

AGENDA ITEM: Replication Application—AIBT Non-Profit Charter High School, Inc.

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) (AIBT) submitted a complete replication application on June 30, 2016. AIBT seeks a charter to replicate RCB Medical Arts Academy (RCB) and to operate a new school in Phoenix. The school will be named RCB College Preparatory Academy NE (RCB-NE) and will serve students in grades 9 through 12 with a targeted start date of August 14, 2017.

Replication Model School—RCB Medical Arts Academy

Grades Served—9–12

I. ACADEMICS

RCB Medical Arts Academy, the Replication Model School, is eligible to replicate based on three years of academic performance meeting the Board’s expectations, summarized in the table below:

Fiscal Year	Grades Served	Overall Rating
FY2014	9-12	78.75
FY2013	9-12	75.83
FY2012	7-12	78.75

The Academic Dashboard of the Replication Model School is provided in Appendix A. Academic Dashboard.

As part of replication eligibility, the 2014 academic performance of Associated Schools, if applicable, is also considered. Associated Schools have 50% or more of their board members in common. 75% or more of all Associated Schools eligible to receive an Overall Rating must have an Overall Reading of Meets or Exceeds on the most recent Academic Dashboard. The 2014 overall ratings of Associated Schools for AIBT are provided in the table below:

Associated School	Opened	2014 Overall Rating
EdOptions Preparatory Academy	2009	82.5
EdOptions HS Learning Center	2010	78.29

II. BACKGROUND

The following section was compiled by Board staff and provided in order to summarize background information about the Replication Model School.

AIBT Non-Profit Charter High School, Inc. was brought before the Board for consideration of a replication application package in October of 2015. The replication for the operation of RCB College Preparatory Academy was approved with a target start date of August 15, 2016.

On October 14, 2015, Board staff contacted the charter representative by mail, advising him of the steps required for the execution of the replication charter contract. On August 24, 2016, having not heard from the charter representative, Board staff contacted the charter representative by email, notifying him of the October 13, 2016 deadline for execution of the replication charter contract.¹ The charter representative responded that the school had begun operations on August 24 and that three students had enrolled.² Based on information available through the Arizona Department of Education’s (ADE) website, RCB College Preparatory Academy had been added as a charter school to the original AIBT charter contract (CTDS 07-87-93-000). However, in October of 2015, the Board did not authorize the addition of a charter school to the original charter contract, but rather

¹ On August 24, the charter representative indicated to Board staff that he had not received the Board’s October 14, 2015 letter. Following that conversation, Board staff emailed a copy of the October letter to the charter representative.

² On August 25, the charter representative told Board staff that no students had shown up on the first day and that two of the students had indicated that they would be attending other schools.

granted a second charter contract to AIBT for the operation of RCB College Preparatory Academy. Although a new school was added to the original AIBT charter contract, no RCB College Preparatory Academy students were reported to ADE for funding. Before a replication charter contract may be executed, certain documents must be provided to the Board (e.g., IRS Form W-9, General Statement of Assurance, evidence that the school's website includes the disclosure statement required under Open Meeting Law). Having failed to timely execute its replication charter contract and hold its public meeting required under A.R.S. § 15-183(C)(7) prior to opening its site, the charter representative was obliged to suspend operations and move the school's start date. As of the writing of this report, AIBT is considering whether to open the replicated school in late September or to wait and open the school next year. Moreover, it took three submissions for the charter holder to provide the Board with documents that reflected the charter school site that would be operating under the replication charter contract. On August 31, 2016, the replication charter contract was executed.

The charter representative's mishandling of the replication charter contract approved by the Board in October of 2015 and the opening of RCB College Preparatory Academy without the authority to do so demonstrate a lack of capacity and is cause for concern in the consideration of granting two additional replication charter contracts to this charter holder at this time.

III. EDUCATIONAL PLAN

The following summary was created from excerpts and summaries of the information submitted for the applicant's Educational Plan.

In the application, AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) has affirmed that the Educational Plan of the new entity for the new school will be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission

RCB-NE is a learning and mentoring community that creates a safe environment to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

Program of Instruction

According to the Charter Holder, the program of instruction focuses on providing a quality alternative for those who need or want it regardless of the reason. Instruction will be delivered through a computerized content delivery system (CDS) consisting of a blended learning instructional program that allows for the modification of academic schedules to meet the additional needs of the target population. The application states that the system supports the Arizona College and Career Ready standards and contains full content, daily lessons, formative unit quizzes, and a summative final exam per term for a variety of almost thirty-four one year courses. The application describes content delivery and learning management as web delivered, allowing teachers to utilize elements of Response to Intervention, small group instruction, and individualized assistance. Instructional decisions for intervention are based on data collected from the CDS formative and summative assessment tools.

The application states that summative assessments given at the completion of each course indicate knowledge acquisition and application, and also indicate mastery of identified state standards. At the end of each course, students receive credit for completing seat time, as well as demonstrating mastery of the course content at a 70% level. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits. (Presented in the application: RCB Educational Plan)

Target Population

Currently, RCB has 267 students enrolled. In the application, AIBT has identified a target location near the Paradise Valley Community College campus in Phoenix. The narrative states that the target population for the school consists of under-supported learners within a five-mile radius of the campus whose needs have not been met by the existing district schools. The targeted under-supported learners include students with a history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, adjudicated students, wards of the state, and students who are primary care givers or are financially responsible for dependents. (Presented in the application: RCB Target Population and Enrollment of New School)

Demographic Data Tables prepared by Board staff

At RCB, the demographic data, as well as the percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014–2015 school year is represented in the table below. There are 7 alternative schools serving grades 9–12 within a five mile radius of the proposed location for RCB-NE that received an A-F letter grade. The table 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 serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups and demographic category.³ For categories in which the percentage of students is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted, and therefore not represented in the table. There are no alternative high schools serving a similar percentage of FRL students within a five-mile radius of the proposed location of RCB-NE.

RCB	88%	13%	3%	79%	1%	1%	6%
Letter Grade	FRL	SPED	American Indian	Hispanic	Multi-Racial	Pacific Islander	White
A-ALT	0	1	0	0	1	0	0
B-ALT	0	0	1	1	1	0	0
C-ALT	0	1	3	0	1	0	0
D-ALT	0	1	1	0	0	0	0

For each letter grade, the table below 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 RCB, 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.

Letter Grade	RCB			ELA 4%	Math <2%	Charter Schools	Meets Board’s Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ($\pm 5\%$)	Comparable Math ($\pm 5\%$)		
A-ALT	1	0	0	0	0	1	1
B-ALT	1	0	0	0	0	1	1
C-ALT	4	0	0	2	3	4	0
D-ALT	1	0	0	0	0	1	0

Enrollment Policies

The Charter Holder has stated that RCB-NE will follow the enrollment procedures of AIBT, and will offer year-round enrollment to high school students. The described enrollment process includes placement testing and transcript evaluation to determine if RCB-NE is a good fit for the student, and to ensure placement into appropriate courses.

³ 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.



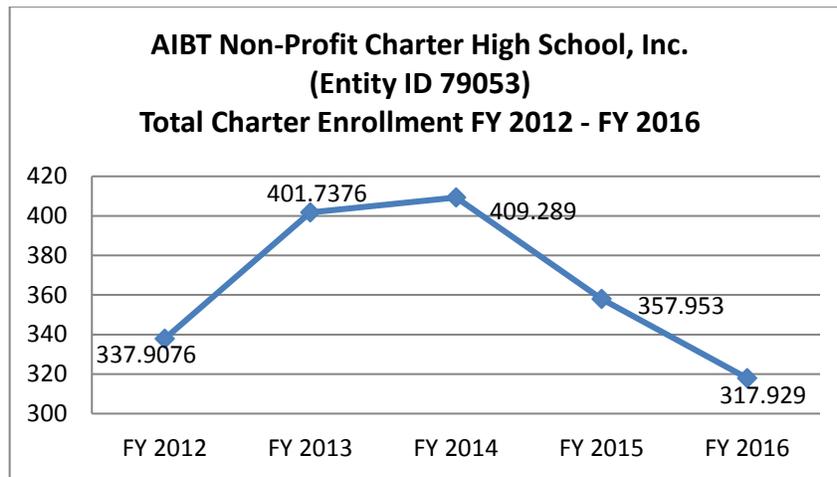
Enrollment processes described in the application are characterized as being free of discrimination on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation, and occurs in accordance with A.R.S. § 15-184 and other applicable state and federal laws. The application states that students expelled from other schools are considered for enrollment based on interviews with school leaders. (Presented in the application: RCB Target Population and Enrollment of New School)

Proposed Growth Plan for Proposed School

Fiscal Year	Grades Served	Projected Full Enrollment
FY2018	9-12	100
FY2019	9-12	110
FY2020	9-12	125

Enrollment History

AIBT has operated RCB since FY 2002. The table below summarizes enrollment in the last five years, based on Arizona Department of Education (ADE) 100th day average daily membership. The enrollment cap is 1625.



(Data provided by Arizona Department of Education)

IV. OPERATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant’s Operational Plan.

AIBT is an Arizona non-profit corporation that was incorporated on January 25, 2000. AIBT currently holds one charter which operates a school in Phoenix. In the application, AIBT has affirmed that the organizational structure and governance structure of the replication charter will be consistent with the organizational and governance structure of the existing charter.

Charter Holder Entity for Replication Charter

The replication charter will be held by AIBT, which is the existing entity. AIBT has one Charter Representative: Steven Durand. The new school will have the same governing body as the replication model school.

The application states that AIBT has partnered with Paradise Valley Community College (PVCC) to bring several new opportunities to RCB-NE’s students. The partnership with PVCC will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the college setting will acclimate students



to college life and encourage them to enroll at PVCC for their post-secondary education. (Presented in the application: RCB Operational Plan)

V. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant's Business Plan.

Site Information

Proposed School Name:	RCB College Preparatory Academy NE
Proposed Location:	Near the Paradise Valley Community College campus
Proposed Facility:	The proposed facility is approximately 2,600 square feet. The site will include one large classroom and several smaller rooms for group instruction. Office space and restrooms are included in the plan. (Presented in the application: RCB Planned Facility)

Financial Performance of Applicant

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) "Meets" the Board's financial performance expectations.

VI. BOARD OPTIONS

Option 1: The Board may approve the replication application package. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board approve the replication application and grant the replication charter to AIBT Non-Profit Charter High School, Inc. to establish RCB College Preparatory Academy NE to serve grades 9–12.

Option 2: The Board may deny the replication application. Staff recommends the following language for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board deny the request for the replication charter of AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) to establish RCB College Preparatory Academy NE for the reasons that the Charter Holder has:

- Mishandled the replication contract that was approved by the Board in October 2013, thereby demonstrating a lack of capacity and qualifications in its operation of a charter school under that contract and cause for concern regarding the approval of additional replication charter contracts :
- (list any additional specific reasons the Board may have found during its consideration).



RCB Medical Arts Academy

CTDS: 07-87-93-201 | Entity ID: 79123

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

RCB Medical Arts Academy

		2012 Alternative K-12 School (7 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	34.5	75	7.5	62.5	100	2.5	54	75	2.5
	Reading	49	75	7.5	71.5	100	2.5	72	100	2.5
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
1b. Improvement	Math	37.5	75	12.5	30.6	75	12.5	41.9	100	12.5
	Reading	49.5	75	12.5	51.3	75	12.5	53.7	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	31 / 19.7	75	7.5	23.5 / 19.4	75	10	33.7 / 20.4	75	10
	Reading	62 / 48.6	75	7.5	60.3 / 53	75	10	73.1 / 54.3	75	10
2b. Subgroup ELL	Math	22 / 17.2	75	2.5	37.2 / 20.4	75	1.67	38.7 / 20.9	75	2.5
	Reading	55 / 40.4	75	2.5	80.8 / 50	75	1.67	94.4 / 52.6	75	2.5
2b. Subgroup FRL	Math	31 / 18.8	75	2.5	24.4 / 18.3	75	1.67	34.3 / 20.3	75	2.5
	Reading	60 / 47.6	75	2.5	60.5 / 51.4	75	1.67	73.5 / 53.1	75	2.5
2b. Subgroup SPED	Math	NR	0	0	5.3 / 5.9	50	1.67	NR	0	0
	Reading	NR	0	0	30 / 23.4	75	1.67	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B-ALT	75	5	B-ALT	75	5	B-ALT	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		90	100	15	87	75	20	81	75	20

Overall Rating	Overall Rating		Overall Rating		Overall Rating	
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	78.75	100	75.83	100	78.75	100



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Replication Application

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

1. Applicant Agreement

Application Agreement Information

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

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

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("Board") within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the replication charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

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

Application Agreement Signature

Steven Durand 06/30/2016

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

AIBT Non-Profit Charter High School, Inc.

Name of Replication Model School

RCB Medical Arts Academy

Name of Proposed Charter School

RCB College Preparatory Academy NE

Will the replication charter be held by the existing entity?

Yes, the existing entity will hold the replication charter. (Skip Section A and go to Governance Structure)

A: New Entity and Corporate Principals

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of New Entity

n/a

Authorized Representative for New Entity

- Steven Durand
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)

Authorized Representative Mailing Address

n/a

n/a, AZ 85019

County

n/a

Day Time Phone

n/a

Fax

(No response)

Form of Organization

Non Profit Corporation

Entity Type

Other: n/a

Charter Principals Background Information

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Steven Durand
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)
 -  [Current Charter Affiliations](#)

Required Exhibits for A:

 [Download File — n/a](#)

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

B: New Governing Body

- AIBT Non-Profit (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

C.1: Education Service Providers -- Contractual Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Required Exhibits for C.1

No documents were uploaded.

C.2: Education Service Providers -- Governance Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the target population of the new school may be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- 9th
- 10th
- 11th
- 12th

Enrollment Cap

125

Grades Served Year 1

9-12

Projected Enrollment Cap Year 1

100

Grades Served Year 2

9-12

Projected Enrollment Cap Year 2

110

Grades Served Year 3

9-12

Projected Enrollment Cap Year 3

125

School Calendar Type

Alternative

If alternative calendar, describe in 10 words or less:

Extended time for learning is provided to help undersupported students.

Instructional Days

181

Target Start Date

08/14/2017

School Characteristics

- Alternative/At Risk
- Blended Learning

Target Population and Enrollment of New School Narrative – [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

RCB is a learning and mentoring community that creates a safe environment to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

Program of Instruction Narrative – [Download File](#)

Required Exhibit: (for schools offering high school grades only) – [Download File](#)

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility

Required Exhibits for D.1:

No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Paradise Valley Community College campus

Planned Facility Narrative –  [Download File](#)

Business Plan

Does the financial performance of the existing entity meet the Board's financial performance expectations?

Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E

No documents were uploaded.

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

7. RCB Target Population and Enrollment of New School

- 7-1. Describe the population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at AIBT Non-Profit Charter High School, Inc./RCB Medical Arts Academy has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues. Most students live within a five-mile radius of the campus. Although the demographics may be different in this area, the target population remains the same.

- 7-2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including whether the students will be primarily neighborhood or commuter, current levels of academic performance, and a demographic profile.

The target population for the school is under supported learners within a five-mile radius of Paradise Valley Community College. These students fall into the following categories: students with history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, students who are primary care givers or are financially responsible for dependents, adjudicated students, wards of the state, and others. AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those who may not have experienced it before and to support student preferences for different learning modalities.

- 7-3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population.

AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those may not have experienced it before or who are looking to gain college credits through concurrent enrollment with PVCC. The neighboring district high schools have students who are behind on credits, who are in family and social situations that make traditional school difficult, who work, and who may have gotten in trouble with the law. AIBT Non-Profit Charter High School, Inc. /RBC is will provide significant alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

- 7-4. Describe the enrollment practices, processes, and policies of the existing school, as per A.R.S. § 15-184.

AIBT Non-Profit Charter High School, Inc. /RCB offers year-round enrollment to high school students. This process includes placement testing, transcript evaluation, and placement into appropriate courses. The purpose of the testing and transcript evaluation is to determine if RCB Medical Arts High School is a good fit for the student. RCB Medical Arts High School does not discriminate on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation; applicants will not be accepted or rejected on the basis of any of these factors. Enrollment paperwork is processed immediately so that students can begin making progress toward graduation as soon as possible. The principal and other leaders at RCB conduct interviews to make enrollment decisions about students who may have been expelled from other schools. Enrollment occurs in accordance with A.R.S. § 15-184 and other application state and federal laws.

- 7-5. Describe the enrollment timeframe that will be implemented by the proposed school, to be shared with the public.

In anticipation of the August 2017 opening at the Paradise Valley Community College campus, AIBT Non-Profit Charter High School, Inc. will begin marketing through direct mail, radio, and billboards. Upon approval of the replication application, AIBT Non-Profit Charter High School, Inc. will secure billboard and radio spots as well as contract with direct mail vendors to issue recurring direct mail outreach in a five-mile radius of 32nd Street and Union Hills. AIBT Non-Profit Charter High School, Inc. currently works with OutFront Media and CBS to cover billboard and radio advertising. These solicitations will target families with children from 14-19 years old. Prospective students and their families will be able to tour the campus and pre-enroll for school in the spring and summer of 2017, as administrative and office staff will be on site during that time. Students will take placement tests and will be offered the opportunity to attend summer school at an RCB campus.

10. RCB Operational Plan

- 10-1. Describe the organization's strategic growth plan and desired outcomes over the next five years in Arizona. Include: number of schools with grades served including expansion progression, projected opening dates, and projected number of students served.

AIBT Non-Profit Charter High School, Inc. will continue to serve high school students seeking educational alternatives that support them as they make up missing credits, address skill deficits, and work around other life situations. Over the next five years, AIBT Non-Profit Charter High School, Inc. plans to replicate on the campus of Paradise Valley Community College. The target date for this replication is August 2017. This campus will serve high school students with an initial enrollment of up to 100 students in the first year, 110 students in the second year, and 125 students in the third year.

AIBT Non-Profit Charter High School, Inc. expects to see a significant increase in enrollment over the next three years. AIBT Non-Profit Charter High School, Inc. has partnered with Paradise Valley Community College to bring several new opportunities to AIBT Non-Profit Charter High School, Inc.'s students. The partnership with PVCC will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the college setting will acclimate students to college life and encourage them to enroll at PVCC for their post-secondary education.

- 10-2. Summarize the organization's capacity to support the quality and long-term academic and operational success and financial viability of the replication school, and proposed growth of the school over the next three years.

AIBT Non-Profit Charter High School, Inc. has the academic, operational, and financial resources to support the viable growth of the charter. The management team, teachers, and staff have a proven record of providing academic quality and growth. The leadership team is comprised of leaders with dozens of years of both business and education experience, and all teachers are highly qualified in the subjects they teach. By combining effective business practices with contemporary education research, RCB Medical Arts Academy is a performing school with three years of meeting the standards set forth by ASBCS. These successes have been achieved through careful delivery of instruction, effective professional development, and ongoing assessment and data analysis using our reliable data triangulation approach, as demonstrated to ASBCS staff during previous site visits. This allows us to make decisions based on facts instead of feelings. We hold all employees to high standards, and we hold ourselves to high standards in terms of fiscal accountability with a record of impeccable audits. AIBT Non-Profit Charter High School, Inc. has a cash reserve to help fund the replication and provide for the additional teaching and support staff required to encourage and engage our students.

- 10-3. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion, and how you plan to avoid or minimize challenges in the replication school.

AIBT Non-Profit Charter High School, Inc. meets the prescribed academic and financial performance expectations. The Academic dashboard indicates a grade level of "B-Alt". The successful systems that are in place will be maintained and expanded to support the replication. As needs are identified, additional resources will be researched, reviewed, and evaluated for inclusion in the academic program. We monitor effectiveness through frequent analysis and intervention when it comes to students and staff. Ineffective personnel and practices are removed as part of regular workplace and classroom walkthroughs by leaders, consultants, and board members – all with an eye focused on our mission of helping all students graduate. Our leadership team includes experienced professionals with school development and turnaround experience and training. Once approved for replication, we will draft a comprehensive timeline and change management plan to ensure the physical building, materials needed, highly qualified staff, and additional services and resources are in place and meaningfully supported so that we can continue our mission of serving underserved populations of students. The leadership team will meet weekly to ensure the various system components are on pace for opening in August of 2017 and are maintained as the school year begins in our new location.

8. RCB Planned Facility

D.2-1. Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

On or near the Paradise Valley Community College

D.2-2. Describe the facility size and layout suitable for implementing the Educational Plan.

The facility that AIBT is in the process of acquiring is located inside the buildings of PVCC or within walking distance of PVCC. It is part of the community college campus/neighborhood. The facility consists of approximately 2,600 square feet which will accommodate a large classroom and several smaller rooms for group instruction and office space. In addition, restrooms are located next to this particular space.

D.2-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 7.

Negotiations are currently underway for the leasing of this property. AIBT expects to acquire this property within 90 days and will begin renovation upon possession to prepare for opening in August of 2017.

9. RCB Educational Plan

- 9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy serves students whose needs have not been met in other schools due to a number of factors. The program here focuses on providing a quality alternative for those who need it or want it regardless of the reason and to provide a college preparatory approach to encourage students to continue their education after high school graduation. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy's blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside a traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff, the technology tools we use provide significant alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

- 9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The digital content delivery system content is supplemented with teacher-developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards. Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

- 9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. Teachers can easily assess the academic progress of their students and utilize the elements of RTI to assist students in mastering performance objectives.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional approach.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

The proposed location on or within walking distance of PVCC makes college more appealing and less threatening to a target population who may not see post-secondary education as an attainable goal.

9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Each CDS course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments give the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student needs. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary. Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level. Students can not complete a course until they have earned at least 70% on each lesson and test.

9-5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy content delivery system (CDS) instructional program is prepared to offer a comprehensive program of study that meets Arizona graduation requirements. A variety of almost forty one-year, two-semester courses and a dozen half-year, one-semester courses are available for students through the content delivery system.

Students are awarded credits at end of each term. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits.



High School Course Catalog

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

Reading Essentials I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class focuses on the pronunciation and forming of words to increase reading proficiency. There is a strong emphasis on forming and recognizing parts of words such as prefixes, suffixes and roots. Students will explore how to recognize main ideas and cause and effect when reading independently. This course focuses on using critical thinking skills and context clues to predict outcomes and draw conclusions. Students will gain an overview of literary terms and styles.

Reading Essentials II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class teaches students to read and recognize purpose through the use of literary terms and techniques such as propaganda and bias. There is a strong focus on reading comprehension, identifying main ideas, and use of story elements. Students are introduced to the use of mood, tone and figurative language in reading; as well as an advanced look at pronunciation and the formation and roots of word.

AZMERIT Reading Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review reading skills to improve student academic performance. Topics of this course include literary structure, vocabulary, writing structure, and grammar and usage.

English 9A/English I S1

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the first half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

A Tale of Two Cities by Charles Dickens

1010L

English 9B/English 1 S2

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the second half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Odyssey by Homer

Romeo and Juliet by William Shakespeare

1010L

English 10A/ English II S1

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the first half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

980L

English 10B/English II S2

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the second half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Julius Caesar by William Shakespeare

The Jungle by Upton Sinclair

980L

English 11A/English III S1

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the first half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

The House of the Seven Gables by Nathaniel Hawthorne

The Last of the Mohicans by James Fenimore Cooper

960L

English 11B/English III S2

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the second half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

Moby Dick by Herman Melville

The Red Badge of Courage by Stephen Crane

960L

English 12A/English IV S1

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is the first half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte

1040L

English 12B/English IV S2

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is second half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Math Fundamentals IA

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I A covers the basic foundations of mathematical concepts which include working the fundamental operations involving whole numbers and fractions, decimals and percents, ratio and proportion, interpretation of graphs, metric and nonmetric geometry, combinations and permutations and introduction to algebra.

Math Fundamentals IB

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I B covers the intermediate foundations of mathematical concepts which include fundamental operations involving algebraic expressions, first degree equations and inequalities in one unknown, functions and graph and systems of equations.

Pre-Algebra A

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra A covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percent, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem.

Pre-Algebra B

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra B is a review of mathematical concepts covered in Pre Algebra A and includes expressions and equations, equations with integers, solving inequalities, graphing, statistics and graphing, probability, algebra with geometry, polygons and circles, area and volume and special triangles.

AZMERIT Math Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review mathematical concepts to improve student academic performance. Topics of this course include exponents and factors, absolute value, slope-intercept equation, Pythagorean Theorem, transversals, integers, inequalities, rational numbers and probability.

Algebra IA

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IA: Review of mathematic concepts to include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review

of additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations.

Algebra IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IB: Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

Algebra IIA

Duration: 75 Hours

Credits: 0.5

Course Description:

Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

Algebra IIB

Duration: 75 Hours

Credits: 0.5

Course Description:

Continuing coursework from the Algebra II, Part 1 which includes combining and multiplying real numbers, order of operations, connecting words and numbers through expressions, developing a plan to solve a problem, combining like terms, definition and examples of ordered pairs, grids, quadrants, abscissa, defining linear equations, graphing equation systems, three-variable equations, matrix multiplication, transformation, point and matrix transformations, polynomial types, zero as an exponent, finding higher variables, factoring numerators, and solving complex rationals.

Geometry 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right

triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

Geometry IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

Trigonometry

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency.

Trigonometry Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency. This honors course has an increased level of difficulty over standard courses.

Calculus 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus 1A is core math course which begins with a review of Algebra. This course covers calculating x-values and corresponding values, limits, notation, continuous functions, asymptotes, negative and positive infinities, graphing tangents, secants, and cosecants, derivatives, Leibniz notation, constant

functions and derivatives, functions that are products, the derivative as a reciprocal of sine, acceleration as a derivative of velocity, maximum and minimum values of given functions at closed intervals, and using related rates to determine the volume of cones.

Calculus 1B

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus IB is a core math course which begins with a review of Algebra, This course covers continuing course work from Calculus IA, including in depth skills of derivatives and integrals and their applications, determining graphing data, and anti-derivatives with negative exponents. It will cover and expand other course concepts such as continuing functions, graphing tangents, secants, and cosecants. Many problems are atypical and require students to synthesize new solutions.

Consumer/Senior Math A

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

Consumer/Senior Math B

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

Biology A

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

910L

Biology A Honors

Honors Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of comprehensive Honors Biology. It covers all aspects of the core high school science course including a rigorous emphasis on biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Biology B

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

Biology B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of comprehensive Honors Biology. It covers all aspects of the core high school science course. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Earth and Space Science A

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science A Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Earth and Space Science B

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

This is the second half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Physical Science A

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking.

Physical Science A Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physical Science B

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities.

Physical Science B Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physics

Duration: 75 Hours

Credits: 0.5

Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined).

Physics Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined). This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

AZ American History Geo A

Duration: 75 Hours

Credits: 0.5

Course Description:

The story of America is written in the rich history of the accomplishments of its people. America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science/technology, and sociology/anthropology.

1060L

AZ American History Geo B

Duration: 75 Hours

Credits: 0.5

Course Description:

America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science and technology, and sociology and anthropology. U.S. History II is a second semester course that continues to show how events of the past are connected to today's world. Beginning with post World War I, this course examines significant events such as the Great Depression, World War II, the Civil Rights Movement, and the 2008 presidential election. Students will be guided through twentieth and twenty-first century events that have shaped our nation's society.

1040L

Economics

Duration: 75 Hours

Credits: 0.5

Course Description:

High school level course that covers the definition of economics, microeconomics, producers and consumers, capitalism, socialism, communism, the world's economy from 1500 to present day, colonization, balance of trade, the Great Depression, the U.S. economy from 1600 to present day, economic causes of the Revolutionary War, railroads, corporations, monopolies, labor unions, the New Deal, recession, inflation, classical theorists, the American microeconomic system, applied economics, social programs, challenges of the global economy, welfare reform debate, and the budget deficit.

1120L

Government

Duration: 75 Hours

Credits: 0.5

Course Description:

This high school level course contains the topic areas of government functions, population, territory, sovereignty, the origin of government, the English Bill of Rights, the founding of the original thirteen colonies, the Proclamation of 1763, the First Continental Congress, the Articles of Confederation, the origin and principles of the Constitution, the Bill of Rights, executive, legislative, and judicial powers, the Magna Carta, taxes, the U.S. Senate, impeachment, how a bill becomes a law, the U.S. House of Representatives, elections, the President, the Presidential Cabinet, executive agencies, fiscal and monetary policy, and elections

1140

World History Geo A

Duration: 75 Hours

Credits: 0.5

Course Description:

World History Geo A: Includes an overview of history, artifacts, Ice ages, Ancient Egypt, the Hanging Gardens of Babylon, the Ten Commandments, Greek civilization, Alexander the Great, philosophers, the Roman Empire, Julius Caesar's rise and fall, Roman gods, the development of commerce, the Irish and Anglo-Saxons, Vikings, the Crusades, feudalism, Henry I, Edward III, Joan of Arc, Isabella and Ferdinand, Africa, the Americas, North American civilizations, the Renaissance, the Reformation, the American Revolution, the Boston Tea Party, the First Continental Congress, the Constitution, and post-Napoleonic France.

920L

World History Geo B

Duration: 75 Hours

Credits: 0.5

Course Description:

World History Geo B: Covers China, Japan, isolationism, Asia, Charles Townshend, the transcontinental railroad, socialism, science in the 1800s, pioneers in medicine, Romanticism, Impressionism, the Romanov Dynasty, Moscow, Catherine the Great, Latin America, Spanish colonization, Queen Victoria, the U.S. in the 1800s, German Unification, the Age of Imperialism, European influence in Africa, Indian resistance to British rule, the rise of nationalism, Allied forces, World War II, League of Nations, decline of trade, increase of women's rights, the Russian Revolution, Vladimir Lenin, tensions between the Soviet Union and the United States, the Berlin Wall, Vietnam, fighting in Cambodia, western Europe, NATO, the United Nations, and eastern Europe.

1040

Art Appreciation

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

Art Appreciation is a survey of the visual arts of painting, sculpture, architecture, and the principles of design. The course will enable students to develop an understanding of how an artist has the power to

inspire and inform the viewer by making a personal, social, political, or religious statement. Students will also explore the history and art of both past and present world cultures.

1070L

Career Essentials

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

The choice of a career is an integral aspect of the personal and social development of an individual, and being prepared for a job search increases the chances of success. The A+LS™ Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank you letters, and prospective job offers.

1090L

College Readiness and High School Review

Duration: 150 Hours

Credits: 1.0

Course Description:

This course is designed for students leaving high school and looking for a comprehensive review of High School Math, Reading, Writing, Science and Social Studies. This course will prepare students for the rigors of college course work by giving them the ability to review those vital skills linked to each core subject area. The students will review reading comprehension skills, note-taking, organization skills, time management, test taking strategies, outlining and writing essays, developing hypotheses, researching various topics, and other skills used in college courses. This course is a one credit course and with hard work should be completed in six weeks.

Humanities I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities I lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, and the Classics of Ancient Greece and Ancient Rome.

1090L

Humanities II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities II explores the influential subject areas of language, philosophy, ethics, literature, and religion. Humanities, along with the social sciences and natural sciences, represent the knowledge that

humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.

1090L

Medical Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical math introduces students to how math skills are applied in the medical field. Students are introduced to medical conversion tables and units of measure. Students are given real life medical situations to solve using math skills.

Medical Terminology

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical Terminology introduces students to the various medical terms they will encounter in medical field. Students will learn how terms are used and applied in the medical field.

Personal Finance

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

An important aspect of every individual's future is the ability to plan and implement sound and responsible financial goals. The Personal Finance course will educate students in a variety of financial and monetary subjects, including consumer services and protections.

1060L

Real World Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Engaging Students through Global Issues promotes student engagement by providing real-world data on global issues with a focus on practical solutions. The concentrate of this course is on foundational algebra concepts. Lessons focus on salaries, taxes, purchasing to financial literacy and build both mathematical knowledge and global perspective.

Skills Development

Duration: 75-150 Hours

Credits: 0.5 – 1.0

Course Description: Elective

Skills Development is used to prepare students for future math and language arts classes. The course uses pre-assessment tests to determine a student's level of core knowledge in Math and Language Arts. Once testing is complete students will be automatically assigned coursework in areas that they were deficient. The number of lessons varies depending on the assessment test results. Students should plan on the list to be between 75 and 185 lessons. If more than 120 hours and 150 lessons are completed then students will have the opportunity to earn a full 1.0 credits.

Work Study

Credits: 0.5 – 1.0

Course Description: Elective

Students can earn credit by working on a job site and learning through experience. A student must have taken or currently be enrolled in Career Essentials to be eligible for work experience credit. Written assignments and job evaluations must be completed. Students may earn a .5 credit by completing 75 hours in an 18 week period. Students may earn a full credit by continuing their work experience and completing 150 hours in a 36 week period.

Spanish IA

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish I A course is a comprehensive, completely integrated course for grades 9-12. Spanish I A is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish I B course is a comprehensive, completely integrated course for grades 9-12. Spanish I B is designed to help students advance on the skills obtained in Spanish IA by building on the fundamental concepts. This class is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIA

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II A course is a comprehensive, completely integrated course for grades 9-12. Spanish II A is designed to help students advance on the skills obtained in Spanish IA and IB by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II B course is a comprehensive, completely integrated course for grades 9-12. Spanish II B is designed to help students advance on the skills obtained in Spanish IIA by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Health

Course Description: Elective

Health is designed to move the student from a narrow focus to a broad perspective of health. With an emphasis on nutrition and exercise, students also learn about health risks, types of illnesses, functions of the major systems of the body, and health career options.

AIBT Non-Profit Charter High School, Inc. /
RCB Medical Arts Academy

Minutes of the Governing Board Meeting

The AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts Academy Governing Board convened a regular board meeting August 26th, 2016 at 5:30 pm, in the RCB Medical Arts Academy Commons at 6049 N. 43rd Ave., Phoenix, AZ, 85019.

Item A. Call to Order

Mr. Steve Durand called the meeting to order at 5:32 p.m.

Item B. Welcome and Introductions.

Board Members

Present: Steven F. Durand (phone)
Lee Wheeler
Christol Mosley (phone)
BJ Dines (phone)
Randy Babick (phone)
Cindy Worrell (phone)

Mr. Durand welcomed the board members.

Item C. Approval of Agenda

Mr. Durand motioned the Governing Board approve the agenda as presented. Second by Mr. Wheeler. Motion passed.

Item D. Current Events.

The new building is coming along well. We will have our final inspections next week and we look forward to opening the building in the near future. RCB's enrollment is steadily increasing and the start of the year has been smooth so far.

Item E. Study and voting session.

1. Review and consider approving the replication application for RCB College Preparatory Academy N.E., AIBT Non-Profit Charter High School, Inc. Motion to approve by Steve Durand and second by BJ Dines. Motion passed unanimously.
2. Review and consider approving the replication application for RCB College Preparatory Academy North, AIBT Non-Profit Charter High School, Inc. Motion to approve by Lee Wheeler and second by Cindy Worrell. Motion passed unanimously.
3. Review and consider approving hiring additional Math Tutors / Para Pros to aid students that are testing two or more grade levels below cohort upon transferring into our school. Motion to approve by Steve Durand and second by Randy Babick. Motion passed unanimously.

Item F. Consider approving the minutes from the previous meeting.

1. Review and consider approving the minutes from the August 25th board meeting. Motion to approve by Steve Durand and second by Cindy Worrell. Motion passed unanimously.

Item G. Call to the Public

1. No Public

Item H. The next board meeting will be scheduled for a later date at RCB High School.

There being no further business to come before the Board, Mr. Durand motioned the Board Meeting be adjourned at 5:47 p.m. Second by Ms. Mosley. Motion passed.

GOVERNING BOARD

AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts High School

By: Lee Wheeler