

JUN 03 2011

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

*American Charter Schools Foundation d.b.a.*

(Charter Holder Name) Crestview College Preparatory Public Charter High School (CTDS) 078950000

(Charter Holder Mailing Address) 2616 E. Greenway Road

(City, State) Phoenix, AZ (Zip) 85032

(Charter Representative's Name) Theodore C. Frederick

(Phone Number) 602.943.4456 (Fax Number) 602.953.0831

**Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.**

**Adding grade levels served for charter**

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Crew (Charter Holder), herein agree to amend the terms of the charter contract as follows:

**FROM SERVING GRADES: 9-12**

**TO SERVING GRADES: 7-12**

In witness whereof, Charter Holder has signed this contract amendment as of this 1st day of June, 2011, and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_ day of \_\_\_\_, 20\_\_, to take effect as of such time as it is signed by both parties.

X Theodore C. Frederick, President  
Charter Representative Signature

\_\_\_\_\_  
Representative Signature for the Arizona State Board for Charter Schools

**MINUTES  
BOARD OF DIRECTORS MEETING  
AMERICAN CHARTER SCHOOLS FOUNDATION**

**RECEIVED**

**JUN 21 2011**

June 15, 2011

A regular meeting of the Board of Directors (the "Board") of the American Charter Schools Foundation, a Michigan corporation registered to do business in Arizona (the "Foundation"), was held at its offices located at 7878 N. 16<sup>th</sup> Street, Suite 150, Phoenix, Arizona.

**Attendance and Quorum**

The following director was present in person: Ted Frederick.

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: Gina Conflitti, Matthew Proctor, John Matthews and Linda Comer.

The following guests were present: Kristin Kelley and Mary Berg.

Linda Comer called the meeting to order at approximately 1:03 p.m. and noted that a quorum was present. Ted Frederick served as Secretary of the meeting for the purpose of recording the minutes.

**Minutes**

Minutes from the May 11, 2011 Board meeting were presented. A motion to approve the minutes was duly made and seconded. The motion was approved by the Board.

**Call to the Public**

A call was made to the public to discuss items on the agenda. No members of the public were present.

**President's Report**

Mr. Frederick introduced Mr. Larry McGill the school leader at South Pointe High School who presented an overview of his school. He also reported that the construction of the additional classroom at his school was well underway and would be completed in time for next school year. This includes a full science lab which is the only one at any of the Foundation schools. With the additional eight classrooms, it is anticipated the population will grow to over eight hundred students. The school also showed a large improvement in its math scores during the past year.

The Board was reminded to fill out their disclosure forms for this year. The pilot program at Crestview High School has ended with no decision from Embry Riddle regarding a dual credit program. Mr. Frederick reported that he attended several graduations including two in Tucson. At the request of Ms. Comer, a report was made on the impact of the Arizona wild fires on Foundation schools. Since the fires are several miles away, no damage has been incurred.

### Management Company Report

Ms. Kelley reported the following enrollment information:

- o The ACSF schools currently have an intent to enroll of 4131 students for next school year. The very conservative budget is for 4333 students. There should be no problem making the budget numbers especially with the growth at South Pointe.
- o The budgets include a reserve where feasible.
- o Those schools that make their numbers may receive raises for teachers and staff.

### Old Business

The Board approved the following motions which were duly seconded:

- The President's performance evaluation.
- Letters to Misters Fusco and Garcia.

The Crestview lease was taken off the agenda due to the request that the grade expansions be part of the current charter.

### New Business

The Board approved the following motions which were duly seconded:

- proposed 2011-12 budget.
- Crestview adding seventh and eighth grades to their charter.
- election of Ms. Comer to another year as Director and Chairperson.

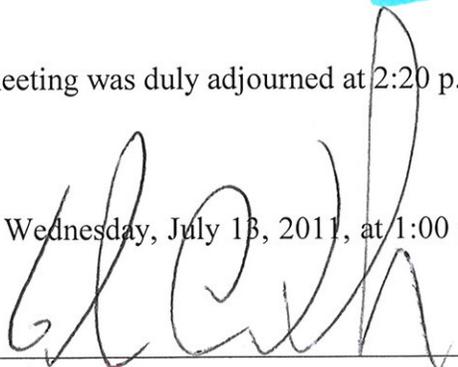
No action was taken on Special Ed policies and procedures or the school year calendars as there were no changes to these programs.

### Adjournment

There being no further business to discuss, the meeting was duly adjourned at 2:20 p.m.

### Next Meeting of the Board

The next meeting of the Board is scheduled for Wednesday, July 13, 2011, at 1:00 p.m. at 7878 N. 16<sup>th</sup> Street, Suite 150, Phoenix, Arizona.



Director

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JUL 21 2011

## Crestview College Preparatory High School Narrative

- **Background and support for expansion**

Crestview College Preparatory High School has traditionally served a demographic whose needs have not been met in the larger, more impersonal, high school setting. With the shift in emphasis which took place when the school transitioned from Ocotillo High School to Crestview College Preparatory High School, it is significant to meeting the college preparatory goals that students enter the high school at or near grade level in standards mastery. .CCPHS has worked diligently to provide the necessary remediation necessary to move students forward in readiness to meet the challenges of post graduate studies; however, the addition of grades seven and eight to the existing charter would afford more students the opportunity to be better prepared earlier for the challenges of a college preparatory high school. It would also provide the school with the opportunity to better prepare graduates for post graduate studies.

As the lone school in its district, CCPHS has no feeder school from which to draw students who are adequately prepared to succeed in mastery of standards at the collegiate preparation level. Adding grades seven and eight to the existing charter will allow students the opportunity to master standards through the standard curriculum offered in grades seven and eight. In some instances, this may require remediation which will be delivered. In other instances, students may require a more accelerated curriculum and will be afforded a more advanced curriculum which may include enrollment in high school courses. This expansion will create the opportunity for more students in grades seven and eight to receive a college preparatory education as well as better ensure preparedness for college preparatory high school course offerings.

When discussions began regarding the conversion of the school to a college preparatory high school, parents were included. These parents desired an expansion in grade levels offered, and we request that at this time. It is the intent with this addition to address community concerns/needs.

- **How the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter**

- **Philosophy** – At Crestview College Preparatory High School, students will come to school ready to learn, dressed in uniform and focused on achievement. Crestview students will benefit from rigorous college preparation education. High expectations in academics and behavior, combined with a service learning component, will create an exceptional learning experience for those ready to challenge themselves to learn and grow. In addition to community service projects and opportunities,

students will have the chance to participate in dual-enrollment and future Advanced Placement (AP) programs. Addition of grades seven and eight will support this philosophy by offering the community a viable alternative to the larger school settings for students in grades seven and eight, an alternative which will provide students with the small school, nurturing environment and quality instruction leading to preparation for the college preparatory high school.

- **Methods of Instruction** – The Leona Group recognizes that every child learns differently and at different rates; therefore, every student will receive the personalized attention needed to reach his or her fullest potential. A full array of differentiated instructional strategies, accommodations, modifications, and the implementation of the Responses to Intervention (RTI) model are utilized in classrooms to reach and teach every child. Students thrive with this tiered approach, and parents quickly witness the results

We believe that all children can learn and that all children come to school motivated to do so although they may not all learn at the same rate, and some do not enroll into the system with the same level of preparedness as stated by Lawrence W. Lezotte in Learning for All. Given this key belief, North View High School will enact benchmark testing in reading and math to best determine student need for proper placement coupled with assessment of strategies aligned to remediation. Student mastery of standards will be attained both through classroom instruction and remediation provided either individually or in a workshop setting.

Seventh and eighth grade instruction will have as its core high yield strategies which will result in significant improvement in student achievement as assessed throughout the year utilizing standards-based benchmark testing aligned to Arizona state standards. These high yield strategies include:

- Standards-based course alignment
- Curriculum mapping reflecting standards coverage in a timely manner
- Lesson planning aligned to curriculum maps with monitoring for coverage
  - Objective, strategy/activity, assessment alignment
- Assessment of the pre test and post test nature in conjunction with formative testing throughout the grading period to illustrate analysis of both student and class need for remediation
- Incorporation of cooperative learning and differentiated instruction in order to better guarantee 100% student participation/time-on-task
- Utilization of technology in order to enhance the learning environment
- District benchmark testing incorporated with math, reading, science, and writing three times during the course of the year to assess student improvement as well as to measure program success in subject areas

The instructional approach taken will consist of nine instruction elements as listed in Improving Student Learning One Teacher at a Time by Jane E. Pollock.

1. Gain learners' attention.
2. Inform learners of the lesson objective.
3. Stimulate recall of previous learning.
4. Present stimulus material.
5. Provide learning guidance.
6. Elicits performance (i.e., practice).
7. Provide feedback.
8. Assess performance.
9. Enhance retention and transfer.

This schema coincides well with Madeline Hunter's basic lesson design components for mastery teaching. This approach incorporates using a well-articulated curriculum, planning for delivery of instruction, varying assessments, and providing criterion-based feedback which can have a significant impact on all learners providing them with the opportunity to move toward higher levels of learning and achievement according to Jane E. Pollock in Improving Student Learning One Teacher at a Time.

Technology will be integrated for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information to parents. Data from Galileo benchmark testing will be utilized to drive instruction at the class level as well as aide in prescriptive remediation at the individual student level.

- **Special Emphasis** – The school will provide a small learning community for students in grade 7- 8 who are seeking an alternative to the large size of traditional schools or are unsatisfied with their current school meeting their needs (academically or socially). The school will target students in grade 7- 8, providing an alternative choice to students and families that would like grades 7-8 to remain at the same school for its college preparatory program. The overarching goal is to improve student learning and achievement in core subject areas with a special emphasis on providing a small learning community to all our students with the intent of providing the demographic which we serve with a college preparatory education regardless of socio-economic status or ethnicity.
- **Mission** - Crestview College Preparatory High School's mission is to prepare graduates for post-secondary education, while instilling in them a responsibility for their community. Adding grades seven and eight to the existing school will allow the school to offer the advantages of a college preparatory education to a larger audience as well as to enhance the community through the added sense of responsibility for the community instilled in the students served.

### **Timeline for Implementation**

May – Parent meetings to confirm parent interest

June – Marketing campaign. Advertise for highly qualified teachers

July – Continue marketing campaign. Advertise for highly qualified teachers

August – Employ new highly qualified teachers. In – service for new teachers. Open school to new grade levels

### **Mastery of Course**

Proficiency levels for course content mastery in all academic subject areas will be:

A = 90-100% = Exceeds

B = 80-89% = Mastery

C = 70-79% = Mastery

D = 60 - 69% and below = Needs Further Improvement. Remediation will be provided to the student in order to meet mastery.

F = 0 – 59% = Needs Further Improvement. More intense remediation will be provided to the student in order to meet mastery.

### **Grade Level Promotion**

Grade promotion and retention will be determined by multiple criteria which may include the following: standards-based assessment data, social/emotional growth, attendance, evidence of a disability, ELL status. All parents/guardians will be notified throughout the year on their student's performance in all of the above mentioned areas.

Students who fall far below in content mastery in multiple academic subject areas may be considered for retention. At the end of the year, a culminating meeting is held with parents/guardians of those students at risk of failure to discuss possible retention. If/when parents/guardians decline the recommendation of retention of their student, the student will be promoted with the continued opportunity of tutoring as well as continued placement in the school's Response to Intervention program. Parents/guardians will also be encouraged to enroll their student in a summer school academic enrichment program.