

APPENDIX A

AMENDMENT REQUEST

AND SUPPORT MATERIALS

1. ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Arizona Autism Charter
Schools, Inc.

CTDS:
07-82-26-000

Mailing Address:
4433 North 7th Street
Phoenix, AZ 85014
> [View detailed info](#)

Representative

Name:
Diana Diaz

Phone Number:
602-487-0434

Downloads

 [Download all files](#)

Enrollment Cap

From:
188

To:
350

Attachments

Board Minutes

 [Download File](#) – Board Meeting Minutes

Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

Occupancy Documentation (Increase Only)

-  [Download File](#) – Certificate of Occupancy Elementary
-  [Download File](#) – Certificate of Occupancy Upper School
-  [Download File](#) – Fire Marshall Permit Elementary
-  [Download File](#) – Fire Marshall Permit Upper School

Narrative –  [Download File](#)

Additional Information

 [Download File](#) – Enrollment Matrix Elementary


 [Download File](#) – Enrollment Matrix Upper School

 [Download File](#) – Staffing Chart Elementary

 [Download File](#) – Staffing Chart Upper School

Feedback

Feedback

Yes, it was straight forward and staff was helpful with our questions.

Signature

Charter Representative Signature

Diana Diaz 05/24/2019

Arizona Autism Charter Schools, Enrollment Cap Amendment Request Narratives

Rationale Narrative Elementary Campus

The growth at Arizona Autism Charter School's (AZACS) Elementary Campus has held steady between 104 to 108 students. The current facility is approximately 16,208 square feet with 13,197 square feet of usable space for classrooms and students. The lower floor of the building has Educational Occupancy certification and can be used as classroom space. The upper floor is 3,011 square feet and can be used as office space. AZACS has an active waiting list of at least 100 students since its inception and now has decided to create more to accommodate the demand for the program. To do this, the school plans to move all offices to the upper floor to create more classroom space at the lower level. This will allow for the enrollment of 136 students by 2022. The occupancy permit states that the maximum occupancy on the lower level is 325, so by moving all adult work spaces to the upper level, more space can be created for approximately 45 additional students in the building. This is aligned to the charter's growth plans through 2024 (two years beyond what is noted in the Enrollment Matrix).

Rationale Narrative Upper School Campus

The continued motivation and rationale for an enrollment cap increase at Arizona Autism Charter School's (AZACS), Upper School Campus is to grow by one grade level each year and by at least two classes or approximately 20-25 students. This will allow students who have had success in the AZACS elementary and middle school programs to continue with this specialized type of programming through the High School grades. Therefore, the overall enrollment cap for the charter is being requested at 350 to take us through the 2023-24 school year (two years beyond what is noted in the Enrollment Matrices). With the Elementary School housing approximately 136 students, the Upper School would need to house approximately 214 student. The building's maximum load per the Certificate of Occupancy at the upper school far exceeds this number allowing for 441 occupants.

Rationale for both the Elementary and Upper School

AZACS offers unique programs using high-level behavioral interventions using Applied Behavior Analysis (ABA) to help students access curriculum that is aligned with the state standards. There are no other charter schools in metro Phoenix offering this type of programming successfully, therefore, it makes sense for AZACS to continue to grow by increasing its enrollment cap and growing to the High School grades. If the enrollment cap were not increased to be able to offer more grade levels, it would certainly create a gap in educational services for students and families who have now relied on AZACS to offer a best practice education for their children on the autism spectrum. The school's K-9 program has been successful with students at all levels of the spectrum and the motivation for making the program accessible to more students at its elementary and expanding the High School is to prepare students for post-secondary opportunities in college and vocational programs. The overarching goal and vision is to help

students with autism overcome the deficits associated with this disorder and build their skills to become fulfilled, productive citizens.

Staffing Plan Narrative Elementary Campus

Changes to Instructional Staff

The staffing plan for the AZACS elementary school is aligned with the school's 3-5 year student growth plans. In 2019-20 there is an estimated student growth of 13 students or two classes. One of the classes will be an afternoon kindergarten, which can be serviced by the same instructional staff as the morning kindergarten. The additional students can be serviced by one additional teacher and two additional paraprofessionals. In the following years, the school plans to grow by one class or approximately 8 students, which can be serviced by adding one additional teacher each school year and 2-4 additional paraprofessional support staff.

Changes to Non-Instructional Staff

The school does not anticipate major changes in non-instructional staff based on growing by 8-13 students through 2024. The additional office and administrative needs could be met by going from 3.5 non-instructional staff to 4.

Changes to Leadership Team

There are no anticipated changes to the number of leadership team members at the elementary school based on only growing by 30 to 45 students through 2024.

Currently, the school is fully staffed to meet the needs of 107 students. As openings become available year over year to accommodate additional students, the following processes would take place:

Recruitment: AZACS would post instructional, non-instructional and leadership positions on its own website, national job boards and communications channels throughout the special education and autism professional community. AZACS' special focus on best practices for autism attracts people from around the country who want to specialize in this field.

Hiring: AZACS will hire staff by engaging in a thorough interview process including reference checks, work samples and teaching demonstrations for instructional staff. All staff hired are thoroughly interviewed to ensure they are in alignment with the school's mission and have a desire to work in a best-practice environment for students with autism.

Training: AZACS offers an intensive two week summer training program to help teachers and instructional staff prepare for the upcoming school year. In addition, the school offers regular instructional and behavioral coaching to meet the needs of the target population. Non-instructional staff are on-boarded and trained by the administrative team and given opportunities to overlap with people who are skilled in their job function. The leadership team engages in trainings through the Arizona Charter Schools Association, ADE and leadership consultants.

Staffing Plan Narrative Upper School Campus

Changes to Instructional Staff

The changes on the staffing chart for the Upper School Campus project out the number of teachers, paraprofessionals, special education related service providers and office administrative support staff needed to grow by one grade level each year. It's important to note that the AZACS instructional program is a special education program offering multi-grade classrooms grouping students by abilities and needs. As noted in the Staffing Chart, there are approximately 46 staff members servicing 86 students. As the school grows by 20 to 25 students per year, 10 to 16 more staff members will be added each year to service the additional students. The number of staff needed may be adjusted year over year depending on the intensity of student needs due to their disability.

Continuing in the 2019-2020 school year, the model that will be implemented looks at the academic needs of the student and places them appropriately depending on their abilities and needs. There will be two levels of classes, one for high-functioning students who are working at or near grade level and can access Arizona College and Career Ready Standards with minimal accommodations (A Level Program). The other level will be designed for students who are moderately to severely impacted by autism and other related disabilities and have intensive needs for accommodations to access the Arizona College and Career Ready Standards. These students also need clinical instructional approaches using Applied Behavior Analysis (ABA) strategies to make progress on goals (C Level Program).

"A" level students will have five content area classes (Science, Math, Social Studies, English and Life Skills) in the daily schedule. These classes will be taught by content area teachers along with the appropriate number of paraprofessionals to support the IEP's and behavior plans of each student. In addition, Speech and Occupational Therapists are an integral piece of the instructional program. The behavior support for "A" level students will be one ABA Program Manager to oversee the behavior plans for all students at this level. The day to day responsibility for implementation of behavior plans will be with the seven behavior specialists for the fidelity of de-escalation strategies, self-management and executive functioning.

"C" level students will have two certified Special Education teachers that will serve as the students' case managers and four Instructional Leads to offer the data-driven ABA programming needed for these students. The Special Education teachers will be responsible for making sure each student accesses grade level appropriate material in each academic area modified to their academic abilities. In addition, one ABA Program Manager will oversee the programming throughout the C level classrooms and ensure the appropriate number of paraprofessionals are supporting the IEP's and behavior plans of each student.

Changes to Non-Instructional Staff

The non-instructional staff required to meet the needs of the school in the current school year are one Front Office Receptionist who handles attendance, phone calls, student medications and other clerical duties as needed. The school also employs an Office Manager/Human Resource

Specialist who handles student records, human resource duties and other school operations functions, and an Administrative Registrar who assists with the student reporting system SchoolMaster and assists the executive team with, as well as a half time Student Store Assistant. There is also a Facilities Manager shared by both the Elementary and Upper School. With the anticipated growth of approximately 20 to 25 new students each year, AZACS plans to use the same 4 non-instructional employees to cover the same job functions and will likely add an additional part-time position to accommodate additional administrative needs created by the additional students going from 4 to 4.5 non-instructional employees.

Changes to the Leadership Team

The leadership changes that will result over the course of adding grade levels and increasing enrollment are the following: The Upper School Director will continue to manage the day to day operations of the Upper School Campus. The High School Development Director will continue to plan and build out the high school. The Special Education Director will continue to oversee Special Education compliance and a Chief Academic Officer will be added in the 2019-2020 school year to oversee curriculum and instructional quality. (This position will be a dual role, Chief Academic Officer for the charter and Elementary School Director.)

Leadership Staffing

Recruited – Administrators at Arizona Autism Charter Schools are sought out from around the country who have an expertise in school leadership as well as autism education and services. AZACS is a part of the greater autism clinical and educational community and has had success recruiting the best and brightest in this field who are seeking to implement evidence based methods in a school specializing in autism. Additionally, school leaders are grown from within, giving teachers and behavior specialist a path toward leadership as the charter grows.

Hired – Applicants go through an intensive screening and interview process that includes an interview, reference checks, submission of work samples and hands on teaching and coaching demonstrations. A panel of school leaders evaluates candidates and comes to a consensus about hiring.

Trained – Administrators are coached by the school Founder and Executive Director and others in Director level positions to implement the mission and vision of the school and charter. Additionally, they are coached and mentored by outside consultants, and are participants in training provided by the AZ Charter Schools Association, The Center for Student Achievement and professional development provided by various ADE departments.

Instructional Staffing

Recruited – AZACS advertises in national teacher recruitment websites, its own website, job fairs and through social media boards for various autism stake holders. In addition, AZACS has established partnerships with GCU and ASU's teacher education programs to recruit top special education candidates. Behavior Analysts, who serve an essential

function in autism education, are grown from within the school by offering supervision hours towards becoming a Board Certified Behavior Analyst (BCBA). Paraprofessionals are recruited from various job boards and incentivized by offering a career path towards becoming a teacher or a BCBA.

Hired- Teachers, BCBA's and Paraprofessionals are hired by the administrative team and the Staffing Coordinator. All future employees complete a thorough interview process including questions and instructional demonstration activities.

Trained – AZACS offers a robust summer training conducted by its lead administrators, who are well versed in evidence based special education and behavioral practices. Training is continued throughout the school year through competency coaching and various group and individual trainings specific to classroom needs. Teachers and BCBA's are provided with a yearly stipends towards professional development that is preapproved to ensure fidelity with the school's mission and instructional philosophy. AZACS is also a sponsor of the Arizona Association of Behavior Analysis (AZABA), which covers membership dues to all AZACS employees. AZABA offers frequent continuing education credits throughout the year across various topics under the umbrella of Applied Behavior Analysis. Paraprofessionals are trained in desired competencies and in conjunction with teachers who participate in professional learning onsite.

Non-instructional Staffing

Recruited – Non-instructional members of the team are recruited through online job ads and staffing agencies that specialize in providing schools with excellent clerical, support staff and other office employees.

Hired – All non- instructional employees are hired by the administrative team and the Staffing Coordinator. All future employees complete a thorough screening and interview process and are asked to obtain a fingerprint clearance card prior to working at the school. At least three references are checked as well.

Trained – Each non-instructional employee trains with the members of the administrative team they are supporting. AZACS leaders set up overlap coaching opportunities before staff is expected to take on duties. Support staff are given goals to be reached at the end of each year and through that process, professional development opportunities are identified to enable success.

Staffing and Target Population Needs

AZACS only employs people who have a track record of success working with children on the autism spectrum. The focus on Applied Behavior Analysis (ABA) teaching strategies attracts local professionals as well as professionals from around the country who want to specialize in this field and are looking for an environment that offers professional development and growth opportunities in autism education.

Enrollment Justification Narrative Elementary School Campus

Narrative for Plan for meeting each year's enrollment targets

Enrollment targets for the AZACS elementary campus have been met since the inception of the school in the fall of 2014. The school aims to have 12-14 classrooms with an average of nine students each, groupings students in programs based on abilities and needs. Since 2014, the enrollment has varied between 104 and 108 students. Since the school has an active waiting list of at least 100 students, the school plans to create more space by moving all adult offices upstairs where the building has "Office" occupancy and creating additional classroom space on the lower level. Based on confirmed re-enrollment and the waiting list, the school has already filled the additional kindergarten class for the 2019-20 school year and has 5 additional openings. The school has nearly filled those spots through its waiting list and lottery process.

Necessary advertising and/or promotion

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

Number of returning students to the Elementary Campus

Based on re-enrollment data, AZACS expects about 99 students to return to the elementary campus with about 16 moving on to the AZACS Upper School. Enrollment will be met at the target number of 120 with approximately 16 new Kindergarten students and 5 additional students. If any students do not return to the elementary campus, AZACS school leaders will go to the active waiting list and conduct a lottery to select students for any open spots in grades 1-4 in addition to the kindergarten lottery for the 16 new spots.

Anticipated student enrollment for 2019-2020 School Year

- Kindergarten: 16
- 1st Grade: 24
- 2nd Grade: 25
- 3rd Grade: 25
- 4th Grade: 30

Enrollment Justification Narrative Upper School Campus

Narrative for Plan for meeting each year's enrollment targets

Arizona Autism Charter School's growth plan includes growing by one grade level each year. The school has successfully implemented that model since its inception. Below is a timeline of the school's growth:

2014-15 – Opened serving grades K-5, met enrollment target of 90 students

2015-16 – Amendment Request Approved to Add 6th Grade, added about 18 students

2016-17 – New Site and Adding Grade Levels Request Approved to Add Grades 7 and 8, only 7th added and more than 50 students

2017-18 – Added 8th Grade and grew by about 20 students. Submitted a grade level expansion and was approved K-12

2018-19 – Added 9th Grade and grew by about 20 students

2019-20 – Plans to add 10th Grade and grow by about 26 students

Throughout this process, all enrollment targets have been met and the school has had an active waiting list of approximately 100 students since its inception. The enrollment targets identified in the Enrollment Matrix for the Upper School include:

2019-20

5th grade: 20 students

6th grade: 18 students

7th grade: 18 students

8th grade: 18 students

9th grade: 20 students

10th grade: 18 students

Most of the spots are filled due to students moving up from the elementary school, confirmed re-enrollment and selection of new students through the lottery process.

Necessary advertising and/or promotion

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community

- Open Houses and tours for interested families highlighting the innovative High School program specializing in Transition Planning, Vocational Training and College/Career Readiness.

Number of returning students

Based on returned re-enrollment application received by the school for the 2019-2020 school year, it is expected that approximately 98% of students intend to re-enroll, bringing the count to about 85 students. Additionally, about 20 students will be moving up from the Elementary Campus, bringing the count to 105. That left about 7 spots to fill at the Upper School.

Anticipated new student enrollment for 2019-20 School Year

AZACS conducted its open enrollment and lottery process and has nearly filled the following open spots at the Elementary and Upper School Campuses:

- 16 new kindergarten spots, all but two filled
- 5 new open spots on grades K-4, filled
- 7 new spots on grades 5-10, all but two filled

Resources Narrative Elementary and Upper School Campus

Concrete Resources

The shift in moving all office spaces to the upper floor at the elementary campus will require moving cubicles and other adult furniture to the upper level and outfitting one classroom with student furniture and technology. The school has budgeted about \$6,000 to cover these costs. The estimate was based on previous purchases of similar items and quotes from vendors.

There will be no construction costs associated with adding additional students to the Upper School, but two more classrooms will be outfitted with student furniture and equipment. The cost has been estimated at about \$10,000 based on previous purchases of similar items and vendor quotes.

Curriculum

AZACS' founding team has worked together and in consultation with experts in the field of autism education to develop the initial curriculum plan as submitted to the Arizona State Board for Charter Schools. The team has worked under the leadership of Dr. Adam Hahs, a doctorate level Board Certified Behavior Analyst and autism education expert with more than ten years of experience implementing best practices in school settings to continue to develop the plan.

The Arizona College and Career Ready standards form the core basis of curriculum. The needs of the student population at AZACS also drives the instructional plan. AZACS' population is primarily students on the autism spectrum. The school uses evidence based methods established

through peer reviewed methods to educate our students. Thus, curriculum is evaluated on how well it aligns to the standards; how adaptable it is to students' IEP goals; the developmental sequence of the grade levels; and the evidence based methods it employs that support the academic achievement of students with autism. The AZACS leadership team has engaged in a curriculum selection and review process and has adopted the following curriculum resources (see table on next page).

Curriculum for Academics Program-Moderate to High Functioning Students

English Language Arts	Math	Social Studies	Science
Engage New York	Engage New York	Engage New York	Foss Kits: Human Systems Interactions
Precision Teaching	iReady		Foss Kits: Heredity and Adaptations
iReady	Precision Teaching		Foss Kits: Populations and Ecosystems
PEAK	PEAK		Foss Kits: Diversity of Life
		Learn4Independence Vocational and Transition for High School	

Curriculum for Functional Academics Program-Severe/Profound Students

English Language Arts	Math	Social Studies	Science
Edmark Reading Program	Touch Math, functional math materials	Unique Learning Systems	Foss Kits: Human Systems Interactions
PEAK Program	PEAK Program	PEAK Program	Foss Kits: Heredity and Adaptations
Unique Learning			Foss Kits: Populations and Ecosystems

			Foss Kits: Diversity of Life
			Foss Kits: Unique Learning
		Discovery Tasks Vocational and Career Exploration Program	PEAK Program

Assessments

The school has purchased standardized assessment programs (I Ready and PEAK) to meet the needs of various levels of students on the autism spectrum. In addition, the school will use curriculum based assessments, internal data driven instruction and various formative assessments to ensure students are making progress.

Students in A level, high functioning classrooms must be prepared to take the AZ Merit test. The I Ready assessment tool will be administered at the beginning, middle and end of the school year to determine students’ acquisition of standards-based content in language arts, math and science. The school has used AZ-CSP and other grant funding to make this purchase.

Students in C level classes will use an Applied Behavior Analysis (ABA) system to acquire data and assess progress. The PEAK assessment has been purchased. AZ-CSP and other grant funding has been used to acquire this assessment tool.

Students in B level classes or moderately impacted by intellectual disability will use either i-Ready, PEAK or a combination depending on their abilities and skills to measure their progress.

Instruction

AZACS’ program of instruction uses techniques in Applied Behavior Analysis (ABA), the most empirically supported methodology for children with autism. In addition, AZACS offers rigorous academic programming to enable students to access grade level standards to the best of their abilities.

High quality ABA programs require intensive individualized instruction based on assessments that inform the creation of program goals. The daily data on goals serve as formative assessments that determine if instruction is successful or needs to be adjusted.

To create the conditions to ensure quality ABA programs take place, AZACS has an average 3:1 student to instructor ratio and very small class sizes with an average of nine to fourteen students per class. This allows for individualized and small group instruction and data collection

throughout the day. Most AZACS teachers and staff have a background and training in ABA and are further trained in program implementation and data over the summer and continuously throughout the school year. The credentialed professionals qualified to oversee ABA programs are Board Certified Behavior Analysts (BCBAs). At AZACS, each classroom is overseen by a BCBA or Master's level ABA professional who ensures student instruction is being implemented following ABA principles and that data is being collected and analyzed with fidelity. Furthermore, AZACS teachers ensure that all student ABA goals are aligned to AZ College and Career Ready Standards. This is done by requiring teachers to indicate goal alignment on student IEPs and lesson plans.

The concrete resources needed to implement this type of program are facilities, technology, software and instructional materials. The school received start up grants to equip the Upper School in its first year of operation, and received additional AZ-CSP funding to equip its High School for the next two years to acquire the additional resources needed to grow by approximately 20 to 25 students per year. Once the AZ-CSP grant expires, the school will be enrolled at capacity and state funding will cover the remaining concrete resources needed. Additionally, school leaders will continue to seek other public and private grant funding.



Arizona State Board for Charter Schools Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Autism Charter School (Elementary School)				
Number of Students				
Grade Level	Current - FY 19	Target - FY 20	Target - FY 21	Target - FY 22
Kindergarten	8	16	16	16
1 st Grade	17	24	25	27
2 nd Grade	25	25	25	27
3 rd Grade	18	25	25	27
4 th Grade	39	30	37	39
Total Enrollment	107	120	128	136



Arizona State Board for Charter Schools Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Autism Charter Schools, Upper School Campus				
Number of Students				
Grade Level	Current - FY 19	Target - FY 20	Target - FY 21	Target - FY 22
Kindergarten				
1 st Grade				
2 nd Grade				
3 rd Grade				
4 th Grade				
5 th Grade	10	20	20	20
6 th Grade	21	18	18	18
7 th Grade	19	18	18	18
8 th Grade	19	18	18	18
9 th Grade	17	20	20	20
10 th Grade		18	20	20
11 th Grade			18	20
12 th Grade				18
Total Enrollment	86	112	132	152



Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:							
Arizona Autism Charter School (Elementary School)							
Number of Staff Members							
Position	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22			
Administration	4	4	4	4			
Teachers/Instructional Staff							
Kindergarten	1	1	1	1			
1 st Grade	2	2	3	3			
2 nd Grade	3	3	3	3			
3 rd Grade	3	3	3	4			
4 th Grade	2	3	3	3			
5 th Grade							
6 th Grade							
7 th Grade							
8 th Grade							
Specialty Staff (Music, Art, PE, etc.)	2	2	2	2			
Special Education	7 (SP, OT, PT)	7 (SP, OT, PT)	7 (SP, OT, PT)	7 (SP, OT, PT)			
Paraprofessional	36	38	40	44			
Additional Staff							
List title: Instructional Lead	4	4	5	5			
List title: Office, Facilities and Administration Support	3.5	4	4	4			
List title: ABA Program Supervisor and SPED Coordinator	3.5	3.5	3.5	4			
Total Number of Staff Members	71	74.5	78.5	84			

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Autism Charter School (Elementary School)				
Leadership Team				
Title	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Executive Director	1 – Diana Diaz Harrison			
Special Education Director	1 – Ashley Kinton			
Elementary School Director/Chief Academic Officer	1 – Matt Drowne	1 – Joy McCain	1 – Joy McCain	1 – Joy McCain
Assistant Director Elementary	1 – Allan Smith			

*To view an example of a completed Staffing Chart, review The Guide. For Use in Amendment Requests only



Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:							
Arizona Autism Charter School, Upper School Campus							
Number of Staff Members							
Position	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22			
Administration	4	4.3	4.3	4.3			
Teachers/Instructional Staff							
Kindergarten							
1 st Grade							
2 nd Grade							
3 rd Grade							
4 th Grade							
5 th Grade	9*	12*	14*	16*			
6 th Grade	9*	12*	14*	16*			
7 th Grade	9*	12*	14*	16*			
8 th Grade	9*	12*	14*	16*			
9 th Grade	9*	12*	14*	16*			
10 th Grade		12*	14*	16*			
11 th Grade			14*	16*			
12 th Grade				16*			
Specialty Staff (Music, Art, PE, etc.)	2	2	2	2			
Special Education	4 (SP, OT, PT)	4 (SP, OT, PT)	4 (SP, OT, PT)	4 (SP, OT, PT)			
Paraprofessional	10	19	25	31			
Additional Staff							
List title: Instructional Lead	3	4	5	6			
List title: Program Support Managers	3 Veronica, Gentry, Richard	3.5	3.5	4			
List title: Office, Facilities and Administrative Support	4 Marie, Dwan .5, Evan .5, Claudia, Cynthia	4.5	4.5	4.5			

List title: Behavior Specialists	7	10	11	12
Total Number of Staff Members	46	63.3	73.3	83.8

***Teachers serve all or most grade levels because they are subject specific teachers, (ELA, Math, Science Social Studies, etc.) groups of students rotate to them.**

Continue on page 2: Leadership Staffing Chart

For Use in Amendment Requests only

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

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- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Arizona Autism Charter School, Upper School Campus				
Leadership Team				
Title	Current - FY 19	Anticipated - FY 20	Anticipated - FY 21	Anticipated - FY 22
Executive Director	1 – Diana Diaz Harrison	1 – Diana Diaz Harrison	1 – Diana Diaz Harrison	1 – Diana Diaz Harrison
Special Education Director	1 – Ashley Kinton	1 – Ashley Kinton	1 – Ashley Kinton	1 – Ashley Kinton
Upper Campus Director	1 – Megan Vincent	1 – Megan Vincent	1 – Megan Vincent	1 – Megan Vincent
High School Development Director and Leadership Capacity	1 – Lisa Long	1 – Lisa Long	1 – Lisa Long	1 – Lisa Long
Chief Academic Officer		.3-Joy McCain	.3 – Joy McCain	.3-Joy McCain

*To view an example of a completed Staffing Chart, review The Guide. For Use in Amendment Requests only