

# **APPENDIX A AMENDMENT REQUEST AND SUPPORT MATERIALS**

1. ENROLLMENT CAP AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS



Arizona State Board for Charter Schools



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# Enrollment Cap Request

## Charterholder Info

### Charter Holder

**Name:**  
Glendale Preparatory Academy

**CTDS:**  
07-85-40-000

**Mailing Address:**  
3102 N. 56th Street  
Suite 300  
Phoenix, AZ 85018  
> [View detailed info](#)

### Representative

**Name:**  
Erik Twist

**Phone Number:**

## Downloads

[Download all files](#)

## Enrollment Cap

**From:**  
612

**To:**  
650

## Attachments

### Board Minutes

[Download File](#) — This is Board 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](#) — This is the Certificate of Occupancy.
- [Download File](#) — This is the architectural drawing with E-Occupancy Load calculation.
- [Download File](#) — This is the Fire Inspection report with Peoria FD document noting E-Occupancy.

**Narrative** — [Download File](#)

### Additional Information

- [Download File](#) — This is the Enrollment Matrix.
- [Download File](#) — This is the Staffing Chart.

## Feedback

**Feedback**

Yes, this is easy to understand and follow.

## Signature

**Charter Representative Signature**

Erik Twist 05/04/2018

Glendale Preparatory Academy (GPA) (Entity ID#89829) is requesting an Enrollment Cap Amendment Request to raise the cap from 612 to 650, to address increased enrollment in high school.

Below, we will address the requirements described in the Amendment Request Instructions (Rev. 01.12.18).

## Enrollment Cap

**Rationale:** GPA opened in FY2008 and is currently serving grades 6-12 at 23276 N. 83<sup>rd</sup> Avenue in Peoria under the name Great Hearts Academies – Glendale Prep (GP). GPA has an enrollment cap of 612. As of March 1, the waitlist for GPA was 439.

**Enrollment Targets:** The facility housing GP has a 6-12 E-Occupancy capacity load of 774. However, it was decided that the class size should be capped at four groups of 25 per grade in grades 6-8, and three groups of 26 in grades 9-12. This resulted in a maximum of 612, in order to effectively implement the program of instruction. The current 100<sup>th</sup> day enrollment is 550 (ADMS540-1 report), or 90% of the enrollment cap.

In order to address increased retention between grades 8 and 9, GPA is requesting capacity to serve an additional 38 students. For FY17, 70 8<sup>th</sup> grade students either enrolled or reenrolled for 9<sup>th</sup> grade, but for FY18, the number increased to 90. GPA anticipates this larger freshman class will result in higher high school enrollment in subsequent years, necessitating the increased cap. Given the excess E-capacity of our facility and the demonstrated demand for enrollment as reflected in our wait list, raising the enrollment cap from 612 to 650 would allow GPA to accommodate the increased high school retention and serve additional students in our community without unduly burdening class sizes.

As shown in the Enrollment Matrix, GPA will start enrolling a few additional students in each grade except 12<sup>th</sup> from the waitlist in FY19, and maintain these levels as the larger classes propagate up through the high school grades in FY20 until reaching the target in FY21.

**Number of Returning Students and Anticipated New Student Enrollment:** Based on historical enrollment and attrition data for Glendale Prep, we expect the FY19 enrollment target of 603 to be comprised of 438 returning students and 165 new students. Due to the increased FY19 enrollment base of 603, we expect the FY20 enrollment target of 628 to be comprised of 501 returning students and 127 new students. Likewise, due to the increased FY20 enrollment base of 628, we expect the FY21 enrollment target of 650 to be comprised of 522 returning students and 128 new students.

**Timeline:** As described in the preceding paragraph, the additional cap would be implemented in FY19, beginning on July 1, 2018. The existing waitlist of 439 will be sufficient to cover the increase without additional marketing.

**Staffing Plan:** As the attached Staffing Matrix shows, the increasing enrollment in the high school grades will require 1.5 new FTE each year for the next three years. Additionally, for FY20 and FY21, a part-time SPED teacher and part time office worker will each increase to full-time.

**Recruitment, Hiring, and Training:** GPA will continue to meet its recruitment and hiring needs through the central Great Hearts Academies (GHA, the CMO that operates GP) hiring portal. As one of the

largest charter school systems in Arizona, and with operations in another state, GHA continually advertises nationally for teachers. The GHA recruiting pool received more than 2,400 new applications for faculty/staff positions for 2017-2018, for an application-to-hire ratio of 7:1, which has remained steady for the past several years and which demonstrates an ample pool of highly qualified applicants to fill the faculty/staff positions created by the growth of the student population at GP. Historical data also show that the number of new applications received each year increases by at least 150 over those received in the prior year, which indicates the expected applicant pool will continue to be more than ample to meet staffing needs.

Each of the applicants in the central hiring portal is screened by the GHA personnel team to validate his/her credentials, and those whom AS selects as potential hires also undergo a series of interviews by the academy's leadership team and complete a teaching demo to discern the quality of their teaching ability, classroom management, and interactions with students and peers.

Once hired, new teachers are provided with three weeks of pre-service training, two weeks in central GHA facilities, and one week on site with returning teachers. New teachers are overseen by Master Teachers for their first year. Additionally, half-day school-wide professional development meetings are held one afternoon each month, where teachers engage in seminars and workshops devoted to discussing the foundational ideas of the curriculum and exploring ways to enhance the teaching of these ideas to all students of varying abilities that are in their classrooms. Twice a year, these weekly and monthly meetings are supplemented by professional development meetings that bring the faculty and staff across the Great Hearts network together for an afternoon to hear speakers from various content areas and to expand their monthly discussions beyond their campus to include colleagues from across the network.

APA leadership regularly monitors the instruction of the instructional staff through classroom observations and feedback discussions on the observed performance to ensure lessons are of high quality, aligned with state standards and with specific IEP/504 plans that may be in place, and to ensure that students are engaged and participating in the lessons. All school administrators do frequent "short-cycle" observations, which are 10-15 minute drop in observations weekly for new teachers, with quick feedback on things that need to be improved. If deficiencies are observed, strategies to improve the deficiencies are developed and implemented. Grade level or departmental team meetings are held after school one day each week so that the instructional staff at each grade level can engage in group lesson planning, share instructional ideas, and discuss/address classroom concerns.

**Concrete Resources:** GHA provides financial and operational support to Glendale Prep in such areas as human resources, accounting, development, procurement, technology, and legal services, to ensure the high quality and long-term operational success and financial viability of its charter. Glendale Prep has included resources in its FY19 budget to provide furniture, textbooks, curricular materials, instructional supplies, materials for MAP internal assessments, and student technology to support the additional 38 students included in this expansion request. These concrete resources will be purchased through the standard GHA procurement system. The numbers of additional students described in this request are within the historic parameters for replacement/maintenance of curricular and technology resources in a system that serves over 14,000 students.

**Financial Documentation:** The charter holder GPA meets the Board's financial performance expectations, having met in FY16 and FY17, and is not required to submit additional documentation.



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## 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: Glendale Preparatory Academy				
Position	Number of Staff Members			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	6	6	6	6
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>	6	6	6	6
7 <sup>th</sup>	6	6	6	6
8 <sup>th</sup>	6	6	6	6
9 <sup>th</sup>	6	6	6	6
10 <sup>th</sup>	4.5	6	6	6
11 <sup>th</sup>	4.5	4.5	6	6
12 <sup>th</sup>	4.5	4.5	4.5	6
Specialty Staff (Music, Art, PE, etc.)				
Special Education	1.6	1.6	2	2
Paraprofessional	1	1	1	1
Additional Staff				
List title: Nurse	0.5	0.5	0.5	0.5
List title: Athletic Dir. Asst.	1	1	1	1
List title: Office Staff	2.75	2.75	3	3
List title: _____				
<b>Total Number of Staff Members</b>	50.35	51.85	54	55.5

### 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: Glendale Preparatory Academy				
Title	Leadership Team			
	Current—FY18	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Headmaster	B. Crowe	B. Crowe	B. Crowe	B. Crowe
Asst. Headmaster	K. Navarrette	K. Navarrette	K. Navarrette	K. Navarrette
Dean	Z. Withers	Z. Withers	Z. Withers	Z. Withers
Dir. Of Operations	T. McLoughlin	T. McLoughlin	T. McLoughlin	T. McLoughlin
Office Manager	S. Hayakawa	S. Hayakawa	S. Hayakawa	S. Hayakawa
Athletic Director	J. Rickey	J. Rickey	J. Rickey	J. Rickey



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## 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: Glendale Preparatory Academy				
Grade Level	Number of Students			
	Current—FY18	Target—FY19	Target—FY20	Target—FY21
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>	96	100	100	100
7 <sup>th</sup>	96	100	100	100
8 <sup>th</sup>	96	100	100	100
9 <sup>th</sup>	86	96	96	96
10 <sup>th</sup>	60	92	92	92
11 <sup>th</sup>	53	66	88	88
12 <sup>th</sup>	55	49	52	74
<b>Total Enrollment</b>	542	603	628	650

\*To view an example of a completed enrollment matrix, review page 10 of The Guide to Amending a Charter.