
BASIS Flagstaff	50.0%	66.7%	56.7%	61.5%	80.0%	80.0%	40.0%	55.6%	50.0%	65.4%	80.0%	96.0%	65.2%
BASIS Goodyear				57.1%	89.7%	70.0%				43.9%	60.3%	86.7%	66.1%
BASIS Goodyear Primary	54.1%	48.2%	49.4%				36.8%	27.1%	32.1%				41.2%
BASIS Mesa	69.0%	72.3%	59.4%	68.3%	86.2%	89.7%	69.0%	72.3%	53.1%	68.3%	71.4%	100.0%	70.4%
BASIS Oro Valley				78.6%	84.6%	89.4%				67.1%	84.6%	91.0%	82.2%
BASIS Oro Valley Primary	80.8%	86.5%	71.2%				75.3%	87.8%	83.1%				81.1%
BASIS Peoria			66.2%	76.2%	94.0%	83.3%			79.1%	75.5%	90.3%	91.8%	81.5%
BASIS Peoria Primary	86.2%	77.0%					86.2%	84.1%					83.1%
BASIS Phoenix				74.6%	93.6%	90.9%				80.3%	91.8%	90.9%	86.3%
BASIS Phoenix Central	62.1%	55.9%	55.9%				66.1%	58.3%	67.6%				60.9%
BASIS Phoenix Primary	81.7%	82.2%	69.4%				85.4%	77.5%	76.6%				78.4%
BASIS Phoenix South	31.3%	24.4%	26.1%	28.6%			21.5%	20.9%	17.4%	9.5%			23.7%
BASIS Prescott	75.0%	66.7%	93.3%	64.7%	94.7%	87.5%	75.0%	53.3%	100.0%	55.6%	84.2%	75.0%	76.9%
BASIS Scottsdale			75.5%	77.3%	85.9%	98.1%			84.8%	90.7%	88.9%	99.0%	86.5%
BASIS Scottsdale Primary East	85.7%	84.2%					85.7%	85.3%					85.2%
BASIS Scottsdale Primary West	78.5%	91.7%					87.7%	94.0%					87.3%
BASIS Tucson Primary	81.5%	78.6%					73.1%	80.6%					78.4%
BASIS Tucson North			59.2%	63.3%	74.8%	80.2%			60.2%	66.7%	72.8%	83.5%	69.8%
All BASIS Charter Schools	74.7%	74.8%	66.3%	72.6%	88.4%	88.6%	71.7%	73.8%	72.4%	75.2%	84.5%	93.1%	77.2%
Arizona Statewide	41%	44%	39%	39%	43%	35%	39%	39%	37%	31%	27%	27%	37%

Students in Racially and Ethnically Diverse Subgroups Average Growth in Statewide Assessment - Spring 2022				
School	Avg Performance 2022	Avg Student Growth Percentile (Current Cohort)	Avg Student Growth Percentile (Pre-Pandemic Cohort)	Avg Prior Yr Performance
BASIS Ahwatukee	3.17	1.25	1.22	3.17
BASIS Chandler	3.42	1.32	1.24	3.35
BASIS Chandler Primary - North Campus	3.18	1.01	1.24	3.13
BASIS Chandler Primary- South Campus	3.23	0.77	1.04	3.44
BASIS Flagstaff	2.80	1.11	1.10	2.90
BASIS Goodyear	2.82	1.20	1.26	2.80
BASIS Mesa	2.90	1.13	1.07	2.92
BASIS Oro Valley	3.26	1.27	1.21	3.25
BASIS Oro Valley Primary	3.07	1.09	1.11	3.03
BASIS Peoria	3.25	1.22	0.89	3.26
BASIS Peoria Primary	3.14	1.13	1.39	2.86
BASIS Phoenix	3.37	1.40	1.44	3.18
BASIS Phoenix Central Primary	2.63	1.04	1.12	2.69
BASIS Phoenix Primary	3.10	1.05	1.07	3.10
BASIS Phoenix South	1.71	0.49	0.53	1.94
BASIS Prescott	3.02	1.08	1.09	3.14
BASIS Scottsdale	3.36	1.20	1.15	3.39
BASIS Scottsdale Primary - East Campus	3.22	0.82	1.08	3.45
BASIS Scottsdale Primary - West Campus	3.29	0.82	1.16	3.58
BASIS Tucson North	2.93	1.10	1.04	3.01
BASIS Tucson Primary	3.03	1.08	1.32	3.02
Grand Total	3.11	1.16	1.14	3.14

AP Exams over Time
 Avg. AP Score By School by Year
 Exam: All

BASIS Charter Schools AP Exam



BASIS Mesa Academic Dashboard

BASIS Mesa

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 3-12		K12 4-10		K12 K-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

Source: <https://online.asbcs.az.gov/schools/view/1745/basis-mesa#academic-performance-tab>

Academic Dashboards for all other BASIS Charter Schools can be found in the Appendix as EXHIBIT 3.

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
See data in above charts and tables and data included in the spreadsheet marked "Appendix EXHIBIT 4."							

Provide source documentation to support the submission in the above table.
 Data will be verified by the AZCSP staff.
 Source: Arizona Department of Education / Accountability State Assessment Results for Spring 2022
<https://www.azed.gov/accountability-research/data>
 School static files
 AP Exams results

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.

5. Define the geographical and demographic community the charter school will serve; provide the supporting data on how the applicant would address the needs of the defined community; and

name community partners and how they will assist the planning and implementation of the school. **(10 points)**

- a) What are the distinctive characteristics of the target community?
- b) What are the needs including academic needs of the community supported by data? What are the major challenges the charter school would face? What is the plan to address those challenges?
- c) Who are the existing and potential community partners and how will they be involved in the planning and implementation of the school?

BCSI chose to use BASIS Mesa as the replication model school for BASIS Phoenix North because like Southeast Mesa, Northwest Phoenix is a fast-growing suburb on the outskirts of a large metropolitan area. The technology boom precipitated by the incoming Taiwan Semiconductor Manufacturing Company (TSMC) and others like it have generated sudden and large-scale growth in the surrounding area near the Loop 303 and I-17. To meet the expected need to serve the growing community, several large commercial projects are underway in the area, including new sites of multiple major retailers, such as Fry's, and several developers are planning new middle-class housing projects including upscale rental properties and single-family homes.¹⁰ BASIS Charter Schools already successfully serves communities in Northcentral Phoenix and across Maricopa County, and the addition of BASIS Phoenix North will allow us to bring our world-class educational program to this growing area, its existing families, and the new families that are expected to be arriving soon to work in TSMC and other companies in the vicinity.

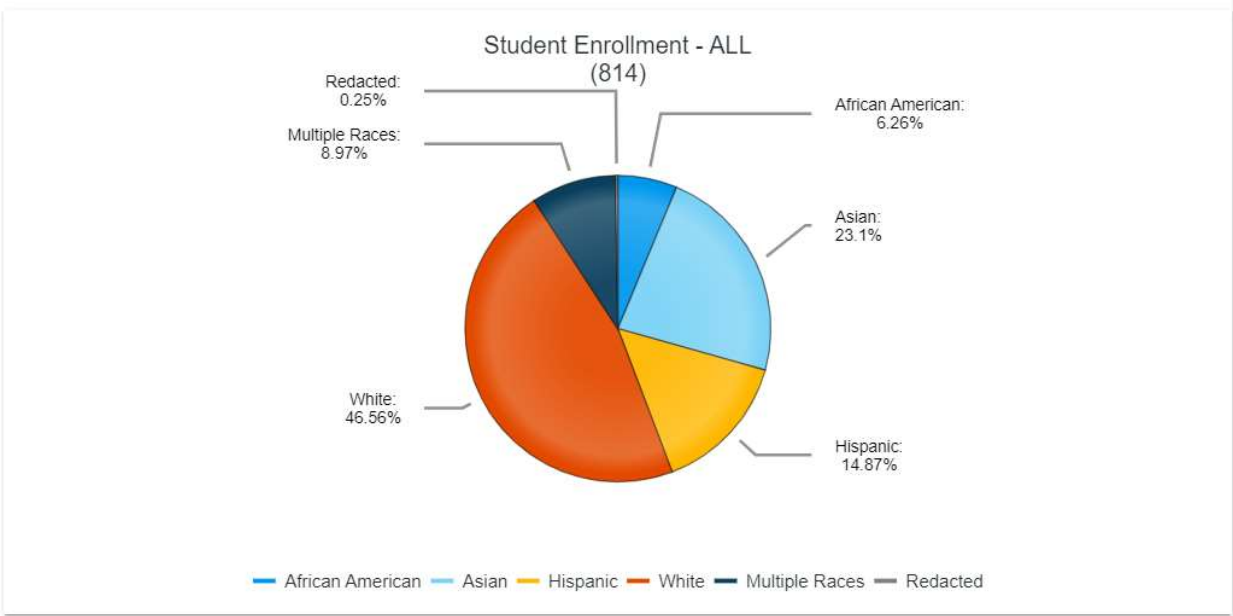
Because we are seeking facilities appropriately situated near the housing being built to support the industry growth, it is expected that like BASIS Mesa, the majority of BASIS Phoenix

¹⁰Phoenix Business Journal "Eye on the Future: Here's where home builders are building their next communities in Phoenix metro" August 10, 2022.

https://www.bizjournals.com/profile/company/org_xx_34f857a03c7711e99a4b0e3506cd9fe8

North students will come from the communities immediately surrounding the school. Additionally, as with most of our Arizona schools, we expect a similarly diverse student population. Currently the area has a slightly higher Hispanic population and with the addition of TSMC it is expected that many families from Asia will also move into the community. Therefore, BASIS Phoenix North could be somewhat more the racially and ethnically diverse than BASIS Mesa, but on the whole, the environmental and commercial geography, suburban culture, and community demographics are expected to be largely similar, and like BASIS Mesa, the School is expected to serve more than 40% of racially and ethnically diverse students.

Like other BASIS Charter Schools in Arizona, BASIS Mesa’s population includes students of various national origins, religions, socioeconomic circumstances, and racial and ethnic backgrounds. This diversity can be seen in the below chart.



Source: AZ School Report Cards SY20-21

<https://azreportcards.azed.gov/schools/detail/91997>

Although several BASIS Mesa students travel a great distance to come to the school, mostly with parents who commute to that area for work or other reasons, the vast majority of the students come directly from the neighborhoods surrounding the school in the Eastmark community of Southeast Mesa. More than 55% of current students live in the same zip code as the school with the remaining plurality coming from zip codes immediately adjacent for a total of 84% of current students who can truly call BASIS Mesa a neighborhood school.

The majority of BASIS Mesa students enroll in primary grades and grow up in the school each year, though the school does enroll students in middle school as well. Because the school is situated in a fast-growing community students may come into the school with varying academic skills and accomplishments. Nevertheless, BASIS Mesa students ultimately show academic success.

BASIS Charter Schools is already exploring community partnerships and parent input for the BASIS Phoenix North campus. The School is planned for the community surrounding the TSMC facility near the Loop 303 and I-17. We have begun discussions with parents who have moved to the Phoenix and Peoria areas due to their work with TSMC about the proposed BPN campus near the plant. Many of these families have already placed their children into other BASIS charter schools in Phoenix and Peoria and they are looking forward to having a BASIS charter school campus near their homebase. We anticipate that more families will be relocating to the area this fall and have begun to work with them to apply for enrollment in our other schools while they await the opening of BASIS Phoenix North. Currently there are 205 students on the waitlists across Arizona schools whose families are connected with the TSMC project and who would have strong interest in a campus near the facility. We have attended multiple enrollment events for TSMC families and are planning to host open houses for TSMC families and other existing families in the area during the 2023-2024 school year in preparation for opening the school in August of 2024. During these

meetings and open houses we will solicit input from parents and community members about the proposed campus and we will provide information about the BASIS Charter School Curriculum, including information about required reading materials, curriculum design, instructional models, and how parents can learn more about those features of our educational program on the EnrollBASIS.com Academics & Curriculum website.¹¹

As the School's opening approaches, parents and community members will be encouraged to get involved with the School by joining the Boosters and attending open houses and recruitment events. Parents and members of the community can attend the public meetings of the BASIS Charter Schools School Governing Bodies, which is comprised of the same membership for all BASIS charter schools. Information about when public meetings will be held as well as links to annual financial reports and budgets are publicly available on the BASIS Charter Schools Public Meetings website.¹²

Parallels can be drawn between the community surrounding the planned campus of BASIS Phoenix North and BASIS Mesa and BASIS Chandler, which is also located in a high-tech corridor of a suburban, middle-class area. These two schools have seen high student demand and a strong partnership with the community. Employers of parents in these two schools that regularly match contributions of their employees include Intel, Wells Fargo, and ADP, to name a few. Intel alone has contributed almost \$300K in matching donations to the four BASIS charter schools in Mesa and Chandler over the last five years.

The spring administration of the Arizona state assessment data published by the Arizona Department of Education shows that the percentage passing rates for the Deer Valley Unified

¹¹ <https://enrollbasis.com/academics/curriculum/>

¹² <https://basisschools.org/about-basis-charter-schools/notice-of-public-meetings/>

School District and the Peoria Unified School District for all students in all grades fell well below the average passing rate among BASIS charter schools. The Deer Valley USD percent passing for was 58% for ELA and 52% in math, and the percent passing for Peoria USD was 45% for ELA and 39% for Math.¹³ Conversely, the average percent passing rate across all 22 BASIS charter schools was 76.5% for ELA and 75.4% for Math. We understand that parents transferring from high-performing schools in Asia and elsewhere are seeking the same high-standards education for their children when they become Arizona residents. Given our network results and our historic success, we believe BASIS Phoenix North will be well-positioned to meet this need.

With that in mind, we are looking to open our doors in August of 2024, at the same time TSMC is ramping up for mass production and maximum workforce. We will seek a temporary facility in which to launch and operate BASIS Phoenix North during the first few years of operation. This incubation site will be large enough to serve approximately 450-500 students in grades K – 8 and will include outdoor and/or multi-purpose space for physical education in addition to the necessary classroom and administrative spaces. The facility will likely be a commercial facility that can be renovated, cost effectively, for a school use. Other options include existing facilities that currently have underutilized classrooms, such as a church. We will likely lease the temporary facility for 3-5 years, during which time BASIS Charter Schools will explore options for a permanent facility, including a ground up construction project. An ideal permanent space would include 7-9 acres of land for a 68,000-78,000 square foot facility and outdoor fields/play space to grow a full K-12 campus for up to 1000 students.

¹³ <https://www.azed.gov/accountability-research/data>

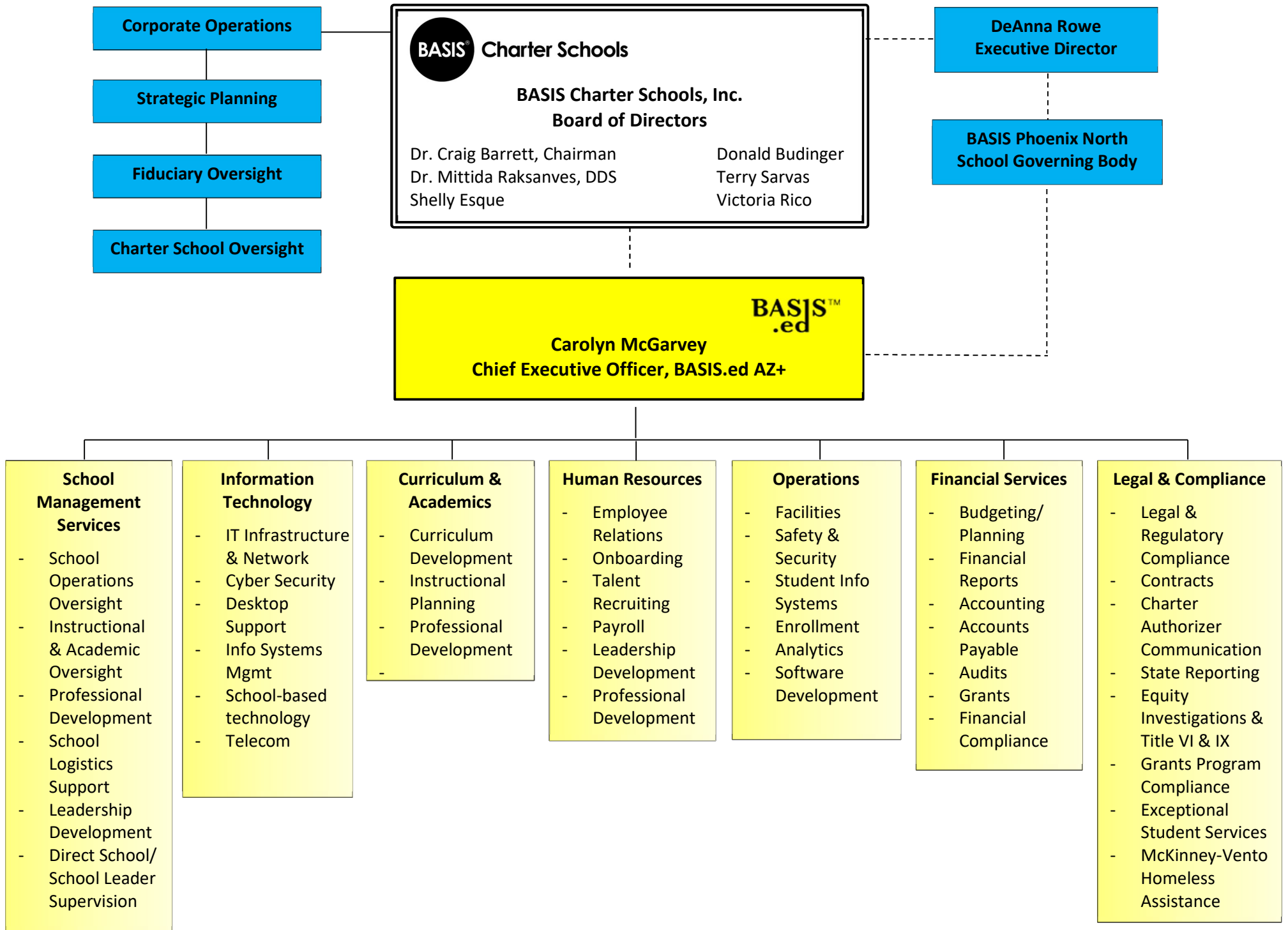
C. Governance – Total points possible: 30 points

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

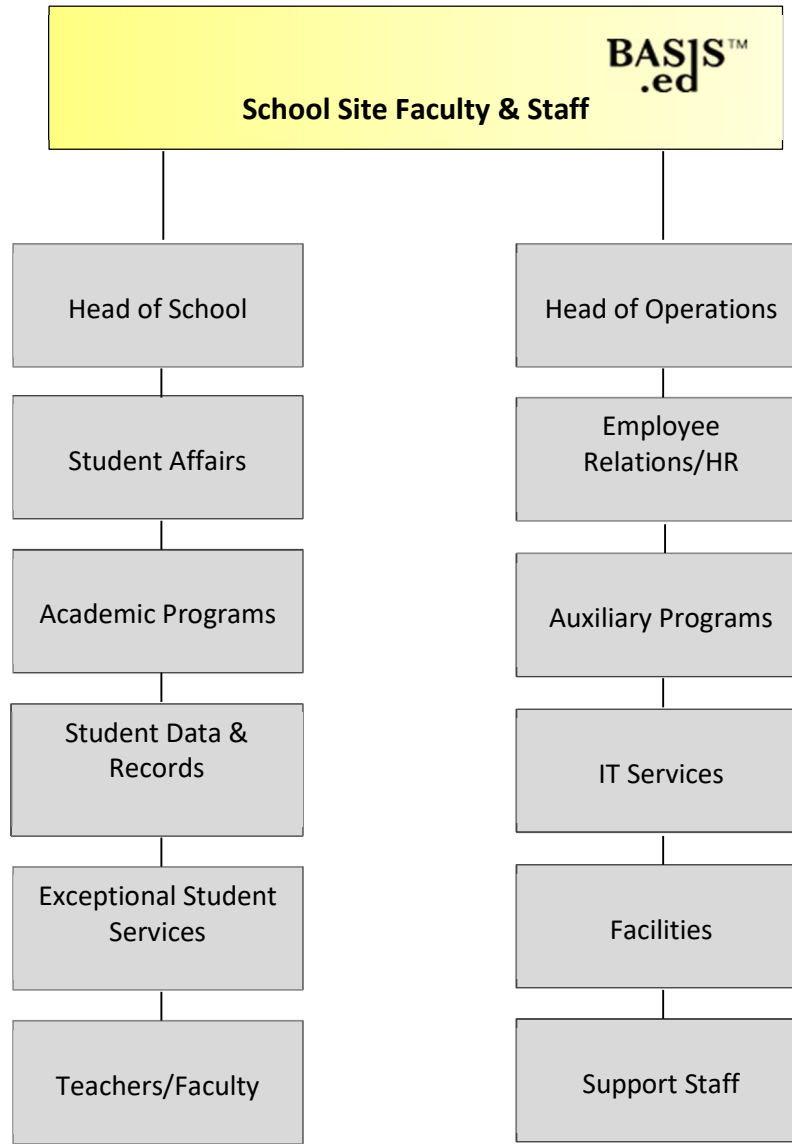
Established in 1998, BASIS Charter Schools, Inc. is a 501(c)(3) tax-exempt corporation whose operations are governed by a Board of Directors. In July 2010, Dr. Craig Barrett, the retired Chairman of the Board at Intel Corporation, was named the Chairman of the BASIS Charter Schools, Inc. (BSI) Board of Directors. The Board of Directors oversees all operations of the corporation including the operations of its charter schools.

The Board of Directors of BASIS Charter Schools, Inc. appoints the members of School Boards for the charter schools. These School Boards are the governing body for each school. In accordance with ARS §15.183, the School Board/governing body is responsible for school policy and a number of specific tasks enumerated in ARS § 15.183.

BCSI contracts with BASIS.ed to manage its schools. As the education service provider, BASIS.ed provides school management, logistics support, financial management, and all school staff to the BASIS charter schools. The relationship between BCSI and BASIS.ed can be seen in the following organizational chart.



School Management Services



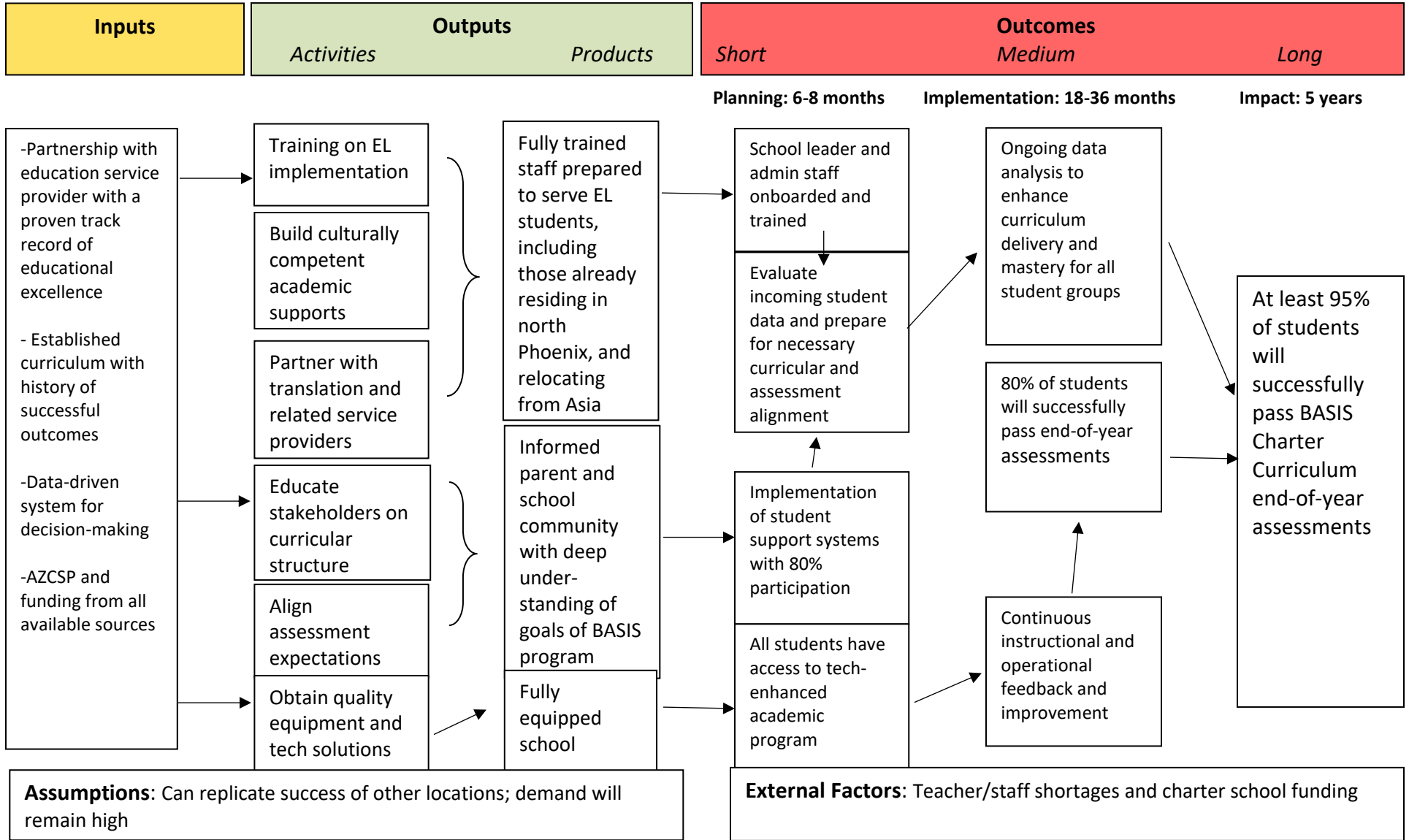
2. a) Create a Logic Model using the graphic organizer provided.
- b) Provide a brief narrative description to accompany the Logic Model. See the Logic Model Components Definitions in “Terms to Know” [CLICK HERE](#)

Against the backdrop of BCSI’s proven track record of operating successful charter schools with BASIS.ed, if approved as an AZCSP recipient, BASIS Phoenix North will become a flagship school in serving a highly diverse student population. BCSI and BASIS.ed will expand academic support and English language learner programming to ensure that all families seeking the BASIS Charter Schools education have the access they need to be successful. BASIS.ed and BCSI’s internal training programs will focus on increasing cultural competencies to ensure students, families, and staff feel welcomed and supported.

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

Arizona Charter Schools Program Logic Model

Project's Objectives: Increase access to rigorous and accelerated academic programming for racially, ethnically, and culturally diverse student populations.



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.

BCSI routinely uses data to analyze the implementation of the educational programs in its schools. The Logic Model will be an additional tool that BCSI and the governing board use to establish shared expectations, objectives, and ensure that the goals of the AZCSP grant are being met. BCSI receives updates on progress at least quarterly, but often more frequently through collaboration between BASIS.ed and BCSI's Executive Director.

Key data points are assessed regularly, including student performance benchmarking in reading and math competencies, combined with review and observation of instructional methods and teacher effectiveness, that allow BCSI and BASIS.ed to make informed decisions in the best interest of the students and school communities. Parent feedback is also welcomed and sought at least annually to ensure they have the opportunity to be active participants in their students' education.

4. What is the succession plan for governing body members and key school leadership to sustain the school's mission?

The BASIS School Governing Bodies (SGB) are structured to include the Executive Director of BCSI, one member of the BCSI Board of Directors, a BASIS.ed School Management Representative, a Head of School and a Head of Operations from an Arizona BCSI charter school, and three community members (one or more of which may be parents of a BASIS student). The SGB for each of the 22 BASIS Charter Schools are the same. This is intentional for consistency in consideration and adoption of policies and budgets that align with the mission of

BCSI. The BASIS.ed representative brings experience and context to policy proposals brought to the SGB. The Head of School and Head of Operations bring the perspective and experience of executing policies and operating schools with previously adopted budgets. Individuals in these positions are recommended by BASIS.ed and approved by the BCSI Board of Directors.

Community members are appointed by the BCSI Board of Directors upon the recommendation of the Executive Director. Candidates are sourced with the mission in mind - BCSI charter schools are schools of choice, chosen by parents who believe in the BCSI mission and want the program offered at our schools. All SGB members are initially onboarded to provide general background information and provided agenda item specific history for consideration in advance of any action taken during a meeting.

In addition to the continuity of school governance described above, our schools are staffed with leaders who understand the BASIS Charter Schools mission and are ready to get results with our students. BASIS.ed takes time and care to cultivate school leaders, most of whom have risen through the ranks in our schools as teachers, deans, directors, and in other roles. These homegrown leaders, along with fresh blood from outside the organization, ensure a leadership pipeline is available to maintain consistent, well-trained professionals lead our schools.

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))

BASIS.ed is responsible for timely providing BCSI with quarterly updates that include academic performance, enrollment, talent acquisition, safety and security and legal and compliance updates for each school under its management. Additionally, the CEO of BASIS.ed

and members of the executive team meet regularly with the Executive Director of BCSI to discuss specific projects, such as the execution of the CSP award, troubleshoot any challenges in operations within the region, review any potential authorizer or legislative policy that may impact operations, and establish action plans as necessary.

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)*

As a public charter school LEA, BASIS Phoenix North will be responsible for ensuring students with disabilities have a free appropriate public education (“FAPE”) in their least restrictive environment (“LRE”) in accordance with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34 C.F.R. Part 300. BPN will employ a special education teacher, and necessary support staff as employees at the School. Additionally, the School will contract with necessary related services providers to provide speech-language services, occupational therapy, counseling, physical therapy, and whatever other services are required by students’ IEPs to meet their unique needs. In addition, while the school will not provide transportation for all students, transportation as a related service will be provided to students at no cost if determined appropriate by a student’s IEP team.

In addition to school-based special education staff, the BASIS.ed central office includes a Director and Assistant Director of Exceptional Student Services who are responsible for providing training, oversight, coaching, and support to school leaders and special education staff to ensure they meet their obligations under the IDEA. As an LEA, student data will be

timely reported to the Arizona Department of Education to meet data submission requirements, such as the October 1 Count, and in turn the School will receive weighted state aid payments for students with disabilities based on their respective disability categories and LRE levels. BASIS.ed Finance, Grants Accounting, and Grants Compliance collaborates to apply for and manage IDEA Basic grant funds and maintain effort with regard to state special education funding and the IDEA grant requirements. State aid is the primary source of funding for special education services and supports and IDEA grant dollars are used to pay for the excess costs of special education. As public charter schools, BCSI takes seriously the obligation to make a FAPE available for all students with disabilities; thus, to the extent that weighted state aid and IDEA grant funds were not sufficient to fully support the needs determined appropriate by any student's IEP team, the School would nevertheless ensure the appropriate supports and services are available to the student at no cost.

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.

The 22 BASIS charter schools in Arizona are in good standing with the Arizona State Board for Charter Schools. As previously described, the schools' Dashboards show a strong performance across all indicators and schools that have undergone interval reviews have met expectations for their academic systems. BCSI meets the requirement that 75 percent or more

of the schools operated by the charter holder must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s academic dashboard.

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.

Not Applicable

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.

Not Applicable

School Site Questions

D. 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.

By the time they graduate, BASIS charter school high school students will have taken at least 6 required AP® Exams. On average students may take eleven to twelve AP® Exams prior to graduation, so many of our students enter their first year of college with enough credits to cover several general studies courses and have already satisfied many prerequisites for upper

level coursework. All BASIS diplomas exceed the minimum the Arizona graduation requirements. BASIS charter school students may, therefore, choose to graduate early after grade 11. The BASIS Early Graduation Diploma requires students to earn 25.5 credits. Most students choose to stay through grade 12 to earn one of three BASIS diplomas. The BASIS Diploma requires 25.5 credits. The BASIS Diploma with Honors requires 28.85 credits. The BASIS Diploma with High Honors requires 31.85 credits. For details of these requirements, including required courses, please see BPN Graduation Requirements – EXHIBIT 4 in the Appendix.

E. Leadership – Total points possible: 15 points

1. What process is in place or will be in place to develop challenging curriculum including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students?

BASIS Charter Schools seek to provide an accelerated liberal arts and STEM-focused education at internationally competitive levels for all students. The rigorous college preparatory education at BASIS readies students for the competitive admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives. As a member of the network of BASIS Charter Schools managed by BASIS.ed, BASIS Phoenix North will provide an accelerated, high-achieving, and revolutionary liberal arts and sciences education for all students, consistent with the same program of instruction already in use in BASIS schools that are recognized as some of the best in the country, including BASIS Mesa, the replication model school. The program of instruction is rooted in the belief that

advanced coursework is for all students, not just those identified as gifted. To that end, the BASIS Charter School Curriculum is designed to help students develop autonomy and organizational skills, as well as academic success. High academic standards and an emphasis on student accountability combine to help our students achieve unparalleled academic excellence.

BASIS believes in the power of potential and has held fast to this belief since our first school opened in Tucson, Arizona, in 1998. Since that time, our network has been dedicated to raising the standards of American education to the highest international levels every academic year. The 37 BASIS campuses across the nation, including 22 campuses in Arizona, are open-enrollment, tuition free public charter schools. Each campus uses the world-acclaimed, STEM-focused, liberal arts and sciences BASIS Charter School Curriculum, which fuels critical thinking, problem-solving, and creativity. Classes are led by knowledgeable Subject Expert Teachers who design challenging and engaging lessons that appeal to different learning styles. As a result, BASIS Charter Schools students achieve excellent academic outcomes and become self-motivated learners.

Since it opened in the fall of 2013, BASIS Mesa has quickly become one of the best charter schools in the United States. Ranked #13 in U.S. charter high schools in 2022 by *U.S. News & World Report*, BASIS Mesa is a stellar example of how a diverse student population can achieve great things. Similarly, BASIS Phoenix North students are anticipated to thrive in the BASIS environment that will immerse them in an interdisciplinary, interconnected, spiraling curriculum designed to develop scholarship in all students by recognizing the importance of mastering the basics from the earliest grade levels to the critical thinking and deep

understanding that students will experience in the highest levels of Advanced Placement® coursework.

The BASIS educational philosophy rests on several key tenets:

1. Creating and reinforcing a belief that learning is exciting, rewarding, and worthwhile

The BASIS Charter Schools culture makes high academic achievement and intellectual engagement the norm. The goal of all BASIS faculty is to give students the overall sense that learning is exciting, rewarding, and worthwhile—not just now, but for a lifetime. Our teachers model this high-achieving community, both by demonstrating passion for their subject matter and by showing students that synthesizing the content and skills from various courses is the key to a comprehensive education.

2. Teaching personal responsibility

BASIS affirms that students who develop skills to hold themselves accountable for setting and meeting their own goals are well-equipped to be confident and high performing in the face of academic challenges. Student autonomy is built gradually over a number of years, and it is critical that it begins in the primary grades. BASIS Charter Schools students learn that they are responsible for delivered class content, for homework, and for assessments; our students are inspired to take their education seriously and learn how to “own it.”

3. Teaching good study habits and providing support

One of the fundamental methods of developing student responsibility is teaching strong study habits. As an integral part of our model, students learn how to take notes, manage their time, and organize their work. Furthermore, our Academic Support Program ensures

that students who may struggle with these challenges, including students with disabilities and English Learners, are provided one-on-one guidance and advocacy.

4. Mastery of the basics

Students at BASIS Charter Schools learn that mastering the basics is the precondition for moving beyond them. To help our students master the basics, we have crafted a curriculum that spirals content downward from Advanced Placement® courses, all the way to kindergarten. Our students feel comfortable encountering new information and using what they already know to meet new challenges head-on. This approach helps students understand that each course they take is not an island of isolated content but is rather a steppingstone on a path of integrated education.

The robust academic program in BASIS Charter Schools allows students to advance to AP-level courses across all disciplines, and our world-class curriculum is on par with Europe's and Asia's high-achieving educational systems. The flexibility inherent in Arizona's charter school laws and rules as implemented by the Arizona State Board for Charter Schools in its authorized schools allows BASIS Charter Schools to implement the innovative curriculum and unique instructional design that combine to create an academic system to rival the best schools in the world while still maintaining full alignment with the Arizona Academic Standards. The curriculum design and instructional model are continually reviewed and appropriately revised in an ongoing dialogue from the highest levels of the curriculum development team all the way to individual classroom teachers. Assessment results and student performance drive curricular decision making, and school leaders and educators are taken seriously in their reports of what works well and where improvements can be made. Thus, to ensure our students have a cutting-

edge educational experience that adapts to changing times and school and student needs, the BASIS Charter School Curriculum is never stagnant. The program described herein provides a strong core curriculum that allows for appropriate refinement within the scope of this educational philosophy and program of instruction.

PRIMARY GRADES PROGRAM OF INSTRUCTION (GRADES K–4)

Advanced Academics Kindergarten at BASIS Charter Schools is designed to lay a foundation for academic success throughout the BASIS Charter School Curriculum. We focus on enhancing students’ natural instincts to explore, question, and discover as they engage in hands-on activities across a variety of courses. Our kindergarten students excel to learn grade 1 skills by the end of the year and have fun doing so. Caring and supportive expert teachers lead class with creativity and intellect, inspiring students to love learning. Our co-teaching model places one Lead Kindergarten Teacher, an early education expert, and one Teaching Fellow, who assists with all aspects of lessons and learning, in each classroom. This model creates a comprehensive learning experience and ensures that each student’s needs are met.

The BASIS Charter School Curriculum for grades 1–4 continues to build solid academic foundations while teaching fundamental skills, such as critical thinking, organization, time management, and study strategies. The primary core curriculum includes courses in Math and Science, Humanities, Phonics, and Physical Education. Students take Math and Science, as well as Humanities, in integrated 85-minute blocks each day. Enrichment courses include Engineering and Technology, Visual Arts, Performance Arts, Music, Mandarin, and Connections. Throughout the primary curriculum, students master concepts and skills that will allow them to excel in middle school and high school.

HUMANITIES – Humanities is a fully integrated social studies and English language arts curriculum that incorporates both technology and traditional written work. Social studies content includes Ancient Mesopotamia, Ancient Egypt, ancient civilizations of the Americas, medieval civilizations of Europe and Africa, and the early European exploration of the Americas. Reading comprehension instruction emphasizes the development of close reading skills and vocabulary through content-rich social studies texts. Writing and grammar instruction reinforces social studies content while systematically developing sentence-level skills and introducing paragraph writing at the class level.

MATH AND SCIENCE – Math and Science are taught as an integrated block. Students discuss relevant connections between math and science. Students also practice skills, explore topics, and demonstrate knowledge with the use of manipulatives and hands-on approaches when possible. Students learn and apply math topics in the areas of number sense and operations, measurements, patterns, and data analysis. Within the integrated block, students explore essential science topics like science as a process, life science, physical science, and earth and space science.

PHONICS (Grades 1–3) – The Phonics course sequence is based upon the understanding that the English language is a code, which students must learn to decode to become fluent readers. As such, students develop and master the decoding and spelling skills needed to read increasingly difficult texts and compose complex compositions. In Phonics, students master all basic phonograms, numerous advanced phonograms, and advanced phonemic awareness concepts.

CONNECTIONS (Grades 1–3) – The Connections course combines knowledge and skills from multiple classes to complete a variety of cross-curricular projects. Instruction emphasizes collaboration, discussion, critical thinking, and creativity. Participating in Connections projects allows students to experience firsthand how skills from multiple courses can be used to solve real-world problems. In addition, making interdisciplinary connections helps students understand complex concepts and supplies them with an impressive breadth of knowledge.

GRADE 1 PROJECT TOPICS:

- Ancient Egypt
- Exploration and map skills
- Celebrations across the world
- Heroes from the past and present
- Ecosystems, the water cycle, and space

GRADE 2 PROJECT TOPICS:

- Ancient Asia
- Map skills
- The American Revolution
- Data collection
- Native Americans
- Westward Expansion
- Civics and government
- Storytelling skills

GRADE 3 PROJECT TOPICS:

- Artifacts
- Ancient Greece and Rome
- Culture
- Elements of design
- The scientific method
- Civil rights

ENGINEERING AND TECHNOLOGY (Grade 4) – Engineering and Technology introduces students to the processes, tools, and techniques of engineering design. Students develop problem-solving, logic, and relationship skills through hands-on, real-world projects that integrate content from core courses with technology and design.

VISUAL ARTS (Grades 1–4) – In Visual Arts, students are introduced to a wide range of artistic techniques as they hone their fine motor skills while working with a variety of different materials. As students progress through the course sequence, they expand upon these skills by making cross-cultural and personal connections in their art. Students also receive instruction in art history and explore the relationship between intent, context, and creative choice.

PERFORMANCE ARTS (Grades 1–4) – Performance Arts introduces students to the different elements of drama and narrative. As they progress through the course sequence, students build upon their storytelling skills and work in groups to create and perform short scenes. Students also learn how to interpret and convey character, and work on revising, evaluating, and improvising dramatic scripts.

MUSIC (Grades 1–4) – In Music, students are introduced to the different elements of musical performance, theory, and history. They expand upon their musical knowledge by learning how to read musical notation, building their vocabulary to describe different styles of music, and participating in multi-part musical performances.

PHYSICAL EDUCATION & SPORTS (Grades 1–6) – PE & Sports is a requirement for grades 1-6. Starting in grade 1 the focus is to help students develop their locomotor, stability, and manipulative skills while also placing emphasis on health education and a positive attitude. As students progress, they will learn specific skills through sport where there is continued focus on positive attitude and health education while also introducing students to concepts of teamwork, fair play, and sportsmanship.

MIDDLE SCHOOL & HIGH SCHOOL PROGRAM OF INSTRUCTION (GRADES 5–12)

Our comprehensive middle school curriculum is designed to progressively move students toward a greater understanding of fundamental concepts in each subject. Teachers set high expectations and design instruction that is challenging and engaging, requiring students to refine their critical thinking skills and analyze content in deeper, more meaningful ways. As such, BASIS Charter Schools students far exceed traditional middle school standards and master advanced material that is normally taught in high school. For example, starting in grade 6

students take three science courses—biology, physics, and chemistry—each year to prepare for Honors and AP® courses. Through this progression of content, students master the material needed to excel in our high school program.

As students enter grade 8, they will be mastering complex concepts and skills, taking responsibility for their educational goals, and focusing on their post-BASIS future. In grades 9-11, students have the opportunity to take a wide variety of AP® courses and other courses designed to give them an in-depth experience with advanced curriculum. By the time they graduate, BASIS high school students will have taken at least 6 required AP® Exams and on average students may take eleven to twelve AP® Exams prior to graduation with their overall grades reflecting test performance.

Due to the accelerated BASIS Charter School Curriculum, students generally meet the state requirements to graduate after grade 11. However, most students continue their studies into grade 12 and seniors are given the opportunity to do advanced work. A daily College Counseling Seminar fosters the exploration of different universities, career paths, and scholarship opportunities to encourage their achievement of post-graduation goals. Additionally, our counselors help students navigate financial aid, prepare for interviews, and facilitate college planning nights for families.

LINGUISTICS (Grades 6–7) – BASIS Charter Schools are thrilled to offer a groundbreaking program developed by experts that teaches students to analyze the fundamentals of language. Addressing topics that are typically only taught at the university level, BASIS Linguistics includes Linguistics 6 and Linguistics 7 as a precursor to world language selections in grade 8. In Linguistics 6, students gain a foundational understanding of the scientific study of language

with lessons on topics ranging from historical linguistics to the psychology of language. In Linguistics 7, students deepen their content knowledge by analyzing data sets, diagramming sentences, and exploring the phonetics and phonology of the languages that will be offered in grade 8. The BASIS Linguistics course sequence equips students with the necessary tools to be successful language learners and teaches them that science can be used to understand language.

The BASIS MATH sequence is comprised of the following courses: Arithmetic A (grade 4), Arithmetic B (grade 5), Pre-Algebra (grade 6), Algebra & Geometry I (grade 7), Algebra & Geometry II (grade 8), Pre-Calculus A, AB, and B (grades 9–10). The Math content is delivered through tablets, allowing us to update the curriculum every year, to ensure that we are responsive to our students' needs. This method of delivery facilitates rapid homework communication between teachers and students, making time spent in the classroom more productive. For example, while students are doing homework, they can mark the problems they are struggling with the most. Their teacher will receive that information in real-time and can come to class the next day with a lesson prepared to address those concepts, allowing them to adapt their lessons and plan for extra practice.

FINE ARTS (Grade 5) – Students in Visual Arts 5 learn how to apply their knowledge of the elements and principles of art and design to production, criticism, aesthetics, art history, and multi-cultural studies. Likewise, students in Music 5 apply their skills to reading, interpreting, and performing a varied repertoire of music. In Performance Arts 5, students advance their skills in dramatic performance by learning how artistic choices create meaning and analyzing theater productions from multiple angles.

ART HISTORY AND PRACTICE (Grade 6) – In Art History and Practice, students explore the world of art through a historical lens. They apply key concepts—themes, materials, or techniques—and vocabulary from each time period to their own creations and performances. In addition, students make connections across cultures, beliefs, and artists’ perspectives to learn what inspires artists to create.

VISUAL ARTS (Grades 7–12) – Visual Arts courses focus on identifying and achieving artistic goals by creating, reflecting, and evaluating art, and understanding art in social and cultural context.

PERFORMANCE ARTS (Grades 7–12) – Performance Arts courses require students to apply previously learned skills and knowledge in the context of a production-based class.

MUSIC (Grades 7–12) – Music courses focus on technique and performance.

THE SENIOR PROGRAM – The BASIS Charter School Curriculum culminates with the Senior Program and plays a vital role in preparing students for college. After completing their junior year, most BASIS Charter Schools students have earned enough credits to meet state graduation requirements and have the option to graduate early; however, the majority choose to complete their senior year and earn the BASIS Diploma with Honors or High Honors. The Senior Program is comprised of a daily College Counseling Seminar, advanced Capstone courses, and a Senior Project that is completed off campus.

Examples of 2022-2023 Capstone Courses:

- Anatomy and Physiology
- Chinese Literature and Culture
- Financial Literacy
- Forensics
- History of Mathematics
- Latin Historians
- Physics for Engineering
- Victorian Literature

BASIS Charter Schools K–12 Course Sequence

	English	Social Science and Humanities	Math	Science	World Language	Fine Arts, PE, and Electives	Other	
K	Language & Literacy Foundations; Civics, History, & Science Foundations; and Math Foundation					Mandarin	Visual Art Foundation Performance Art Foundation Music Foundation Movement Foundation	Engineering & Technology Foundation
1	READ, Phonics 1, and Humanities 1		Math & Science 1			Mandarin	Visual Art Performance Art Music PE & Sports	Connections and Engineering
2	READ, Phonics 2, and Humanities 2		Math & Science 2			Mandarin	Visual Art Performance Art Music PE & Sports	Connections and Engineering
3	READ, Phonics 3, and Humanities 3		Math & Science 3			Mandarin	Visual Art Performance Art Music PE & Sports	Connections and Engineering
4	English 4	History 4	Arithmetic A	Science 4	Mandarin	Visual Art Performance Art Music PE & Sports	Engineering & Technology	
5	English 5	Writing Mastery	U.S. History 5	Arithmetic B	Science 5	Physical Geography	Visual Art Performance Art Music PE & Sports	
6	English 6	World History I	Pre-Algebra	Pre-Algebra	Algebra and Geometry I	Biology Chemistry Physics	Linguistics 6	Art History & Practice PE & Sports
7	English 7	World History II	Algebra and Geometry I	Algebra and Geometry I	Algebra and Geometry II	Biology Chemistry Physics	Linguistics 7	One of: Visual Art Performance Art Music PE Logic/Computer Logic
8	English 8	U.S. History	Algebra and Geometry II	Algebra and Geometry II	Pre-Calculus AB	Biology Chemistry Physics	French, Latin, Mandarin, or Spanish	One of: Visual Art Performance Art Music PE Economics
9	Honors English Literature	Honors English Language	AP U.S. Government & Politics	Pre-Calculus A	Pre-Calculus AB	AP Calculus AB	Honors Biology Honors Chemistry Honors Physics	French, Latin, Mandarin, or Spanish
10	One of: AP English Language AP English Literature	Honors Modern World History	Pre-Calculus B	AP Calculus AB	AP Calculus BC	AP Calculus BC	Honors Biology Honors Chemistry Honors Physics	AP Science French, Latin, Mandarin, or Spanish
11	One of: AP English Language AP English Literature	One of: AP U.S. History Academy U.S. History Seminar	AP Calculus AB	AP Calculus BC	Post-AP Math	Honors Biology Honors Chemistry Honors Physics	AP Science or AP Elective	French, Latin, Mandarin, or Spanish
12	Humanities Capstone		Math Capstone		Science Capstone	World Language Capstone	N/A	College Counseling

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?

The BASIS Charter Schools co-teaching model in primary grades helps all students succeed in our accelerated, rigorous curriculum with the support they need. Incoming primary students at BASIS Phoenix North will arrive with a wide variety of literacy and numeracy levels and preparation for school. Having two dedicated professionals in each classroom allows for the creation of centers—small groups of students who work together during portions of the day, while each teacher provides individualized attention to one group at a time—and a floating teacher during whole-group instruction. This unique level of student/teacher engagement allows teachers to quickly identify students who are struggling, and to assist them in getting the extra support they may need to prevent them from falling behind.

Teachers are trained in the implementation of proven instructional methods throughout their tenure. Teachers, together with their administration and the Academics and School Management Departments of BASIS.ed, continually reevaluate the instructional methods used to help their students master foundational, standards-based skills as well as the higher order thinking skills incorporated into the curriculum. Teachers are encouraged to engage in a wide variety of research-based, differentiated instruction. The diversity of methods employed by teachers in BASIS schools will be appropriate for the BASIS Phoenix North student population because it demands that teachers know where every student is as they progress through the course material. This is good for all students, including English Learners, students with disabilities, and transfer students.

A common misconception about BASIS schools is that all of our students are geniuses and are just inherently “good at school.” In reality, our students have an incredible variety of skills, abilities, and challenges. BASIS Charter School Curriculum *is* accelerated and rigorous;

however, even students who come to us below grade level are able to move at our pace because our integration of topics and courses helps create connections between prior knowledge and new concepts/skills. Students find that our spiraled curriculum helps them “hit the ground running” each year and helps them know what to expect in the years to come. The consistency of courses and major topics helps students feel comfortable and confident with even advanced material.

Occasionally, however, students may struggle and need additional support in order to succeed. The Academic Support Program centers around three central objectives for these students: motivation, communication, and intervention. Teachers, administrators, and Teaching Fellows actively monitor students’ progress to determine whether students are struggling and in need of additional support, in which case the student is placed in the Academic Support Program. Each student in the program is assigned a designated Academic Advisor; this person meets weekly with the student to develop and then discuss a customized Study Plan, oversees the implementation of interventions in his/her courses, communicates regularly with parents, and continues checking in even after the student has exited Student Support.

The BASIS triple focus on accountability, support, and celebrating achievements creates even more motivation to succeed. We assess students often, not only to track progress and the success of interventions, but also to assess instructional methods. Excellent performance on formative assessments and summative/standardized assessments proves to the students that their hard work matters, and proves that the BASIS educational philosophy, academic model, and school culture work for those students who strive for success.

The BASIS Charter Schools statewide assessment results clearly show success in building and maintaining academic excellence throughout years of operation and expansion. The target population at BASIS Phoenix North may qualify as educationally disadvantaged due to a high level of racial and ethnic diversity, as well as many students from abroad potentially being English Learners, but the BASIS educational philosophy and program of instruction promotes the success of all students. Not only do our teachers and staff model an excellent work ethic for their students, they ensure all students have the opportunity to receive the support they need. The families who choose to send their students to BASIS schools are those seeking the best education in the world. As demonstrated by our success throughout the state, the BASIS program is replicable for students in the North Phoenix target population area.

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?

EVIDENCE of MASTERY and PROMOTION REQUIREMENTS

The BASIS Charter Schools program requires consistency and accountability across our network, and state-mandated assessments do not provide enough data on the progress made toward BASIS Charter School curricular goals. Thus, we also utilize an internal set of formative and summative assessments (BLTs, Pre-Comprehensive and Comprehensive Exams, and cumulative final exams in 9-12 non-AP courses) as well as Advanced Placement® Exams to monitor student mastery.

The proficiency level of each student will be based on the student's performance on multiple sources of assessment, including homework, class participation, quizzes, tests, and

state assessments, which will be aligned with Arizona K-12 Academic Standards. A Course Progress Grade reflects a student's performance in a course during a given trimester. It is calculated according to a teacher's grading policy and the policies in the *BASIS Charter Schools Parent-Student Handbook* (hereafter, "*Handbook*"), as well as any trimester-specific requirements.

Grades K–5. To be promoted to the next grade level in K-5, a student must earn a minimum cumulative average of 60% in each of the core courses, and/or Grade P (Pass) in all courses or projects taken during the year. Because of the spiraling nature of the curriculum, it is critical that students understand at least 60% of course content to be successful in the subsequent grade. For this reason, students who fail to meet their cumulative 60% requirement do not qualify for promotion status. However, these students may qualify for conditional promotion if, after a School Director and the student's parents meet to understand the nature of the student's needs and reasons for not obtaining 60%, there is a viable plan to ensure students have the requisite skills and knowledge to be successful in the next grade, which may be demonstrated through summer projects, significant makeup work, etc.

Grades 6–8. The most important assessments in grades 6–8 are the Pre-Comprehensive Exams and Comprehensive Exams. These mandatory exams are designed, audited, and approved by BASIS.ed in cooperation with BASIS Charter Schools teachers in the core courses (English, History, Biology, Chemistry, Physics, Math, Linguistics, and in grade 8, Economics and Foreign Language). In most cases, the Pre-Comprehensive Exams and Comprehensive Exams are designed as 50% content common to all BASIS Charter Schools and 50% teacher-specific content. The purpose of the Pre-Comprehensive Exam is to provide students with the

experience of taking a cumulative examination and provide teachers, parents, and students with invaluable information about the student's progress and academic standing. It also serves the purpose of ensuring consistency across the network, so that the curriculum and its vertical alignment are clear. These cumulative exams count for a significant portion of students' grades in these courses. The school is committed to working with students and parents to understand the exam areas where a student is unsuccessful and provide appropriate support and intervention to help achieve future success.

To be promoted from one grade to the next at a BASIS Charter School, students in grades 6–8 must enroll in all courses required for that grade as defined in the School Catalog. In addition, these students must satisfy the following conditions: 1) students must earn a minimum Cumulative Course Average of 60% in each class taken, and 2) a minimum grade of 60% on each Comprehensive Exam.

Grades 9–12. In high school, summative assessments come in two major forms: Final Exams and AP® Exams. Final Exams are designed and graded by teachers in non-AP courses for grades 9–12. These cover material from all three trimesters, may be written, oral, or a combination of both, and may include results of final lab practicals or project presentations, as specified in the course syllabus for each course. Advanced Placement® Exams are designed and graded by the College Board®. BASIS Charter School graduation requirements mandate that students must take AP® courses as part of the process of earning a BASIS Diploma. Students who perform well in AP® courses are encouraged to take the AP® Exam for that course. Participation in AP® exams required for a BASIS Diploma are provided at no cost to students. BASIS Charter

Schools have generous policies about paying for students' additional AP® Exams so exam cost will not be a barrier for participation.

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

Teachers in BASIS charter schools are used to having leaders, observers, and peer coaches in the classroom because the schools are always working to refine and improve implementation of curriculum, instructional practices, classroom, management, and responsiveness to the needs of the school and classroom population. School leaders and others conduct formal and informal observations of teachers multiple times per year and provide verbal and written feedback, tips and techniques to incorporate, and, when appropriate, requirements to follow up on improvement strategies. In addition to this regular cycle of classroom observations, BASIS Charter Schools has a teacher evaluation policy requiring that teacher effectiveness be evaluated annually, including summative evaluations of their academic instruction and classroom management skills, with emphasis in scoring placed on student outcomes through school, networkwide, and state assessments. Effective teachers are rewarded in BASIS charter schools through incentive bonuses and merit-based raises.

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

The BASIS.ed Human Resources and Talent Acquisition teams are proactive in hiring excellent teachers and other staff to ensure BASIS charter schools are adequately staffed to serve the students. New staff will be held to the same rigorous standards employed across the

BASIS Charter Schools network and any necessary hiring will be done with the same amount of care. In addition to hiring veteran teachers from other schools in the network who wish to relocate, the recruiting and hiring plan used to find talent for BASIS Charter Schools includes a variety of strategies to ensure a strong pool of candidates apply and are considered. These include: (1) increased participation in university career fairs; (2) direct recruiting with colleges and universities to place education degree majors in our schools for internship and student teaching opportunities; (3) social media campaigns; (4) a strategic digital marketing campaign that targets major markets, niche sites, and promotes in-house job fairs; (5) postings on major job boards, such as Indeed, ZipRecruiter, LinkedIn, etc.; and (6) virtual career fairs to recruit exclusively for positions in the network, which allow for on-the-spot interviews with talent teams and Heads of Schools and the ability to turn around employment offers immediately to secure the most talented candidates in advance of other big education career fairs. The comprehensive recruitment and hiring practices utilized by Human Resources have historically resulted in a very high percentage of teaching positions being filled across the BASIS Charter Schools network. Our schools work hard to retain excellent teachers, and incentives may include merit and location-based compensation.

Comprehensive annual training is provided to all staff. BASIS.ed hosts annual institutes in the summer to train school leaders, non-teaching staff (such as directors, registrars and deans), and teachers on topics that range from policies and procedures to curriculum and instructional strategies to using our suite of proprietary technology and resources. In addition to the summer institutes, BASIS.ed service departments and their mentors provide access to a

role specific Knowledge Base as well as on-going training and development for non-teaching staff throughout the school year.

As the on-campus representative for Human Resources, the Head of Operations (HOPS) orients new staff and ensures that they participate in required annual training, which includes a wide variety of topics such as information about curriculum and instruction, compliance with the Family Educational Rights and Privacy Act (FERPA), mandatory reporting responsibilities, sexual harassment awareness and prevention, and Child Find, to name a few. Staff hired after the annual trainings receive the necessary training from the HOPS during the onboarding process; on-going sessions on certain topics are provided via webinar by HR or in pre-recorded videos created by other central office departments, such as School Management Services, Compliance, and Exceptional Student Services. In addition to the annual training that all staff take part in, the network offers regular training and technical assistance to staff through webinars, conference calls, newsletters, and group emails.

To ensure our teachers have a broad system of support well beyond the onboarding process or the annual trainings, we manage a network of Subject Mentors—veteran teachers who advise other teachers, providing resources and advice as needed. All teachers have access to the resources and blogs that the Subject Mentors create.

F. Budget Form and Narrative – Total points possible: 5 points

A description 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 plans to open its school on August 1, 2021, Planning and Implementation expenditures must be identified as such in the Budget Narrative. If the

applicant plans to open its school on August 1, 2021, all expenditures are Planning and need not be identified as such. *ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(V)*

General expenditure guidance:

Costs must be reasonable, necessary, and allocable to meet the objectives of the grant. (See AZCSP website for more guidance on allowable expenditures.)

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.

Also, salaries are covered only during the Planning period.

If awarded, the AZCSP subgrant will allow BASIS Phoenix North the opportunity to plan for, furnish, and equip the school in a manner consistent with other BASIS charter schools and provide the environment needed to establish another high performing-charter school in Arizona. Following are the types and descriptions of items that grant funds would be allocated to, if awarded. Cost details can be seen in the budget worksheet table below, broken out by function and object code.

- Instructional Furniture – consistent with the rooms designed for delivery of appropriate instructional strategies incorporated at each BASIS charter school.
- Instructional Equipment – equipment would be used to maximize teacher flexibility and student learning efficiency, especially for tablet enhanced curriculum that has proven to enrich the learning opportunities for BASIS students across the Network.
- Instructional Materials – this would include all consumables, curriculum support materials and curriculum as grade levels are added.
- Professional Development – to be used for participation in Summer Institute and other teacher training opportunities to ensure excellent instruction consistent with all BASIS network schools.
- Security Cameras – consistent with systems installed in other BASIS schools support and enhance a safe learning environment for all students and staff.
- Marketing/Enrollment Outreach – designed to increase awareness of the opportunity to attend a new school within the nationally ranked network of quality schools.

- Conference Table – to provide an appropriate setting for small group meetings that are part of the daily functioning of the school including IEP team meetings, parental conferences, committee meetings, etc.
- Server/Switch/UPS, Telephones, Copiers – these funds will be used to create the technology backbone for the new school.
- Cafeteria Tables – set up in the multipurpose room to be used for food service, early and late bird instructional support, large group meetings, and community events.
- Student Lockers – to eliminate the need for backpacks and provide the students with appropriate storage and organizational space for their learning materials.

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	Instructional Furniture (Student Tables, Student Chairs, Teacher Desks, Teacher Chairs, Bookshelves, File Cabinets, Whiteboards) Year 2: \$19,582, Year 3: \$50,185, Year 4: \$80,215, Year 5: \$80,215	744,728.00

		Instructional Equipment (Smartboards (Newline interactive display, Laptops, Laptop Carts) Year 2: \$42,594, Year 3: \$55,687, Year 4: \$61,875, Year 5: \$61,875	
		Instructional Materials Students Served 450/year x Cost per Student of \$550/year Year 2: \$73,125, Year 3: \$73,125, Year 4: \$73,125, Year 5: \$73,125	
Other Expenses	6800		0.00
Support Services 2100, 2200, 2600, 2700			
Salaries	6100		0.00
Employee Benefits	6200		0.00
Purchased Professional Services	6300	Professional Development-Preparing teachers and specialized instructional support personnel on curriculum implementation Year 2: \$26,125, Year 3: \$7,785, Year 4: \$7,785, Year 5: \$34,785	76,480.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600	Security Cameras (50 x \$200 each) Year 2: \$10,000	10,000
Other Expenses	6800		0.00
Support Services - Admin 2300, 2400, 2500, 2900			
Salaries	6100	Year 1: 1-.75 FTE Head of School Salary \$7,083.33/month x 9 months=\$63,750, 1-.25 FTE Head of Operations Salary \$6,250/month x 3 months=\$18,750, 1-.5 FTE Registrar \$3,750/month x 6 months=\$22,500	105,000.00
Employee Benefits	6200	Year 1: 22.38% Benefits for the admin support services	23,500.00
Purchased Professional Services	6300	Marketing/Enrollment Outreach 450 Students x \$450/Student Year 1: \$121,500 Year 2: \$27,000, Year 3: \$27,000, Year 4: \$27,000	202,500.00
Purchased Property Services	6400		0.00
Other Purchased Services	6500		0.00
Supplies	6600	Conference Table Year 2: \$3,303	32,772.00

		Cafeteria Tables Year 2: \$5,978, Year 3: \$8,022	
		Server/Switch/UPS, Telephones, Copiers Year 2: \$9,281, Year 3: \$6,188	
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	Student Lockers (210 lockers = \$55,020) Year 2: \$33,012, Year 3: \$22,008	55,020.00

Max points possible: 100 points + 5 optional preference points

APPENDIX

BASIS Phoenix North

AZCSP

Grant Application

BASIS Phoenix North

AZCSP

Grant Application

EXHIBIT 1

BASIS Charter Schools

ASBCS Financial

Dashboards

BASIS Ahwatukee

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-12-000 | Entity ID: 91339

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Chandler

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-85-89-000 | Entity ID: 90842

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Chandler Primary – North Campus

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-36-000 | Entity ID: 92997

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Chandler Primary – South Campus

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-73-000 | Entity ID: 92865

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Flagstaff

Charter Holder: BASIS Charter Schools, Inc. CTDS: 03-87-07-000 | Entity ID: 90862

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Goodyear

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-69-000 | Entity ID: 92734

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Goodyear Primary

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-68-000 | Entity ID: 92736

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Mesa

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-25-000 | Entity ID: 91949

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Oro Valley

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-85-75-000 | Entity ID: 90508

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view:

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Oro Valley Primary

Charter Holder: BASIS Charter Schools, Inc. CTDS: 10-84-04-000 | Entity ID: 92318

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view:

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Peoria

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-85-88-000 | Entity ID: 90841

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view:

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Peoria Primary

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-83-000 | Entity ID: 273398

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view:

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Phoenix

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-84-03-000 | Entity ID: 91280

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Phoenix Central

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-31-000 | Entity ID: 92349

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Phoenix Primary

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-84-18-000 | Entity ID: 934316

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Phoenix South

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-82-000 | Entity ID: 549803

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Prescott

Charter Holder: BASIS Charter Schools, Inc. CTDS: 13-87-86-000 | Entity ID: 92320

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Scottsdale

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-87-36-000 | Entity ID: 81078

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Scottsdale Primary – East Campus

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-72-000 | Entity ID: 92863

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Scottsdale Primary – West Campus

Charter Holder: BASIS Charter Schools, Inc. CTDS: 07-82-88-000 | Entity ID: 783027

General | Mission Statement | Representatives | Board Members | Schools | Documentation | Complaints | Amendments | Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ► Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Tucson North

Charter Holder: BASIS Charter Schools, Inc. CTDS: 10-87-37-000 | Entity ID: 91309

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Tucson Primary

Charter Holder: BASIS Charter Schools, Inc. CTDS: 10-87-25-000 | Entity ID: 6361

General Mission Statement Representatives Board Members Schools Documentation Complaints Amendments Performance

Select a dashboard to view: Financial Performance Dashboard

Financial Performance - FY2021

Click on any of the triangles below to see more information

Key: ▲ Meets Standard ▶ Approaches Standard ▼ Below Standard [Expand All](#)

▲	Going Concern	▼
▲	Default	▼
▲	Available Reserve	▼
▲	Revenues Exceed Expenses	▼
▲	Facility & Debt Costs Covered	▼
▲	Stable or Increasing # of Students	▼

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

BASIS Phoenix North
AZCSP
Grant Application

EXHIBIT 2

Summary of Services Agreement
Between BASIS Charter Schools, Inc. and
BASIS Educational Group, LLC

SERVICES AGREEMENT

BETWEEN

**BASIS CHARTER SCHOOLS, INC. AND BASIS EDUCATIONAL
GROUP, LLC**

BASIS Charter Schools Inc., an Arizona nonprofit corporation that is tax-exempt under Section 501(c)(3) of the Internal Revenue Code (“BCSI”) engages BASIS Educational Group, LLC, an Arizona limited liability company (“BASIS.ed”) (each individually a “Party”) through a confidential Services Agreement (“Agreement”) to provide comprehensive education management services to BCSI charter schools (“Schools”).

In order to ensure our Schools receive the quality and scope of services required to deliver a globally competitive education, the Agreement contains a detailed inventory of services, programming, and responsibilities of each Party; therefore, we cannot attach the executed Agreement because this information is a protected trade secret and, in order for us to maintain that protection, we must maintain the Agreement’s confidentiality. Below is a discussion of both the proprietary nature of the Agreement as well as a summary of its material terms.

The Agreement Contains Information that is a Trade Secret

In Arizona, a trade secret is “information, including a formula, pattern, compilation, program, device, method, technique, or process, that both: (a) derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy.” (A.R.S. § 44-401).

Since the inception of BASIS.ed in 2009, we have invested incalculable resources to develop a comprehensive educational management program capable of providing students with a globally competitive education (the “Program”). Not only does the Program compile the highest-quality educational management strategies from around the world, but it includes a multitude of proprietary techniques, methods, processes, and formulas that have been created through the intentional investment of significant resources. For example, the formula used to calculate fees in the Agreement and the management structure is the result of research, analysis, and negotiation that resulted in a unique arrangement that carefully allocates expenses, ensures classrooms never go without resources, and is agile enough to weather the ever-changing school finance landscape. Combined with the success realized year-in and year-out by our students, other educational service providers would obtain both economic and educational value from the disclosure of the Agreement. We, therefore, must maintain the confidentiality of the Agreement in order to prevent it from being ascertainable through proper means by those who would obtain such value from its disclosure.

To that end, we exert great effort to maintain the secrecy of the Agreement’s provisions. A non-exhaustive list of such efforts include: (i) the Agreement is marked “Confidential” and it is maintained with other confidential documents with restricted access in locked file cabinets; (ii) a

EXHIBIT TO SECTION C.1: EDUCATION SERVICE PROVIDERS – CONTRACTUAL RELATIONSHIP

limited number of “need to know” individuals have access to the Agreement; (iii) anyone who does have access to the Agreement is required to sign non-disclosure and confidentiality agreements; (iv) reproduction of the Agreement is strictly controlled; and (v) all employees of both BASIS.ed and BCSI are instructed both verbally and in writing about the procedures for handling the Agreement, if allowed, as well as the confidential information underlying the Agreement.

Because we believe it is imperative that we expand to serve more students, yet are required to maintain the confidentiality of the Agreement, we respectfully submit the summary information below.

Summary of the Agreement

Why BASIS.ed?

Since 2009, BCSI and BASIS.ed have worked together to transform American education by equipping students with the knowledge, skills, and mindsets necessary to compete at the highest international levels. BASIS.ed currently manages all of BCSI’s Arizona charter schools, and additional charter schools in Texas, Louisiana, and Washington, D.C. Together, BCSI and BASIS.ed have produced some of the top-performing public schools in the nation and, as BCSI expands, this demonstrated track-record of impact will be as vital as ever to properly serve students in BCSI’s schools going forward. In short, because of BASIS.ed’s demonstrated skill, expertise, resources, and professional competence in the provision of comprehensive educational management services, it is in BCSI’s best interest to continue to work with BASIS.ed to deliver a globally competitive education to its students.

Services Provided by BASIS.ed

For the benefit of BCSI, under various sections of the Agreement, BASIS.ed is required to manage, administer, and supervise the operations and activities of the School, including:

A. Management services, including:

- a. Furnishing BCSI with curriculum, assessments, and academic analyses and reports;
- b. Supervision, management, and professional support of School staff, faculty, and management;
- c. IT services, including design of the School’s overall IT system, strategies, purchasing, and database design and maintenance;
- d. Student recruitment and enrollment support, including policy design, training, analysis, and implementation;
- e. Public relations strategy, outreach, and response;
- f. Development support, including identifying grant opportunities as well as grant writing and application support;
- g. Management of special fundraising projects;
- h. Negotiating, coordinating, and supervising facility maintenance and repair;
- i. Negotiating and coordinating capital equipment purchases;
- j. Managing and negotiating vendor contracts;

EXHIBIT TO SECTION C.1: EDUCATION SERVICE PROVIDERS – CONTRACTUAL RELATIONSHIP

- k. Supporting the BCSI board, including maintenance of necessary records per Arizona’s record retention schedules applicable to charter schools; and
 - l. Preparation of authorizer required reports and other School-management documents, such as School calendars.
- B. Operational Services, including:
- a. Supervising operations related to student enrollment, registration, wait-list maintenance, records, withdrawals and support for student retention;
 - b. Drafting manuals, policies, procedures, and staff trainings;
 - c. SAIS support;
 - d. Curriculum implementation and evaluation;
 - e. Human resources support;
 - f. Teacher and staff recruitment, screening, compliance, and training; and
 - g. Special education support, including coordinating outside service providers.
- C. Financial Services, including:
- a. At the direction of the Governing Board, prepare proposed, adopted, and adjusted School budgets;
 - b. Prepare financial reports for BCSI’s consideration;
 - c. Liaison with ADE as necessary to ensure all financial reports are properly submitted;
 - d. Cooperate in the preparation of the School’s annual audit and any other accounting or financial review undertaken by independent CPAs or auditors, as selected by BCSI;
 - e. Maintain the School’s financial records;
 - f. Assist in the preparation of the School’s tax returns and submit the same to the BCSI for review and approval;
 - g. Manage the School’s accounts payable and receivable; and
 - h. Assure compliance with bond covenants, if any.

Holding BASIS.ed Accountable

BCSI has high expectations for service providers just as it does for students. As such, the Agreement reinforces BCSI’s independence and contains extensive accountability measures to ensure BCSI has the information and control necessary to hold BASIS.ed accountable. Such measures include:

- A. BCSI has the option to, and in-fact did, hire an independent qualified specialist to determine whether the fees charged by BASIS.ed are reasonable compensation for the services provided;
- B. BASIS.ed is required to ensure all the schools it manages meet the high-academic benchmarks BCSI is known for;
- C. BASIS.ed is responsible for implementing reasonable information and reporting systems that enable BCSI to monitor key areas of business, legal, and regulatory compliance and risk;

EXHIBIT TO SECTION C.1: EDUCATION SERVICE PROVIDERS – CONTRACTUAL RELATIONSHIP

- D. BCSI regularly tests cash disbursements for BCSI costs and expenses managed by BASIS.ed to ensure all are properly supported, processed, and recorded;
- E. BASIS.ed’s authority with respect to BCSI activities is carefully curtailed through documented limits;
- F. BCSI has the right to inspect and copy BASIS.ed’s books and records as they relate to BASIS.ed’s provision of services under the Agreement;
- G. BCSI may annually audit BASIS.ed’s compliance with this Agreement;
- H. BASIS.ed acknowledges this Agreement is subject to the terms of the charter contract, the Act, and other federal and State laws applicable to the School;
- I. BASIS.ed submits itself to state and federal law bearing on the services it provides to BCSI, such as the Family Educational Rights and Privacy Act;
- J. BASIS.ed shall not act or fail to act, in any manner that would result in a breach of the School’s charter contract or applicable law;
- K. BASIS.ed is required to regularly report to BCSI, which requires:
 - a. Reporting on current academic performance, student enrollment, teaching resources, new schools activity, legal and regulatory compliance, organizational structure, and risk management;
 - b. Providing an overview of what has occurred in each of those areas since the last report, including any items of concern, improvement, or changes in noted items of concern from prior reports, areas needing additional attention or resources from BCSI, steps BASIS.ed has taken to control or mitigate any areas of concern, and other detail material or relevant to the services and BCSI’s operations of the School; and
 - c. Giving BCSI the opportunity to review and discuss the report with knowledgeable BASIS.ed personnel and to request additional information and follow up, as necessary.

If all else fails, BCSI has the authority to terminate the Agreement, in which case, BASIS.ed would be required to cooperate in the transition of services to the new management company.

Relationship of BASIS.ed and BCSI

BCSI is an independent nonprofit corporation led and overseen by its board of directors (“Board”) and the Agreement acknowledges and reinforces this independence in many ways, including:

- A. The Board is the ultimate fiduciary and retains ultimate decision-making authority over all activities of the School, including the authority to reject or accept any recommendation made by BASIS.ed;
- B. BCSI is responsible for overseeing all of its charter schools and has discretion in selecting a management company to assist with operating them;
- C. As charter holder, BCSI remains ultimately responsible for ensuring compliance with the charter contract as well as considering and approving all reports, budgets, and filings incumbent upon an Arizona charter school;
- D. Once hired, BASIS.ed operates subject to BCSI’s policies and at the Board’s ultimate direction and oversight;

EXHIBIT TO SECTION C.1: EDUCATION SERVICE PROVIDERS – CONTRACTUAL RELATIONSHIP

- E. BASIS.ed is required to promptly furnish all information, documents, reports, or forms necessary or convenient for BCSI to perform its obligations under the charter contract or the Agreement; and
- F. Clear delegations of authority by the Board to BASIS.ed are memorialized and only include enough authority necessary for BASIS.ed to perform the services considered by the Agreement.

Conclusion

BCSI and BASIS.ed have successfully worked together to redefine education in Arizona and beyond and we are eager to serve additional students as contemplated in the current application. Should your office have any questions on the Agreement or this Exhibit, please do not hesitate to reach out.

BASIS Phoenix North

AZCSP

Grant Application

EXHIBIT 3

BASIS Charter Schools

ASBCS Academic

Dashboards

BASIS Ahwatukee

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 4-12		K12 5-10		K12 4-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Chandler

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 5-12		K12 5-12		K12 5-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Chandler Primary- North Campus

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-4		Elementary K-4		Elementary K-4	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	B	Above	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Above Standard		Exceeds Standard		Exceeds Standard	

BASIS Chandler Primary - South Campus

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-4		Elementary K-5		Elementary K-4	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Flagstaff

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 3-12		K12 5-11		K12 K-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Goodyear

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary 6-9		K12 5-10		Elementary 6-11	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Goodyear Primary

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-5		Elementary K-5		Elementary K-5	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	B	Above	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Above Standard		Exceeds Standard		Exceeds Standard	

BASIS Mesa

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 3-12		K12 4-10		K12 K-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Oro Valley

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 6-12		K12 5-12		K12 6-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Oro Valley Primary

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-5		Elementary K-6		Elementary K-5	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	B	Above	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Above Standard		Exceeds Standard		Exceeds Standard	

BASIS Peoria

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 5-12		K12 5-12		K12 5-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Peoria Primary

	FY 2019	
	Traditional	
	Elementary K-4	
	Measure	Rating
1a. A-F Letter Grade	A	Exceeds
1b. School Improvement	No	Meets
OVERALL RATING	Exceeds Standard	

BASIS Phoenix

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 5-12		K12 5-12		K12 6-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Phoenix Central

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-8		K12 K-12		Elementary K-8	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Prescott

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 K-12		K12 K-12		K12 K-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Scottsdale

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 4-12		K12 4-12		K12 4-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Scottsdale Primary - East Campus

	FY 2018	
	Traditional	
	Elementary K-5	
	Measure	Rating
1a. A-F Letter Grade	NR	Not Rated
1b. School Improvement	No	Meets
OVERALL RATING	Not Reported*	

*An overall rating was not calculated because the school did not receive an A-F letter grade and was not identified for school improvement.

BASIS Tucson North

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	K12 5-12		K12 5-12		K12 5-12	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

BASIS Tucson Primary

	FY 2017		FY 2018		FY 2019	
	Traditional		Traditional		Traditional	
	Elementary K-4		K12 K-12		Elementary K-4	
	Measure	Rating	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	A	Exceeds	A	Exceeds	A	Exceeds
1b. School Improvement	No	Meets	No	Meets	No	Meets
OVERALL RATING	Exceeds Standard		Exceeds Standard		Exceeds Standard	

There are no Academic Dashboards for BASIS Phoenix Primary, BASIS Phoenix South, and BASIS Scottsdale Primary – West Campus.

BASIS Phoenix North
AZCSP
Grant Application

EXHIBIT 4

BASIS Charter Schools Spring 2022 State
Assessment Results with Subgroup Data

SEE ATTACHED EXCEL SPREADSHEET

**BASIS Phoenix North
AZCSP
Grant Application**

EXHIBIT 5

**BASIS Charter Schools
Graduation
Requirements**

BASIS Curriculum Schools Graduation Requirements for Class of 2026

Effective in 2022/2023

BASIS Mesa

School Type
Charter School

Region
Arizona

BASIS Diploma

Required credits: 25.5

General Requirements

General Credit Requirements

In order to earn credits listed below, a student must complete the entire course. Students do not receive partial credit when they withdraw from the course before the designated termination of the course (mostly third Trimester, second Trimester for Capstone courses etc.). Students with unexcused absences or who accrue excessive excused absences in a course may not be awarded credit for that course. The decision to withhold credit for a course as a consequence for unexcused or excessive absences lies with the Head of School, and is based on teacher recommendation.

A course is worth 1 credit if it is scheduled for a minimum of 120 hours, 0.5 credits if it is scheduled for a minimum of 60 hours, and 0.67 credits if it is scheduled for a minimum of 80 hours.

Credits Earned from BASIS Curriculum Schools prior to Grade 9

BASIS Curriculum Schools award high school credit for some courses completed prior to Grade 9 at a BASIS Curriculum School. These courses are limited to the following list:

Algebra & Geometry I (1.5 credits), Algebra & Geometry II (1.5 credits), and any higher level of math.

Economics (0.5 credits)

World History II taken in Grade 8 (1 credit)

Any AP Elective Course (1 credit). In accordance with College Board rules, these classes will not carry the AP label on the student's transcript.

Please note: Students in grade 8 who do not continue at a BASIS Curriculum School for grade 9 do not receive any high school credit. Receiving schools may reach out to the Academics Department at the BASIS School the student is transferring from, but the decision to award high school credit lies solely with the student's new school. BASIS Curriculum Schools have no jurisdiction over the enforcement of other schools' credit policies.

Final Course Grade Credit Requirements

Students receive credit for a course if their Final Course Grade is 60% or higher. The Final Course Grade is calculated differently, based on the type of course:

1. AP Courses (required and elective): the Final Course Grade is calculated in one of two ways:

a) If the student takes the Collegeboard AP Exam: the Final Course Grade is determined based on the Cumulative Course

Average (the average of Trimester grades) and the AP Exam score, according to the following table:

AP Conversion

AP SCORE	CUMULATIVE COURSE GRADE (Prior to AP Exam)											
	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
5	B+	B+	A-	A-	A-	A	A	A	A	A	A	A
4	C+	C+	B-	B	B+	A-	A-	A	A	A	A	A
3	C	C	C	C+	B-	B	B+	A-	A-	A	A	A
2	F	D-	D	D+	C-	C-	C	C+	B-	B	B	B
1	F	F	F	F	D-	D	D	D	D+	C-	C	C

**Please note that in cases in which students earn a higher score for the AB subscore on the AP Calculus BC exam than they earned on the AP Calculus AB exam, the school will reapply the conversion to the original cumulative course average for the AP Calculus AB class.

b) If the student does not take the College Board AP Exam, the student is required to take the AP Alternative exam. These exams are written by the course teachers and are similar in structure and grading to the College Board's AP Exam. The AP-Alternative exam uses questions and essay prompts based on previous years' AP Exams. The exam is administered by the School at the same time as the College Board's AP Exam and evaluated by the teacher. The score on the AP-Alternative exam makes up 40% of the student's Final Course Grade in that course.

2. Non-AP Required Courses:

The Final Course grade is calculated as a weighted average of the Cumulative Course Average and the Final Exam grade. Final Exams, which cover material from all Trimesters, may be written, oral, or a combination of both, and may include results of final lab practicals or project presentations. The Final Exam structure and the weight assigned to the Final Exam is specified in the School Course Syllabus.

3. Non-AP Elective Courses: The Final Course grade is the same as the Cumulative Course Average.

Transfer Credit from Outside Institutions Prior to Enrollment at a BASIS Curriculum School

- Courses taken during grades K–8 outside of a BASIS Curriculum School do not carry credit, with the possible exception of courses that meet BASIS Curriculum standards for Graduation requirements.
- The School accepts credits issued by other high schools, community colleges, and universities as additional Elective credits.
- To award core course credit for a relevant course completed in grades 9-12 outside of a BASIS Curriculum School (e.g., Algebra II or Honors Biology), schools must submit transcripts to the Curriculum Company Director for review. If the coursework is determined to be adequately aligned with that of the applicable Course Syllabus, the Curriculum Company Director will determine which required credits to award the student.
- All credits awarded for courses completed outside of a BASIS Curriculum School are excluded from the student's G. P. A.

Concurrent Enrollment Credit Requirement

To concurrently enroll in courses both in a BASIS Curriculum School and outside of that school, students must receive written approval from the Director of Academic Programs prior to enrollment in the outside coursework. Only credits for which a student has received preapproval from the Director are eligible for credit transfer, pending the approval of the Curriculum Company Director.

To receive credit for elective courses in sports or fine arts activities completed while enrolled in a BASIS Curriculum School

but outside of the regular academic program, the student must receive written approval from the Director of Academic Programs. Credit will be awarded only if the course/activity complies with any applicable state or district laws and regulations governing academic credit. The final decision regarding the credit in these circumstances is made by the Curriculum Company Director.

All credits awarded for courses completed outside of a BASIS Curriculum School while concurrently enrolled in a BASIS Curriculum School are excluded from the student's G. P. A.

Please note that grades earned in courses taken outside of the Academic Year at a BASIS Curriculum School are also excluded from the student's G. P. A.

AP Exam Requirements:

Students must take at least 6 AP exams to graduate. 1 of these exams must be in English, 1 must be in Calculus, 1 must be in History, and 1 must be in Science. The other 2 required exams may be taken in subjects of the student's choosing. In addition, students must pass (with a score of 3 or higher) at least one AP exam in order to earn a BASIS Diploma.

Elective Requirements	Required Credits: 4
ONE	Advanced Drama – 1 credit Advanced Strings – 1 credit AP 2-D Art & Design – 1 credit Art Studio 3D (<i>offered only in 2018/2019</i>) – 1 credit Intermediate Art Studio 3D – 1 credit Intermediate Art Studio 2D – 1 credit Intermediate Band – 1 credit Intermediate Drama – 1 credit Intermediate Strings – 1 credit Intro to Art Studio 2D – 1 credit Intro to Band – 1 credit Intro to Drama – 1 credit Intro to Strings – 1 credit
ONE	AP 2-D Art & Design – 1 credit AP Biology – 1 credit AP Chemistry – 1 credit AP Chinese Language and Culture – 1 credit AP Comparative Government & Politics – 1 credit AP Computer Science Principles – 1 credit AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit AP Environmental Science – 1 credit AP European History – 1 credit AP French Language & Culture – 1 credit AP Human Geography – 1 credit AP Latin – 1 credit AP Microeconomics / AP Macroeconomics – 1 credit AP Physics 1 – 1 credit AP Physics C: M / AP Physics C: E & M – 1 credit AP Psychology – 1 credit AP Spanish Language and Culture – 1 credit AP Statistics – 1 credit AP U.S. Government and Politics – 1 credit AP U.S. History – 1 credit

TWO

- Advanced Drama – 1 credit
- Advanced P. E. & Sports – 1 credit
- Advanced Strings – 1 credit
- Anatomy & Physiology (*offered only in 2018/2019*) – 1 credit
- AP 2-D Art & Design – 1 credit
- AP Biology – 1 credit
- AP Calculus BC – 1 credit
- AP Chemistry – 1 credit
- AP Chinese Language and Culture – 1 credit
- AP Comparative Government & Politics – 1 credit
- AP Computer Science Principles – 1 credit
- AP Environmental Science – 1 credit
- AP European History – 1 credit
- AP Human Geography – 1 credit
- AP Microeconomics / AP Macroeconomics – 1 credit
- AP Physics C: M / AP Physics C: E & M – 1 credit
- AP Psychology – 1 credit
- AP Statistics – 1 credit
- Art Studio 3D (*offered only in 2018/2019*) – 1 credit
- Honors Biology – 1 credit
- Intermediate Art Studio 3D – 1 credit
- Intermediate Art Studio 2D – 1 credit
- Intermediate Band – 1 credit
- Intermediate Drama – 1 credit
- Intermediate P. E. & Sports – 1 credit
- Intermediate Strings – 1 credit
- Intro to Art Studio 2D – 1 credit
- Intro to Band – 1 credit
- Intro to Drama – 1 credit
- Intro to P. E. & Sports – 1 credit
- Intro to Strings – 1 credit
- Yearbook – 1 credit

Students who fulfill the AP elective requirement with an AP Course from the first group (art electives) are not required to select any course from the second group (AP electives), but must take 3 courses from the last group (general electives).

The policies for substituting credit earned outside of a BASIS Curriculum School for any of the electives listed above are defined in the Concurrent Enrollment Credit Requirements. In order to earn credit for an outside elective, students must have the elective approved in advance and will be required to submit a signed log detailing the completion of 120 hours in that course. Outside elective courses vary and will be listed only as the documented course name on student transcripts.

****Electives are subject to change.****

English Requirements		Required Credits: 4
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TWO	Honors English Language & Composition – 1 credit Honors English Literature and Composition – 1 credit
ONE	AP English Language & Composition – 1 credit AP English Literature & Composition – 1 credit

ONE AP English Language & Composition – 1 credit
AP English Literature & Composition – 1 credit

Foreign Language Requirements Required Credits: 3

ONE French II – 1 credit
Latin III – 1 credit
Mandarin II – 1 credit
Spanish II – 1 credit

ONE French III – 1 credit
Latin III – 1 credit
Latin IV – 1 credit
Mandarin III – 1 credit
Spanish III – 1 credit

ONE AP Chinese Language and Culture – 1 credit
AP French Language & Culture – 1 credit
AP Latin – 1 credit
AP Spanish Language and Culture – 1 credit
Latin IV – 1 credit

Students will receive credit for any higher level language courses (Foreign Language II and above) including Post-AP language courses. Students must obtain all three credits in the same language.

History Requirements Required Credits: 4.5

ALL AP U.S. Government and Politics – 1 credit
Economics – 0.5 credits
World History & Geography II (*offered only in 2021/2022, 2020/2021, 2019/2020, 2018/2019*) – 1 credit

ONE AP U.S. History – 1 credit

ONE AP European History – 1 credit
Honors Modern World History – 1 credit

Students are awarded a History credit (1) and an Economics credit (0.5) for coursework completed in 8th grade.

Students who enter a BASIS Curriculum School after 8th grade may substitute the 8th grade Economics credit (0.5) with AP Micro/Macro Economics (1 credit). In doing so, they may

- 1) use the AP Micro/Macro Economics credit to fulfill both the AP Elective requirement and the Economics requirement, and
- 2) fulfill the requirements for the BASIS Diploma with 25, instead of 25.5, credits.

Math Requirements Required Credits: 6

TWO Algebra & Geometry I (SPORK course) – 1.5 credits
Algebra and Geometry II (SPORK course) – 1.5 credits

- ONE AP Calculus AB – 1 credit
 AP Calculus BC – 1 credit
- TWO AP Calculus BC – 1 credit
 AP Statistics – 1 credit
 Pre-Calculus A (SPORK course) – 1 credit
 Pre-Calculus AB (SPORK course) – 1 credit
 Pre-Calculus B – 1 credit

Students have to earn Algebra & Geometry credits before entering the 9th grade.

Courses bearing the label Post AP can be taken only after the student passes (gets 3 or better) the Calculus AB AP exam. Some of the courses in the last cluster have Calculus BC AP as a prerequisite.

If the student takes both AP Math courses they only need to take one course from the last subgroup.

Students who complete 6 math credits prior to graduation are required to continue to take one math class per year until graduation.

Science Requirements	Required Credits: 4
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- | | |
|-----|---|
| TWO | Honors Biology – 1 credit
Honors Chemistry – 1 credit |
| ONE | AP Physics 1 – 1 credit
Honors Physics – 1 credit |
| ONE | AP Biology – 1 credit
AP Chemistry – 1 credit
AP Physics 1 – 1 credit
AP Physics C: M / AP Physics C: E & M – 1 credit |

Students who fulfill the requirement in the second group with AP Physics 1 cannot use AP Physics 1 to fulfill the requirement in the third group.

BASIS Early Graduation Diploma

Required credits: 25.5

In order for a student to obtain this diploma, they must fulfill all requirements of the *BASIS Diploma* by obtaining 25.5 credits.

Early Graduation Declaration

Students who have passed all courses and earned a 3 on at least one AP exam may qualify for Early Graduation if they declare their intent to graduate early:

- a) before the end of Trimester 1 of the student's 11th grade school year
- b) early enough to fulfill the requirements as set by the college counselor and upon approval of an Early Graduation plan
- c) after submitting an application and being accepted to a 4-year college or university.

BASIS Diploma with Honors

Required credits: 28.85

In order for a student to obtain this diploma, they must fulfill all requirements of the *BASIS Diploma* by obtaining 25.5 credits in addition to the 3.35 credits required by this diploma. The total number of required credits is 28.85.

College Counseling Required Credits: 0.67

ONE College Counseling – 0.67 credits

Humanities Capstone Required Credits: 0.67

ONE Capstone: Political Order – 0.67 credits
Capstone: Victorian Literature & Culture – 0.67 credits
Capstone: War and Collective Memory – 0.67 credits

Language Capstone Required Credits: 0.67

ONE Capstone: Chinese Literature and Culture – 0.67 credits
Capstone: French Language & Culture – 0.67 credits
Capstone: Latin Historians – 0.67 credits

Math Capstone Required Credits: 0.67

ONE Capstone: History of Mathematics – 0.67 credits

Science Capstone Required Credits: 0.67

ONE Capstone: Anatomy & Physiology – 0.67 credits
Capstone: Forensics – 0.67 credits

Additional Requirements

In order to qualify for Graduation with Honors, students must earn a Final Course Grade of 80% (B-) or higher in each Capstone Course.

Students taking AP Research are exempt from the Humanities Capstone credit requirement.

Students may substitute an AP Elective Course for a Capstone Course and still be eligible for the Senior Project if the following requirements are met:

1. The substitution is approved by the Curriculum Company Director.
2. The student attends the course for the full 3 Trimesters and takes the College Board exam.

Capstone courses are subject to change.

BASIS Diploma with High Honors

Required credits: 31.85

In order for a student to obtain this diploma, they must fulfill all requirements of the *BASIS Diploma with Honors* by obtaining 28.85 credits in addition to the 3 credits required by this diploma. The total number of required credits is 31.85.

Senior Project / Senior Research Project Required Credits: 3

ONE Senior Project – 3 credits

Senior Project (3 credits):

Senior Projects completed by students who **are not enrolled** in AP Research receive 3 credits.

Senior Project participants who **are not enrolled** in AP Research must:

1. Submit and secure approval for their Project Proposal and Project Syllabus. Part of the proposal is securing:

a. Faculty Adviser

b. Off-campus site

c. External Adviser

The proposal and syllabus has to be approved by the Senior Project Coordinator appointed by the Head of School.

2. Average a minimum of 15 hours per week for a minimum of 10 weeks of work at the Off-campus site.

The fulfillment of the work requirements is monitored and certified by the External Adviser.

3. Post information about their Off-campus experience in a blog at least once a week for the 10 weeks that they are off campus. The blogging requirement is monitored and certified by the Faculty Adviser.

4. Submit a final product that is related to the Senior Project. This final product may be in any medium: it may, for example, be a film, a short story, an essay, an art exhibit, a cookbook, etc.

5. Deliver a formal presentation about their Senior Project to the school community.

The final product and the presentation are evaluated by a committee appointed and led by the Senior Project Coordinator – usually attended by the Faculty Adviser and, if possible, the External Adviser. The committee awards the participant the Senior Project Grade.

Senior Research Project (2.67 credits)

Senior Research Projects completed by students who **are enrolled** in AP Research receive 2.67 credits.

Senior Research Project participants who **are enrolled** in AP Research must:

1. Be enrolled in and pass the AP Research course. In addition, they must submit work (including a final research paper and oral defense of that paper) for assessment by the College Board.

In addition to meeting all of the requirements set for by AP Research, the student must:

2. Secure an off-campus site at which to intern/volunteer/work.

3. Secure an External Adviser
4. Average a minimum of 10 hours per week for a minimum of 10 weeks of work at the Off-campus site.
5. Post information about their Off-campus experience in a blog at least once a week for the 10 weeks that they are off campus. The blogging requirement is monitored and certified by the Faculty Adviser.
6. Deliver a formal presentation about their Senior Research Project to the school community.

The AP Research teacher and the Senior Project Coordinator then work together to assign the student a grade (SPNU). This grade is for the Senior Project course and is in addition to (and separate from) the AP Research grade.