

**AGENDA ITEM: Request to Expand Charter School Operations—Arizona Autism Charter Schools, Inc.**

**Issue**

Arizona Autism Charter School, Inc. (AACCS) did not have sufficient academic performance data to demonstrate meeting the Board’s academic performance expectations for 2014, was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. Arizona Autism submitted requests to add a New School Site (NSS) and to increase its Enrollment Cap (ECAP) from 108 to 168.

**Summary of Narrative Provided**

*Rationale for Expansion Request*

According to the narratives (presented in the Appendix: A. Notification Request Materials), AACCS is requesting expansion to its grade levels in order to offer grades 5–7 at its new site named Arizona Autism Charter School, Upper School Campus in central Phoenix. AACCS plans to open the new school site with 60 students (20 students per grade level) in August 2016. The enrollment cap is being sought to accommodate the students at the new site.

*Supporting Information*

AACCS submitted floor plans for the Upper School Campus showing occupancy of 327.

**I. Background**

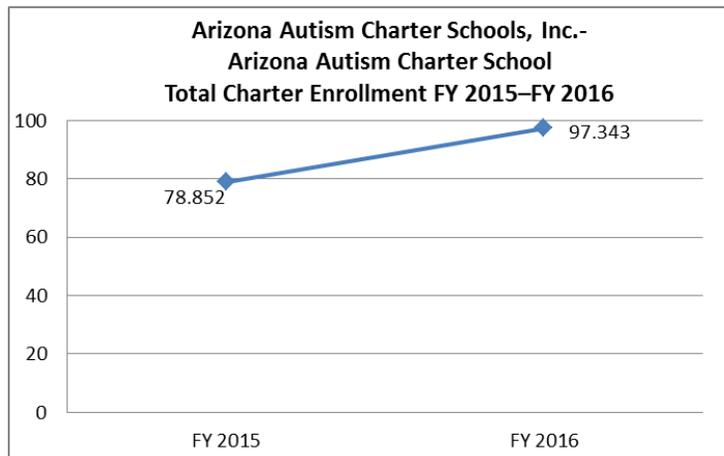
AACCS was granted a charter in January 2013, which is currently approved for grades K–8. AACCS operates one school. See table below.

| School Name                   | Month/Year Open | Location | Grade Levels Served | 2016 100th Day ADM | Instructional Days |
|-------------------------------|-----------------|----------|---------------------|--------------------|--------------------|
| Arizona Autism Charter School | September 2014  | Phoenix  | K–6                 | 97.343             | 180                |

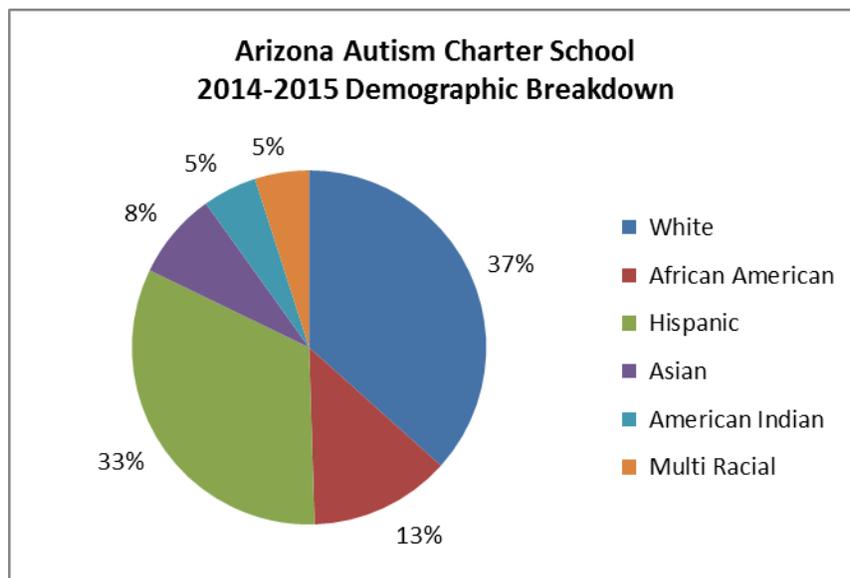
The Mission Statement for AACCS is: “to educate students with autism and related disorders using evidence based teaching strategies delivered by highly trained teachers, and to make this high quality, specialized education accessible to all students with autism in the Phoenix Metropolitan area. Students will be empowered to reach their full potential in a motivating, compassionate environment using individualized programs so that every child gains the skills to integrate into the community and become a fulfilled, productive citizen.”

The current enrollment cap is 108. The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal 2015–2016.





The demographic data for AACS from the 2014–2015 school year is represented in the chart below.<sup>1</sup>



The percentage of students served by AACS in the 2014–2015 school year that are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL) is represented in the table below.<sup>2</sup>

| School Name                   | FRL | ELL | Students with Disabilities |
|-------------------------------|-----|-----|----------------------------|
| Arizona Autism Charter School | 90% | *   | 98%                        |

<sup>1</sup> Information provided by the Research and Evaluation division of the Arizona Department of Education.

<sup>2</sup> Information provided by the Research and Evaluation division of the Arizona Department of Education. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

**II. Academic Performance**

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. AACCS is in its second year of operation. Due to the absence of Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by AACCS. (Refer to Section IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data)

**III. Additional School Choices**

The new campus proposed by AACCS is located in Phoenix near the intersection of 14<sup>th</sup> St. and Indian School Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 83 schools serving grades K-5 within a five mile radius of that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Arizona Autism Charter School, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

| Arizona Autism Charter School |                |                               |                                | ELA 17%               | Math 22%               |                 |                        |
|-------------------------------|----------------|-------------------------------|--------------------------------|-----------------------|------------------------|-----------------|------------------------|
| Letter Grade                  | Within 5 miles | Above State Average ELA (35%) | Above State Average Math (35%) | Comparable ELA (± 5%) | Comparable Math (± 5%) | Charter Schools | Meets Board’s Standard |
| A                             | 23             | 16                            | 15                             | 4                     | 1                      | 10              | 10                     |
| B                             | 21             | 3                             | 5                              | 8                     | 13                     | 5               | 3                      |
| C                             | 25             | 0                             | 0                              | 18                    | 12                     | 4               | 0                      |
| D                             | 13             | 1                             | 0                              | 10                    | 8                      | 3               | 0                      |
| F                             | 1              | 0                             | 0                              | 0                     | 0                      | 1               | 0                      |

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Arizona Autism Charter School serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>3</sup>

| Arizona Autism Charter School |  | 90%                   | *                     | 98%                    |
|-------------------------------|--|-----------------------|-----------------------|------------------------|
| Letter Grade                  |  | Comparable FRL (± 5%) | Comparable ELL (± 5%) | Comparable SPED (± 5%) |
| A                             |  | 1                     |                       | 0                      |
| B                             |  | 6                     |                       | 0                      |
| C                             |  | 8                     |                       | 0                      |
| D                             |  | 8                     |                       | 0                      |
| F                             |  | 0                     |                       | 0                      |

<sup>3</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



**IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data**

Arizona Autism submitted internal benchmarking data for FY 2015 and FY 2016 with the NSS and ECAP requests. Staff conducted a desk audit to review the internal benchmarking data submitted to be considered in conjunction with both the NSS and ECAP requests.

| Evaluation Summary |                                     |                          |                          |
|--------------------|-------------------------------------|--------------------------|--------------------------|
| Area               | Evaluation                          |                          |                          |
|                    | Meets                               | Does Not Meet            | Falls Far Below          |
| Data               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder demonstrated improved student performance year-over-year for the two most recent school years.

Based on the findings summarized above and described in Appendix C. Data Inventory, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board’s Academic Performance Expectations.

**V. Board Options**

**Board Options—New School Site Notification Request**

**Option 1:** The Board may approve the request. Staff recommends the following language:

I move, based on the information contained in the Board materials and presented today, to approve the request to add a new school site to the charter contract of Arizona Autism Charter Schools, Inc. for the operation of Arizona Autism Charter School, Upper School Campus.

**Option 2:** The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add a new school site to the charter contract of Arizona Autism Charter Schools, Inc., for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)

**Board Options—Enrollment Cap Notification Request**

**Option 1:** The Board may approve the request. Staff recommends the following language:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Arizona Autism Charter Schools, Inc. from 108 to 168 students.

**Option 2:** The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of Arizona Autism Charter Schools, Inc. from 108 to 168 students, for the reason(s) that:

(Board member may specify additional reasons the Board found during its consideration.)



**APPENDIX A**

**NOTIFICATION REQUEST MATERIALS**

**1. New School Site**

\*\*\*\*PLEASE NOTE: Arizona Autism Charter Schools, Inc. has submitted a Governance Notification Request asking for the removal of Harry Kressler from its board membership due to his death. Based on ASBCS submission status, the Governance Notification is being reviewed by the ASBCS director.



**Meeting of the Board of Directors of ARIZONA AUTISM CHARTER SCHOOLS, INC.**

Monday, April 4, 2016 4:00 PM

4433 N. 7<sup>th</sup> Street Phoenix, AZ 85014

**Board Members Present Telephonically:**

Ron Harrison

Genaro Delgadillo

Leo Valdez

Gregory Torrez

Mary McEvelly-Hernandez

**Others Present:**

Diana Diaz-Harrison

David Heiple

1) **Welcome and Attendance**

At 4:00 pm the Board Meeting commenced. Leo Valdez, Board President, ran the meeting. It was determined that a quorum was present via phone conference and the meeting could conduct business. Leo asked for a motion to approve the agenda and begin the meeting, Gregory made a motion, Mary seconded the motion, all were in favor and Leo called the meeting to order.

2) **Public Comment**

Leo asked if there were any members of the public on the line for public comment. It was determined no members of the public were on the line.

3) **Executive Director/Superintendent Report**

- Diana Diaz and David Heiple, the schools approved real estate agent, updated the board on the facility that had recently become available for purchase at 1445 E. Indian School Rd. Phoenix. David described the building information as outlined in the information packet provided. The information included that the facility is 17,447 square feet, two stories, built in 1988. It has

approximately 12 total classrooms as well as enough office space. Diana expressed that from her observation and research, only minor tenant improvements would be needed. One of the main concerns, was whether part of the parking lot could be converted to a playground. The building is listed at \$1,850,000. The Letter of Intent to purchase would offer \$1.6 million, so less than the asking price. Gregory asked if the building would meet all charter school requirements and if there would be an inspection period. David explained that the Letter of Intent was non-binding would allow us to have a 30 day inspection period. Ron asked what the monthly payment would be in comparison to the lease the school was considering. Diana said the lease was an \$8,000 monthly payment for about 9,775 square feet, but the Indian School building would be a purchase and the payment would be about \$12,000 for about 17,447 square feet. Mary mentioned we should ensure we'd have enough parking spaces based on city code if a playground were to be built. Diana said an architect was looking into that.

- David Heiple proceeded to explain details of the Letter of Intent to Purchase explaining the \$1.6 offer with \$10,000 to open escrow with a 30 day contingency period and a 30 day due diligence period plus additional time to secure financing.

#### 4) Action Items related to New Site, Financing and Enrollment Cap Increase

- a) Leo asked if there were further questions regarding the Letter of Intent to Purchase the facility located at 1445 E. Indian School Rd. Phoenix. There were no further questions. Gregory made a motion to approve the Letter of Intent, Genaro seconded the motion, the motion passed unanimously.
- b) Leo explained to the board there was an opportunity to finance 100% of the cost of the building plus improvements for about \$2,000,000 through the Charter Schools Development Corporation (CSDC). Leo explained it was a 25 year mortgage and that he was working to negotiate a good rate with CSDC. He said it was in the schools best interest to pursue financing with CSDC as 100% financing is difficult to obtain for a new school. He asked if there was a motion to approve pursuing financing through CSDC, Ron made a motion, Genaro seconded the motion, the motion passed unanimously.
- c) Leo asked Diana if the Enrollment Cap would be affected by considering the Indian School site versus the church facility on Maryland. Diana explained the facility at 1445 E. Indian School is significantly larger than the Holy Trinity facility. The Indian School facility is school ready with 17,445 square feet while the church facility offered 9,775 square feet. Therefore, the school leadership team had determined it would open six to eight new classrooms serving at least 80 new students over the next two school years. The plan is to enroll about 60 new students in the 2016-17 school year and 20 new students in the 2017-18 school year at the new site. The current elementary campus would remain capped at 108 students. The new campus would hold 80 more students for a total Enrollment Cap Increase of 188. In order to increase the enrollment cap, the school needs to get approval for an Enrollment Cap Increase from our own school board and from ASBCS. Leo asked the board if there were questions. Since there were no further questions, Leo called for a motion to approve the Enrollment Cap to 188 students across two sites. Genaro motioned to approve the Enrollment Cap Increase. Ron seconded the motion. The motion passed unanimously.

5) **Adjournment**

Leo called for a motion to adjourn the meeting. Genaro made a motion to adjourn. Mary seconded the motion. The motion passed unanimously and the meeting was adjourned at approximately 4:30 pm.

**1. Narrative:** Provide a timeline for implementing the expansion request including projected number of students served per grade for the first year, and including whether the New School Notification Request will be submitted in conjunction with any other amendment or notification request which would warrant concurrent consideration.

### **Implementation Timeline for New Site and Enrollment Cap Increase**

The growth plan for Arizona Autism Charter School (AZACS) includes adding one grade level every year after opening. In its opening year, 2014-15, the current AZACS campus offered grades K-5. In the current school year, 2015-16, the school is offering grades K-6 and is at capacity at its current site with 108 students. The plan for the new site is to offer grades 5-7 in the 2016-17 school year, and expand to grades 5-8 the following school year, then grow by one grade level every year. **The current campus would continue to serve grades K-4 and cap at 108 students.**

#### **Projected number of students by grade for new site in 2016-17:**

- 5<sup>th</sup> Grade, 20 students
- 6<sup>th</sup> Grade, 20 students
- 7<sup>th</sup> Grade, 20 students

TOTAL Number of students the first year: 60

**168 TOTAL students at both sites in 2016-17**

### **Related Notification Request**

**A New School Site Notification Request** will be submitted in conjunction with an **Enrollment Cap Increase Request** to address the additional students that will be enrolled at the new campus.

#### **2. Provide the number of instructional days the new school site will serve.**

The new school site will follow the same school calendar as its current school with **180 instructional days.**

**3. Summarize the organizations capacity to: support the quality and long-term academic success; support the long-term operational success; and support the quality and long-term financial viability of the proposed growth of the charter until capacity is reached.**

**Academic Success:**

The mission of the Arizona Autism Charter School is to educate students with autism and related disorders using evidence-based strategies grounded in the principles of Applied Behavior Analysis (ABA) delivered by highly trained teachers and staff. The goal is to make this high quality, specialized education accessible to all students with autism and related disorders in the Phoenix Metropolitan area.

Our driving force is to empower students with autism, and all who attend our school, to reach their full potential in motivating, academically challenging environments using individualized programs, so that each child gains the skills to integrate into the community and become a fulfilled, productive citizen.

Arizona Autism Charter School (AZACS) has demonstrated in its first two years of operation that its leadership team, teachers and staff have the capacity to support the quality and long-term academic success of the special population it serves. The school employs the principles of Applied Behavior Analysis (ABA) as its main teaching strategy, as it is backed by more than 50 years of research as the most effective in the instruction of students on the autism spectrum. In order to ensure ABA strategies are implemented with fidelity, the school employs a team of Board Certified Behavior Analysts (BCBAs) to implement and supervise the instruction at the school. The school Principal ensures this instruction is aligned with Arizona College and Career Ready Standards and that student growth is documented with a data driven program.

The school's ability to ensure the long-term academic success of students was acknowledged by the Arizona State Board for Charter Schools in January 2016, when it evaluated the schools Demonstration of Sufficient Progress with a "Meets" in the areas of Data, Curriculum, Assessment, Monitoring Instruction and Professional Development. The school will continue to use and improve upon academic areas evaluated in the DSP to ensure long-term academic success. Please see table below:

#### IV. Demonstration of Sufficient Progress

AACS submitted a DSP Report with the Adding Grade Levels to Charter Amendment Request (AGL) addressing the school's systems and data. The Charter Holder was provided a copy of the initial evaluation of the DSP Report and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation through the desk audit process.

Following a preliminary evaluation of the DSP, staff conducted a desk audit to review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission.

After reviewing documents submitted for the desk audit, Board staff completed an initial evaluation of the DSP (portfolio: d. DSP Initial Evaluation). The following is a summary of the final DSP Evaluation (portfolio: e. DSP Final Evaluation):

| Evaluation Summary       |                                     |                          |                          |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Area                     | DSP Evaluation                      |                          |                          |
|                          | Meets                               | Does Not Meet            | Falls Far Below          |
| Data                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curriculum               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitoring Instruction   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### **Operational Success:**

In order to ensure the operational success of the charter, leaders must ensure there are enough human and material resources to sustain a successful operation. Resource allocation and sustainability begins at the Board level where the Board self-selects new members based on organizational needs and dedication to the mission of the school. Next, the Board reviews quarterly reports in the areas of academics and finance to ensure there are adequate resources in place to run a successful operation and special education program for the entire school. The Board's main hiring responsibility is the hiring of the Executive Director, who oversees implementation of all governing board school policies and ensures the school board's mission is being executed daily. A formal yearly evaluation of the executive director takes place with an annual performance review. This review of effectiveness covers operational success of the school.

The Executive Director works collaboratively with the school's leadership team to ensure that resources are allocated as needed for a successful school operation. One of the main areas that ensures a smooth and successful operation, is allocating human resources to staff the various needs of the school.

#### Human Resources for Successful School Operation:

The AZACS founding team succeeded in implementing a recruitment and staffing plan that ensured the operational success of its elementary school, which opened in the fall of 2014. The school is already implementing the same strategies to recruit high-level professionals with a

track record of success teaching students with autism for its second, middle school site. As a model school, AZACS works to continually expand its pool of trained and qualified individuals to work as teachers, paraprofessionals and ABA behavioral staff needed for students with autism and other special needs. This specialized staff is essential to ensure safety and operational success of a school focused on special needs students.

### **Financial Viability:**

The AZACS founding team developed a very accurate budget for its first year of operation and ended the year on target in terms of projected spending. The school did well with its first financial and operations audit and had no negative findings. The organization has experience developing a start-up budget, as it did for its elementary school during the planning year in 2013-14. The organization will use that experience to develop the start-up budget for its second, middle school campus and ensure adequate funding throughout the school year.

A summary of the final FY15 budget tells us the school's total revenue was approximately \$2.2M. The main revenue stream came from state equalization payments totaling approximately \$1.2M. Other revenue secured were Title I&II, IDEA, local revenue or private fundraising, Proposition 301 funding, Instructional Improvement funds and the last cycle of AZ-CSP funding. Total expenses for the FY15 left the school with a net income of \$25,141 at the end of its first year of operation. The adopted budget for FY16 indicates revenues at \$2.5 from the same sources.

With the help of Diamond Financial Solutions, the school's contracted services provider, the school has been successful in securing all eligible funding streams to ensure the school can afford all projected staffing, overhead and materials costs necessary to run the program. The schools executive director works hand in hand with Diamond Financial to submit all student reporting data, entitlement grants and compliance materials to ensure AZACS revenue streams flow to the school without delays.

As AZACS expands its operations and opens its second campus, it will follow the enrollment and staffing model of its current school, with an average of nine students per class and an average 3:1 student to staff ratio. This is a model that serves the needs of the autism population and a model that can be sustained financially based on secured revenue streams.

In addition, AZACS school leaders are seeking additional funding for therapeutic services conducted at the school through Medicaid funding. This funding will offset costs for speech, occupational therapy, physical therapy and some paraprofessional health aides. More private funding will also be sought through corporate grants, tax credit campaigns and other fundraising. Although the core functions of AZACS do not depend on this additional funding, the board will set fundraising targets to help enrich the programs offered at AZACS.

The AZACS board will have systematic oversight of the school's finances by reviewing quarterly reports at board meetings prepared by the AZACS Executive Director and Diamond Financial, the school's contracted financial services provider. At the end of each school year, the Executive Director will present a year-end budget and Annual Financial Report to the Board, which will be used to adjust and develop the budget for the following year.







# ACORD™ INSURANCE BINDER

DATE (MM/DD/YYYY)

06/26/2015

**THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.**

|   |   |            |                                  |      |            |            |       |            |                                  |
|---|---|------------|----------------------------------|------|------------|------------|-------|------------|----------------------------------|
| <b>AGENCY</b><br>Care Providers Insurance Services, LLC<br>a div of NSM Insurance Group<br>16301 Quorum Drive - Ste. 100A<br>Addison, TX 75001<br><br>PHONE (A/C, No, Ext):                      FAX (A/C, No):<br><br>CODE:    SUB CODE:<br>AGENCY CUSTOMER ID: <b>00009838</b><br>INSURED<br><br>Arizona Autism Charter Schools, Inc<br>4433 N. 7th Street<br>Phoenix, AZ 85014 | <b>COMPANY</b><br>Arch Insurance Co.<br><br>BINDER #<br><b>B15062617100</b><br><br><table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; border-bottom: 1px solid black;">DATE</td> <td style="width:25%; border-bottom: 1px solid black;">EFFECTIVE</td> <td style="width:25%; border-bottom: 1px solid black;">TIME</td> <td style="width:25%; border-bottom: 1px solid black;">EXPIRATION</td> </tr> <tr> <td style="border-bottom: 1px solid black;">07/01/2015</td> <td style="border-bottom: 1px solid black;">12:01</td> <td style="border-bottom: 1px solid black;">X AM<br/>PM</td> <td style="border-bottom: 1px solid black;">07/31/2015 X<br/>12:01 AM<br/>NOON</td> </tr> </table> THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #.<br><br><b>DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)</b><br><br>NCPKG0322901 - Package<br>NCAUT0322901 - Auto<br>NCFXS0322901 - Excess | DATE       | EFFECTIVE                        | TIME | EXPIRATION | 07/01/2015 | 12:01 | X AM<br>PM | 07/31/2015 X<br>12:01 AM<br>NOON |
| DATE  | EFFECTIVE   | TIME       | EXPIRATION                       |      |            |            |       |            |                                  |
| 07/01/2015  | 12:01   | X AM<br>PM | 07/31/2015 X<br>12:01 AM<br>NOON |      |            |            |       |            |                                  |

| COVERAGES   | LIMITS  |
|---|---|
| TYPE OF INSURANCE   | COVERAGE/FORMS  |
| PROPERTY  | DEDUCTIBLE      COINS %      AMOUNT   |
| CAUSES OF LOSS<br>BASIC      BROAD <input checked="" type="checkbox"/> SPEC<br>X <b>Property Enhancement</b><br>X <b>Equipment Breakdown</b>                          | <b>Personal Property - Replacement Cost</b><br>1,000      80      250,000   |
| <b>GENERAL LIABILITY</b><br>X <b>COMMERCIAL GENERAL LIABILITY</b><br>CLAIMS MADE      X OCCUR<br>X <b>SS GL Endorsement</b><br>RETRO DATE FOR CLAIMS MADE: 07/01/2014 | Abuse and Molestation \$1,000,000 / \$3,000,000<br>Professional Liability \$1,000,000 / \$3,000,000<br>Employee Benefits Liability<br>\$1,000,000 / \$3,000,000; DED: \$1,000<br>EACH OCCURRENCE \$ 1,000,000<br>DAMAGE TO RENTED PREMISES \$ 100,000<br>MED EXP (Any one person) \$ 5,000<br>PERSONAL & ADV INJURY \$ 1,000,000<br>GENERAL AGGREGATE \$ 3,000,000<br>PRODUCTS - COMP/OP AGG \$ 3,000,000 |
| <b>VEHICLE LIABILITY</b><br>ANY AUTO<br>ALL OWNED AUTOS<br>SCHEDULED AUTOS<br>X HIRED AUTOS<br>X NON-OWNED AUTOS  | COMBINED SINGLE LIMIT \$ 1,000,000<br>BODILY INJURY (Per person) \$<br>BODILY INJURY (Per accident) \$<br>PROPERTY DAMAGE \$<br>MEDICAL PAYMENTS \$<br>PERSONAL INJURY PROT \$<br>UNINSURED MOTORIST \$   |
| <b>VEHICLE PHYSICAL DAMAGE</b> DED      ALL VEHICLES      SCHEDULED VEHICLES<br>COLLISION: _____<br>OTHER THAN COL: _____   | ACTUAL CASH VALUE<br>STATED AMOUNT \$   |
| <b>GARAGE LIABILITY</b><br>ANY AUTO   | AUTO ONLY - EA ACCIDENT \$<br>OTHER THAN AUTO ONLY:<br>EACH ACCIDENT \$<br>AGGREGATE \$   |
| <b>EXCESS LIABILITY</b><br>UMBRELLA FORM<br>X OTHER THAN UMBRELLA FORM      RETRO DATE FOR CLAIMS MADE:   | EACH OCCURRENCE \$ 1,000,000<br>AGGREGATE \$ 1,000,000<br>SELF-INSURED RETENTION \$   |
| <b>WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY</b>   | WC STATUTORY LIMITS<br>E.L. EACH ACCIDENT \$<br>E.L. DISEASE - EA EMPLOYEE \$<br>E.L. DISEASE - POLICY LIMIT \$   |
| <b>SPECIAL CONDITIONS/ OTHER COVERAGES</b><br>CRIME - Employee Theft \$100k / Forgery \$25k / DED: \$1,000<br>Inside (Theft of M&S) \$5k / Outside \$5k / DED: \$500  | FEES \$<br>TAXES \$<br>ESTIMATED TOTAL PREMIUM \$   |

**NAME & ADDRESS**

**This binder is a summation of the limits, terms, coverages and conditions all of which is superseded by the actual policy when issued.**

MORTGAGEE       ADDITIONAL INSURED  
 LOSS PAYEE  
 LOAN #  
 AUTHORIZED REPRESENTATIVE  
**William Kanehann**

## CONDITIONS

This Company binds the kind(s) of insurance stipulated on the reverse side. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

### Applicable in California

When this form is used to provide insurance in the amount of one million dollars (\$1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

### Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

### Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

### Applicable in Florida

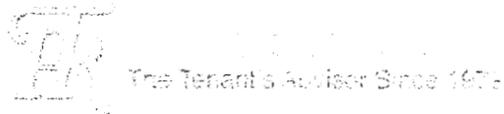
Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

### Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than \$1,000,000.00 when proof is required: (A) Shall be fined not more than \$500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

### Applicable in the Virgin Islands

This binder is effective for only ninety (90) days. Within thirty (30) days of receipt of this binder, you should request an insurance policy or certificate (if applicable) from your agent and/or insurance company.



April 7, 2016

Mr. Shannon Kling  
Cushman & Wakefield

RE: 1445 E. Indian School Road, Phoenix Az.

Dear Shannon,

My client is interested in purchasing the above referenced property including all rights, title and interests, plans, leases, licenses, permits and other personal property with respect to the property ("Property").

This letter of intent spells out the terms and conditions under which, Arizona Autism Charter School, Inc, or nominee ("Buyer") proposes to purchase the Property.

**I. PROPERTY.**

The purchase shall be for the Property located at 1445 E. Indian School Road, Phoenix Az. The size of the Property is approximately 17,445 square feet.

**II. PURCHASE PRICE.**

The Purchase Price for the Property shall be the amount of \$1,700,000.00 ("Purchase Price").

**III. PAYMENT OF PURCHASE PRICE/ESCROW.**

A. Upon opening of an escrow for the consummation of the transaction outlined herein ("Escrow"), Buyer shall deposit into escrow the amount of \$20,000.00 in favor of the Escrow ("Deposit"). Upon the expiration of all the Contingency Periods, the Buyer shall deposit an additional \$10,000.00 in favor of the Escrow ("Additional Deposit") The Deposit, Additional Deposit shall be credited towards the Purchase Price at the Close of Escrow. The Deposit shall be fully refundable to Buyer prior to the expiration of the Contingency Periods, or close of Escrow as outlined below.

B. Buyer to obtain a new loan for the balance of the purchase price.

**IV. CONDITIONS OF PURCHASE.**

**A. Seller's Obligations.**

1. Upon opening of Escrow, Seller shall provide Buyer with the following material ("Seller's Deliveries"):

- Preliminary Title Report covering the Property together with all documents which constitute the underlying exceptions to title collectively ("Preliminary Title Report"), issued by Title Company.
- Seller does not have. Prior NNN tenant operated the building directly.
- Copies of all soils reports, geological reports, and hazardous materials reports, including test results, and building plans, if available.
- Copies of all plans, permits or other governmental approvals with respect to the Property, if available.

- All maintenance records.
- Complete breakdown of renovation or construction costs done to the Property during Seller's ownership, including copies of contracts and warranties.
- Expense history for the property.
- All equipment leases or contracts affecting the Property including but not limited to all the maintenance contracts.

2. Within fifteen (15) days of the opening of Escrow, Seller shall furnish to Buyer, to the extent in Seller's possession or reasonable control, the following:

- Any existing Environmental Site Assessment.
- Any existing ALTA Survey of the Property or recorded plat.

3. Seller shall grant Buyer the right to enter the Property during the Escrow period in order to conduct non-intrusive physical inspections, engineering reports and all other reasonable tests and inspections as Buyer deems appropriate. Such tests shall be at Buyer's sole expense and Buyer shall indemnify and hold Seller harmless in connection with any loss as a result of these activities.

4. Seller shall convey the Property to Buyer free and clear of all liens, easements or other encumbrances, except those approved by Buyer in writing.

#### **V. BUYER'S CONTINGENCIES.**

Buyer shall have a period of thirty (30) days from the opening of Escrow and delivery of Seller's Deliveries to approve or disapprove the following conditions in its sole discretion ("Contingency Period").

A. Buyer shall have the right to object to any exceptions set forth in the Preliminary Title Report or any items delivered to Buyer pursuant to a Purchase and Sale Agreement. Buyer shall make said objection by giving written notice to Seller. Seller shall have ten (10) days from the date of the notice to remove, to Buyer's satisfaction, the item to which Buyer objects, at Seller's expense. If said objectionable item(s) is/are not removed to Buyer's satisfaction within the specified time period, Buyer shall have, notwithstanding that the deadline has expired, the right to cancel the Escrow and the parties shall have no further liability or obligation to one another, however, that Buyer may waive in writing such objections and consummate the transaction.

B. The condition of the Property and any other environmentally related conditions and reports.

C. All existing leases, contracts, permits and agreements affecting the Property.

D. Any other item which, in Buyer's sole discretion, would affect the suitability of the Property as a real estate investment for Buyer's purposes.

#### **Initial Public Agency & Financing Contingency Period:**

Buyer shall have an initial thirty (30) days beyond expiration of Due Diligence Period to obtain all of the required Public Agency Approvals to operate a state funded charter school on Property and secure financing that is acceptable to Buyer, whether it is in the form of tax-exempt bonds or direct loan financing.

#### **Extension of Public Agency & Financing Contingency Period:**

Seller shall grant Buyer two - twenty (20) day extension periods of Initial Public Agency & Financing Contingency Period in the event Buyer has not yet obtained all necessary Public Agency approvals or secured financing that is acceptable to Buyer.

**VI. OTHER TERMS.**

A. This Letter of Intent is subject to the Buyer and Seller entering into a satisfactory Purchase and Sale Agreement prior to the opening of Escrow, satisfactory to Buyer which is customary in the real estate market in Maricopa County, Arizona. Should the Purchase and Sale Agreement not be sufficient or satisfactory, Buyer will not be under any obligation to complete the transaction contemplated by this Letter of Intent. In any event, if Buyer and Seller do not execute a Purchase and Sale Agreement within thirty (30) business days from the date of this Letter of Intent, this Letter of Intent shall be null and void. Escrow shall open within one (1) business day following the execution of the Purchase and Sale Agreement.

B. Buyer shall obtain, at Seller's cost and expense, an standard coverage title policy showing the Property to be purchased by Buyer or its assignee as approved by Buyer. Buyer to be responsible for any extended coverage.

C. Taxes, assessments and any other charges shall be prorated at the close of Escrow. Seller shall satisfy any special assessments.

D. Seller shall not enter into new leases, contracts or obtain any governmental permits or approvals for the Property during the Escrow period without Buyer's prior written approval.

E. Closing is to take place ten (10) days subsequent to the removal of Buyer's Contingencies.

F. This Letter of Intent shall inure to the benefit of and be binding upon the successors in interest and assignees of the parties hereto.

G. Seller shall be responsible for a real estate commission of five percent (5.0%) of the purchase price to be paid at close of escrow and split equally between the Seller's representative, Cushman & Wakefield and the Buyer's representative, Heiple Travers Realty (DBA Heiple Real Estate Services Inc.) in connection with this transaction.

H. This Letter of Intent shall remain in effect until 5:00 pm MST, April 8, 2016. Your acceptance shall be indicated by your execution and return of this Letter of Intent.

Sincerely,

Heiple Travers

Accepted this \_\_\_ day of April, 2016

**Buyer: Arizona Autism Charter School, Inc**

By: [Signature]

Its: Executive Director

**Seller:**

By: [Signature]

Its: Owner

4/18/16

# Arizona State Board for Charter Schools

## Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("ASBCS"), at a meeting held on June 8, 2009, approved a revised policy that requires new and existing charter holders to submit a copy of a valid certificate of occupancy and current fire marshal inspection report for each location where educational services will be provided prior to the initiation of state equalization payments.

The ASBCS will request that the Arizona Department of Education ("ADE") withhold state equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new school sites under existing charter contracts, and 3) school sites under existing charter contract moving from one location to another until the school has submitted valid copies of the required certificate of occupancy and current fire marshal inspection report for the new educational facility.

Once the ASBCS office has verified that the appropriate documents for each location have been received, the ASBCS office will notify the school and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20<sup>th</sup> of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20<sup>th</sup> of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current fire marshal inspection report to the ASBCS office for each of our school facilities. These documents must be verified by the ASBCS office prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this site.

I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.

Arizona Autism Charter Schools, Inc.  
Charter Holder Name

  
Charter Representative Signature

3/24/14  
Date

**APPENDIX A**

**NOTIFICATION REQUEST MATERIALS**

**2. Enrollment Cap**

\*\*\*\*PLEASE NOTE: Arizona Autism Charter Schools, Inc. has submitted a Governance Notification Request asking for the removal of Harry Kressler from its board membership due to his death. Based on ASBCS submission status, the Governance Notification is being reviewed by the ASBCS director.



**Meeting of the Board of Directors of ARIZONA AUTISM CHARTER SCHOOLS, INC.**

Monday, April 4, 2016 4:00 PM

4433 N. 7<sup>th</sup> Street Phoenix, AZ 85014

**Board Members Present Telephonically:**

Ron Harrison

Genaro Delgadillo

Leo Valdez

Gregory Torrez

Mary McEvelly-Hernandez

**Others Present:**

Diana Diaz-Harrison

David Heiple

1) **Welcome and Attendance**

At 4:00 pm the Board Meeting commenced. Leo Valdez, Board President, ran the meeting. It was determined that a quorum was present via phone conference and the meeting could conduct business. Leo asked for a motion to approve the agenda and begin the meeting, Gregory made a motion, Mary seconded the motion, all were in favor and Leo called the meeting to order.

2) **Public Comment**

Leo asked if there were any members of the public on the line for public comment. It was determined no members of the public were on the line.

3) **Executive Director/Superintendent Report**

- Diana Diaz and David Heiple, the schools approved real estate agent, updated the board on the facility that had recently become available for purchase at 1445 E. Indian School Rd. Phoenix. David described the building information as outlined in the information packet provided. The information included that the facility is 17,447 square feet, two stories, built in 1988. It has

approximately 12 total classrooms as well as enough office space. Diana expressed that from her observation and research, only minor tenant improvements would be needed. One of the main concerns, was whether part of the parking lot could be converted to a playground. The building is listed at \$1,850,000. The Letter of Intent to purchase would offer \$1.6 million, so less than the asking price. Gregory asked if the building would meet all charter school requirements and if there would be an inspection period. David explained that the Letter of Intent was non-binding would allow us to have a 30 day inspection period. Ron asked what the monthly payment would be in comparison to the lease the school was considering. Diana said the lease was an \$8,000 monthly payment for about 9,775 square feet, but the Indian School building would be a purchase and the payment would be about \$12,000 for about 17,447 square feet. Mary mentioned we should ensure we'd have enough parking spaces based on city code if a playground were to be built. Diana said an architect was looking into that.

- David Heiple proceeded to explain details of the Letter of Intent to Purchase explaining the \$1.6 offer with \$10,000 to open escrow with a 30 day contingency period and a 30 day due diligence period plus additional time to secure financing.

#### 4) **Action Items related to New Site, Financing and Enrollment Cap Increase**

- a) Leo asked if there were further questions regarding the Letter of Intent to Purchase the facility located at 1445 E. Indian School Rd. Phoenix. There were no further questions. Gregory made a motion to approve the Letter of Intent, Genaro seconded the motion, the motion passed unanimously.
- b) Leo explained to the board there was an opportunity to finance 100% of the cost of the building plus improvements for about \$2,000,000 through the Charter Schools Development Corporation (CSDC). Leo explained it was a 25 year mortgage and that he was working to negotiate a good rate with CSDC. He said it was in the schools best interest to pursue financing with CSDC as 100% financing is difficult to obtain for a new school. He asked if there was a motion to approve pursuing financing through CSDC, Ron made a motion, Genaro seconded the motion, the motion passed unanimously.
- c) Leo asked Diana if the Enrollment Cap would be affected by considering the Indian School site versus the church facility on Maryland. Diana explained the facility at 1445 E. Indian School is significantly larger than the Holy Trinity facility. The Indian School facility is school ready with 17,445 square feet while the church facility offered 9,775 square feet. Therefore, the school leadership team had determined it would open six to eight new classrooms serving at least 80 new students over the next two school years. The plan is to enroll about 60 new students in the 2016-17 school year and 20 new students in the 2017-18 school year at the new site. The current elementary campus would remain capped at 108 students. The new campus would hold 80 more students for a total Enrollment Cap Increase of 188. In order to increase the enrollment cap, the school needs to get approval for an Enrollment Cap Increase from our own school board and from ASBCS. Leo asked the board if there were questions. Since there were no further questions, Leo called for a motion to approve the Enrollment Cap to 188 students across two sites. Genaro motioned to approve the Enrollment Cap Increase. Ron seconded the motion. The motion passed unanimously.

5) **Adjournment**

Leo called for a motion to adjourn the meeting. Genaro made a motion to adjourn. Mary seconded the motion. The motion passed unanimously and the meeting was adjourned at approximately 4:30 pm.

**1. Narrative:** Provide a timeline for implementing the expansion request including projected number of students served per grade for the first year, and including whether the New School Notification Request will be submitted in conjunction with any other amendment or notification request which would warrant concurrent consideration.

### **Implementation Timeline for New Site and Enrollment Cap Increase**

The growth plan for Arizona Autism Charter School (AZACS) includes adding one grade level every year after opening. In its opening year, 2014-15, the current AZACS campus offered grades K-5. In the current school year, 2015-16, the school is offering grades K-6 and is at capacity at its current site with 108 students. The plan for the new site is to offer grades 5-7 in the 2016-17 school year, and expand to grades 5-8 the following school year, then grow by one grade level every year. **The current campus would continue to serve grades K-4 and cap at 108 students.**

#### **Projected number of students by grade for new site in 2016-17:**

- 5<sup>th</sup> Grade, 20 students
- 6<sup>th</sup> Grade, 20 students
- 7<sup>th</sup> Grade, 20 students

TOTAL Number of students the first year: 60

**168 TOTAL students at both sites in 2016-17**

### **Related Notification Request**

**A New School Site Notification Request** will be submitted in conjunction with an **Enrollment Cap Increase Request** to address the additional students that will be enrolled at the new campus.

#### **2. Provide the number of instructional days the new school site will serve.**

The new school site will follow the same school calendar as its current school with **180 instructional days.**

**3. Summarize the organizations capacity to: support the quality and long-term academic success; support the long-term operational success; and support the quality and long-term financial viability of the proposed growth of the charter until capacity is reached.**

**Academic Success:**

The mission of the Arizona Autism Charter School is to educate students with autism and related disorders using evidence-based strategies grounded in the principles of Applied Behavior Analysis (ABA) delivered by highly trained teachers and staff. The goal is to make this high quality, specialized education accessible to all students with autism and related disorders in the Phoenix Metropolitan area.

Our driving force is to empower students with autism, and all who attend our school, to reach their full potential in motivating, academically challenging environments using individualized programs, so that each child gains the skills to integrate into the community and become a fulfilled, productive citizen.

Arizona Autism Charter School (AZACS) has demonstrated in its first two years of operation that its leadership team, teachers and staff have the capacity to support the quality and long-term academic success of the special population it serves. The school employs the principles of Applied Behavior Analysis (ABA) as its main teaching strategy, as it is backed by more than 50 years of research as the most effective in the instruction of students on the autism spectrum. In order to ensure ABA strategies are implemented with fidelity, the school employs a team of Board Certified Behavior Analysts (BCBAs) to implement and supervise the instruction at the school. The school Principal ensures this instruction is aligned with Arizona College and Career Ready Standards and that student growth is documented with a data driven program.

The school's ability to ensure the long-term academic success of students was acknowledged by the Arizona State Board for Charter Schools in January 2016, when it evaluated the schools Demonstration of Sufficient Progress with a "Meets" in the areas of Data, Curriculum, Assessment, Monitoring Instruction and Professional Development. The school will continue to use and improve upon academic areas evaluated in the DSP to ensure long-term academic success. Please see table below:

#### IV. Demonstration of Sufficient Progress

AACS submitted a DSP Report with the Adding Grade Levels to Charter Amendment Request (AGL) addressing the school's systems and data. The Charter Holder was provided a copy of the initial evaluation of the DSP Report and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation through the desk audit process.

Following a preliminary evaluation of the DSP, staff conducted a desk audit to review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission.

After reviewing documents submitted for the desk audit, Board staff completed an initial evaluation of the DSP (portfolio: d. DSP Initial Evaluation). The following is a summary of the final DSP Evaluation (portfolio: e. DSP Final Evaluation):

| Evaluation Summary       |                                     |                          |                          |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| Area                     | DSP Evaluation                      |                          |                          |
|                          | Meets                               | Does Not Meet            | Falls Far Below          |
| Data                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curriculum               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitoring Instruction   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### **Operational Success:**

In order to ensure the operational success of the charter, leaders must ensure there are enough human and material resources to sustain a successful operation. Resource allocation and sustainability begins at the Board level where the Board self-selects new members based on organizational needs and dedication to the mission of the school. Next, the Board reviews quarterly reports in the areas of academics and finance to ensure there are adequate resources in place to run a successful operation and special education program for the entire school. The Board's main hiring responsibility is the hiring of the Executive Director, who oversees implementation of all governing board school policies and ensures the school board's mission is being executed daily. A formal yearly evaluation of the executive director takes place with an annual performance review. This review of effectiveness covers operational success of the school.

The Executive Director works collaboratively with the school's leadership team to ensure that resources are allocated as needed for a successful school operation. One of the main areas that ensures a smooth and successful operation, is allocating human resources to staff the various needs of the school.

#### Human Resources for Successful School Operation:

The AZACS founding team succeeded in implementing a recruitment and staffing plan that ensured the operational success of its elementary school, which opened in the fall of 2014. The school is already implementing the same strategies to recruit high-level professionals with a

track record of success teaching students with autism for its second, middle school site. As a model school, AZACS works to continually expand its pool of trained and qualified individuals to work as teachers, paraprofessionals and ABA behavioral staff needed for students with autism and other special needs. This specialized staff is essential to ensure safety and operational success of a school focused on special needs students.

### **Financial Viability:**

The AZACS founding team developed a very accurate budget for its first year of operation and ended the year on target in terms of projected spending. The school did well with its first financial and operations audit and had no negative findings. The organization has experience developing a start-up budget, as it did for its elementary school during the planning year in 2013-14. The organization will use that experience to develop the start-up budget for its second, middle school campus and ensure adequate funding throughout the school year.

A summary of the final FY15 budget tells us the school's total revenue was approximately \$2.2M. The main revenue stream came from state equalization payments totaling approximately \$1.2M. Other revenue secured were Title I&II, IDEA, local revenue or private fundraising, Proposition 301 funding, Instructional Improvement funds and the last cycle of AZ-CSP funding. Total expenses for the FY15 left the school with a net income of \$25,141 at the end of its first year of operation. The adopted budget for FY16 indicates revenues at \$2.5 from the same sources.

With the help of Diamond Financial Solutions, the school's contracted services provider, the school has been successful in securing all eligible funding streams to ensure the school can afford all projected staffing, overhead and materials costs necessary to run the program. The schools executive director works hand in hand with Diamond Financial to submit all student reporting data, entitlement grants and compliance materials to ensure AZACS revenue streams flow to the school without delays.

As AZACS expands its operations and opens its second campus, it will follow the enrollment and staffing model of its current school, with an average of nine students per class and an average 3:1 student to staff ratio. This is a model that serves the needs of the autism population and a model that can be sustained financially based on secured revenue streams.

In addition, AZACS school leaders are seeking additional funding for therapeutic services conducted at the school through Medicaid funding. This funding will offset costs for speech, occupational therapy, physical therapy and some paraprofessional health aides. More private funding will also be sought through corporate grants, tax credit campaigns and other fundraising. Although the core functions of AZACS do not depend on this additional funding, the board will set fundraising targets to help enrich the programs offered at AZACS.

The AZACS board will have systematic oversight of the school's finances by reviewing quarterly reports at board meetings prepared by the AZACS Executive Director and Diamond Financial, the school's contracted financial services provider. At the end of each school year, the Executive Director will present a year-end budget and Annual Financial Report to the Board, which will be used to adjust and develop the budget for the following year.

### **Documentation that facilities can accommodate the requested capacity**

The new facility Arizona Autism Charter Schools Inc. is in process of purchasing is located at 1445 E. Indian School Rd. Phoenix, AZ 85014. It is a two story, 17,445 square-foot former education facility as indicated on the floor plans provided.

The space includes:

- 12 classrooms
- 1 Cafeteria/Multi-Purpose Room
- 1 Reception/Lobby Area
- 1 Elevator
- Student Restroom Facilities on Each Floor
- 2 Shower/Locker Rooms
- Office Space
- Various Small Pull/Out Rooms

Classroom Measurements (square footages are approximate):

- First Floor Classrooms: **#1** 600 SF, **#2** 620 SF, **#3** 310 SF, **#4** 290 SF
- First Floor: Cafeteria/Multi-Purpose Room 790 SF
- Second Floor Classrooms: **#5** 294 SF, **#6** 511 SF, **#7** 511 SF, **#8** 620 SF, **#9** 618, **#10** 562 SF, **#11** 491 SF, **#12** 1,118 SF

The average class size is approximately 545 with one very large classroom (#12) which can be easily divided into two. This classroom size is very suitable for classes of 9-12 students and 3-4 staff.

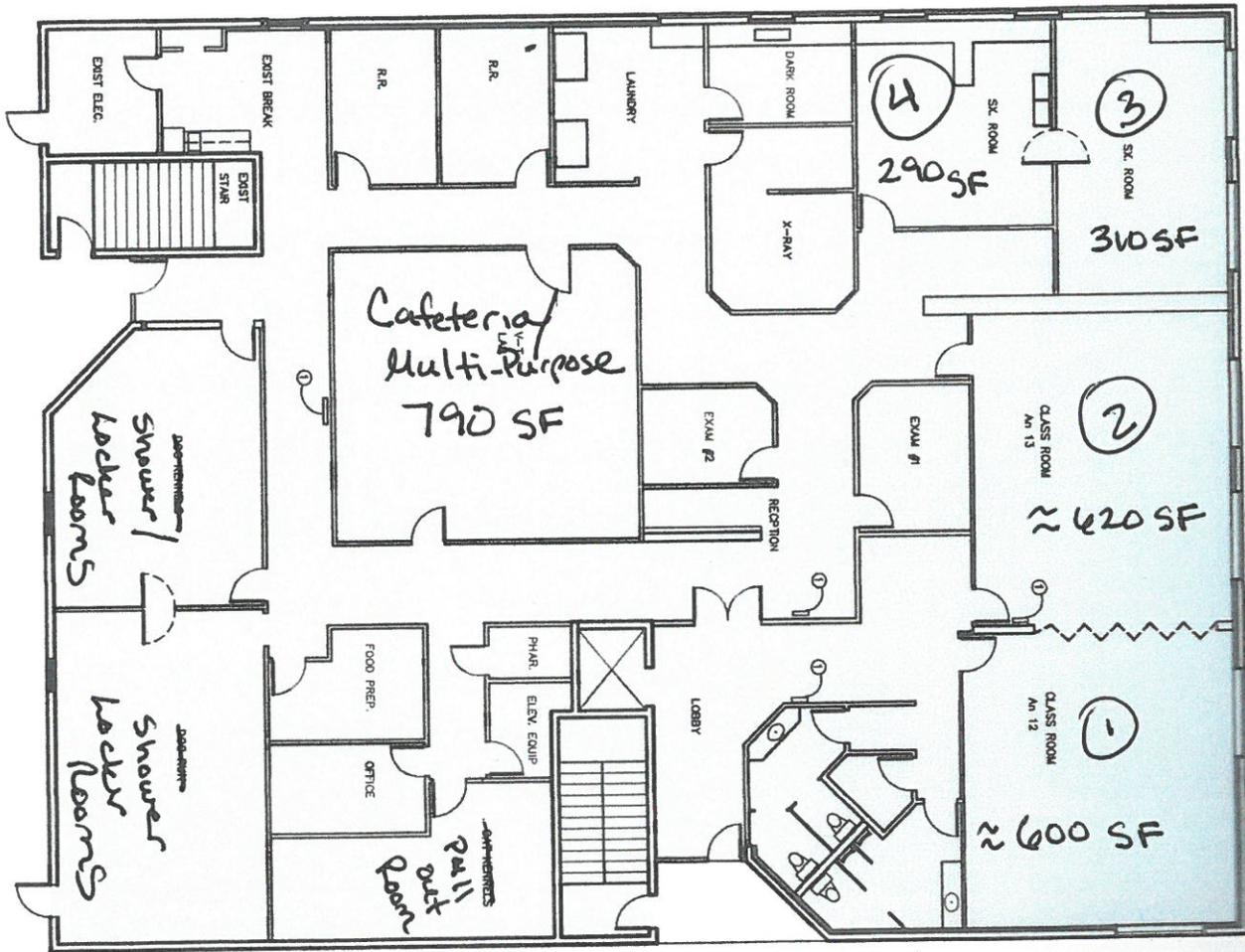
Arizona Autism Charter Schools, Inc. (AZACS) plans to start five or six middle school classrooms in the 2016-17 school year and enroll between 50 and 60 students. In the 2017-18 school year, the school would add 8<sup>th</sup> grade and an additional 20 students.

AZACS current enrollment cap at its current facility located at 4433 N. 7<sup>th</sup> St. Phoenix is 108 students. AZACS plans to continue with 108 students at that facility.

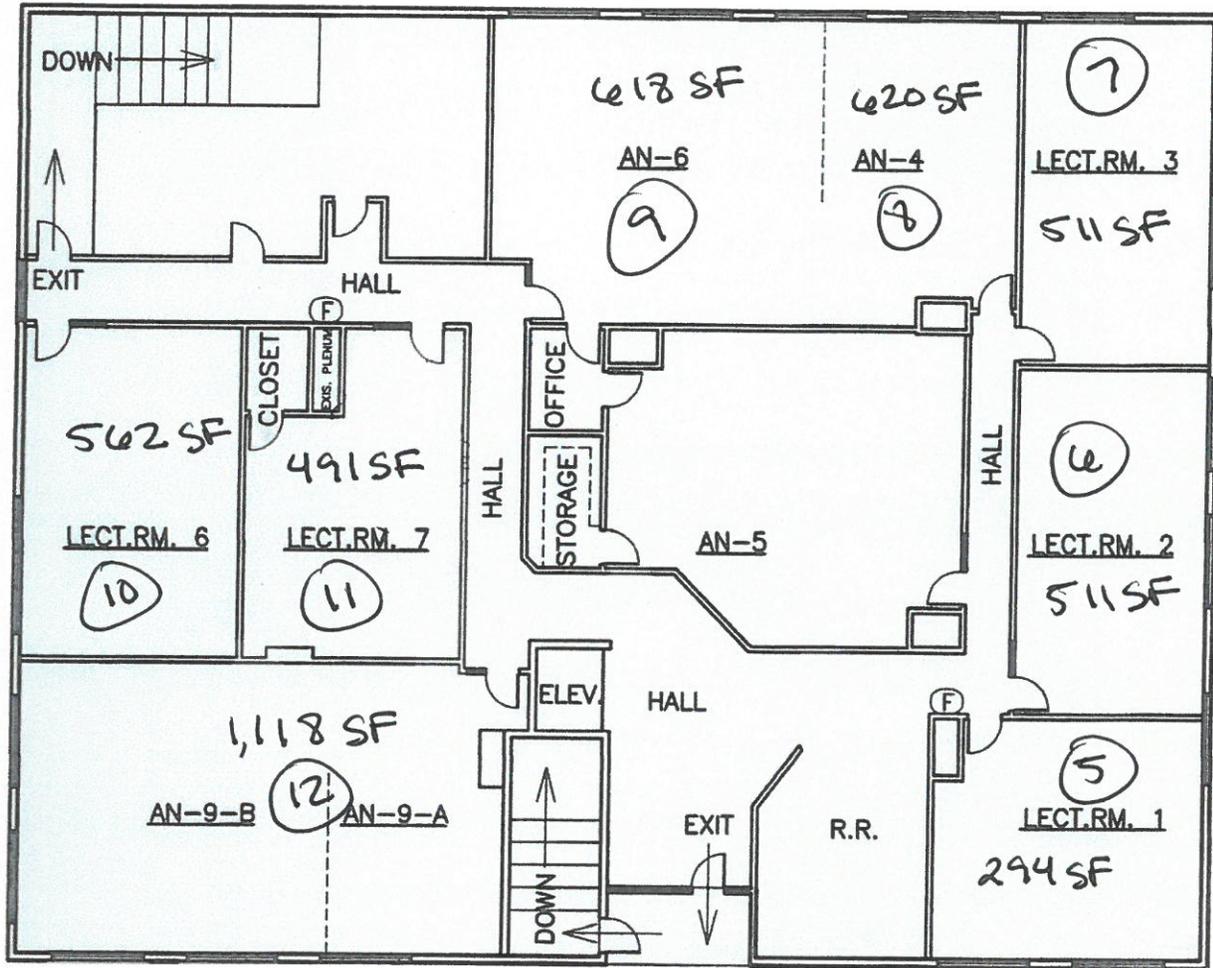
**AZACS is requesting an Enrollment Cap Increase to 188 to accommodate 80 more students over the next two school years at its new site at 1445 E. Indian School Rd. Phoenix.**

As demonstrated in this narrative and the floor plans provided, the new site can easily accommodate the number of students planned for enrollment over the next two years.

# Floor Plan - First Floor



Floor Plan - Second Floor





OWNER / USER OPPORTUNITY

## 1445 E. Indian School Road

Phoenix, Arizona

A 17,445-square-foot former education facility  
located in Phoenix



Full Diamond  
Intersection



16th Street

1445 E  
INDIAN SCHOOL RD

Indian School Road

Phoenix Indian  
Medical Center



## Executive Summary

1445 East Indian School Road is a ±17,445 square-foot office building currently improved as a single occupant medical educational facility. The property is located in Phoenix's Central Corridor—the business and commercial center of metro Phoenix. With timeless architectural design, secure fenced parking lot and desirable urban location, the property is an excellent option for an owner/user.

Outstanding freeway access is provided from the Piestewa Peak Parkway (SR-51) through the full diamond interchange located at Indian School Road, just ½ mile to the east.

Central Phoenix is experiencing a vast urban renewal movement. Large-scale local and national demand for urban, infill environments is serving as the catalyst for a grand re-emergence. The Central Phoenix area is benefiting from national demographic trends that favor transit oriented locations, linked by the nation's twelfth busiest light rail system. This powerful infill movement has attracted the largest influx of new luxury multifamily residential development in the Valley. Additionally, there is meaningful and widespread retail redevelopment to address the evolving demographic profile.



### Address

1445 East Indian School Road  
Phoenix, Arizona 85016

### Property Type

Single tenant educational facility

### Approximate Size

±17,445 Square Feet

### Year Built

1988

### Occupancy

0%

### Land Size

±1.04 acres

### Parking Ratio

±4.0 spaces per 1,000 SF

### Price

\$1,850,000 (±106 per square foot)

### Property Description

1445 East Indian School Road is a high-quality, two (2) story building located in Phoenix, Arizona. The property sits on the south side of Indian School Road just west of the 51 Freeway.

The property was built in 1988 using durable masonry materials including a decorative block exterior. The site totals ±1.04 acres of land which is securely fenced with covered parking. The property is elevator served and fully sprinklered. The current build out is ideal for medical or a school use given the former building's use as a medical school / classroom configuration.

## OFFERING SUMMARY

## FEATURES:

- Located between the prized Downtown Phoenix and Camelback Corridor where many of the Valley's finest retail amenities are located.
- Monument and building signage available.
- Approximately ½ miles to the full diamond interchange at Indian School School Road and the Piestewa Peak Parkway (SR-51), with links to I-10, Loop 202 and the Loop 101 Freeways.
- Timeless attractive architectural design.
- Durable masonry split faced block construction.
- Interior improvements are in good condition and can be utilized for an educational use.
- Elevator served with fire suppression sprinklers throughout.
- Highly secure building with fenced parking area and security alarm.

|             |   |
|-------------|---|
| Size:       | ±17,445 rentable square feet  |
| Year Built: | 1988  |
| Land Area:  | ±1.04 acres   |
| Parking:    | ±4.18 per 1,000 building square feet<br>73 spaces total—51 are open/uncovered, 22 are covered<br>63 are behind the security gate. |
| Price:      | \$1,850,000 (\$106 per square foot)   |

Land/Site Summary

|                            |   |
|----------------------------|---|
| ADDRESS                    | 1445 East Indian School Road, Phoenix, Arizona 85014  |
| ACCESS POINTS              | Two (2) access points, one (1) along Indian School Road and one (1) along 14th Street.  |
| PARCEL NUMBERS / SITE SIZE | 118-01-102 ±38,551 land square feet<br>118-01-056 ±6,996 land square feet   |
| ZONING                     | C-2, P-1, City of Phoenix   |
| PARKING RATIO              | ±4.18 per 1,000 building square feet<br>73 spaces total—51 are open/uncovered, 22 are covered<br>63 are behind the security gate  |
| ELEVATOR                   | Dover 2,100 lb. hydraulic elevator  |
| EXTERIOR WALLS             | Split faced block   |
| CEILINGS                   | Suspended acoustical ceiling system with 8'-9' height and 2 x 4 tiles   |
| WINDOWS                    | Single pane plate glass set anodized aluminum frames  |
| ROOF                       | Foam approximately 10 years old   |
| FLOORS                     | Wood truss support system with lightweight concrete covering  |
| HEATING/COOLING            | Individual roof mounted heat pump units with adequate tonnage   |
| LIGHTING                   | Combination of recessed fluorescent and recessed "can" lighting   |
| DOORS                      | Building entrance doors are commercial glass and steel. Interior doors are a combination of wood and glass set in aluminum frames |

**APPENDIX B**  
**DATA SUBMISSION SPREADSHEET**

**Directions for Growth Measures (SGP and Bottom 25%):**

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

\*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

## Student Median Growth Percentile

|                |                               | <u>Number</u><br><u>of</u><br><u>Students</u><br><u>Meeting</u><br><u>Expected</u><br><u>Growth</u><br><u>Target</u> | <u>Total</u><br><u>Number</u><br><u>of</u><br><u>Students</u> | <u>% of</u><br><u>Students</u><br><u>Meeting</u><br><u>the</u><br><u>Growth</u><br><u>Target</u> |
|----------------|-------------------------------|--|---|--|
| <i>Math</i>    | <b>Baseline</b>               | 9  | 67  | 13%  |
|                | <b>Mid-Point/ Semester</b>    | 23   | 67  | 34%  |
|                | <b>Post-Test/ End of Year</b> | 41   | 67  | 61%  |
| <i>Reading</i> | <b>Baseline</b>               | 7  | 67  | 10%  |
|                | <b>Mid-Point/ Semester</b>    | 17   | 67  | 25%  |
|                | <b>Post-Test/ End of Year</b> | 37   | 67  | 55%  |

*Math Change S1*                      20.90%

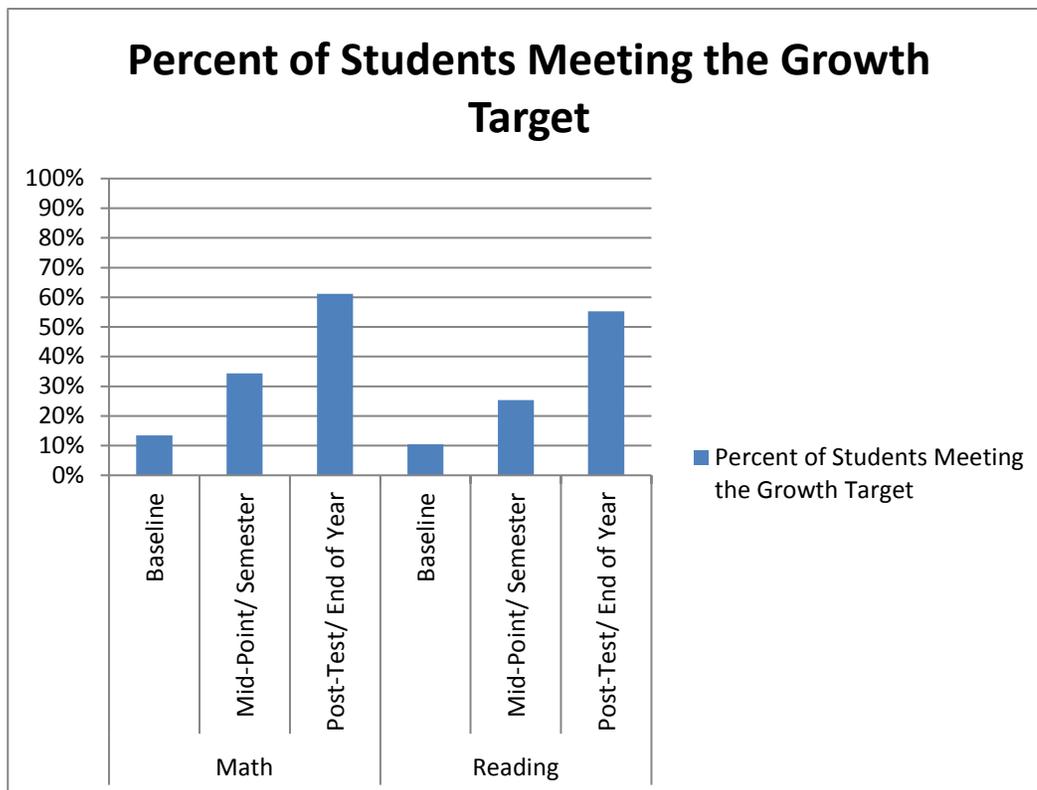
*Math Change S2*                      26.87%

*Reading Change*

*S1*    14.93%

*Reading Change*

*S2*    29.85%



Student Median Growth Percentile  
Bottom 25%

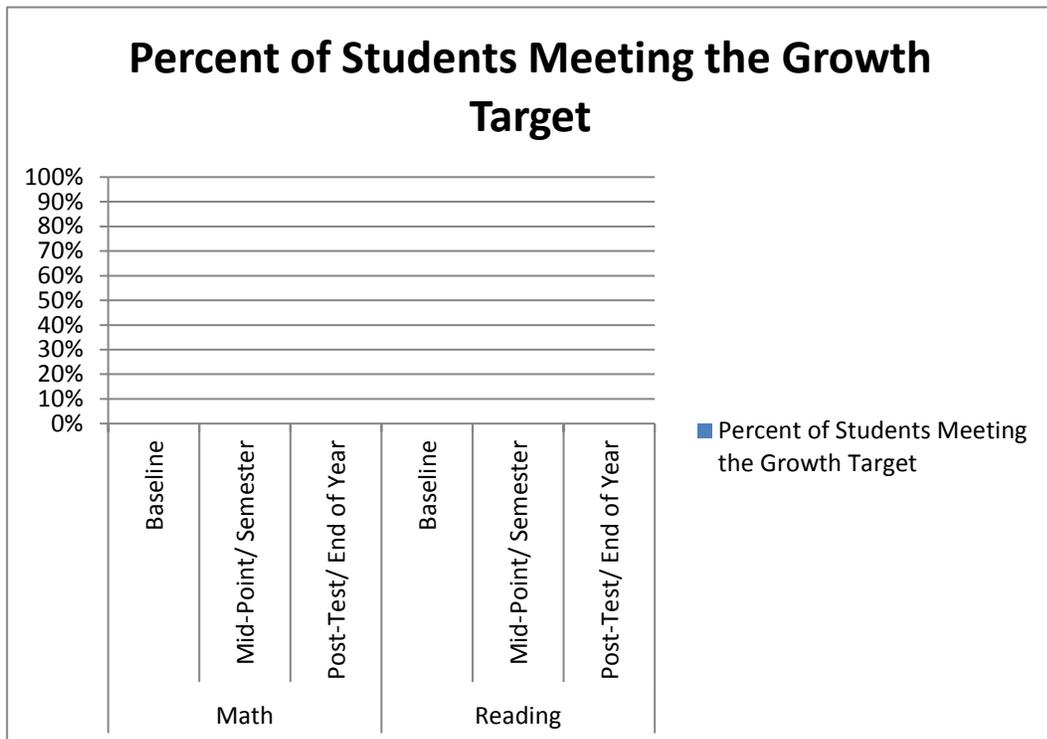
|                |                        | <u>Number</u><br><u>of</u><br><u>Students</u><br><u>Meeting</u><br><u>Expected</u><br><u>Growth</u><br><u>Target</u> | <u>Total</u><br><u>Number</u><br><u>of</u><br><u>Students</u> | <u>% of</u><br><u>Students</u><br><u>Meeting</u><br><u>the</u><br><u>Growth</u><br><u>Target</u> |
|----------------|------------------------|--|---|--|
| <i>Math</i>    | Baseline               | 0  | 16  | 0%   |
|                | Mid-Point/ Semester    | 0  | 16  | 0%   |
|                | Post-Test/ End of Year | 0  | 16  | 0%   |
| <i>Reading</i> | Baseline               | 0  | 16  | 0%   |
|                | Mid-Point/ Semester    | 0  | 16  | 0%   |
|                | Post-Test/ End of Year | 0  | 16  | 0%   |

*Math Change S1*                      0.00%

*Math Change S2*                      0.00%

*Reading Change S1*                      0.00%

*Reading Change S2*                      0.00%

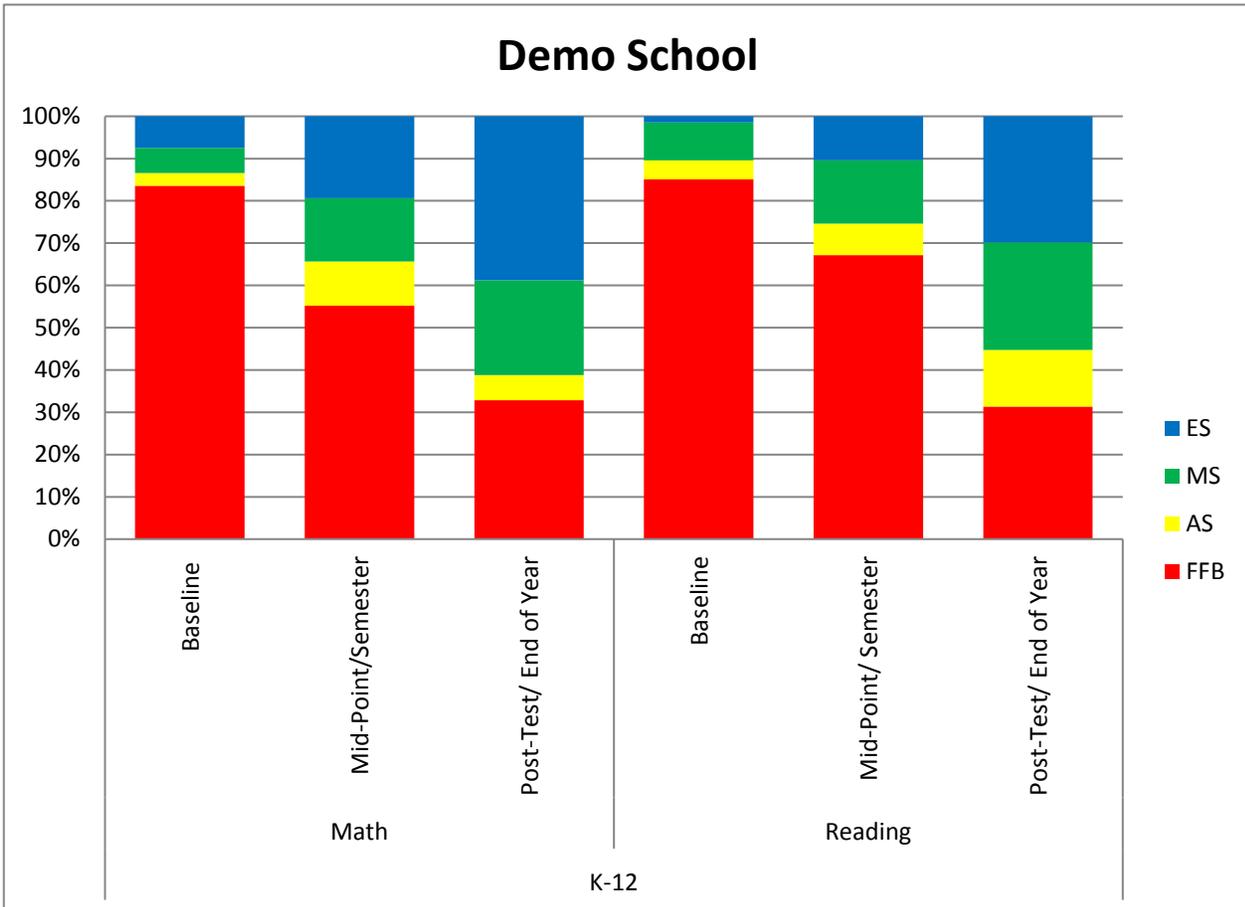


**Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):**

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

School Wide Math and Reading Proficiency

|                          |                 | <u>FFB</u>                    | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |     |
|--------------------------|-----------------|-------------------------------|-----------|-----------|-----------|--------------|------------------|-----|
| K-12                     | <i>Math</i>     | <b>Baseline</b>               | 56        | 2         | 4         | 5            | 67               | 13% |
|                          |                 | <b>Mid-Point/Semester</b>     | 37        | 7         | 10        | 13           | 67               | 34% |
|                          |                 | <b>Post-Test/ End of Year</b> | 22        | 4         | 15        | 26           | 67               | 61% |
| <i>Reading</i>           | <b>Baseline</b> | 57                            | 3         | 6         | 1         | 67           | 10%              |     |
|                          |                 | <b>Mid-Point/ Semester</b>    | 45        | 5         | 10        | 7            | 67               | 25% |
|                          |                 | <b>Post-Test/ End of Year</b> | 21        | 9         | 17        | 20           | 67               | 55% |
| <i>Math % Passing</i>    |                 |                               |           |           |           |              |                  |     |
| <i>Change-S1</i>         |                 | 21%                           |           |           |           |              |                  |     |
| <i>Math % Passing</i>    |                 |                               |           |           |           |              |                  |     |
| <i>Change-S2</i>         |                 | #REF!                         |           |           |           |              |                  |     |
| <i>Reading % Passing</i> |                 |                               |           |           |           |              |                  |     |
| <i>Change-S1</i>         |                 | 15%                           |           |           |           |              |                  |     |
| <i>Reading % Passing</i> |                 |                               |           |           |           |              |                  |     |
| <i>Change-S2</i>         |                 | 30%                           |           |           |           |              |                  |     |



FRL Students' Math and Reading Proficiency

|     |         | <u>FFB</u>             | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |     |
|-----|---------|------------------------|-----------|-----------|-----------|--------------|------------------|-----|
| FRL | Math    | Baseline               | 56        | 2         | 4         | 5            | 67               | 13% |
|     |         | Mid-Point/ Semester    | 37        | 7         | 10        | 13           | 67               | 34% |
|     |         | Post-Test/ End of Year | 22        | 4         | 15        | 26           | 67               | 61% |
| FRL | Reading | Baseline               | 57        | 3         | 6         | 1            | 67               | 10% |
|     |         | Mid-Point/ Semester    | 45        | 5         | 10        | 7            | 67               | 25% |
|     |         | Post-Test/ End of Year | 21        | 9         | 17        | 20           | 67               | 55% |

Math % Passing

Change-S1

Math % Passing

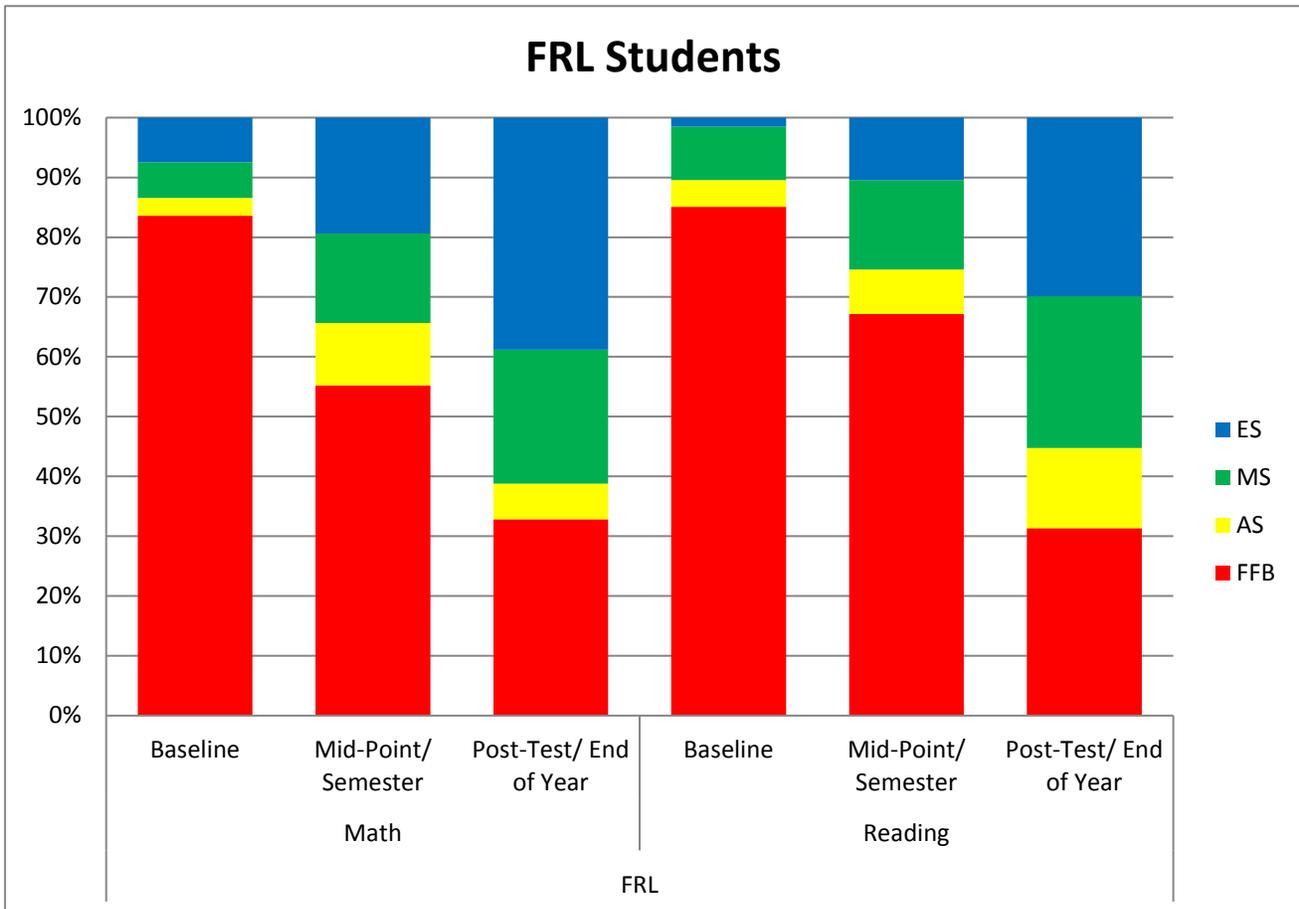
Change-S2

Reading % Passing

Change-S1

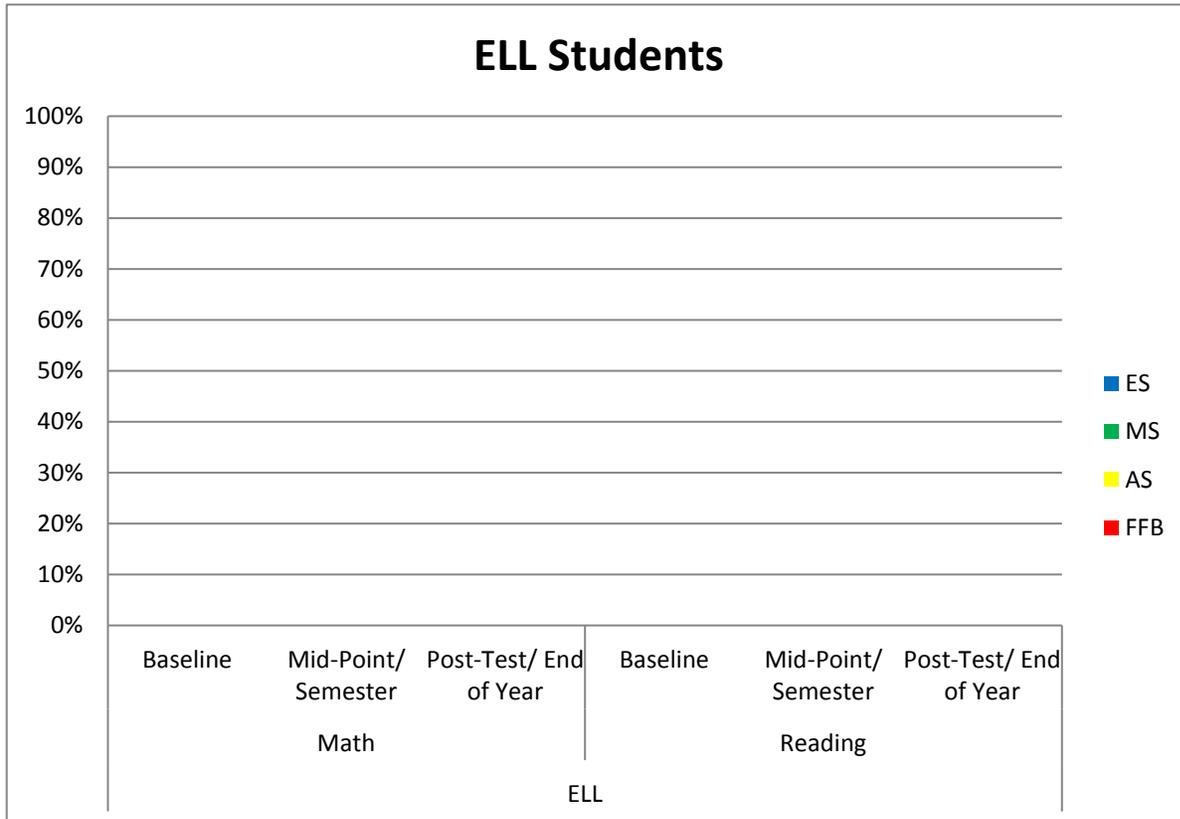
Reading % Passing

Change-S2



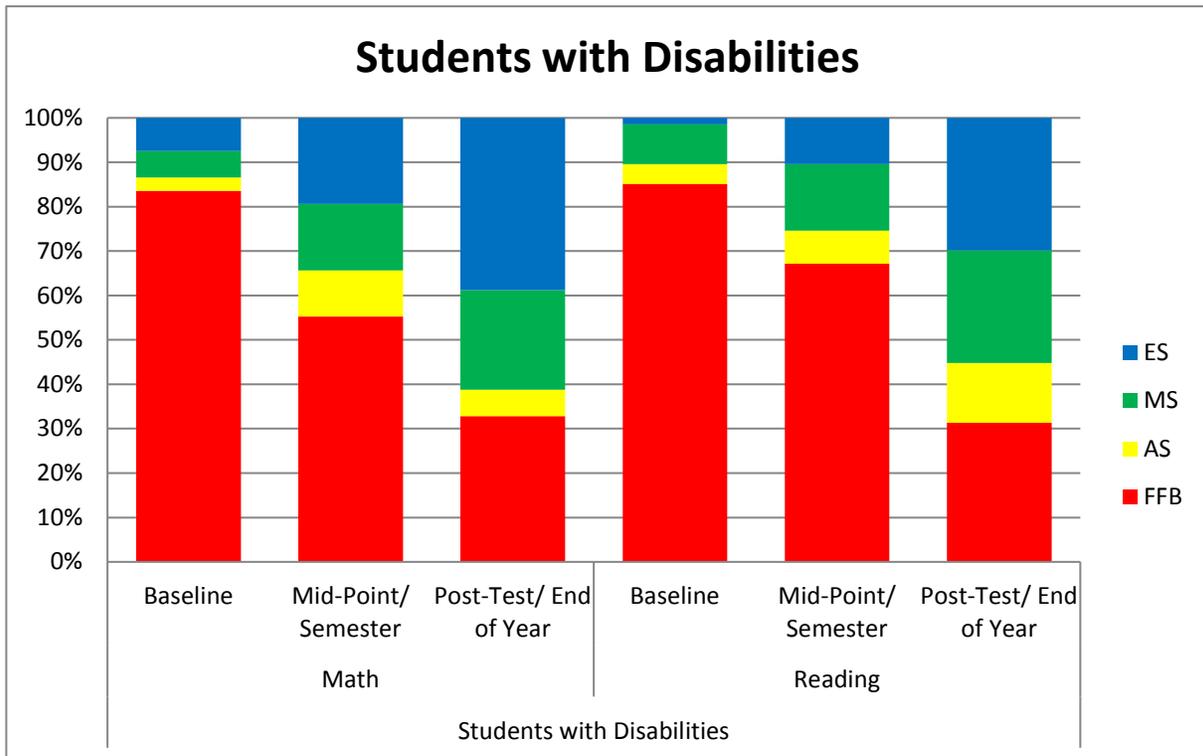
ELL Students' Math and Reading Proficiency

|       |                | <u>FFB</u>                 | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |
|-------|----------------|----------------------------|-----------|-----------|-----------|--------------|------------------|
| ELL   | <i>Math</i>    | <b>Baseline</b>            |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Mid-Point/ Semester</b> |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Post-Test/ End of</b>   |           |           |           |              |                  |
|       |                | <b>Year</b>                |           |           |           | 0            | #DIV/0!          |
| <hr/> |                |                            |           |           |           |              |                  |
|       | <i>Reading</i> | <b>Baseline</b>            |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Mid-Point/ Semester</b> |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Post-Test/ End of</b>   |           |           |           |              |                  |
|       |                | <b>Year</b>                |           |           |           | 0            | #DIV/0!          |
|       |                | <i>Math % Passing</i>      |           |           |           |              |                  |
|       |                | <i>Change-S1</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Math % Passing</i>      |           |           |           |              |                  |
|       |                | <i>Change-S2</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Reading % Passing</i>   |           |           |           |              |                  |
|       |                | <i>Change-S1</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Reading % Passing</i>   |           |           |           |              |                  |
|       |                | <i>Change-S2</i>           | #DIV/0!   |           |           |              |                  |



Students with Disabilities' Math and Reading Proficiency

|                                    |                                    |                                   | <u>FFB</u> | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |  |
|------------------------------------|------------------------------------|-----------------------------------|------------|-----------|-----------|-----------|--------------|------------------|--|
| Students with Disabilities         | <i>Math</i>                        | <b>Baseline</b>                   | 56         | 2         | 4         | 5         | 67           | 13%              |  |
|                                    |                                    | <b>Mid-Point/<br/>Semester</b>    | 37         | 7         | 10        | 13        | 67           | 34%              |  |
|                                    |                                    | <b>Post-Test/ End of<br/>Year</b> | 22         | 4         | 15        | 26        | 67           | 61%              |  |
|                                    | <i>Reading</i>                     | <b>Baseline</b>                   | 57         | 3         | 6         | 1         | 67           | 10%              |  |
|                                    |                                    | <b>Mid-Point/<br/>Semester</b>    | 45         | 5         | 10        | 7         | 67           | 25%              |  |
|                                    |                                    | <b>Post-Test/ End of<br/>Year</b> | 21         | 9         | 17        | 20        | 67           | 55%              |  |
|                                    | <i>Math % Passing Change-S1</i>    |                                   |            | 21%       |           |           |              |                  |  |
|                                    | <i>Math % Passing Change-S2</i>    |                                   |            | 27%       |           |           |              |                  |  |
|                                    | <i>Reading % Passing Change-S1</i> |                                   |            | 15%       |           |           |              |                  |  |
| <i>Reading % Passing Change-S2</i> |                                    |                                   | 30%        |           |           |           |              |                  |  |



**Directions for Growth Measures (SGP and Bottom 25%):**

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

\*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

|                |                        | <u>Number</u><br><u>of</u><br><u>Students</u><br><u>Meeting</u><br><u>Expected</u><br><u>Growth</u><br><u>Target</u> | <u>Total</u><br><u>Number</u><br><u>of</u><br><u>Students</u> | <u>% of</u><br><u>Students</u><br><u>Meeting</u><br><u>the</u><br><u>Growth</u><br><u>Target</u> |
|----------------|------------------------|--|---|--|
| <i>Math</i>    | Baseline               | 71   | 106   | 67%  |
|                | Mid-Point/ Semester    | 84   | 105   | 80%  |
|                | Post-Test/ End of Year |  |   | #DIV/0!  |
| <i>Reading</i> | Baseline               | 77   | 106   | 73%  |
|                | Mid-Point/ Semester    | 86   | 105   | 82%  |
|                | Post-Test/ End of Year |  |   | #DIV/0!  |

*Math Change S1* 13.02%

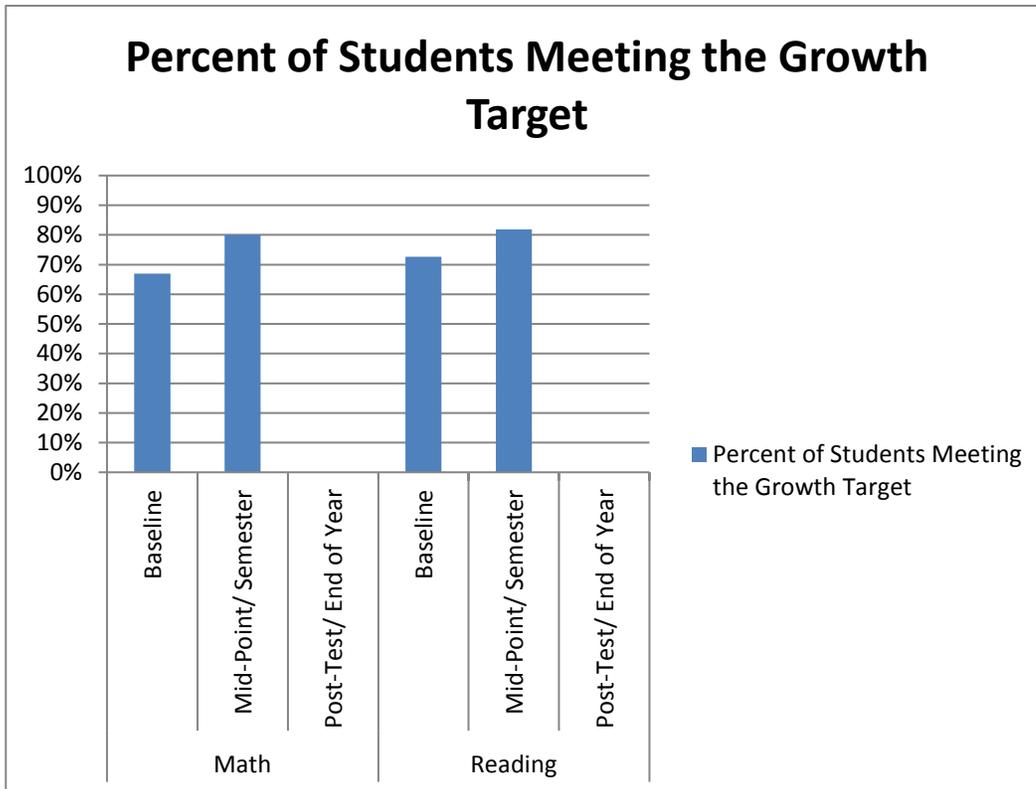
*Math Change S2* #DIV/0!

*Reading Change*

*S1* 9.26%

*Reading Change*

*S2* #DIV/0!



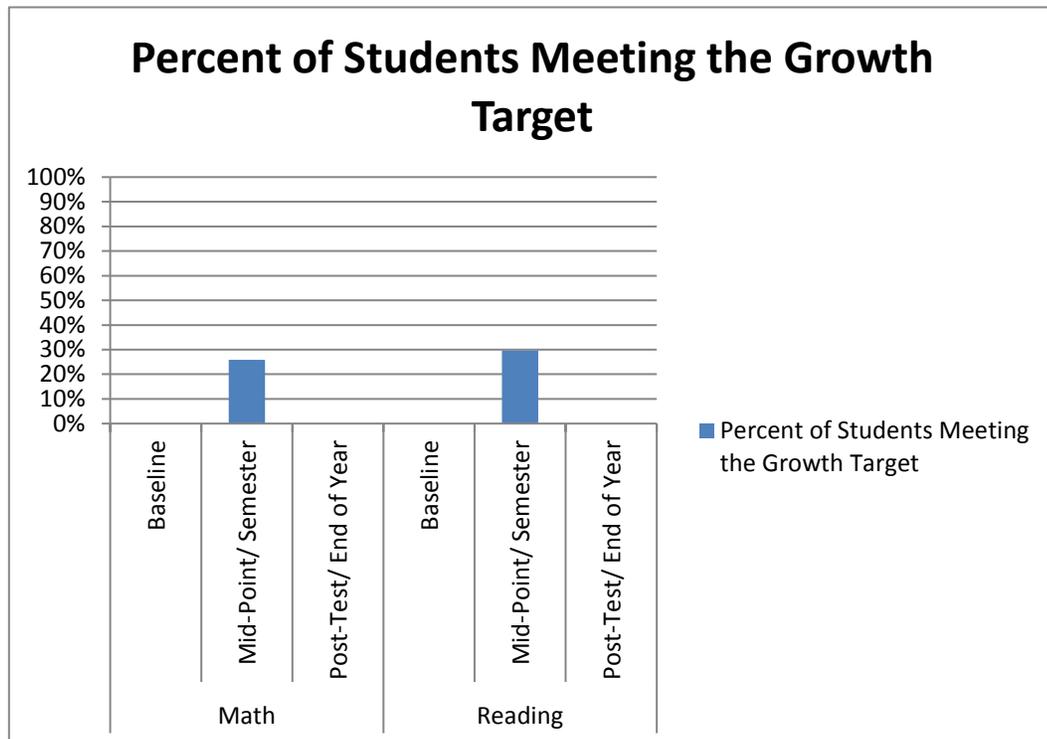
Student Median Growth Percentile  
Bottom 25%

|                |                        | <u>Number</u><br><u>of</u><br><u>Students</u><br><u>Meeting</u><br><u>Expected</u><br><u>Growth</u><br><u>Target</u> | <u>Total</u><br><u>Number</u><br><u>of</u><br><u>Students</u> | <u>% of</u><br><u>Students</u><br><u>Meeting</u><br><u>the</u><br><u>Growth</u><br><u>Target</u> |
|----------------|------------------------|--|---|--|
| <i>Math</i>    | Baseline               | 0  | 28  | 0%   |
|                | Mid-Point/ Semester    | 7  | 27  | 26%  |
|                | Post-Test/ End of Year |  |   | #DIV/0!  |
| <i>Reading</i> | Baseline               | 0  | 28  | 0%   |
|                | Mid-Point/ Semester    | 8  | 27  | 30%  |
|                | Post-Test/ End of Year |  |   | #DIV/0!  |

*Math Change S1*                    25.93%  
*Math Change S2*                    #DIV/0!

*Reading Change S1*                29.63%

*Reading Change S2*                #DIV/0!

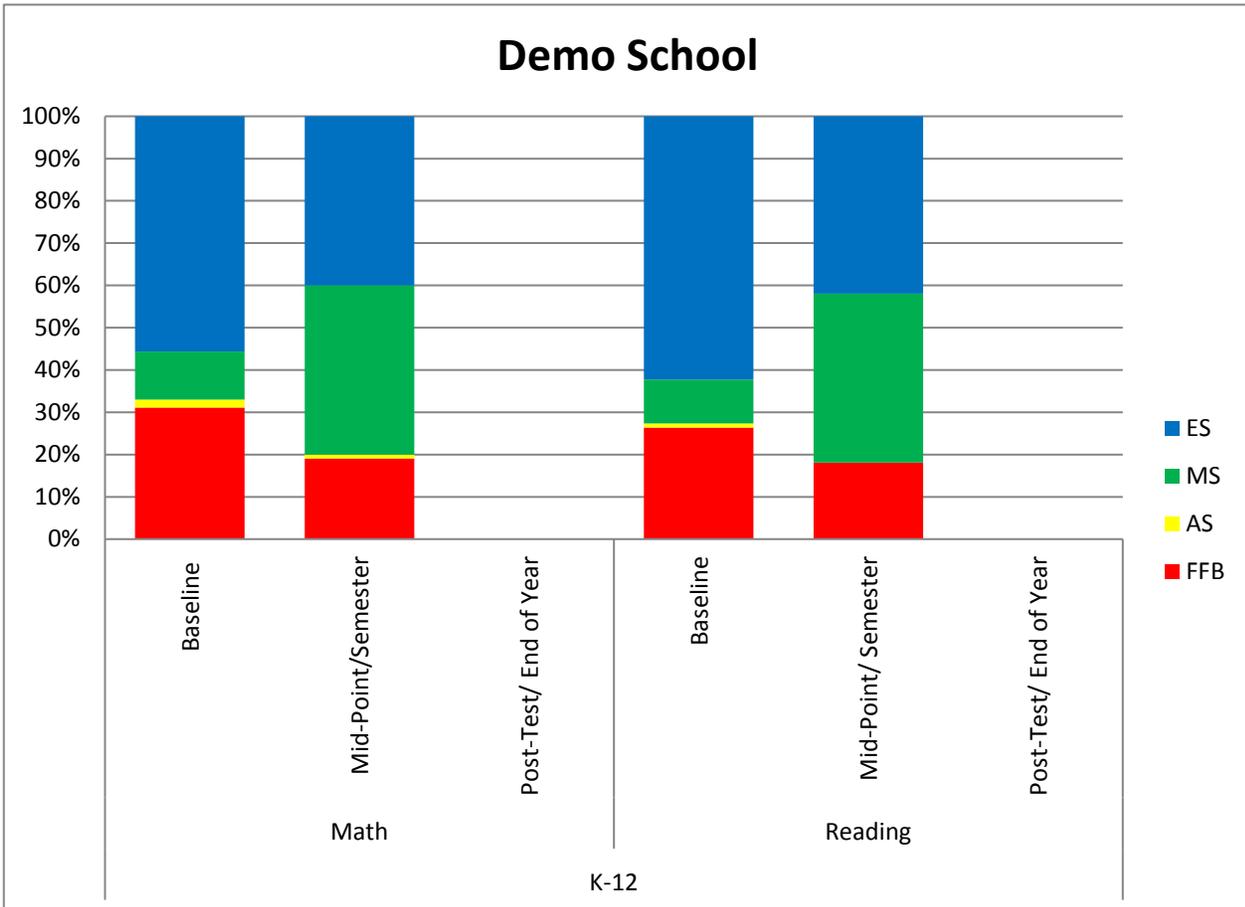


**Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):**

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

School Wide Math and Reading Proficiency

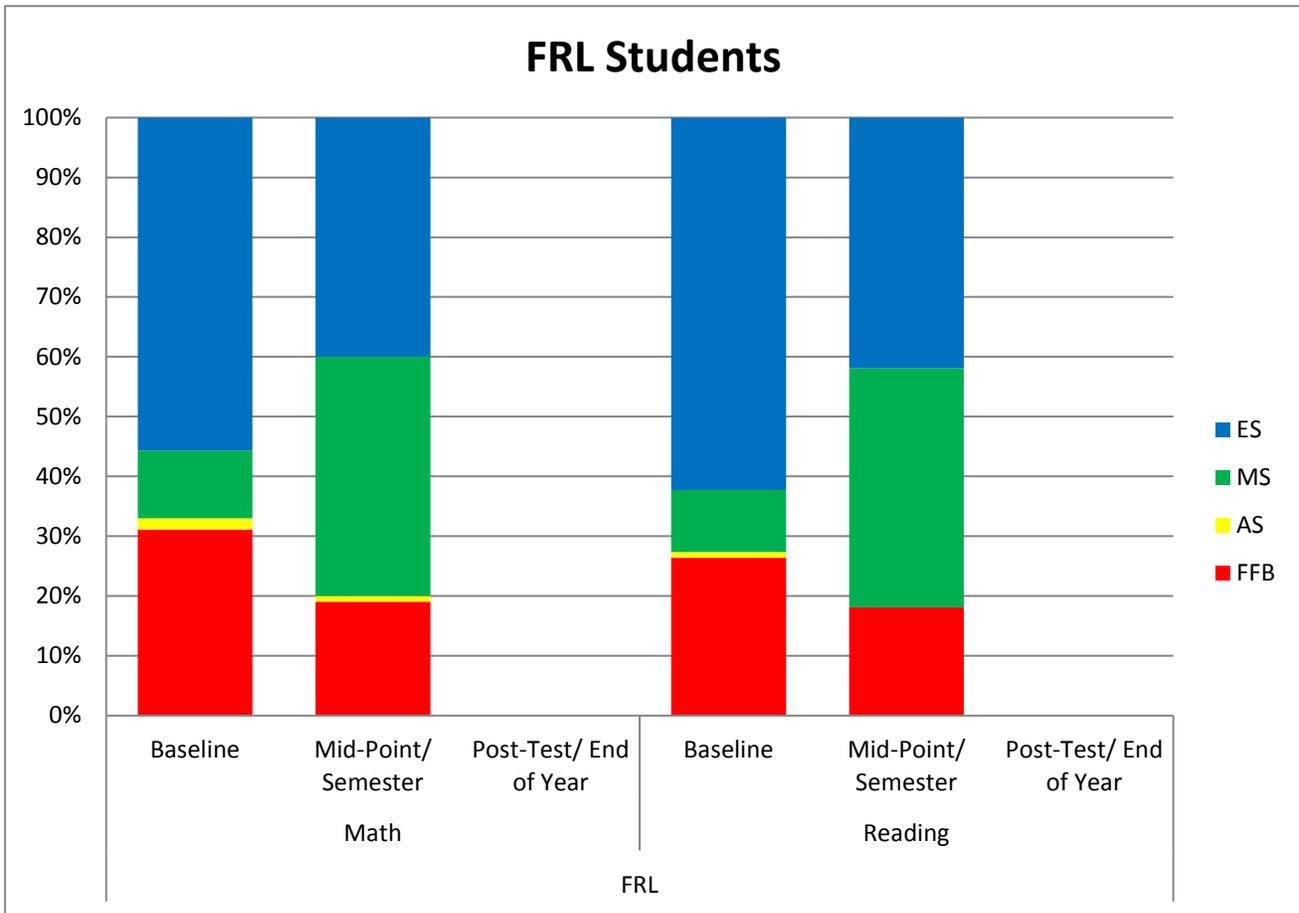
|      |                | <u>FFB</u>  | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |     |
|------|----------------|---|-----------|-----------|-----------|--------------|------------------|-----|
| K-12 | <i>Math</i>    | <b>Baseline</b>   | 33        | 2         | 12        | 59           | 106              | 67% |
|      |                | <b>Mid-Point/Semester<br/>Post-Test/ End of<br/>Year</b>  | 20        | 1         | 42        | 42           | 105              | 80% |
|      |                |   |           |           |           |              | #DIV/0!          |     |
|      | <i>Reading</i> | <b>Baseline</b>   | 28        | 1         | 11        | 66           | 106              | 73% |
|      |                | <b>Mid-Point/ Semester<br/>Post-Test/ End of<br/>Year</b> | 19        | 0         | 42        | 44           | 105              | 82% |
|      |                |   |           |           |           |              | #DIV/0!          |     |
|      |                | <i>Math % Passing</i>                                     |           |           |           |              |                  |     |
|      |                | <i>Change-S1</i>  | 13%       |           |           |              |                  |     |
|      |                | <i>Math % Passing</i>                                     |           |           |           |              |                  |     |
|      |                | <i>Change-S2</i>  | #DIV/0!   |           |           |              |                  |     |
|      |                | <i>Reading % Passing</i>                                  |           |           |           |              |                  |     |
|      |                | <i>Change-S1</i>  | 9%        |           |           |              |                  |     |
|      |                | <i>Reading % Passing</i>                                  |           |           |           |              |                  |     |
|      |                | <i>Change-S2</i>  | #DIV/0!   |           |           |              |                  |     |



FRL Students' Math and Reading Proficiency

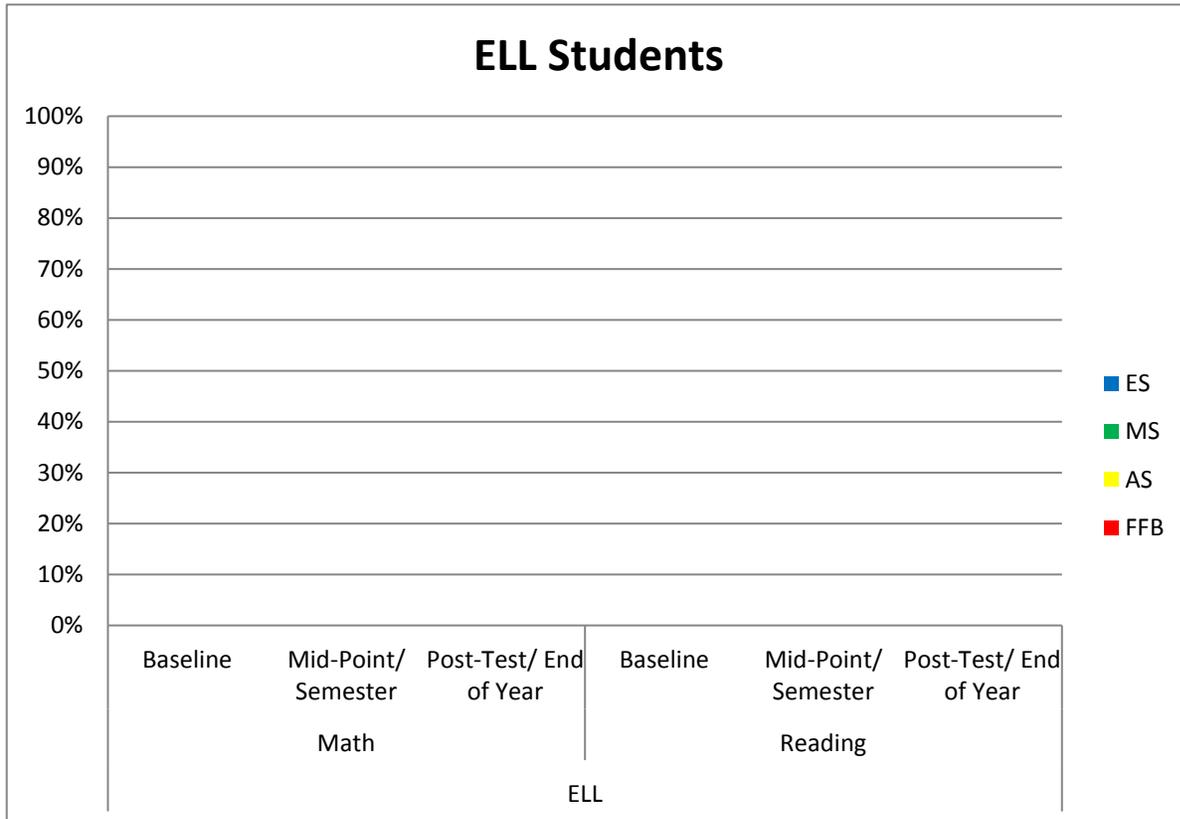
|     |                | <u>FFB</u>                    | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |         |
|-----|----------------|-------------------------------|-----------|-----------|-----------|--------------|------------------|---------|
| FRL | <i>Math</i>    | <b>Baseline</b>               | 33        | 2         | 12        | 59           | 106              | 67%     |
|     |                | <b>Mid-Point/ Semester</b>    | 20        | 1         | 42        | 42           | 105              | 80%     |
|     |                | <b>Post-Test/ End of Year</b> |           |           |           |              |                  | #DIV/0! |
|     | <i>Reading</i> | <b>Baseline</b>               | 28        | 1         | 11        | 66           | 106              | 73%     |
|     |                | <b>Mid-Point/ Semester</b>    | 19        | 0         | 42        | 44           | 105              | 82%     |
|     |                | <b>Post-Test/ End of Year</b> |           |           |           |              |                  | #DIV/0! |

*Math % Passing  
Change-S1  
Math % Passing  
Change-S2  
Reading % Passing  
Change-S1  
Reading % Passing  
Change-S2*



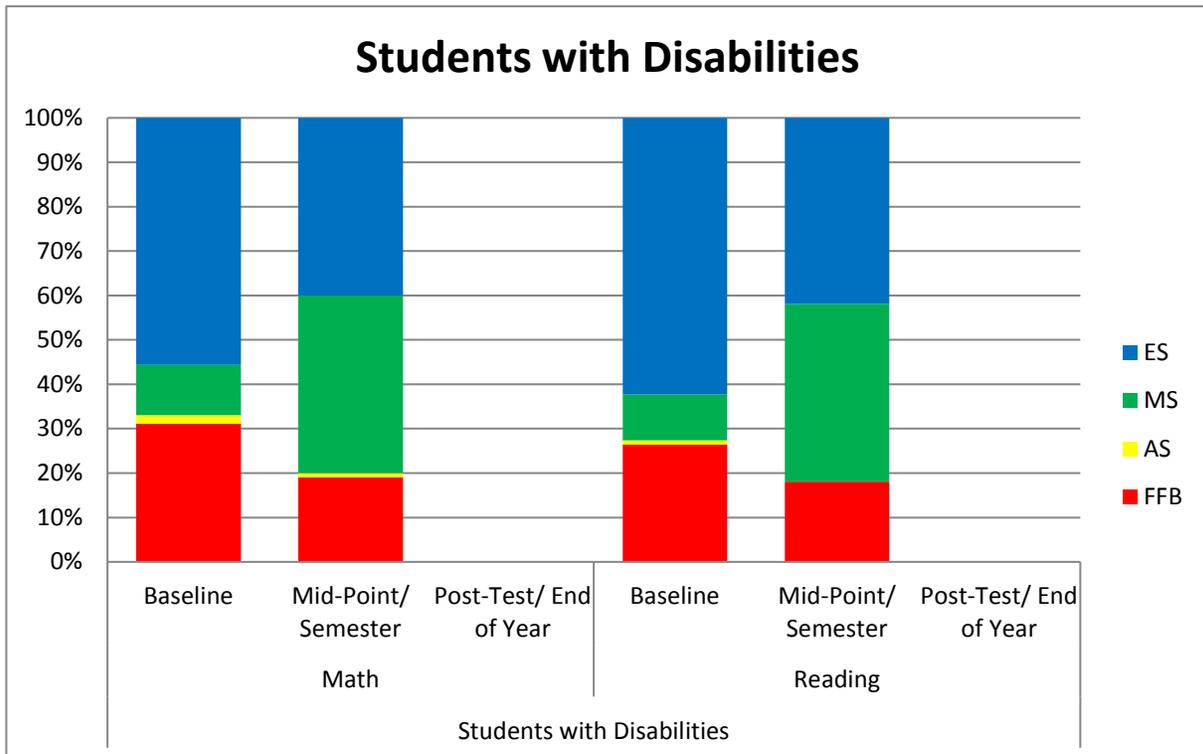
ELL Students' Math and Reading Proficiency

|       |                | <u>FFB</u>                 | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |
|-------|----------------|----------------------------|-----------|-----------|-----------|--------------|------------------|
| ELL   | <i>Math</i>    | <b>Baseline</b>            |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Mid-Point/ Semester</b> |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Post-Test/ End of</b>   |           |           |           |              |                  |
|       |                | <b>Year</b>                |           |           |           | 0            | #DIV/0!          |
| <hr/> |                |                            |           |           |           |              |                  |
|       | <i>Reading</i> | <b>Baseline</b>            |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Mid-Point/ Semester</b> |           |           |           | 0            | #DIV/0!          |
|       |                | <b>Post-Test/ End of</b>   |           |           |           |              |                  |
|       |                | <b>Year</b>                |           |           |           | 0            | #DIV/0!          |
|       |                | <i>Math % Passing</i>      |           |           |           |              |                  |
|       |                | <i>Change-S1</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Math % Passing</i>      |           |           |           |              |                  |
|       |                | <i>Change-S2</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Reading % Passing</i>   |           |           |           |              |                  |
|       |                | <i>Change-S1</i>           | #DIV/0!   |           |           |              |                  |
|       |                | <i>Reading % Passing</i>   |           |           |           |              |                  |
|       |                | <i>Change-S2</i>           | #DIV/0!   |           |           |              |                  |



Students with Disabilities' Math and Reading Proficiency

|                                    |                |                                   | <u>FFB</u> | <u>AS</u> | <u>MS</u> | <u>ES</u> | <u>Total</u> | <u>% Passing</u> |  |
|------------------------------------|----------------|-----------------------------------|------------|-----------|-----------|-----------|--------------|------------------|--|
| Students with Disabilities         | <i>Math</i>    | <b>Baseline</b>                   | 33         | 2         | 12        | 59        | 106          | 67%              |  |
|                                    |                | <b>Mid-Point/<br/>Semester</b>    | 20         | 1         | 42        | 42        | 105          | 80%              |  |
|                                    |                | <b>Post-Test/ End of<br/>Year</b> |            |           |           |           | 0            | #DIV/0!          |  |
|                                    |                | <hr/>                             |            |           |           |           |              |                  |  |
|                                    | <i>Reading</i> | <b>Baseline</b>                   | 28         | 1         | 11        | 66        | 106          | 73%              |  |
|                                    |                | <b>Mid-Point/<br/>Semester</b>    | 19         | 0         | 42        | 44        | 105          | 82%              |  |
|                                    |                | <b>Post-Test/ End of<br/>Year</b> |            |           |           |           | 0            | #DIV/0!          |  |
| <i>Math % Passing Change-S1</i>    |                |                                   | 13%        |           |           |           |              |                  |  |
| <i>Math % Passing Change-S2</i>    |                |                                   | #DIV/0!    |           |           |           |              |                  |  |
| <i>Reading % Passing Change-S1</i> |                |                                   | 9%         |           |           |           |              |                  |  |
| <i>Reading % Passing Change-S2</i> |                |                                   | #DIV/0!    |           |           |           |              |                  |  |



**APPENDIX C**  
**DATA INVENTORY**



## Data Inventory

Charter Holder Name: Arizona Autism Charter Schools, Inc.  
 School Name: Arizona Autism Charter School  
 Evaluation Date: May 26, 2016

Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Data

| Document Name/Identification  | Intended Purpose and Discussion Outcome  |   |   |
|---|--|---|---|
| [D.1]   | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p>In FY 2015, 22 out of 62 students (35%) met expected growth in the area of Math. In FY 2016, 38 out of 79 students (48%) met expected growth in the area of Math. This is an increase of 13% year-over-year.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>             | <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.  |   |   |
| [D.2]   | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p>In FY 2015, 16 out of 67 students (24%) met expected growth in the area of Reading. In FY 2016, 39 out of 83 students (47%) met expected growth in the area of Reading. This is an increase of 23% year-over-year.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table> | <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.  |   |   |
| [D.3]   | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</b></p> <p>In FY 2015, 0 out of 16 students (0%) met expected growth in the area of Math. In FY 2016, 8 out of 27 students (30%) met expected growth in the area of Math. This is an increase of 30% year-over-year.</p>   |   |   |



|              |  |   |
|--------------|--|---|
|              | <b>Final Evaluation:</b>   |   |
| <b>[D.4]</b> | <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.  | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| <b>[D.5]</b> | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</b></p> <p>In FY 2015, 0 out of 15 students (0%) met expected growth in the area of Math. In FY 2016, 8 out of 27 students (30%) met expected growth in the area of Math. This is an increase of 30% year-over-year.</p> <p><b>Final Evaluation:</b></p> |   |
| <b>[D.6]</b> | <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.  | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |



|        |  |   |
|--------|--|---|
|        | <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.  | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| [D.7]  | <b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math<br><br>Not Applicable<br><br><b>Final Evaluation:</b>   |   |
|        | <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.   | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| [D.8]  | <b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading<br><br>Not Applicable<br><br><b>Final Evaluation:</b>  |   |
|        | <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.   | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| [D.9]  | <b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math<br><br>The Charter Holder’s FRL population is 90% and is representative of the whole school.<br><br><b>Final Evaluation:</b>    |   |
|        | <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.   | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |
| [D.10] | <b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading<br><br>The Charter Holder’s FRL population is 90% and is representative of the whole school.<br><br><b>Final Evaluation:</b> |   |
|        | <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.   | <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. |



|                      |  |  |
|----------------------|--|--|
| <p><b>[D.11]</b></p> | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The Charter Holder serves a unique population. The Charter Holder’s SPED population is 98% and is representative of the whole school.</p> <p><b>Final Evaluation:</b></p>    |  |
|                      | <p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>  | <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> |
| <p><b>[D.12]</b></p> | <p><b>Charter Holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The Charter Holder serves a unique population. The Charter Holder’s SPED population is 98% and is representative of the whole school.</p> <p><b>Final Evaluation:</b></p> |  |
|                      | <p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>  | <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> |

**APPENDIX D**  
**FINAL EVALUATION—DATA**



**DEMONSTRATION OF SUFFICIENT PROGRESS  
 DATA EVALUATION**

**CHARTER INFORMATION**

|                                 |   |   |
|---------------------------------|---|---|
| <b>Charter Holder Name</b>      | <b>Arizona Autism Charter Schools, Schools Inc.</b> | <b>Arizona Autism Charter School</b>                |
| <b>Charter Holder Entity ID</b> | <b>91958</b>  | <b>Dashboard Year</b> FY14                          |
| <b>Submission Date</b>          | <b>February 19, 2016</b>                            | <b>Purpose of Data Submission</b> Expansion Request |
| <b>Evaluation Date</b>          | <b>May 26, 2016</b>                                 |   |

**AREA I: DATA**

| <b>DATA TABLE 2</b>                                  |                      |                                  |                               |
|--|----------------------|----------------------------------|-------------------------------|
| <b>Assessment Measure</b>                            | <b>Data Required</b> | <b>Comparative Data Provided</b> | <b>Data Shows Improvement</b> |
| 1a. Student Median Growth Percentile (SGP) – Math    | Yes                  | Yes                              | Yes                           |
| 1a. Student Median Growth Percentile (SGP) – Reading | Yes                  | Yes                              | Yes                           |
| 1b. SGP Bottom 25% – Math                            | Yes                  | Yes                              | Yes                           |
| 1b. SGP Bottom 25% – Reading                         | Yes                  | Yes                              | Yes                           |
| 2a. Percent Passing – Math                           | Yes                  | Yes                              | Yes                           |
| 2a. Percent Passing – Reading                        | Yes                  | Yes                              | Yes                           |
| 2b/c. Subgroup, ELL – Math                           | Not applicable       | Not applicable                   | Not applicable                |
| 2b/c. Subgroup, ELL – Reading                        | Not applicable       | Not applicable                   | Not applicable                |
| 2b/c. Subgroup, FRL – Math                           | No                   | Not applicable                   | Not applicable                |
| 2b/c. Subgroup, FRL – Reading                        | No                   | Not applicable                   | Not applicable                |
| 2b/c. Subgroup, students with disabilities – Math    | No                   | Not applicable                   | Not applicable                |
| 2b/c. Subgroup, students with disabilities – Reading | No                   | Not applicable                   | Not applicable                |

**DATA OVERALL RATING**

**MEETS** – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

**DOES NOT MEET** – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

**FALLS FAR BELOW** – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.