

***REVISED**
NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD FOR CHARTER SCHOOLS

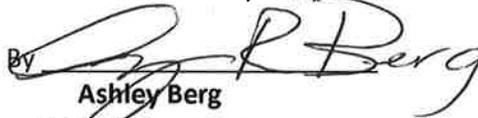
Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Bianca Ulibarri at (602) 364-3080. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 4th day of April 2018.

By 
Ashley Berg
Executive Director

ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, April 9, 2018
Regular Session
9:00 AM

Arizona State Board of Education Board Room
1535 West Jefferson Street
Phoenix, Arizona 85007

The Board's meeting room is located on the first floor of the Arizona Department of Education's building. Available parking in the garage located on 15th Avenue, south of Jefferson Street.

ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS. A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE CHARTER BOARD (WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC INSPECTION AT THE CHARTER BOARD'S OFFICE AT 1616 W. ADAMS, SUITE 170, PHOENIX, ARIZONA 85007 AND ONLINE AT asbcs.az.gov.

Monday, April 9, 2018

- A. **Pledge of Allegiance**
- B. **Moment of Silence**
- C. **Roll Call**
- D. **Superintendent's Report** - Update on current events and/or activities of the Department of Education
- E. **Arizona Charter Schools Association** - Presentation on Mohave Accelerated Schools by Casey Mulligan, Superintendent
- F. **Arizona Alternative Education Consortium** - Presentation on Student Choice & Alternative Education by Jason Nuttall, Director of Compliance - Student Choice High School Central Office
- G. **A for Arizona** - Presentation on BASIS Phoenix South Primary by Brian Jones, Head of School
- H. **Presentation on Schola Solutions** by Jaime Martinez, CEO of Schola, Inc.
- I. **Executive Director's Report** - Introduction to the agenda items and discussion and possible action:
 - 1. Update on requests approved by the Executive Director
 - 2. Status of Board actions and legal matters
 - 3. Update on the Board's review of enrollment documentation
- J. **Call to the Public**
 This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.
- K. **Consent Agenda** - All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.
 - 1. Consideration to approve the proposed Voluntary Surrender and Charter Termination Agreement for the following:
 - a. Academy of Excellence, Inc.
 - b. Imagine Elementary at Tempe, Inc.
 - c. New America School - Phoenix
 - 2. Consideration to approve an enrollment cap increase for Arizona Agribusiness & Equine Center, Inc. (85816), a charter holder that has received a staff recommendation.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation
 - 3. Consideration to approve an enrollment cap increase for Ball Charter Schools (Hearn), a charter holder that has received a staff recommendation.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation

- L. ***Charter Amendment** - Discussion and possible action on the grade level change amendment request for Happy Valley School, Inc.
 - 1. Executive Summary
 - 2. Amendment Request and Support Materials
 - 3. Required Documentation

- M. **Charter Renewal** - Discussion and possible action on the renewal application for Academy of Building Industries, Inc.
 - 1. Executive Summary
 - 2. Renewal Application
 - 3. Renewal Summary Review
 - 4. Academic Systems Review Report

- N. **Compliance Matters** - Bradley Academy of Excellence, Inc. - Discussion and possible action on the proposed Agreement to the Revocation and Termination of the Charter Contract (No. 18F-RV-002-BCS). Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this item.

- O. **Summary of Current Events, Future Meeting Dates and Items for Future Agendas** - The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

- P. **Adjournment**

Student Choice & Alternative Education

April 9, 2018



Introduction:

Jason Nuttall - Director of Compliance - Student
Choice High School Central Office

Presenters:

Sabrina Garcia - student

Dominick Galicia - student

Mike Waters - Director - Student Choice Tempe



Dominick Galicia

This is currently my senior year in high school.
I enrolled at an alternative charter high school at the start of this school year.

When I enrolled I had only 11.5 credits

MOTIVATE

Other high schools didn't work for me because;

My teachers help me by...

My favorite part of this alternative charter school is...

EDUCATE.

By the end of the school year I will have 16 credits.

This school works for me because...

GRADUATE

After graduation I plan to ...



Sabrina Garcia

This is currently my senior year in high school.
I enrolled in an alternative charter high at the start of this school year.

When I enrolled I had only nine (9) credits

MOTIVATE

Traditional high school didn't work for me because;

My teachers help me by...

My favorite part of this school is...

EDUCATE.

By the end of the school year I should have enough credits to graduate next school year.

This school works for me because...

GRADUATE

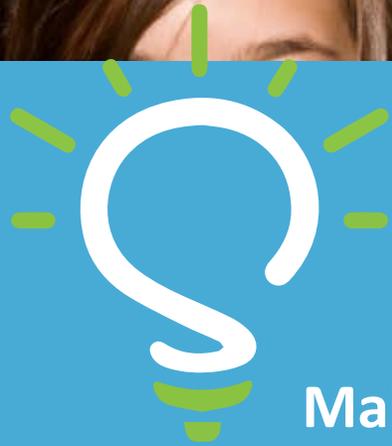
After graduation I plan to ...



What questions
can we answer
for you?

Motivate. Educate. Graduate.





Schola

Making PreK-12 a perfect match.



A group of diverse young children, including boys and girls of various ethnicities, are smiling and laughing joyfully. They are wearing colorful clothing, such as striped shirts and sweaters. The background is slightly blurred, suggesting an indoor setting like a classroom or play area.

In 2018, more than **55.9 Million** students attended nearly **133,000** US public and private PreK-12 schools.



Back when you and I were kids,
we had two options for PreK-12...

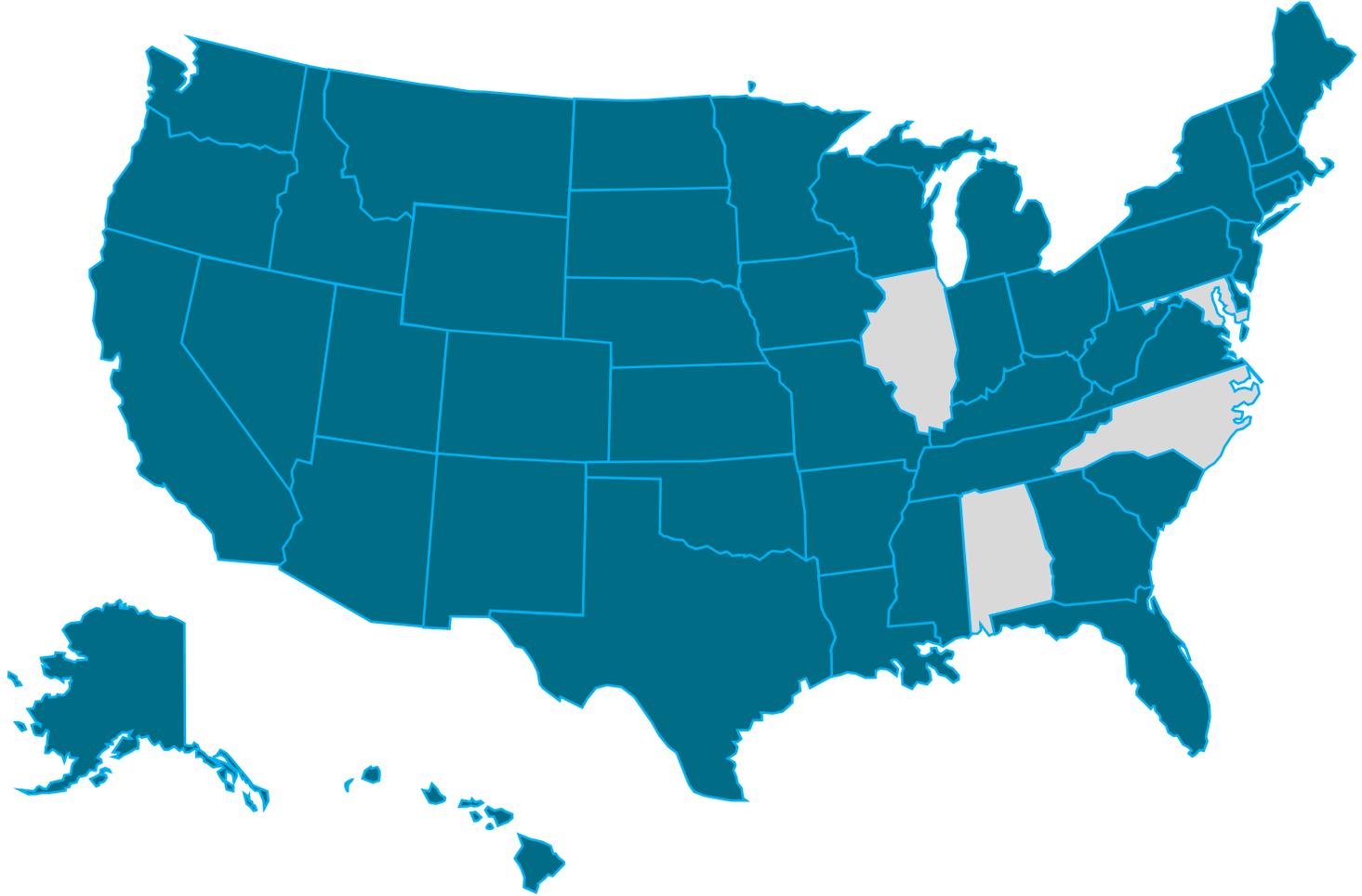
**Attend your
assigned
public school**

**Attend a
private school**

Today, it's much
more complicated.

47

**states offer open
enrollment**



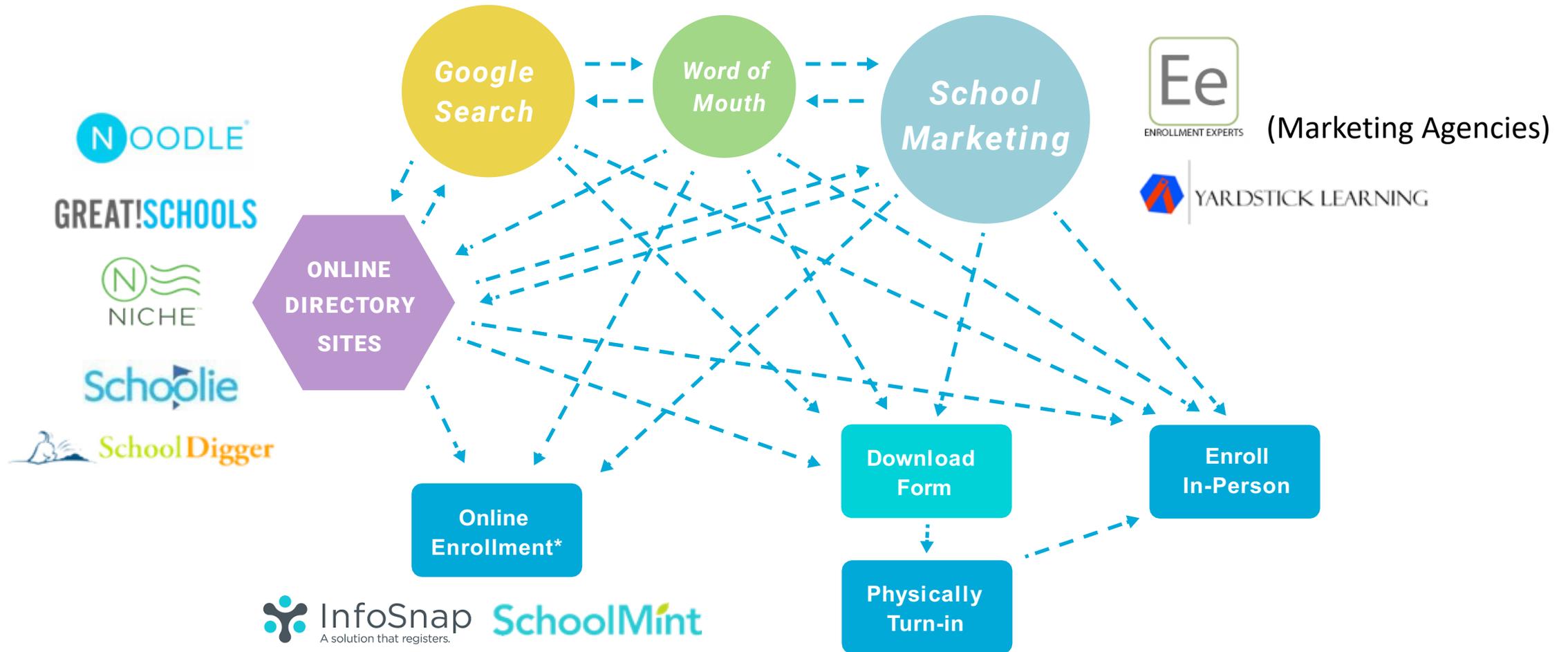
A man and a woman are looking at a laptop screen with a frustrated expression. The man is pointing at the screen, and the woman has her hand to her face. In the background, two children are sitting at a desk, writing in notebooks. The scene is dimly lit, suggesting an indoor setting like a home or office.

FOR PARENTS:
Finding , selecting
and enrolling in a PreK-
12 school more difficult
than ever.

FOR SCHOOLS:
Recruiting, enrolling and
retaining students is
more difficult and
expensive than ever.

The system is broken.

FACT: Less than 10% of US schools enable online enrollment.



*Less than 10% of schools offer online enrollment



**And the biggest victims are
students themselves.**



Schola

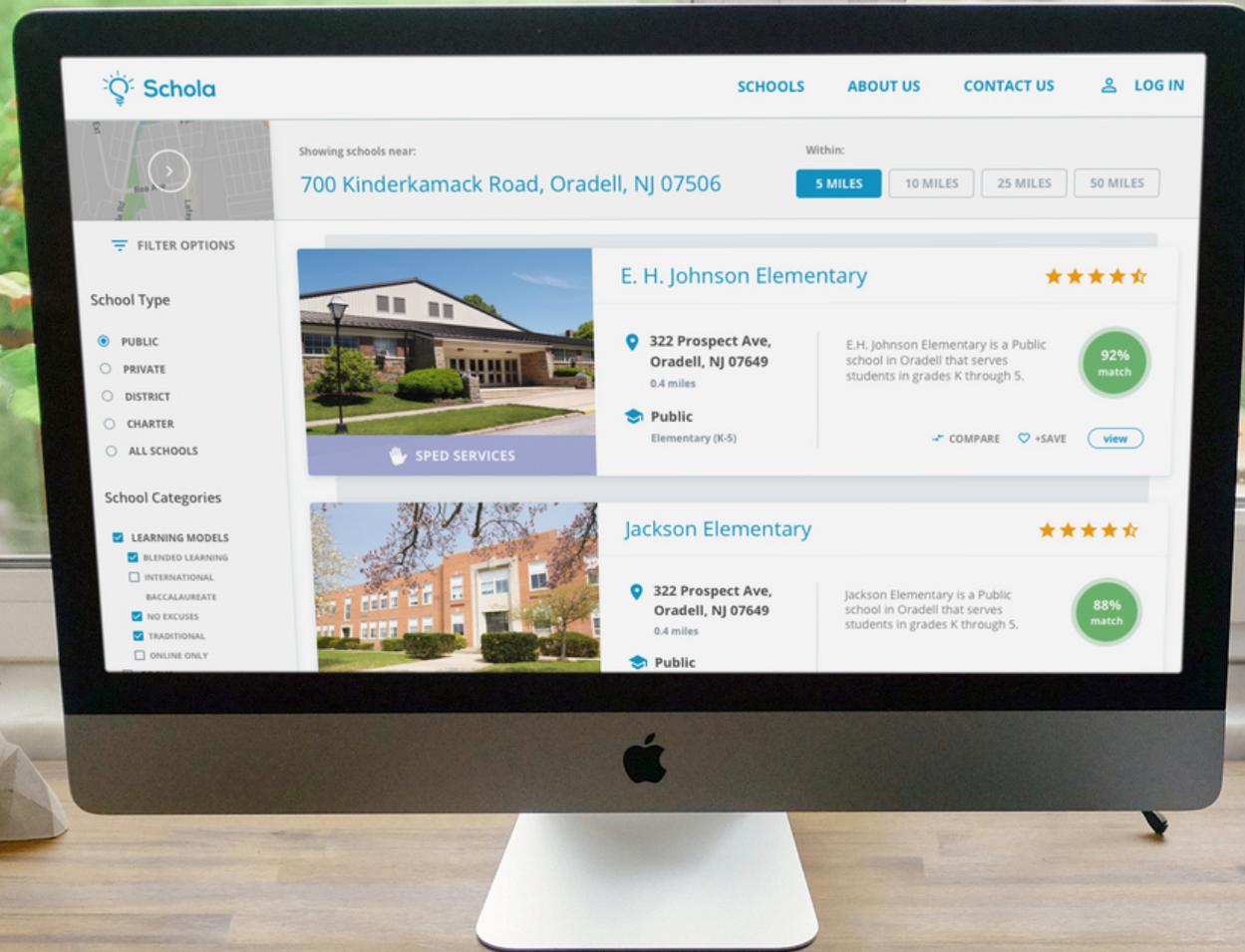
Great!
SCHOOLS

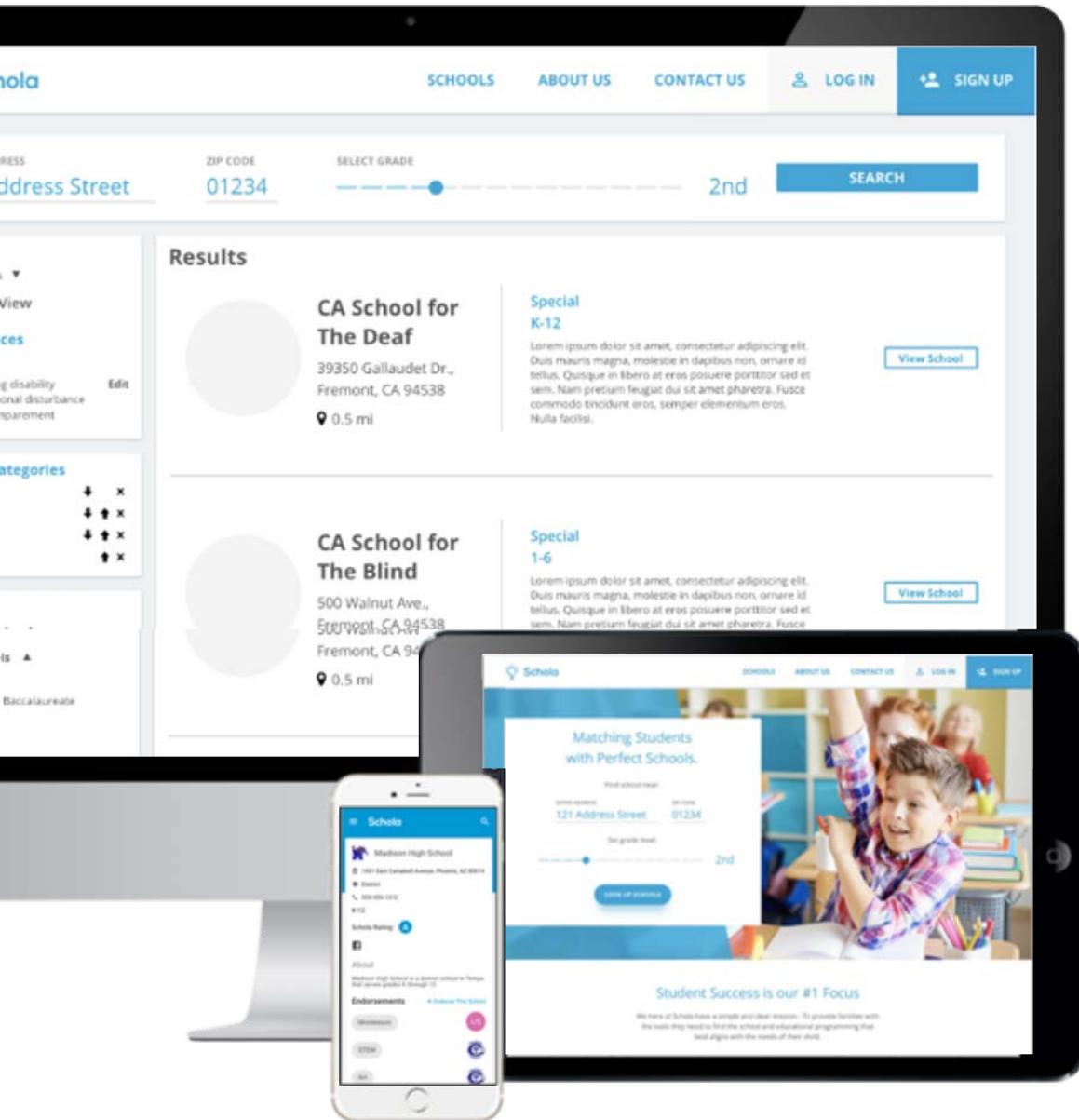
SchoolMint


NICHE®



That's why we built Schola...
The first and only platform that matches students to their ideal schools and allows them to enroll online in just minutes.





Schola helps parents and their students....

1

DISCOVER

Get matched to schools that meet your child's needs and interests.

2

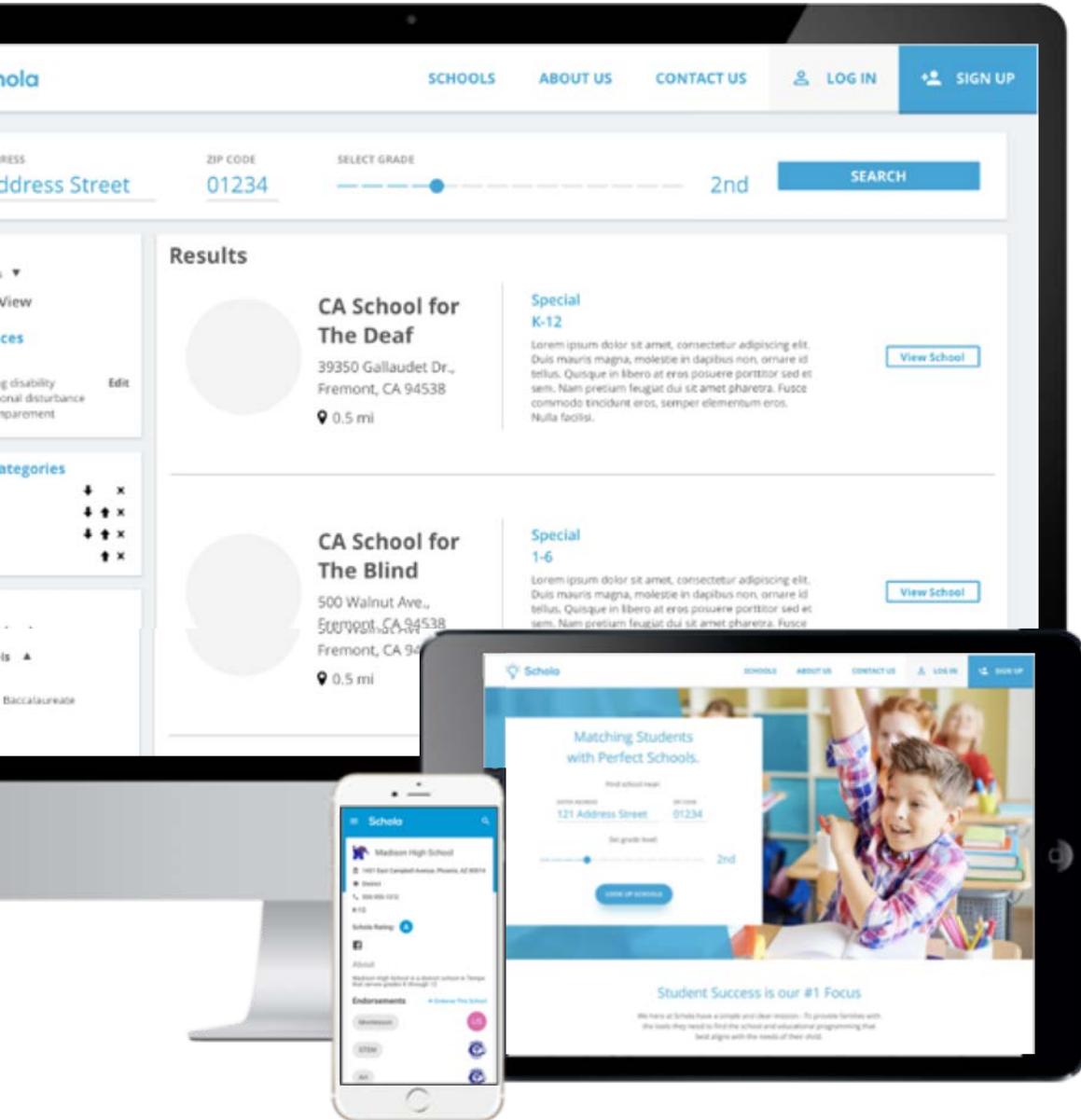
CONNECT

Learn about each school you were matched with.

3

ENROLL

Seamlessly enroll or request a tour through the platform.



While helping schools and administrators...

1

RECRUIT

Engage with more students who are more aligned with their programs.

2

ENROLL

Streamlining the enrollment process with digital tools and analytics.

3

RETAIN

Keep more students enrolled with perfectly aligned programming.

A close-up, high-angle shot of a diverse group of children, likely of elementary school age, smiling warmly at the camera. The children are of various ethnicities, including white, Black, and Hispanic. They are packed closely together, filling the frame. The lighting is soft and even, highlighting their happy expressions. The overall mood is positive and inclusive.

**Most importantly, it matches the
right kids with the right schools.**

A photograph of four children sitting on the grass, focused on drawing with colored pencils. The children are of diverse backgrounds and are all looking down at their work. The background is a soft-focus green field with trees in the distance. The text is overlaid on the image in white and green colors.

But don't just take it from us!

“It was easy.”

“I was able to complete the full enrollment process on my phone – it's so much more convenient to be able to do it this way.”

“Signing-up was simple and straightforward.”

“Being able to learn about the school and enroll online saved us so much time – we didn't even have to drive to an onsite visit!”



Official Release

April 9th

Scholaria

Discover. Connect. Enroll. Succeed

On-going Board Actions

Withholding

Charter Holder Name	Date of Board Action	Violation	Notes	Date Issue, If Unresolved, Will Come Back Before the Board
Desert Star Academy, Inc.	2/12/18	<ul style="list-style-type: none"> Failure to timely deposit its employees' 401k retirement savings plan contributions deducted from their pay in accordance with ERISA 	Corrective action plan completed March 21, 2018. 10% returned with April payment.	

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
Bradley Academy of Excellence, Inc.	2/12/18	<ul style="list-style-type: none"> Failure to provide a comprehensive program of instruction for the requisite number of days of instruction 	Hearing before an OAH administrative law judge set for April 24, 2018.	
StarShine Academy	3/20/18	<ul style="list-style-type: none"> Failure to comply with Paragraph 14 Section B and Section C of its renewal charter contract Failure to comply with financial record retention requirements Failure to submit payroll reports and timely remit retirement contributions to the Arizona State Retirement System Failure to timely bring its instructional days into 		

		compliance pursuant to A.A.C. R7-5-505(G)		
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Other Matters

Charter Holder Name	Date of Board Action	Status
Life Skills Center of Arizona, Inc.	11/21/17	<p>Hearing before an OAH administrative law judge set for January 19, 2018.</p> <p>The record closes February 5, 2018.</p> <p>On March 20, 2018, Board voted to modify findings of fact, to accept the conclusions of law and to accept the ALJ’s recommended order that the charter should be revoked with the modification that the school be allowed to finish out the school year.</p>

Legal Matters

Case Number and Parties	Date of Initial Filing	Issue	Status
<p>CV2016-051845 Legacy Education Group et al vs. Arizona State Board for Charter Schools</p> <p>1 CA-CV 17-0023</p>	<p>Complaint for Declaratory Judgment filed March 22, 2016</p> <p>Notice of Appeal filed December 13, 2016</p>	<ul style="list-style-type: none"> Whether the Board’s Performance Frameworks must be promulgated as rules under the Administrative Procedures Act Whether the superior court correctly determined that the Administrative Procedures Act does not apply to the Performance Frameworks adopted by charter school sponsors 	<p>On November 14, 2016, the Superior Court granted the Board’s Motion to Dismiss.</p> <p>The matter has been briefed. Oral argument is set for April 10, 2018.</p>

		under A.R.S. § 15-183(R)	
<p>CV16-03001-PHX-SPL John Doe et al vs. Heritage Academy, Inc. et al (includes Board members and Executive Director)</p>	<p>Complaint filed September 7, 2016</p>	<ul style="list-style-type: none"> Whether the Defendants have violated the state and federal Constitutions by providing and funding religious instruction and failing to exercise their oversight authority 	<p>The District Court entered Judgment of Dismissal on October 31, 2017. Plaintiffs filed Motion for Reconsideration.</p>
<p>No. 17-16703</p>	<p>Notice of Appeal filed August 18, 2017</p>	<ul style="list-style-type: none"> Whether the District Court’s order that John Doe not be permitted to use a pseudonym should be reversed 	<p>Opening Brief filed October 3, 2017. Answering Brief filed March 6, 2018. Reply Brief due April 26, 2018.</p>

AGENDA ITEM: Surrender Agreement – Academy of Excellence, Inc.

Issue

Academy of Excellence, Inc. (“Charter Holder”) has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

The Charter Holder operates Academy of Excellence serving grades K through 8. In January 2018, the Charter Holder notified the Board that the charter representative is retiring at the end of the 2017-2018 school year and that the Charter Holder will be closing the school at the end of the school year. The Charter Holder’s fiscal year 2018 average daily membership as of February 7, 2018 is 81.756.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Appendix A

VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT

This Voluntary Surrender and Charter Termination Agreement (“Agreement”) is made by and between Academy of Excellence, Inc. (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona, and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties”.

RECITALS

1. The Charter Operator operates Academy of Excellence (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a renewal charter contract (“Charter”) executed on May 30, 2012 between the Charter Operator and the Board. In prior years, the Charter Operator also operated Academy of Excellence – Central Arizona, which closed effective May 27, 2015, and Fay Landrum Academy, which closed effective December 20, 2011.
3. Brenda Nelson is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
4. In January 2018, the Charter Operator notified the Board that the charter representative is retiring at the end of the 2017-2018 school year.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on June 30, 2018 for the purpose of further performance.
2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective 11:59 p.m. on June 30, 2018 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective as of 11:59 p.m. on June 30, 2018 upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. No later than May 25, 2018, the Charter Operator shall deliver a complete copy of students' educational record to the students' parent or legal guardian for each student enrolled in the School in the 2017-2018 school year.

7. The Board and the Charter Operator agree that the Board shall become the custodian of the student records for the School, Academy of Excellence – Central Arizona, and Fay Landrum Academy. No later than June 30, 2018, the Charter Operator shall deliver to the Board the student records for the three schools organized either alphabetically or by school year in lidded boxes and maintained in accordance with the Student Records Retention Schedules provided by the Arizona State Library and Archives division of the Arizona Secretary of State's Office and shall also provide a complete list of the students whose records have been delivered to the Board.

8. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2017-2018 school year to the Arizona Department of Education ("Department") through the Arizona Education Data Standards ("AzEDS") system in the manner directed by the Department.

9. The Charter Operator is permitted to receive state equalization assistance funds for

the 2017-2018 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

10. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

11. The Charter Operator is permitted to receive Classroom Site Funds for the 2017-2018 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

12. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

14. The Charter Operator is permitted to receive Instructional Improvement Funds for the 2017-2018 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

15. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

16. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

17. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

ACADEMY OF EXCELLENCE, INC.



By: Brenda Nelson
Charter Representative, Academy of Excellence, Inc.
Date: 2/15/2018

COPY emailed this
_____ day of _____, 2018 to:

Brenda Nelson
Academy of Excellence, Inc.
dindi@cox.net

By _____

AGENDA ITEM: Surrender Agreement – Imagine Elementary at Tempe, Inc.

Issue

Imagine Elementary at Tempe, Inc. has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

Imagine Elementary at Tempe, Inc. operates Imagine Tempe serving grades K through 6. In February 2018, the charter holder notified the Board that the school continued to have low enrollment relative to the school building’s capacity and therefore the charter holder would like to surrender its charter at the end of the 2017-2018 school year. Imagine Elementary at Tempe, Inc.’s fiscal year 2018 average daily membership is 236.132.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Appendix A

VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT

This Voluntary Surrender and Charter Termination Agreement (“Agreement”) is made by and between Imagine Elementary at Tempe, Inc. (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona, and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties”.

RECITALS

1. The Charter Operator operates Imagine Tempe (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on June 27, 2006 between the Charter Operator and the Board.
3. Monte Lange and Bradford Uchacz are the Charter Representatives and each are persons authorized to execute documents on behalf of the Charter Operator.
4. In February 2018, the Charter Operator notified the Board that the School continued to have low enrollment and therefore would like to surrender its charter.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on June 30, 2018 for the purpose of further performance.
2. The Board accepts the surrender of the Charter for the operation of the School.
3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective 11:59 p.m. on June 30, 2018 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective as of 11:59 p.m. on June 30, 2018 upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. No later than May 24, 2018, the Charter Operator shall deliver a complete copy of each student's educational record to the student's parent or legal guardian for each student enrolled in the School in the 2017-2018 school year.

7. By May 24, 2018, the Charter Operator shall identify and notify the Board of the custodian of all student records of the School. The notification shall include the physical address of the location of the records and the email address and phone number that should be used for requesting student records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona State Library, Archives and Public Records division of the Arizona Secretary of State's Office.

8. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2017-2018 school year to the Arizona Department of Education ("Department") through the Arizona Education Data Standards ("AzEDS") system in the manner directed by the Department.

9. The Charter Operator is permitted to receive state equalization assistance funds for the 2017-2018 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

10. The Charter Operator shall refund any overpayment of state equalization assistance

funds in the amount determined by the Department in the manner directed by the Department.

11. The Charter Operator is permitted to receive Classroom Site Funds for the 2017-2018 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

12. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

14. The Charter Operator is permitted to receive Instructional Improvement Funds for the 2017-2018 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

15. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

16. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

17. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

IMAGINE ELEMENTARY AT TEMPE, INC.



By: Bradford Uchacz
Charter Representative, Imagine Elementary at Tempe, Inc.
Date: 3/23/18

COPY mailed this
26 day of March, 2018 to:

Imagine Elementary at Tempe, Inc.
Attention: Bradford Uchacz, Charter Representative
18052 N. Black Canyon Highway
Phoenix, AZ 85053

By: Bradie Ann

AGENDA ITEM: Surrender Agreement – New America School – Phoenix

Issue

New America School – Phoenix has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

New America School – Phoenix is authorized to operate a school with the same name serving grades 9 through 12. On May 9, 2017, the charter holder notified staff that due to low enrollment numbers the school would not be opening for the 2017-2018 school year, which would have been its first year of operation.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Appendix A

VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT

This Voluntary Surrender and Charter Termination Agreement (“Agreement”) is made by and between New America School – Phoenix (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona, and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties”.

RECITALS

1. The Charter Operator is authorized to operate New America School – Phoenix (“the School”) pursuant to A.R.S. § 15-181 et seq. and a charter contract (“Charter”) executed on May 10, 2016, between the Charter Operator and the Board.
2. Jose Leyba is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
3. On May 9, 2017, the Charter Operator notified the Board that the School would not be opening for the 2017-2018 school year, its first year of operation, due to low enrollment numbers.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on March 1, 2018 for the purpose of further performance.
2. The Board accepts the surrender of the Charter for the operation of the School.
3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective 11:59 p.m. on March 1, 2018 for the purpose of further performance.
4. This Agreement is not binding on the Parties until the Board accepts it by a majority

vote at a public meeting. This Agreement is effective as of 11:59 p.m. on March 1, 2018 upon its approval and execution by the authorized representative/signator of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. The Charter Operator shall maintain, in accordance with the records retention schedules provided by the Arizona State Library, Archives and Public Records division of the Arizona Secretary of State's Office, any records created or received related to the operations of the School or the Charter Operator's responsibilities under its Charter.

7. Since the Charter Operator never operated the School, the Charter Operator is not entitled to receive and did not receive state equalization assistance funds.

8. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies in the amount determined by the Arizona Department of Education ("Department") in the manner directed by the Department.

9. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

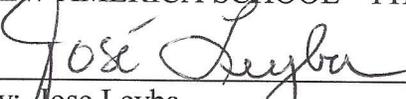
10. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

11. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

NEW AMERICA SCHOOL – PHOENIX



By: Jose Leyba
Charter Representative, New America School – Phoenix
Date: 2/13/18

COPY emailed this
13 day of February, 2018 to:

Jose Leyba
New America School – Phoenix
leyba.jose@gmail.com

By 

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Arizona Agribusiness & Equine Center, Inc.—Entity ID 85816 (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 450 to 500, beginning in FY 2019. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request and Support Materials.

According to the Charter Holder’s narrative, Arizona Agribusiness & Equine Center–South Mountain (“AAEC-SMCC”) currently has 457 students enrolled and is anticipating an incoming freshman class of 135 students for FY 2019. AAEC-SMCC is requesting an enrollment cap increase to 500 students to accommodate the anticipated growth. AAEC-SMCC plans to hire one to two additional teaching staff to accommodate the additional students. The provided narrative states, “AAEC does not anticipate a need to change curriculum, assessment and instruction in order to meet its students’ academic needs even with the increase in enrollment as the school already has the textbooks and the classroom space to accommodate the additional students both for instruction and assessments.”

Three Year Plan

	FY 2018	FY 2019	FY 2020	FY 2021
Grade Levels	9-12	9-12	9-12	9-12
Enrollment	440	460	460	500

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years.	The Charter Holder has been in operation for 21 years.
“Meets the Board’s Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.	The Charter Holder received an Overall Rating of “Meets” the Board’s Operational Performance Expectations.
“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.	The Charter Holder “Meets” the Financial Performance Expectations.
Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.	ADM in FY 2015 was 375.055, FY 2016 was 430.251, FY 2017 was 416.694, and FY 2018 (as of March 8, 2018) is 440.530. Based on this growth trend, the school will exceed its enrollment cap in FY 2019.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder currently has an ADM of 440.530. The charter holder is currently operating at 98% of its enrollment cap of 450.
Each school operated by the charter holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location	The school performs at or above the average performance of nearby schools in ELA and Math. Information regarding nearby schools is provided on page 2.

Profile

The Charter Holder was granted a renewal charter in 2011.

Governance

Corporate Board Members
Pamela Burns
Linda Proctor Downing
Irene Rassi

School Governing Body Members	Type
Pamela Burns	Charter Organization
Linda Proctor Downing	Charter Organization
Michael Larrabee	Unknown
Linda McCormick	Unknown
Kenneth Roberts	Unknown

School Profile

School Name	Arizona Agribusiness & Equine Center-South Mountain		
Date Open	July 1997		
Location	Phoenix		
Grades Served	9-12		
FY 14 Letter Grade	A		
	FY 15	FY 16	FY 17
ELA AzMERIT (39% ⁺)	31%	36%	39%
Math AzMERIT (40% ⁺)	34%	34%	38%
Science AIMS (53% ⁺)	40%	39%	36%

⁺FY 17 State Average Passing

Additional School Choices Serving Grades 9-12 within 5 Miles of AAEC – SMCC

Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	Science (>53%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
3	A	2	1	2	1	0	*	1
1	B	1	0	0	0	0	*	1
4	C	3	2	1	2	0	*	1
3	N/A	3	0	0	0	0	*	0

*Because the percentage of ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

Comparison of Nearby Schools to AAEC – SMCC

Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than AAEC – SMCC Campus		
			AzMERIT ELA (>39%)	AzMERIT Math (>38%)	AIMS Science (>36%)
3	A	2	1	2	2
1	B	1	0	0	0
4	C	1	2	1	2
3	N/A	3	0	0	0
Total Number of Schools Performing Better than AAEC-SMCC (Percentage of Total)					
11		10 (90%)	3 (27%)	3 (27%)	4 (36%)

Schools Associated with AAEC – SMCC

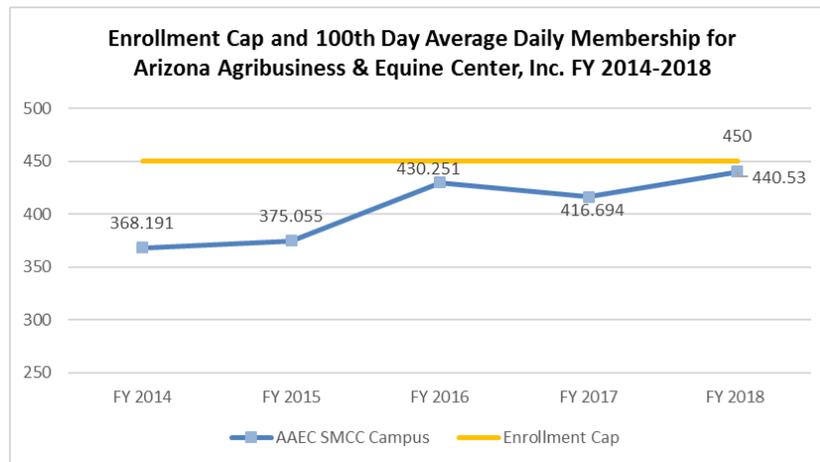
Schools operated by the same charter holder but under different charter contracts									
Charter Holder Name	Arizona Agribusiness & Equine Center, Inc. (Entity ID 91131)			Arizona Agribusiness & Equine Center, Inc. (Entity ID 87404)			Arizona Agribusiness & Equine Center, Inc. (Entity ID 90779)		
School Name	Arizona Agribusiness & Equine Center – Prescott Valley			Arizona Agribusiness & Equine Center – Red Mountain			Arizona Agribusiness & Equine Center – Estrella Mountain		
FY 2014 Letter Grade	A			A			A		
Overall Rating	79.41			82.5			92.5		
	FY 15	FY 16	FY 17	FY 15	FY 16	FY 17	FY 15	FY 16	FY 17
ELA AzMERIT (39%+)	51%	50%	43%	65%	62%	60%	51%	64%	65%
Math AzMERIT (40%+)	48%	47%	41%	56%	58%	43%	55%	58%	67%
Science AIMS (53%+)	79%	67%	65%	77%	68%	74%	70%	70%	70%

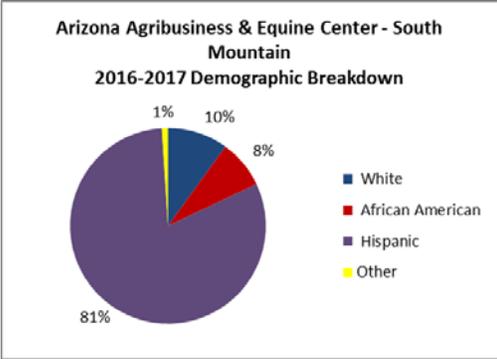
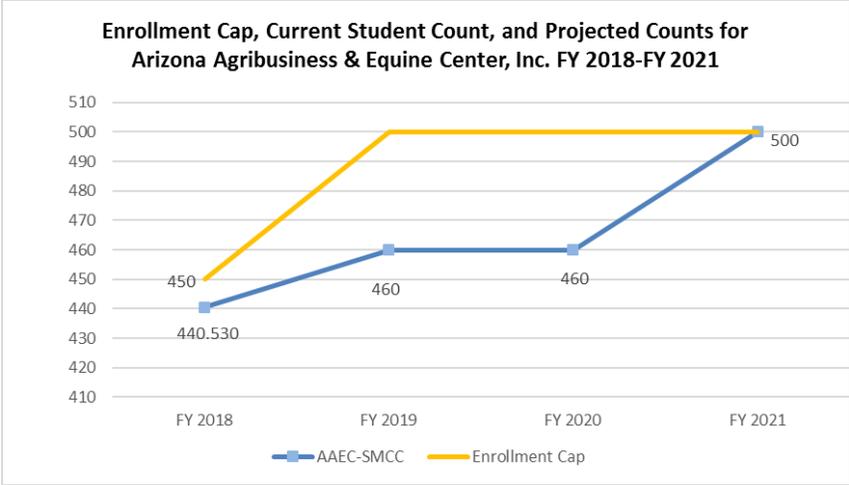
Charter Holder Name	Arizona Agribusiness & Equine Center, Inc. (Entity ID 6344)			Arizona Agribusiness & Equine Center, Inc. (Entity ID 134379)		
School Name	AAEC Paradise Valley			Arizona Agribusiness & Equine Center – Mesa		
FY 2014 Letter Grade	A			N/A		
Overall Rating	86.25			N/A		
	FY 15	FY 16	FY 17	This school opened in the 2017-2018 School year.		
ELA AzMERIT (39%+)	63%	65%	60%			
Math AzMERIT (40%+)	58%	53%	50%			
Science AIMS (53%+)	84%	69%	65%			

*FY 17 State Average Passing

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2014–2018.





2016-2017 Subgroup Data	
Free and Reduced Lunch	69%
English Language Learners	*
Special Education	6%

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*



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 Agribusiness & Equine
Center, Inc.

CTDS:
07-89-93-000

Mailing Address:
P.O. Box 84108
Phoenix, AZ 85071
> [View detailed info](#)

Representative

Name:
Linda Proctor Downing

Phone Number:
602-297-8500

Fax Number:
602-297-8540

Downloads

 [Download all files](#)

Enrollment Cap

From:
450

To:
500

Attachments

Board Minutes

 [Download File](#) – Board Minutes approving enrollment cap increase.

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, Fire Marshal, Architectural Plans.

Narrative –  [Download File](#)

Additional Information

 [Download File](#) –

Feedback

Feedback

Signature

Charter Representative Signature
Linda Proctor Downing 02/07/2018

AAEC South Mountain Enrollment Cap Increase from 450 to 500.

AAEC South Mountain currently has an enrollment cap of 450 students. AAEC South Mountain currently has 457 students. AAEC also has an additional 88 freshman already enrolled for the fall of 2018 as of January 25, 2018 and anticipates a class size of 135 freshman. In order to receive funding AAEC is requesting for an enrollment cap increase up to 500 students in order to accommodate the current enrollment and the incoming students.

AAEC South Mountain currently has 2 Administrators, 19 teachers and 2 support staff (23 staff members). AAEC would need 1-2 additional teaching staff in order to accommodate the additional students in Math and English. Currently with AAEC's practice of concurrent enrollment at Maricopa Community Colleges, AAEC would be able to reduce the teacher to student ratio by leveraging the reduction of class load.

- Recruitment: AAEC currently participates in teacher career fairs, advertises on the ADE Job Website, recruits teachers through word of mouth, works with the local universities to recruit future teachers through student teaching programs, and also conducts interview and offer contracts early to hire highly qualified teachers that we feel would fit well within AAEC's culture and program. Current lead teachers are often asked to participate in the interview and selection of new teaching staff.
- Hiring: Teachers applying to work for AAEC are asked to complete an application, submit a resume, along with references from previous jobs. Then are put through a multi panel interview process that involves several of the AAEC charters to determine the best fit for the potential candidate.
- Training: AAEC provides a new teacher orientation, new teachers are introduced to current teaching staff within their content area. In addition, AAEC provides various departmental professional development opportunities throughout the year. Due to the size of the campuses with the small school concept, Principals are able to monitor and assist new teachers in the classroom on a frequent basis, also providing an open door culture.
- Retention: AAEC currently assists teachers wishing to increase their education within their content area or leadership by providing a tuition reimbursement program. AAEC provides teacher bonuses based on their performance/activities that they participate in. AAEC also provides lead teachers on the campuses to assist less experienced teachers in the classroom through a teacher-mentor program. AAEC also practices Professional Learning Communities (PLC's) which help teachers to work with struggling students.

At this time AAEC does not feel it is necessary to provide additional marketing in order to reach the requested increase, as they have already surpassed the enrollment cap of 450. AAEC does not anticipate a need to change curriculum, assessment and instruction in order to meet its students' academic needs even with the increase in enrollment as the school already has the textbooks and the classroom space to accommodate the additional students both for instruction and assessments. Even with the increase in student enrollment the student to teacher ratio is less than 30 to 1.

AAEC anticipates that with the higher than normal early new enrollees that the 500 enrollment cap will be easily met. AAEC expects that after the 2018 graduation, there will be 325 returning students with 135 new 9th graders. We anticipate maintaining our retention rate and the current enrollment patterns supports our request for the 500 student enrollment cap.

Enrollment Matrix

The pattern of enrollment as entered in the Enrollment Matrix is an effort to faithfully represent the realities of enrollment at AAEC's South Mountain campus.

To demonstrate using one example:

In 2015 the school enrolled a larger Freshman class. The academic profile of the class has been such that the attrition patterns historically experienced at the campus have not been followed by that cohort. The current Junior class is, then, larger, and will result in a larger-than-usual graduating class in 2019.

A second factor considered as the matrix was completed: an on-going variation for the "old normal" at South. While the class of 2019 may be something of an outlier in its size, the "new normal" at South is a stronger 9th grade enrollment based on the increased community awareness of the opportunities the school offers, and the increase of housing in the area.

Again: the matrix represents AAEC's thoughtfully considered projections of enrollment in the years ahead.



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 Agribusiness and Equine Center #85816				
Number of Students				
Grade Level	Current - FY 18	Target - FY 19	Target - FY 20	Target - FY 21
Kindergarten	0	0	0	0
1 st Grade	0	0	0	0
2 nd Grade	0	0	0	0
3 rd Grade	0	0	0	0
4 th Grade	0	0	0	0
5 th Grade	0	0	0	0
6 th Grade	0	0	0	0
7 th Grade	0	0	0	0
8 th Grade	0	0	0	0
9 th Grade	130	135	140	145
10 th Grade	101	115	128	130
11 th Grade	143	87	110	120
12 th Grade	81	123	82	105
Total Enrollment	455	460	460	500

*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



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 Agribusiness and Equine Center #85816				
Number of Staff Members				
Position	Current - FY18	Anticipated - FY19	Anticipated - FY20	Anticipated - FY21
Administration	2	2	2	2
Teachers/Instructional Staff				
Kindergarten	0	0	0	0
1 st Grade	0	0	0	0
2 nd Grade	0	0	0	0
3 rd Grade	0	0	0	0
4 th Grade	0	0	0	0
5 th Grade	0	0	0	0
6 th Grade	0	0	0	0
7 th Grade	0	0	0	0
8 th Grade	0	0	0	0
9 th Grade	5	5	5	5
10 th Grade	5	6	6	6
11 th Grade	6	4	4	4
12 th Grade	3	5	4	4
Specialty Staff (Music, Art, PE, etc.)	0	0	0	0
Special Education	1	1	1	1
Paraprofessional	1	1	1	1
Additional Staff				
List title: Office Staff	2	2	2	2
List title: Lunch Staff	1	1	1	1
List title:				
Total Number of Staff Members	26	27	27	27

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 Agribusiness and Equine Center #85816				
Leadership Team				
Title	Current - FY18	Anticipated - FY19	Anticipated - FY20	Anticipated - FY21
Principal	Linda LaFontain	Linda LaFontain	Linda LaFontain	Linda LaFontain
Assistant Principal	Jane Martin	Jane Martin	Jane Martin	Jane Martin
9th Grade Lead	Brien Noonan	Brien Noonan	Brien Noonan	Brien Noonan
10th Grade Lead	Melvin Merlos	Melvin Merlos	Melvin Merlos	Melvin Merlos
11th Grade Lead	AnnMarie Sikon	AnnMarie Sikon	AnnMarie Sikon	AnnMarie Sikon
12th Grade Lead	Ron Fanelle	Ron Fanelle	Ron Fanelle	Ron Fanelle

*To view an example of a completed Staffing Chart, review The Guide.



Arizona State Board for Charter Schools

Instructional Hours Matrix

Clear Form

Based on the requested change in instructional days, complete the table, providing the total instructional hours for each grade level served at the school for the year, demonstrating compliance with **A.R.S. §15-901**.

An Instructional Hours Matrix must be submitted for each school identified in the request.

Refer to **A.R.S §15-901** for descriptions of the parts of the daily instructional program that may be counted as instructional hours.

School Name: <i>Arizona Agribusiness & Equine Center # 85816</i>										
Grade Level	Full/Regular Day			Half/Early Release Day			Alternative Schedule			A.R.S. §15-901 Minimum required hours: Kindergarten = 356 Grades 7-8 = 1000 Grades 1-3 = 712 High School = 720 Grades 4-6 = 890
	Hours Per Day	# of Days	Total Hours	Hours Per Day	# of Days	Total Hours	Hours Per Day	# of Days	Total Hours	Total Hours for Entire School Year
Kindergarten			0			0			0	0
1 st Grade			0			0			0	0
2 nd Grade			0			0			0	0
3 rd Grade			0			0			0	0
4 th Grade			0			0			0	0
5 th Grade			0			0			0	0
6 th Grade			0			0			0	0
7 th Grade			0			0			0	0
8 th Grade			0			0			0	0
9 th Grade	6.5	181	1176.5	4	2	8	NA		0	1184.5
10 th Grade	6.5	181	1176.5	4	2	8	NA		0	1184.5
11 th Grade	6.5	181	1176.5	4	2	8	NA		0	1184.5
12 th Grade	6.5	181	1176.5	4	2	8	NA		0	1184.5

APPENDIX B

REQUIRED DOCUMENTATION

Arizona Agribusiness & Equine Center Inc.

AAEC Corporate Board Meeting Minutes 11.22.2017 9:10 AM AAEC District Offices

3636 N Central AVE Suite 1050 Phoenix Arizona 85012 (Teleconference)

Regular Meeting: Notices of this meeting have been appropriately posted by A.R.S. 38-731-02
078510000, 078993000, 078707000 and 078587000 and 138785000

- I. Call to order at 9:10 AM
- II. Roll Call: Linda Proctor Downing Corporate Board Member President, Pamela Burns Corporate Board Member Secretary, Irene V. Rassi Corporate Board Member.
- III. Approval of Agenda: Irene V. Rassi made a motion to adopt the 11.22.2017 Corporate Board Agenda. Pam Burns seconded the motion, the motion carried.
- IV. Public Participation: There were no members of the general public at the 11.22.2017 Corporate Board Meeting. Irene V. Rassi made a motion to table Public Participation, Pam Burns seconded the motion, the item was tabled.
- V. Enrollment cap increase for charter AAEC South Mountain #078993000, Pam Burns made a motion to increase the charter school enrollment cap from 450 to 500 students, Irene V. Rassi seconded the motion, the motion carried.
- VI. Increase calendar days for all AAEC campuses: Irene V. Rassi made a motion to increase the calendar days from 180 days to 183 days, Pam Burns seconded the motion, the motion carried.
- VII. Adjournment: Pam Burns made a motion to adjourn the Board meeting at 9:15 AM, Irene V. rassi seconded the motion, the motion carried. The meeting adjourned at 9:15 AM.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

MTV GENERAL CONTRACTORS INC.
2840 N NORWALK STREET
MESA, AZ 85215

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 1924 E BASELINE RD
OWNER:

CERTIFICATE #: 0608636 **BUILDING PERMIT:** BLD 05030297
ISSUED: 20-JUL-2006 **PERMIT DESC:** AZ AGRIBUSINESS & EQUINE CTR CHART
PROJECT: 04-3308 - ARIZONA AGRIBUSINESS & EQUINE CENTER

FLOOR AREA: 15,000

AUTHORIZED USE AND OCCUPANCY: B/E-1

phrp0101 rev 1.1 kl

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UFC

PROJECT NAME: AZ AGRIBUSINESS & EQUINE CENTER LOG#:LPRN 0501179 PROJECT#:04-3308 SITE INSP (Y) SPECIAL
EGRESS CONTROL (N)

SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)

DEFERRED SUBMITTAL (Y): WOOD TRUSSES

SPEC PER PCC SEC. 1701 (Y): SPECIAL GRADING, EXCAVATION AND FILLING, CONCRETE, BOLTS INSTALLED IN CONCRETE,
REINFORCING STEEL, STRUCTURAL WELDING, STRUCTURAL MASONRY, EXPANSION/EPOXY ANCHORS.

STR SEC. 1702 (N)

ELEC PCC SEC. 2702 (N) ELEC OBS PCC SEC. 2703 (N)

WATER METERS:Two 2" domestic water meters, One 1" landscape water meter SECONDARY BACKFLOW (Y)

SCOPE OF WORK: BLDG PLMB MECH ELEC STRUC LSC SITE CIVIL PCD

ZONING:R1-14

REVIEWER: SJAB

DESCRIPTION OF WORK: A NEW ONE STORY CHARTER HIGH SCHOOL WITH CIVIL, LANDSCAPING, ARCHITECTURAL, MECHANICAL,
PLUMBING, AND ELECTRICAL WORK.

SM



Department of Forestry and Fire Management

Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Thursday, April 06, 2017 11:18:12 AM (Anthony Shamblen)

User Name	Anthony Shamblen	
User #	6027620619	
Form Started	4/6/2017 11:18:12 AM	
Form Submitted	4/6/2017 11:54:12 AM	
Inspection Date	Thursday, April 06, 2017	
OSFM Facility ID	13596	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	High School	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	ARIZONA AGRIBUSINESS & EQUINE CENTER	
Facility Address	2002 EAST BASELINE	
City	PHOENIX	
County	Maricopa	
Contact for Inspection	VIRGINIA TORRES	
Contact Phone Number	6023239890	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.364.1003
DEPUTY FIRE MARSHAL:	Anthony Shamblen 84	

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Ball Charter Schools (Hearn) (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 600 to 700, beginning in FY 2019. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request and Support Materials.

The rationale for the Charter Holder’s request to increase the enrollment cap is to accommodate the consistent growth that the Charter Holder has experienced in the past five years. The Charter Holder serves students beyond the current enrollment cap of 600. To accommodate the enrollment cap increase, staffing will include an addition of two staff members in FY 2019 for academic support in Title I intervention. The current teacher retention rate at the school is 90%. To plan for the anticipated growth, in FY 2017, three additional teachers were added. This addition maintained the small class size as stated in the charter. Enrollment targets indicate that 94% of students enrolled will return the next year.

Three Year Plan

	FY 2018	FY 2019	FY 2020	FY 2021
Grade Levels	K-8	K-8	K-8	K-8
Enrollment	649	660	676	684

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years.	The Charter Holder has been in operation for 20 years.
“Meets the Board’s Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.	The Charter Holder received an Overall Rating of “Meets” the Board’s Operational Performance Expectations.
“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.	The Charter Holder “Meets” Financial Performance Expectations.
Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.	The Charter Holder’s ADM in FY 2015 was 576.846, in FY 2016 was 580.382, in FY 2017 was 597.032, and in FY 2018 is 618.019. This trend demonstrates that the charter holder has already exceeded its enrollment cap, and will continue to do so in the next three years.
ADM is within 85% of current enrollment cap.	According to ADE School Finance, the Charter Holder currently serves 618.019 students. The current enrollment cap is 600, demonstrating that the Charter Holder is at 103% of its current enrollment cap.
Each school operated by the charter holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location.	Ball Charter Schools (Hearn) performs at or above the average performance of nearby schools in ELA and Math. Information regarding nearby schools is found on page 2.

Profile

The Charter Holder was granted a renewal charter in 2011.

Governance

Corporate Board Members

Charles Dyer
Marcus Harrison
John Huppenthal
Michael Larrabee

School Profile

School	Ball Charter Schools (Hearn)		
Date Open	August 1997		
Location	Phoenix		
Grades Served	K-8		
FY 14 Letter Grade	A		
	FY 15	FY 16	FY 17
ELA AzMERIT (39% ⁺)	52%	53%	58%
Math AzMERIT (40% ⁺)	47%	58%	67%
Science AIMS (53% ⁺)	88%	87%	90%

*FY 17 State Average Passing

Additional School Choices Serving Grades K - 8 within 5 Miles of Ball Charter Schools (Hearn)

Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	Science (>53%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
12	A	6	11	11	12	5	12	8
24	B	3	15	14	17	0	16	5
13	C	1	2	5	3	1	4	0

Comparison of Nearby Schools to Ball Charter Schools (Hearn)

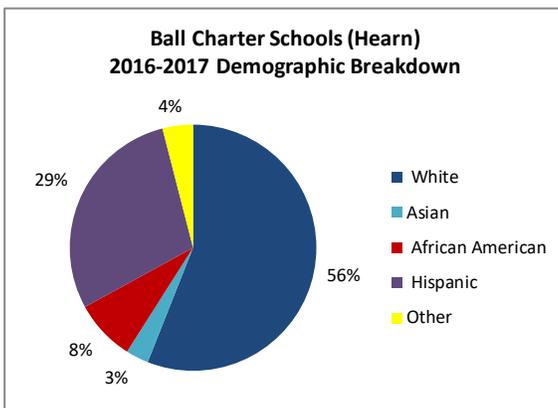
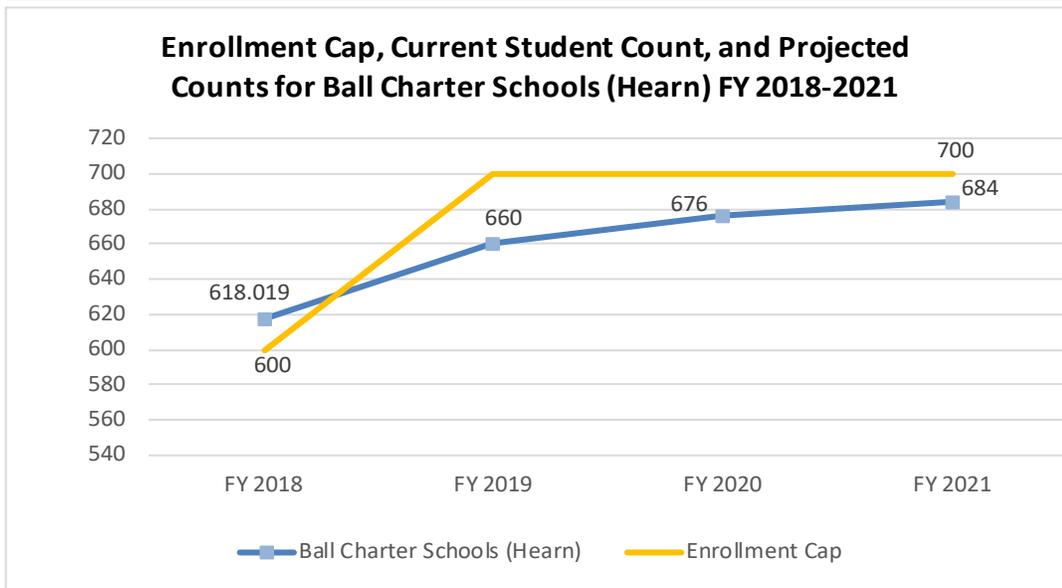
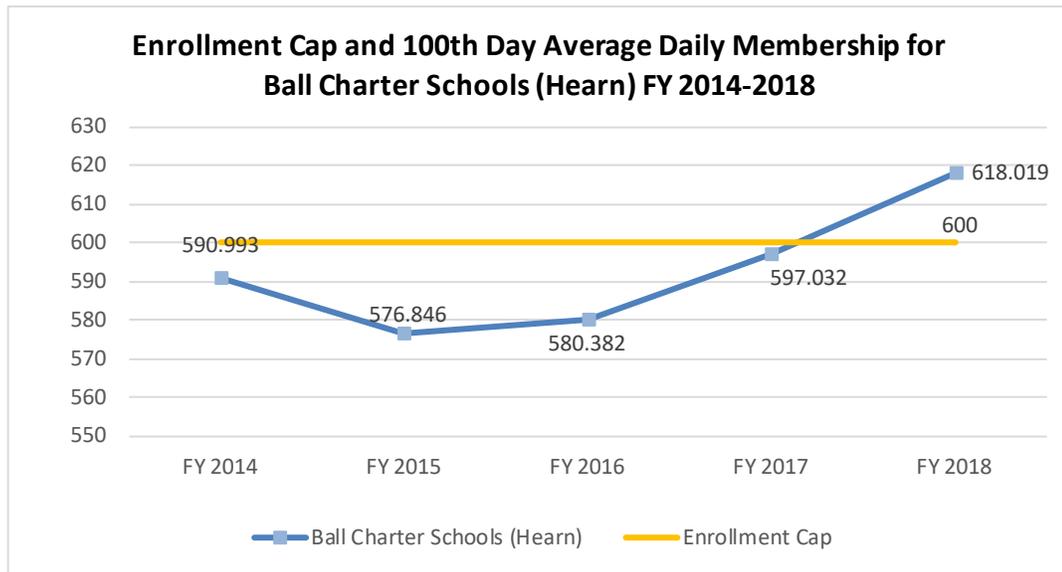
Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than Ball Charter Schools (Hearn)		
			AzMERIT ELA (>58%)	AzMERIT Math (>67%)	AIMS Science (>90%)
12	A	6	8	6	1
24	B	3	0	0	0
13	C	1	0	0	0
Total Number of Schools Performing Better than Ball Charter Schools (Hearn) (Percentage of Total)					
49		10 (20%)	8 (16%)	6 (12%)	1 (2%)

Schools Associated with Ball Charter Schools (Hearn)

Schools operated by the same charter holder but under different charter contracts. Schools operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.						
Charter Holder Name	Ball Charter Schools (Dobson)			Ball Charter Schools (Val Vista)		
School Name	Ball Charter Schools (Dobson)			Val Vista Academy		
FY 2014 Letter Grade	B			A		
Overall Rating	61.56			76.88		
	FY 15	FY 16	FY 17	FY 15	FY 16	FY 17
ELA AzMERIT (39% ⁺)	58%	55%	54%	52%	55%	53%
Math AzMERIT (40% ⁺)	47%	55%	47%	45%	53%	57%
Science AIMS (53% ⁺)	68%	73%	66%	73%	58%	68%

*FY 17 State Average Passing

Enrollment and Demographic Data
 100th Day Average Daily Membership for FY 2014–FY 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	4%
Special Education	5%

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*



APPENDIX A

AMENDMENT REQUEST AND SUPPORT

MATERIAL

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



Arizona State Board for Charter Schools



- [Dashboard](#)
- [Alerts](#)
- [Bulletin Board](#)
- [Charter Holder](#)
- [DMS](#)
- [Email](#)
- [Tasks](#)
- [Search](#)
- [Reports](#)
- [Help](#)
- [Other](#)

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Ball Charter Schools (Hearn)

CTDS:
07-89-87-000

Mailing Address:
17606 North 7th Avenue
Phoenix, AZ 85023

[View detailed info](#)

Representative

Name:
Pamela Rebel

Phone Number:

Downloads

[Download all files](#)

Enrollment Cap

From:
600

To:
700

Attachments

Board Minutes

[Download File](#) – Board Minutes, Item #12 is the Enrollment Cap increase.

Increase to Enrollment Cap Attachments

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

Occupancy Documentation (Increase Only)

- [Download File](#) – Certificates of Occupancy
- [Download File](#) – Fire Marshall report showing occupancy and purpose of building.

Narrative – [Download File](#)

Additional Information

- [Download File](#) – Enrollment Matrix
- [Download File](#) – Updated Staffing Chart

Feedback

Feedback

There is a new document for the narrative and a new document for the Staffing Chart. Everything else is the same that was previously submitted.

Signature

Charter Representative Signature
Pamela Rebel 03/09/2018

Hearn Academy Request for Enrollment Cap Increase for 2017-2018

Eligibility Criteria

Academic Performance	Financial Performance	Operational Performance
<p>Do at least 75% of schools under its charter have a minimum rating of "Meets Standard?"</p> <p>YES In 2017 Hearn received a preliminary A-rating from ADE. In years 2012-2015 Hearn received and A-rating from ADE</p>	<p>Does the charter holder have a rating of "Meets" and/or "Does Not Meet" Standard for all measures on its financial dashboard?</p> <p>YES Hearn Academy received an overall rating of "Meets" on FY 2016 and FY 2017 Financial Performance Dashboard.</p>	<p>Does the charter holder meet the Board's operational performance standard for FY 2018 and FY 2018?</p> <p>YES Hearn Academy received an overall rating of "Meets" on the Operational Performance Dashboard in FY 2017 and FY 2018.</p>
<p>Do 75% or more of all Associated Schools have a minimum rating of "Meets Standard"?</p> <p>YES Hearn Academy received an "A" grade in the most recent Preliminary grades from the Arizona Department of Education. Hearn Academy has two Associated Charters, Dobson Academy and Val Vista Academy. For Fiscal Year 2014, the last posted Academic Performance dashboard on the ASBCS website, one of the Associated Charters did not have a minimum rating of Meets Standard in Academic Performance. Both Associated Charters received a "preliminary" grade for fiscal year 2017 from the Arizona Department of Education of B and no Associated Charters are listed as needing Comprehensive Support by the Arizona Department of Education.</p>	<p>Do 75% or more of all Associated Charters have a rating of "Meets" and/or "Does Not Meet" Standard for all measures?</p> <p>YES Hearn meets the financial performance standards. Val Vista Academy and Dobson Academy do not fall far below the AZBCS standard.</p>	<p>Do 75% or more of its Associated Charters meet the Board's operational performance standard for FY 2017 and FY 2018?</p> <p>YES All of our associated charters meet the Board's operational performance for FY 2017 and FY 2018.</p>

Pursuant to ARS 15-183(G), charter contracts may be amended or modified by mutual agreement, in writing, between the charter holder, Ball Charter Schools and the Arizona State Board for Charter Schools. Hearn Academy, A Ball Charter School, is hereby requesting an Enrollment Cap increase for 2017-2018.

NARRATIVE

Describe the rationale for this request:

Hearn Academy is requesting an enrollment cap increase from 600 to 700 students. As reflected on our Certificate of Occupancy, the campus at Hearn is approved for an occupancy up to 1,004 students based on the Fire Marshal's December 21, 2017 report.

Hearn Academy for the past five years has consistently grown in enrollment and has successfully retained the majority of the students each year with only a 6% mobility rate. SchoolMaster data indicates that on 10/08/15 Hearn Academy had a student enrollment of 618, and on 10/05/16 Hearn had an enrollment of 630 and on 9/29/2017 the school enrollment submitted to ADE was 644. The request to increase the Enrollment Cap is based on actual student counts which are supported by uploaded student counts to ADE on the 40th and 100th days.

Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the (administrative, instructional, and non-instructional) staffing, enrollment, and target population needs will be addressed through recruitment, hiring and training:

2018-19: Our campus was initially built to accommodate 600 students or less. In the past five years, the campus has added a modular building to house the computer Lab and Preschool. This past summer, one additional classroom was added to our campus due to enrollment increases. The enrollment history for Hearn Academy for multiple, consecutive years has shown growth. Our anticipated enrollment for 2018-2019 is 660 as our enrollment numbers have increased by 12-14 students each year over the past 3 years.

2019-2020: Based on the maximum utilization of all available classroom space and a sustained enrollment at all grade levels; Hearn Academy is projecting an enrollment of 676 students.

2020-2021: Based on the maximum utilization of all available classroom space and sustained enrollment at all grade levels; Hearn Academy is projecting an enrollment of 684 students. Due to our Charter indicating that we will maintain a classroom size of 26 per class and given our current enrollment; we expect that the enrollment numbers will steadily increase 12-14 students each year between 2018-2021.

	FY 2019	FY 2020	FY 2021
Grade Levels	K-8	K-8	K-8
Enrollment	660	676	684

Staffing at Hearn Academy is consistent with our approved Charter which was initiated under the direction of the Ball Foundation. The classroom numbers are required to be reflective of a highly personalized approach to learning. Parents are highly involved in our philosophical framework and we promise them that in Kindergarten the ratio for teaching is 20 students or less. At the first through eighth grades; Hearn Academy staffs the classes at a ratio of 26 to one. Additionally we have adopted a Schoolwide Title I Program that targets interventions with highly qualified paraprofessionals in an inclusion model to support reading and math in grades kindergarten through eighth grade. Personalized learning is fundamental to our “best practices” at Hearn Academy.

Staffing:

Hearn anticipates the staffing model to remain as described for 2017-2018 going forward due to lack of real estate for expansion. We expect to retain 90% of our certified teachers going forward to 2018-2019, and anticipate needing to hire 2 staff members next year for academic support in Title I intervention.

Administration will consist of one principal, one coordinator of student services, one Business specialist, one curriculum coach and one registrar. We anticipate our administration to be consistent as the principal and administration has remained the same since 2011. Continuity adds value to the school and the highly successful reputation our school has established in Phoenix. No additional recruitment or hiring will be undertaken at this time.

Recruiting:

The team at Hearn Academy has extensive experience with recruiting, hiring, and training new staff for our school’s sustainability. For 2017-18, three additional teachers were recruited, trained, and hired to accommodate the increased student enrollment at Hearn Academy.

Process: Starting in December each year, support staff in our business office begin recruiting for the upcoming school year through multiple recruiting channels. Recruiters post teacher-friendly advertisements stressing the core values of our organization on various general and teacher-specific employment websites, top-ranking universities’ job boards, multiple social media applications, and the school’s own website. School leaders represent the network and recruit potential candidates at gatherings such as career fairs, Teach for America summits, and local educational events. Zip Recruiter is used to attract many candidates and typically provides a rich pool of applicants.

All interested candidates submit an application through our website with a resume, cover letter and/or writing sample, and 3 references. Applicants are evaluated by various metrics such as writing skills, mission alignment, job stability in the past, and written content assessments in their area of specialization. Suitable candidates are scheduled for an initial interview with the business specialist, coordinator of student services, and curriculum coach. If the candidate meets the initial interview criteria the candidate then interviews with the school principal. To ensure each new team member is a quality fit for our organization, all candidate interviews include specific questions related to motivation, personality and values; technical competence; team skills; problem solving abilities; and prior evidence of success. Teachers are asked to conduct a sample lesson after sending them our teacher evaluation worksheet. Through this process, we find intelligent and motivated candidates who love teaching, who have the fortitude to work long and flexible hours, are quick learners, and whose work ethic and values will mesh well with the school's instructional philosophy.

All teachers are highly qualified and certified. Twenty-one of our current teaching staff have been employed more than five years and 15 have been employed at Hearn Academy for more than ten consecutive years. The teacher retention rate at Hearn Academy has been 90% since 2012. New teachers are provided with mentor teachers and receive additional staff development at the beginning of each school year. Our curriculum coach collects, reviews and monitors all lesson plans for all grade levels and subject areas weekly. New teachers will receive state approved and aligned instructional materials as well as be given access to a robust array of assessment data regarding their students as they transition as a teacher for Hearn Academy.

Hiring:

The Business specialist collects all required personnel information to ensure employees can be paid on time, collects reference checks and background checks, assists all employees with payroll, assists all employees with sign-up for health insurance and other employer-provided benefits, and ensures the school maintains documentation of each teacher's qualifications, including proof of Highly Qualified status and valid fingerprint clearance card status. This person also works with the finance specialist to ensure legal compliance with all aspects related to employment and subsequently oversees compliance of HR files during audits.

Our Principal & Business Specialist oversees the pacing of completion of the hiring process to ensure that we are on track to filling all open positions and completing all processes by June 15 for all open positions each school year.

To ensure efficiency and fidelity in our hiring and onboarding processes, we employ a variety of intake systems such as Smart Sheets and CRM solutions such as ADP's applicant tracking system in order to more easily track these processes.

Training: Instructional Staff

New teachers undergo one week of training before the start of the school year. This training includes hands-on learning and application of the school's instructional procedures and practices as well as curriculum-specific training for the school's core subjects and various other school expectations related to human resources, attendance tracking, grading, parent and student communication, culture, and deadlines. Additional training is provided throughout the year through Professional Learning Communities (PLCs) and our curriculum coach. Every teacher also receives an instructional manual, which serves as the basis for all teacher training throughout the year.

In order to ensure our instructional program is carried out with effectiveness and fidelity, the curriculum coach provides several different forms of training and professional development throughout the school year. The curriculum coach continuously mentors and coaches teachers, performs classroom observations, and provides additional training on an as-needed basis during planning periods and professional development days.

Teachers have planning time to allow them to observe each other's classrooms. Teachers also meet weekly in PLCs with the other teachers in their grade level to review and discuss lesson plans and teaching strategies. Teachers additionally meet with the curriculum coach regularly to receive feedback on performance, set goals, and go over use of data for instruction. Evaluation of teachers occurs at least twice per year after sufficient time has been given to learn the school's expectations.

Training: Administrative and Non-Instructional Staff

At the present time, the focus for administrative training is mentor relationship based. Ball Charter Schools identifies its most experienced leaders to serve as mentors for new principals and master teachers are assigned as mentors to new teaching staff. Paraprofessionals are trained with a side by side mentor program in Title I or as duties require. New and existing staff also attend conferences which help with their understanding of school software (i.e. Schoolmaster) and any state and federal reporting requirements such as AZSA training for Qualified Evaluators.

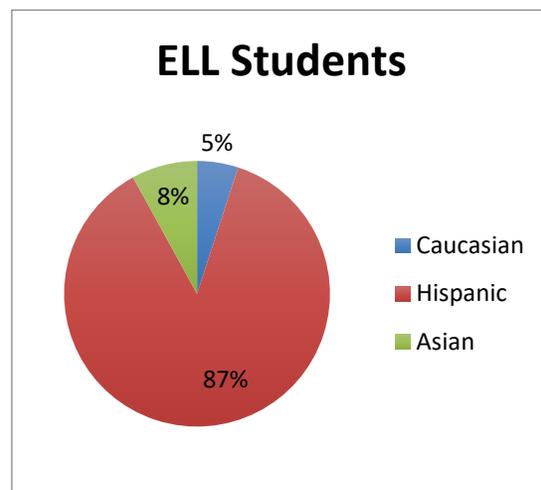
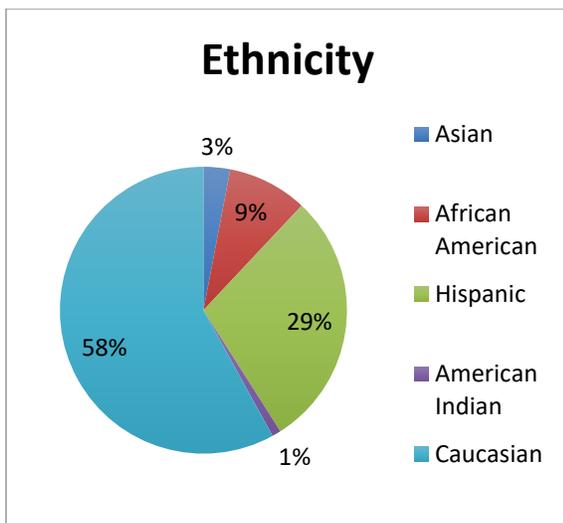
Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted. Include:

Plan for meeting each year’s enrollment targets:

Hearn is primarily a neighborhood school, our analysis of the expected student population is based on the demographics we currently have and expect to maintain Hearn’s typical student demographic breakdown as is follows:

- Free or Reduce Lunch: 45%
- Minority: 41%
- English Language Learner: 6%
- SPED: 5%

These demographics are similar to our two closest district schools. In addition, as a schoolwide Title I school, we provide intensive and strategic interventions to a high percentage of students who exhibit academic deficiencies in ELA and math.



We expect our students to be primarily neighborhood students. However, because our school is A rated and maintains a 97% daily attendance rate and virtually no serious discipline issues; our parents may drive from as far away as 25 miles to attend Hearn.

Each year Hearn emphasizes recruitment of Kindergartners through early notices to local families, feeder Pre-schools, and to our own Pre-school parents for students age 4. Retention efforts within the school are also initiated to retain current 6th and 7th graders to insure that our middle school program remains robust. This approach as evidenced in

the Enrollment Matrix has helped our school attain steady enrollment numbers year to year. This approach will be used for 2018-2019, 2019-2020, and 2020-2021.

One need for diverse populations is class size reduction. Hearn fulfills this need which is not currently met by our closest district schools.

One of the main factors considered in our selection of Hearn Academy's location was the performance of nearby schools. Comparing local public school data to Hearn Academy for 2015 (most current AzMerit student breakdown data released by ADE) indicates a great need within this community for our Charter school curriculum and instructional expertise.

Hearn Academy 2015 AzMerit (ELA & Math)/AIMS Science Results:

ELA: 51% proficient/highly proficient
Math: 47% proficient/highly proficient
Science: 87% meets/exceeds

Constitution Elementary School 2015 AzMerit (ELA & Math)/AIMS Science Results:

ELA: 22% proficient/highly proficient
Math: 24% proficient/highly proficient
Science: 41% meets/exceeds

Cactus View Elementary School 2015 AzMerit (ELA & Math)/AIMS Science Results:

ELA 31% proficient/highly proficient
Math: 33% proficient/highly proficient
Science: 50% meets/exceeds

As a school of choice, Hearn Academy has maintained its stellar letter grade of A since 2012, upheld the highest academic scores on AzMerit for students regardless of ethnicity or economic background. Collectively, the schools in the neighborhood we are intending to serve are not providing enough quality school options for students in the community.

The vast majority of students in North Phoenix do not have access to the types of high quality curriculum and programs that Hearn Academy provides. Hearn Academy's academic performance indicates that 69% of all students are proficient/highly proficient in math and 58% proficient/highly proficient in ELA for 2017 on AzMerit. This year, 2017, the school received an academic bonus from ADE and placed in the top 15% of all schools in Arizona. Each teachers was awarded \$3,500 in November.

Hearn Academy seeks to outperform our public school competitors by:

- Directly addressing the needs of students of all background seeking a college-preparatory education.

- Involving parents in various ways to reduce the mobility rate which is common in the area by setting clear expectations up front about upholding high academic standards. Parents are looked at as multiyear partners.
- Being open longer than nearly every school in a 3-mile radius (up to 12 hours per day). This encourages single parents and other working parents to enroll their children and stay enrolled in the school.
- Offering daily special classes such as Chinese, physical education, technology, art, music, and math enrichment
- Offering reduced class sizes and student-teacher ratios significantly smaller than surrounding schools.
- Teaching children habits of mind, study skills, philosophy, and ethics to prime students for high levels of achievement.

Plan for meeting next year's enrollment targets.

Every December re-enrollment letters are sent home to current Hearn students and are due back to school in early January. Using the information we receive from the re-enrollment letters, we analyze the number of students returning and then discuss recruitment needs for the following school year. In addition to online methods of recruitment, we will be doing in-person recruitment within the community. Tours are on a drop by basis and are conducted daily.

Our primary recruitment focus is kindergarteners. Of those incoming kindergarteners, we recruit on average 20 siblings per year. Hearn also recruits on average 10-15 siblings of current student population grades 1-8. The remaining students needed to be recruited will be recruited through online marketing, mailing campaigns, and door to door contacts within our neighborhood. Current Hearn parents are also actively engaged in the recruitment process by handing out "special invitations" to visit our campus and enroll. This has proven to be a very effective marketing tool.

Necessary advertising and/or promotion to meet enrollment targets.

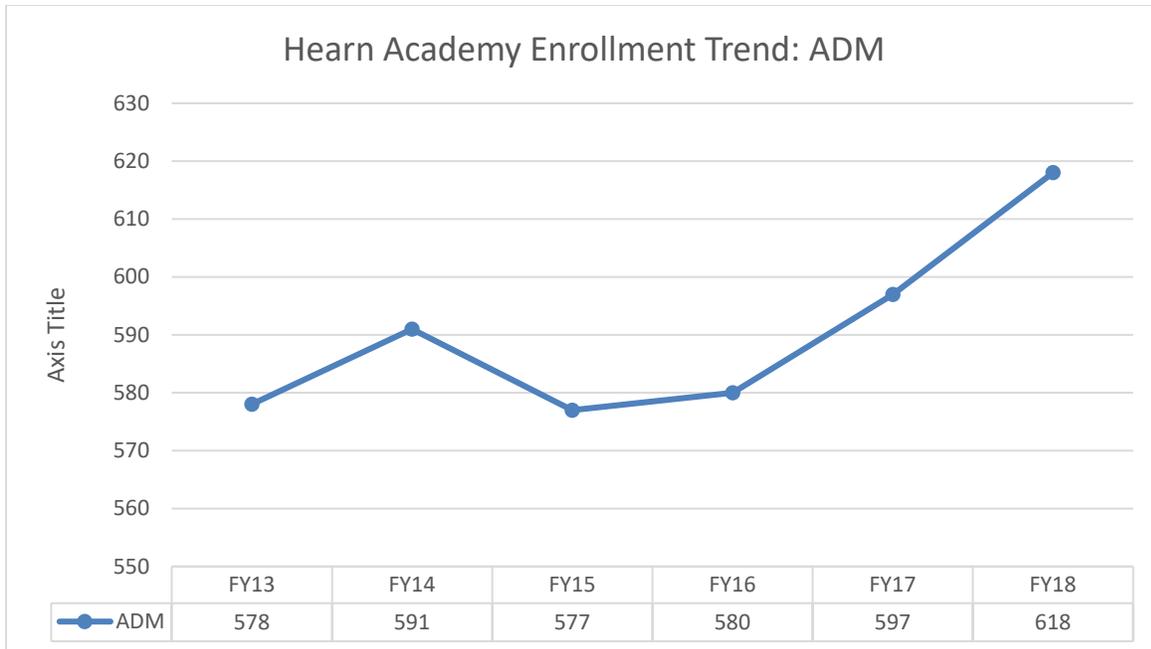
The Hearn Academy has a track record of meeting enrollment targets. Last year, we grew by 14 students and despite that growth, we waitlisted approximately 25 students. In addition to online methods of recruitment, we will be doing substantial in-person recruitment within the community neighboring our school. Other methods of recruitment may be used if needed including canvassing of nearby housing complexes. We will also utilize social media marketing through Facebook and Twitter, and will utilize Google Ads to maximize our visibility to potential parents and students searching for schools online.

Over the years, Hearn Academy has implemented a system to start the enrollment process early. We communicate to the public through all available venues, while focusing face-to-face marketing at local venues. The chart below summarizes the projected start and end dates for each of our marketing and enrollment campaigns. We will be communicating to the public in person, through mailing, through online advertising, and through social media.

(Returning students) and anticipated (new student enrollment):

For the past six years, Hearn Academy has increased enrollment. Retention for our students averages 94%. Current re-enrollment is consistent with past years. Of the 575 K-7 students in the 2017-2018 school year; we anticipate at least 541 will return for the 2018-2019 school year. The enrollment numbers above are not accounting for our graduating 8th graders. Therefore, we will need to recruit 114 students for the 2019-2020 school year in order to accommodate our yearly growth trend. Of the 114 students we need to recruit, 60 of those students will be kindergarteners who may have siblings currently attending Hearn Academy. Approximately 20 of the 60 incoming kindergarten students are recruited from current Hearn siblings. Our student pipeline is robust and our good standing and high test scores have insured continuing enrollment demands for our school in north Phoenix.

12/1/17	Re Enrollment letters go home to all current students
12/1/17	Tours and website pre-registration is launched
1/10/18	Re-enrollment forms are due
1/15/18	Distribute first mass brochure/postcard mailing/ first open house
1/30/18	Post 2018-2019 Enrollment Packet on website and begin open enrollments for the 2018-2019 school year
2/26/18	Send follow up mailer if needed/second open house
5/1/18	Hold student lottery
5/18/18	Mock schedule day: New students come to visit the school and students move forward to next year's assigned teachers and classes.
7/31/18	Meet the teacher night
8/2/18	First day of school



Hearn Academy originally opened in August 1998 at 1055 East Hearn Road, Phoenix, 85022 and relocated to 17606 N. 7th Avenue, Phoenix, 85023 in 2002. The enrollment (as shown on the graph above: Hearn Academy Enrollment Trend: ADM) indicates that the growth and holding power of this particular school is well established.

Our parent and student population base is comprised of growing families, second generation students who belong to families who have attended Hearn for many years as well as families who move to Phoenix and use websites to select the best schools in our area to attend.

Our Great Schools reviews are very positive and our school website is user friendly. One standout strength for our school is our exemplary reputation. Our school has been A-rated since 2012 and the historical analysis of our population based on the most recent U.S. Census demonstrates a significant increase in Title I qualified, school age children residing within a six mile radius of the Hearn Academy.

The net financial increase from federal funds supports the continuing influx of Title I students to Hearn. In 2016, Hearn Academy's Title I funds based on population were increased by approximately \$144,260.00. The increased funds demonstrate a strong population growth in our immediate neighborhood in recent years.

The market analysis and subsequent data generated by such instruments as the U.S. Census reveals that many parents are selecting to live in our community based on abundant affordable multi-family apartment houses, low cost homes, and easy access to major transportation routes in north Phoenix. Hearn Academy is located in a key intersection of both Interstate 101 and the I-17 which provides ongoing easy access for

families traveling from northwest Phoenix and the newly developing area around the Deer Valley Air Park and Anthem.

Historical data regarding the sustainability of our market share indicates growth and ongoing viability of the school. In the foreseeable future; the school site is highly marketable, well attended and greatly in demand by our local diverse community.

Additional Information* (Increase Only)

In recent years, wait lists have been created at various grade levels due to having more requests to enroll than our school has space to accommodate. Hearn Academy offers half-day and full day kindergarten.

Looking at competition in our attendance area, the marketing which includes flyers, open houses, school tours and the use of a contemporary website have consistently filled any student openings that have occurred. Our loss rate has averaged 5-6% of our students not returning annually and fortunately, there are wait lists that typically fill those limited openings annually.

There are two Charter schools in our immediate attendance area, Imagine Bell Canyon and Valley Academy. Our stellar academic success has not caused Hearn Academy to experience any significant impact from either of these competitors. Valley Academy does have an A rating like Hearn, however, our other competitor does not. Regardless of the proximity; Hearn remains a strong and much needed public Charter school serving a diverse community in north Phoenix.

Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your request.

This Amendment request for increasing ADM for Hearn Academy to 618 (01/02/2018 CHAR55-1) will result in additional funding of approximately \$110,393. These funds are essential for sustaining our continued academic progress. If granted by ASBCS, this enrollment cap increase for 2017-18 will replenish the school's cash reserves and enable our school to continue its unparalleled service to a diverse community with high academic needs.

The priority for financial and human capital in the next few years will be to pay for the added classroom space. The concrete resources include \$218,815.00 utilized for the classroom and to pay for one additional full time highly qualified teacher at an estimated annual cost of \$55,000.00 including benefits, and two additional paraprofessionals with benefits at an estimated cost of \$41,000.00.

Concrete Resource:	Quantity	Total Cost:
Construct Classroom 313 – Waltz Construction	1	\$218,815.08
Architectural Drawings – SPS Architects	1	\$36,718.66
Interactive Science Curriculum - Pearson	26	\$2,492.08
Envision Math Curriculum - Pearson	26	\$17,682.24
Student Desks – AZ Furnishings	28	\$7,884.52
HP Laptop Computers for student use - ETS	28	\$45,928.99
Promethean Board for teacher use – Copper State Communications	1	\$14,940.67
SMART Board for teacher use – Copper State Communications	1	
TOTAL:		\$344,462.24

Hearn Academy utilizing cash reserves in 2017-2018 undertook the construction of a new classroom on our existing campus, and augmented existing curriculum to address Arizona State Standards in math and science. By supporting the ADM increase for 2017-2018, ASBCS enables this state awarded, excelling public charter school to replenish cash reserves for future needs and helps sustain services that are needed for an at risk population.



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: Hearn Academy				
Position	Number of Staff Members			
	Current— FY 17-18	Anticipated— FY 18-19	Anticipated— FY 19-20	Anticipated— FY 20-21
Administration	5	5	5	5
Teachers/Instructional Staff				
Kindergarten	3	3	3	3
1 st	3	3	3	3
2 nd	3	3	3	3
3 rd	3	3	3	3
4 th	3	3	3	3
5 th	3	3	3	3
6 th	3	3	3	3
7 th	3	3	3	3
8 th	3	3	3	3
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	7	7	7	7
Special Education	3	3	3	3
Paraprofessional	16	18	18	18
Additional Staff				
List title: Health Professional	1	1	1	1
List title: Preschool Teacher	2	2	2	2
List title: Nutritional Service Coordinator	1	1	1	1
List title: Facilities Manager	1	1	1	1
Total Number of Staff Members	63	65	65	65

*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

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: Hearn Academy				
Leadership Team				
Title	Current— FY 17-18	Anticipated— FY 18-19	Anticipated—FY FY 19-20	Anticipated—FY FY 20-21
Principal	Gaye Leo	Gaye Leo	Gaye Leo	Gaye Leo
Curriculum Coach	Mary Kennedy	Mary Kennedy	Mary Kennedy	Mary Kennedy
Coordinator of Student Services	Kathy Griner	Kathy Griner	Kathy Griner	Kathy Griner
Registrar	Betty Pimentel	Betty Pimentel	Betty Pimentel	Betty Pimentel
Business Specialist	Shane Ehnes	Shane Ehnes	Shane Ehnes	Shane Ehnes



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: Hearn Academy: A Ball Charter School				
Grade Level	Number of Students			
	Current—FY17-18	Target—FY18-19	Target—FY19-20	Target—FY20-21
Kindergarten	56	58	60	60
1 st	74	74	76	78
2 nd	76	76	77	78
3 rd	77	77	78	78
4 th	81	76	78	78
5 th	74	81	78	78
6 th	70	74	78	78
7 th	73	73	76	78
8 th	68	71	75	78
9 th				
10 th				
11 th				
12 th				
Total Enrollment	649	660	676	684

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

APPENDIX B
REQUIRED DOCUMENTATION

MINUTES
Ball Charter Schools (Hearn) Governing Board Meeting
January 22, 2018

**REVISED

1. Call to Order - The meeting was called to order by Michael Larrabee at 8:12 p.m. on January 22, 2018 in Room 23 at Dobson Academy, 2207 N. Dobson Rd., Chandler, AZ 85224.

2. Roll Call

Present:

Michael Larrabee, Governing Board President
Mike Dyer, Governing Board Vice-President
John Huppenthal, Governing Board Member

Others Present:

Jason Stasiak, Val Vista Governing Board Secretary
Mike Sobieski, Dobson Governing Board Secretary
Karin Meilstrup, Board Coordinator
Gaye Leo, Hearn Principal
Dawne Winn, Dobson Principal
Deb Baca, Val Vista Principal
Annie Gilbert, BCS Director of Finance

**Absent:

Marcus Harrison, Hearn Governing Board Secretary

3. Approval of Agenda – Motion by John Huppenthal to approve the agenda. Second by Mike Dyer. All in favor. Motion carried.

4. Call to the Public – There were no members of the public present who wished to speak.

5. Hearn Consent Agenda Items

- 5.1 Previous Meeting Minutes – Regular Board Meeting of December 11, 2017; Executive Committee Meeting of January 17, 2018.
- 5.2 Enrollment Update – Hearn: 620 students.
- 5.3 Personnel Items – None.

Motion by John Huppenthal to approve the Consent Agenda. Second by Mike Dyer. All in favor. Motion carried.

6. Hearn Principal Monthly Report – Gaye Leo talked started talking about enrollment. As of the meeting today, the enrollment is 650. There were 628 students on campus today. These numbers, in addition to the interest in the school, make her very excited.

Dr. Leo is also starting to have some conversations about testing, since the data does drive the instruction. Especially with AZ Merit coming up, she wants to make sure that everything is where it needs to be.

The sign at Hearn Academy was hit by some vehicle, and so with the insurance money that was collected, along with some additional funds, they were able to upgrade the sign with the Ball Charter logo, since they hadn't been able to do that previously.

7. BCS Director of Student Support Services Monthly Report – Nothing to add.

8. BCS Director of Finance Monthly Report – Nothing to add.

- 8.1 Monthly Dashboards & Year-to-Date Financials –
- 8.2 History of ADE Equalization funding per student & Ball Charter salary increases –
- 8.3 Consolidated 5 year Forecast for Ball Charter – Cash and ADM –
- 8.4 Small School Weight Funding

9. Planning and Development committee Report – Nothing to add.

10. Technology Committee Report – Motion by Mike Dyer to table the discussion until next month. Second by John Huppenthal. All in favor. Motion carried.

11. School Calendar: Possible Action item, Adopt Calendar for 2018-2019 School Year – Motion by Mike Dyer to adopt the calendar. Second by John Huppenthal. All in favor. Motion carried.

12. Enrollment Cap: Possible Action Item, Increase Enrollment Cap to 700 – Motion by Mike Dyer to amend our enrollment cap to 700 for Hearn Academy. Second by John Huppenthal. All in favor. Motion carried.

13. Future Agenda Items – Update on enrollment cap.

14. Adjournment – Motion by John Huppenthal to adjourn the meeting at 8:27 p.m. Second by Mike Dyer. All in favor.
Motion carried.

The next regular meeting is scheduled for Monday, February 12, 2018 6:30 p.m. at Val Vista Academy.

Approved by Ball Charter Schools (Hearn) Governing Board

Board President

Date

Current Certificate of Occupancy



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

E S B MODULAR MFG
11280 W ADONIS
MARANA, AZ 85653

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOL
4600 S. MILL AVENUE #290
ATTN: DICK WATERHOUSE
TEMPE, AZ 85282

CERTIFICATE #: 0301046 **BUILDING PERMIT:** FBB 02015254
ISSUED: 11-MAR-2003 **PERMIT DESC:** ADMIN. BUILDING
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 3,360

AUTHORIZED USE AND OCCUPANCY: B

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UPC PROJECT NAME:HEARN ACADEMY
LOG#:LPRN 0201034
ZONING:R1-8 PROJECT #:01-22410 N:SITE INSP
Y:SPRINKLERS Y:FIRE ALARM N:SPECIAL EGRESS CONTROL
Y:EMERGENCY LIGHTING REQUIRED N:DEFERRED SUBMITTAL
N:SPEC per PCC SEC. 1701
N:STR SEC. 1702 N:ELEC PCC SEC. 2702 N:ELEC OBS PCC SEC. 2703
WATER METERS:new 2" domestic disk and 2" landscape
N:ELEVATOR y:SECONDARY BACKFLOW
STAFF ID: MBAH JOB CONTACT NAME:MATT GORMAN PH:602-279-4373
SCOPE OF WORK: BLD PLMB MECH ELEC PFC SITE CIVIL
DESCRIPTION OF WORK: INSTALL MODULAR BUILDING #1 AND ALL SITE UTILITIES, PAVING, GRADING AND LANDSCAPE. SES ONLY,
NO FEEDERS THIS PERMIT
THIS PERMIT IS FOR ADMIN. BUILDING(BUILDING#1).



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

E S B MODULAR MFG
11280 W ADONIS
MARANA, AZ 85653

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOL
4600 S. MILL AVENUE #290
ATTN: DICK WATERHOUSE
TEMPE, AZ 85282

CERTIFICATE #: 0301087 **BUILDING PERMIT:** BLD 02020267
ISSUED: 14-MAR-2003 **PERMIT DESC:** NEW MULTI-PURPOSE BLDG #2
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 6,650
AUTHORIZED USE AND OCCUPANCY: E-1/A2.1

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UPC
PROJECT NAME:HEARN ACADEMY LOG#:LPRN 0202368
ZONING: R1-8 PROJECT #:01-22410 Y:SITE INSP
Y:SPRINKLERS Y:FIRE ALARM N:SPECIAL EGRESS CONTROL
Y:EMERGENCY LIGHTING REQUIRED N:DEFERRED SUBMITTAL
Y:SPEC per PCC SEC. 1701- BOLTS INSTALLED IN CONCRETE.
N:STR SEC. 1702 N:ELEC PCC SEC. 2702 N:ELEC OBS PCC SEC. 2703
WATER METERS:see LPRN 0201034
N:ELEVATOR _:SECONDARY BACKFLOW
SCOPE OF WORK: BLD PLMB MECH ELEC STRUC SITE
DESCRIPTION OF WORK: NEW MULTI-PURPOSE BUILDING ON EXISTING CAMPUS
ALL SITE WORK AND UTILITIES UNDER PREVIOUS PERMIT. BLDG 2.

TEAM ONE: DEREK HORN 602-534-0042



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

E S B MODULAR MFG
11280 W ADONIS
MARANA, AZ 85653

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOL
4600 S. MILL AVENUE #290
ATTN: DICK WATERHOUSE
TEMPE, AZ 85282

CERTIFICATE #: 0301047 **BUILDING PERMIT:** FBB 02015256
ISSUED: 11-MAR-2003 **PERMIT DESC:** BUILDING #3
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 9,481

AUTHORIZED USE AND OCCUPANCY: E-1

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UFC PROJECT NAME:HEARN ACADEMY
LOG#:LPRN 0202073
ZONING:R1-8 PROJECT #:01-22410 Y:SITE INSP
Y:SPRINKLERS Y:FIRE ALARM N:SPECIAL EGRESS CONTROL
Y:EMERGENCY LIGHTING REQUIRED N:DEFERRED SUBMITTAL
N:SPEC per PCC SEC. 1701
N:ETR SEC. 1702 N:ELEC PCC SEC. 2702 N:ELEC OBS PCC SEC. 2703
WATER METERS:
N:ELEVATOR _:SECONDARY BACKFLOW
STAFF ID: MBAH JOB CONTACT NAME:MATT GORMAN PH:602-279-4373
SCOPE OF WORK: BLD STRUC ELEC PFC PLAT SITE CIVIL IMPACT PCD S-FIRE
DESCRIPTION OF WORK:INSTALLATION OF FACTORY BUILT BUILDING 3, ALL SITE WORK AND UTILITIES UNDER PREVIOUS PERMIT
LPRN 0201034



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

E S B MODULAR MFG
11280 W ADONIS
MARANA, AZ 85653

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOL
4600 S. MILL AVENUE #290
ATTN: DICK WATERHOUSE
TEMPE, AZ 85282

CERTIFICATE #: 0301048 **BUILDING PERMIT:** FBB 02015257
ISSUED: 11-MAR-2003 **PERMIT DESC:** BUILDING # 4
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 11,831

AUTHORIZED USE AND OCCUPANCY: E-1

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UPC PROJECT NAME:HEARN ACADEMY
LOG#:LPRN 0202073
ZONING:R1-8 PROJECT #:01-22410 Y:SITE INSP
Y:SPRINKLERS Y:FIRE ALARM N:SPECIAL EGRESS CONTROL
Y:EMERGENCY LIGHTING REQUIRED N:DEFERRED SUBMITTAL
N:SPEC per PCC SEC. 1701
N:STR SEC. 1702 N:ELEC PCC SEC. 2702 N:ELEC OBS PCC SEC. 2703
WATER METERS:
N:ELEVATOR _ :SECONDARY BACKFLOW
STAFF ID: MBAH JOB CONTACT NAME:MATT GORMAN PH:602-279-4373
SCOPE OF WORK: BLD STRUC PLMB MECH ELEC PFC PLAT SITE CIVIL IMPACT PCD S-FIRE
DESCRIPTION OF WORK:INSTALLATION OF FACTORY BUILT BUILDING 4, AND ALL SITE WORK AND UTILITIES UNDER PREVIOUS PERMIT LPRN 0201034.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

E S B MODULAR MFG
11280 W ADONIS
MARANA, AZ 85653

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOL
4600 S. MILL AVENUE #290
ATTN: DICK WATERHOUSE
TEMPE, AZ 85282

CERTIFICATE #: 0301049 **BUILDING PERMIT:** FBB 02015259
ISSUED: 11-MAR-2003 **PERMIT DESC:** BUILDING # 5
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 5,983

AUTHORIZED USE AND OCCUPANCY: E-1

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 1997 UBC, 1994 UPC STATE, 2000 UMC, 1999 NEC, 1997 UPC PROJECT NAME: HEARN ACADEMY
LOG#: LPRN 0202073
ZONING: R1-8 PROJECT #: 01-22410 Y: SITE INSP
Y: SPRINKLERS Y: FIRE ALARM N: SPECIAL EGRESS CONTROL
Y: EMERGENCY LIGHTING REQUIRED N: DEFERRED SUBMITTAL
N: SPEC per PCC SEC. 1701
N: STR SEC. 1702 N: ELEC PCC SEC. 2702 N: ELEC OBS PCC SEC. 2703
WATER METERS:
N: ELEVATOR _ : SECONDARY BACKFLOW
STAFF ID: MBAH JOB CONTACT NAME: MATT GORMAN PH: 602-279-4373
SCOPE OF WORK: BLD STRUC PLMB MECH ELEC PFC PLAT SITE CIVIL IMPACT PCD S-FIRE
DESCRIPTION OF WORK: INSTALLATION OF FACTORY BUILT BUILDING 5. ALL SITE WORK AND UTILITIES UNDER PREVIOUS PERMIT
LPRN 0201034



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

FELTON ANTRIM CONSTRUCTION CO
2631 N 24TH DRIVE
PHOENIX, AZ 85009

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOLS (HEARN)
2375 E CAMELBACK RD STE 700
PHOENIX, AZ 85016

CERTIFICATE #: 1304858 **BUILDING PERMIT:** FBB 13022605
ISSUED: 06-DEC-2013 **PERMIT DESC:** NEW MODULAR CLASSROOM / FBB
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 2,052

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.

TYPE OF BUSINESS: FBB SCHOOL CLASSROOM LOG#: LPRM 1303227 PROJECT#: 01-22410

SITE INSP(N) SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y)

SPEC PER PCC SEC. 1704 (N) STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N)

SCOPE OF WORK: BLDG PLMB MECH ELEC STRUC LSC

ZONING: R1-8

REVIEWER: MVA/MSU/LST/LSTU///STATE APPROVAL # H-170 BY PES// D-B 9522 AS NOTED.

DESCRIPTION OF WORK: NEW MODULAR CLASSROOM. FBB/ADA RAMP- DECK AS PER APPROVED PLANS.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

K JOY CONSTRUCTION L L C
P O BOX 10336
GLENDALE, AZ 85318

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SUBJECT ADDRESS: 17606 N 7TH AVE

OWNER: BALL CHARTER SCHOOLS (HEARN)
2375 E CAMELBACK RD STE 700
PHOENIX, AZ 85016

CERTIFICATE #: 0904599

BUILDING PERMIT: BLD 09006622

ISSUED: 17-SEP-2009

PERMIT DESC: EXISTING CLASSROOM BLDG ADDITION.

PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 2,369

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IECC, 2006 IBC, 2005 NEC, 2006 IMC, 2006 UPC, 2006 IFC, 2006 IFGC

TYPE OF BUSINESS: HEARN ACADEMY - ADDITIONS LOG#:LPRN 0900339 PROJECT#: 01-22410 SITE INSP(Y) SPECIAL
EGRESS CONTROL (N)

SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)

DEFERRED SUBMITTAL (Y-prefab roof trusses

SPEC PER PCC SEC. 1704 (Y-soil,steel,conc.) STR SEC. 1709 (N) ELEC PCC SEC. 2703 (N)

ELEC OBS PCC SEC. 2704 (N) MECH PCC SEC. 2802 (N) MECH OBS PCC SEC. 2803 (N)

PLMG PCC SEC. 2903 (N) PLMG OBS PCC SEC. 2904 (N)

WATER METERS: SECONDARY BACKFLOW (N)

SCOPE OF WORK: BLDG PLMB MECH ELEC STRUC SITE

ZONING:R1-8

REVIEWER:PTE

DESCRIPTION OF WORK: 2369 SF ADDITION TO CLASSROOM BLDG 3 resulting in an additional occupant load of 114, or a total max.occupant load of 500 by zoning ord. FOR THE HEARN ACADEMY REQUIRING NEW STRUCTURAL, MECHANICAL AND ELECTRICAL. NO PLUMBING IMPROVEMENTS WILL BE MADE.

*** Contact the Phoenix Fire Department at 602-495-0481 to determine the separate fire department permits that may be required for this project prior to approval of the certificate of completion or certificate of occupancy. *



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO: J S

WALTZ CONSTRUCTION L L C
449 S 48TH STREET SUITE 105
TEMPE, AZ 85281

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SUBJECT ADDRESS: 17606 N 7TH AVE 1st
OWNER: BALL CHARTER SCHOOLS (HEARN)
2375 E CAMELBACK RD STE 700
PHOENIX, AZ 85016

CERTIFICATE #: 1705653 **BUILDING PERMIT:** BLSC 17018789
ISSUED: 11-OCT-2017 **PERMIT DESC:** HEARN ACADEMY CLASSROOM ADDTN
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 784

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.

TYPE OF BUSINESS: CHARTER SCHOOL LOG#: LPSC 1703062 PROJECT#: 01-22410

SPRINKLERS: (Y) FIRE ALARM: (Y) EMERGENCY LIGHTING: (Y) ELEVATORS: (N)

SPECIAL EGRESS CONTROL: (N) SPECIFIC BUILDING INFO: (N) DEFERRED SUBMITTAL: (N)

SPECIAL INSPECTIONS (1705): STRUCTURAL (N), ELECTRICAL (N), MECHANICAL (N), PLUMBING (N)

OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL (N) MECHANICAL (N) PLUMBING (N)

WATER SUPPLY: Utilizing water and sewer services SECONDARY BACKFLOW: (N)

ZONING: R1-8 REVIEWER: SELF-CERTIFIED, ROBERT PIAN, #221

Self Certified Project, Conditional Permit subject to Audit and Field Inspection.

DESCRIPTION OF WORK: Addition of Elementary School Classroom, wood framed structure with one coat exterior plaster finish, concrete slab on grade, spray foam roof, rework surrounding pavers for drainage, removal of existing covered canopy, extend fire alarm and sprinkler systems, no plumbing work for this project, install electrical panel and extend service to classroom, new rooftop mechanical package unit. OCCUPANT LOAD 40, ONE EXIT REQUIRED.

Sprinkler = NFPA13-Comm



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

DESERT VISTA BUILDERS INC
2702 E BERYL AVE
PHOENIX, AZ 85028

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SUBJECT ADDRESS: 17606 N 7TH AVE
OWNER: BALL CHARTER SCHOOLS (HEARN)
2375 E CAMELBACK RD STE 700
PHOENIX, AZ 85016

CERTIFICATE #: 1102582 **BUILDING PERMIT:** OSE 11010638
ISSUED: 30-JUN-2011 **PERMIT DESC:** HEARN ACADEMY-STORAGE ROOM ADD
PROJECT: 01-22410 - HEARN ACADEMY

FLOOR AREA: 384

AUTHORIZED USE AND OCCUPANCY: I:S-1B

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2006 IRC, 2006 IECC, 2006 IBC, 2008 NEC, 2006 IMC, 2006 UPC, 2006 IFB, 2006 IFGC

TYPE OF BUSINESS: HEARN ACADEMY **LOG#:** **PROJECT#:** **SITE INSP(N)** **SPECIAL EGRESS CONTROL (N)**
SPRINKLERS (Y) **FIRE ALARM (Y)** **EMERGENCY LIGHTING (Y)** **ELEVATORS (N)**
DEFERRED SUBMITTAL (N)
SPEC PER PCC SEC. 1704 (N) **STR SEC. 1709 (N)** **ELEC PCC SEC. 2703 (N)** **ELEC OBS PCC SEC. 2704 (N)**
WATER METERS: **SECONDARY BACKFLOW (N)**

SCOPE OF WORK: BLDG ELEC
REVIEWER: KAL/RWE

DESCRIPTION OF WORK: ADDITION OF 384 SF STORAGE ROOM TO EXISTING GYMNASIUM BUILDING.

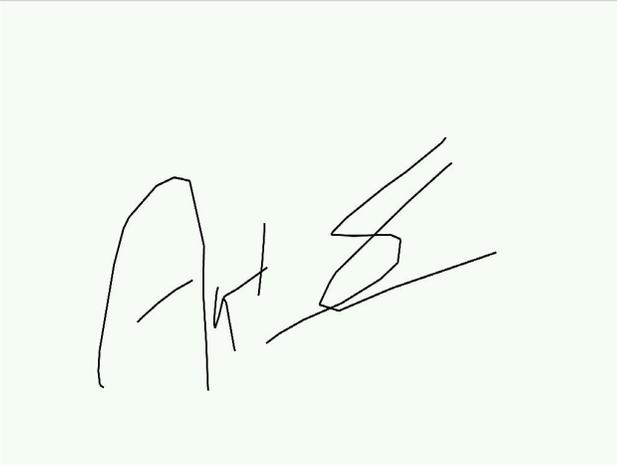


**Department of Forestry
and Fire Management**
Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Monday, February 05, 2018 11:08:59 AM (Anthony Shamblen)

User Name	Anthony Shamblen	
User #	6027620619	
Form Started	2/5/2018 11:08:59 AM	
Form Submitted	2/5/2018 11:19:15 AM	
Inspection Date	Monday, February 05, 2018	
OSFM Facility ID	11308	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	K-8	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	HEARN ACADEMY	
Facility Address	17606	
City	PHOENIX	
County	Maricopa	
Contact for Inspection	KATHY GRINER	
Contact Phone Number	6024880588	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Anthony Shamblen 85	

Inspector Signature	[Signature]
	
Phone	(602) 527-9756
Permit Inspection	No
Type of Inspection	Other
Inspection	Consultation
Inspection Results	
1 Subject of Consultation	OCCUPANT LOAD
Comments	CONDUCTED OCCUPANT LOAD CALCULATIONS FOR HEARN ACADEMY (EDUCATIONAL OCCUPANY) CLASSROOMS FOR K-8 COMBINE FOR AN OCCUPANT LOAD OF 1,004 BASED OFF OF SQUARE FOOTAGE AND USING TABLE 1004.1.2 FROM THE 2012 IFC.
Tag	N/A
Inspection Time	2.0
Travel Time	1.0
Mileage From Office	17.0
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
Report received by	KATHY GRINER
Send Email To:	KGRINER@BALLCHARTERSCHOOLS.ORG
Date	Monday, February 05, 2018

AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change to Charter Amendment Request

Request

Happy Valley School, Inc. (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades K-6 to grades K-8, beginning in FY 2019.

See Appendix A: Amendment Request and Support Materials.

The Charter Holder’s rationale states that they want to provide 7th and 8th grade to their students because the students are forced to leave the Happy Valley School (“Happy Valley”) early to guarantee placement in a district school. Parents currently attending Happy Valley have told the Charter Holder that they would prefer continuity in their student’s education by keeping their students at Happy Valley through middle school. Due to kindergarten attrition, the first grade will reduce by one teacher in the first year. The staffing plan further indicates that two instructional staff will be added each year as each grade level is added. Enrollment targets will be met through the retention of 5th and 6th grade students; in addition, marketing will include using home mailers, the LED sign on site, social media and the school website blog. Promotion criteria provided indicates that in core content classes, students must perform at 80% or higher to move from 7th to 8th grade and 73% or higher to be promoted from 8th grade.

Three Year Plan

	FY 2018	FY 2019	FY 2020	FY 2021
Grade Levels	K - 6	K - 7	K - 8	K - 8
Enrollment	547	655	735	735

Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years.	The Charter Holder has been in operation for 18 years.
“Meets Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.	The Charter Holder “Meets” the Board’s Operational Performance Expectations.
“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.	The Charter Holder “Meets” the Board’s Financial Performance Expectations.
Grade level cohorts are at capacity and/ or could fill enrollment for new grades requested.	Grade level cohorts are at capacity. Enrollment can be filled for the new grades requested.
ADM is within 85% of current enrollment cap.	According to ADE School Finance, the Charter Holder currently has an ADM of 498.032. The current enrollment cap is 900 and is within 55% of its current enrollment cap.
Each school operated by the Charter Holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location.	Happy Valley performs at or above the average performance in ELA and Math. Information regarding nearby schools is found on page 2.



Profile

The Charter Holder was granted a renewal charter in 2013.

Governance

Corporate Board Members
Ernest Gaddie
Glen Gaddie

School Governing Body Members	Type
Glen Gaddie	Charter Organization
Marrienne Geisdorf	Community Member
Tauni Orton	Community Member

School Profile

School Name	Happy Valley School		
Date Open	July 2000		
Location	Peoria		
Grades Served	K - 6		
FY 14 Letter Grade	A		
	FY 15	FY 16	FY 17
ELA AzMERIT (39%+)	75%	78%	74%
Math AzMERIT (40%+)	64%	71%	74%
Science AIMS (53%+)	88%	90%	92%

*FY 17 State Average Passing

Additional School Choices Serving Grades K - 8 within 5 Miles of Happy Valley School

Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	Science (>53%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
19	A	5	17	17	18	8	18	9
7	B	1	7	6	2	0	2	0

Comparison of Nearby Schools to Happy Valley School

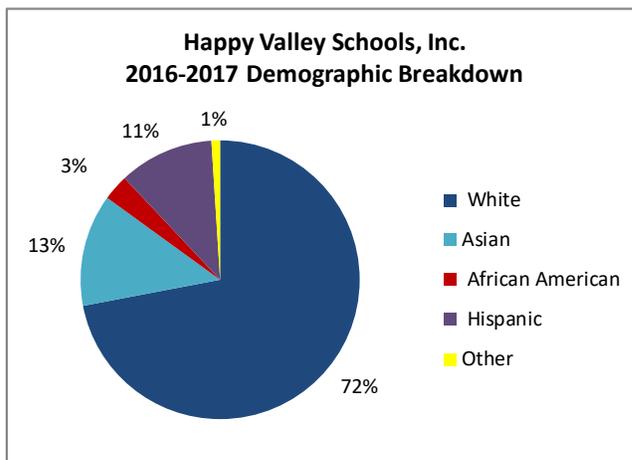
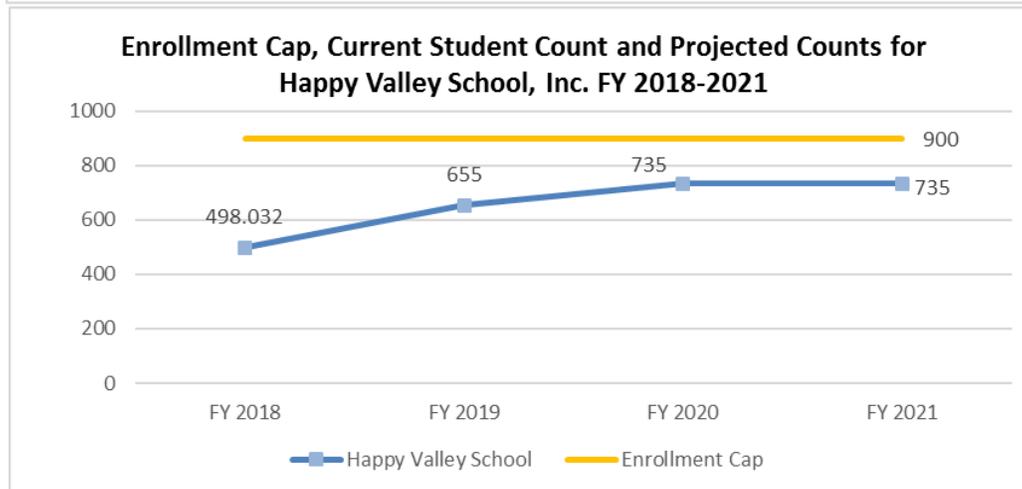
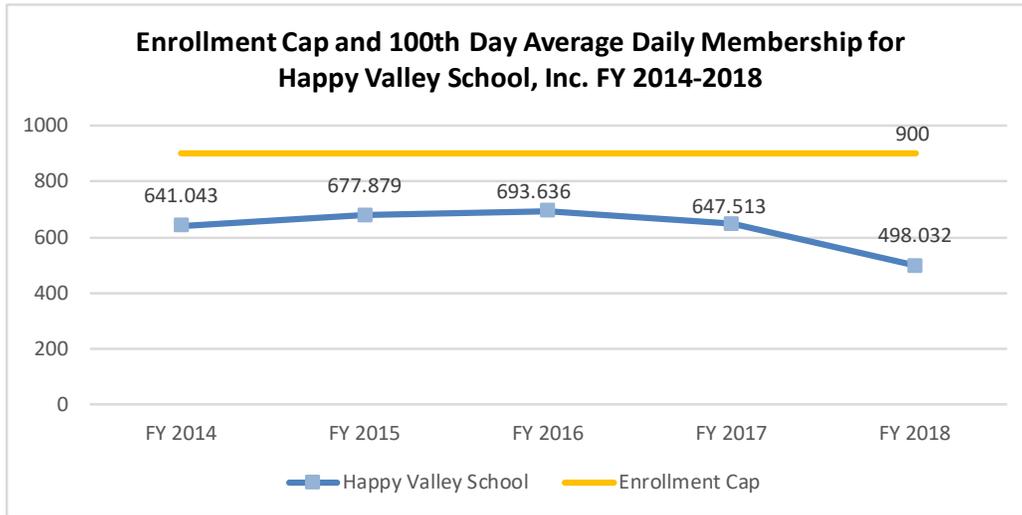
Total Schools	FY 14 Letter Grade	Total Charter Schools	FY 17 State Assessment Data Greater than Happy Valley School		
			AzMERIT ELA (>74%)	AzMERIT Math (>74%)	AIMS Science (>92%)
19	A	5	3	3	2
7	B	1	0	0	0
Total Number of Schools Performing Better than Happy Valley (Percentage of Total)					
26		6(23%)	3 (12%)	3 (12%)	2 (8%)

Schools Associated with Happy Valley School

School operated by the same charter holder but under different charter contract; School operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.			
Charter Holder Name	Happy Valley East		
School Name	Happy Valley School East		
FY 2014 Letter Grade	A		
Overall Rating	74.06		
	FY 15	FY 16	FY 17
ELA AzMERIT (39%+)	35%	40%	42%
Math AzMERIT (40%+)	24%	36%	29%
Science AIMS (53%+)	69%	73%	75%

*FY 17 State Average Passing

Enrollment and Demographic Data
 100th Day Average Daily Membership for FY 2014–FY 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	16%
English Language Learners	*
Special Education	6%

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*



APPENDIX A

AMENDMENT REQUEST AND

SUPPORT MATERIALS

1. GRADE LEVEL CHANGE AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS



Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Happy Valley School, Inc.

CTDS:
07-89-98-000

Mailing Address:
827 East Sixth Avenue
Mesa, AZ 85204
> [View detailed info](#)

Representative

Name:
Glen Gaddie

Phone Number:
480-228-6607

Downloads

[Download all files](#)

Current Grade Levels

Current Grade Levels Served

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

Curriculum Samples
No documents were uploaded.

Effective Date
08/07/2018

Attachments

Board Minutes

[Download File](#) — Grade Expansion Board Meeting Minutes

Narrative — [Download File](#)

Additional Information
No documents were uploaded.

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?

No

From:
900

To:
(No response)

Feedback

Feedback
Yes, the instructions were clear and easy to understand and follow.

Signature

Charter Representative Signature
Glen Gaddie 03/13/2018

NARRATIVE FOR GRADE LEVEL CHANGE TO HAPPY VALLEY SCHOOL, INC.

RATIONALE

Happy Valley School (HVS) seeks to increase its current grade offerings to include 7th and 8th grades. Our campus currently serves Kindergarten through 6th Grade and is an “A” rated school. Our mission is to provide our students with an outstanding academic foundation. We are dedicated to significantly improving student achievement in the basic skills of reading, writing and math.

We have been in operation for seventeen years and as a school who continues to strive for excellence, we meet and exceed the Arizona State Standards in every area. Our school philosophy has always been, and continues to be mastery based instruction with enriched instruction to meet the needs of every child, both faster learners and supporting those who need a slower pace instruction. We use a school-wide, positive program of classroom management, direct instruction and mastery-based teaching techniques that enhance learning and increase academic success.

Our commitment to students, parents and the community is to have a teacher in every classroom who cares that every student, every day, learns and grows, and is successful; because every child is important. In addition to academic achievement, we strive to model and instill the qualities of self-discipline, exemplary character, leadership, patriotism and a strong academic work ethic.

7th and 8th grade expansion objectives:

- Align our curriculum with the Arizona State Standards to ensure our 7th and 8th grade students continue to achieve the same level of academic performance.
- Provide students with a well-rounded educational environment which includes the Arizona College and Career Readiness objectives and offer scheduled enrichment options with specific classes within the broader subject areas of Art, Computer, Music and P.E.
- Provide another educational option for families in the West Valley who seek to place their children in an excelling charter school setting that can serve them through middle school (K-8); better preparing them for the next phase of their education.
- Serve parents and their children who are faced with making a choice of middle schools after 6th grade. Parents often look to move their children to other schools after the 4th grade in order to guarantee enrollment in a middle school for the 7th and 8th grades. There are several district schools and three nearby charter schools that offer grades beyond the 6th grade level, however, our parents tell us they would prefer not to move

their children. Parents repeatedly request that we add these grade levels to our school since they appreciate our mission, program and success.

- We plan to accomplish the expansion by utilizing a phased-in approach; adding 7th grade in FY 2019 and 8th grade in FY 2020. Our expansion can be accomplished within our current infrastructure and administrative staff. We are not requesting an enrollment cap increase.

Happy Valley School saw an enrollment loss of over 100 students this year. The primary reason for this decline in enrollment is that parents are moving their children to other local schools who serve students through the 8th grade. This was the chief concern expressed by parents during our end-of-year survey. We strongly believe that by expanding to the 8th grade, we will be able to provide more options and better serve our parents, students, and community in the coming years and stabilize our student population.

DETAILED STAFFING PLAN

The requested Amendment will not require a change to non-instructional or administrative staff. Since our expansion to 7-8 grades will be phased in, we will support the added grades by reducing the number of students in grades K-2 and adding two additional teachers in FY 2019 and 2020 respectively for 7th and 8th. We do not anticipate additional teacher needs beyond 2020.

The current **FY 2018** teaching schedule includes single grade classrooms for K-4 and two rotational classes of 5th and 6th grades.

- Each 5th and 6th grade class stays with their homeroom teacher for Reading instruction
- Then each class rotates through the Math, Science, ELA (Writing, Grammar, and Spelling), and Social Studies teachers, and
- There is a four-day rotation for Specials (Art, P.E., Computer Lab, and Music)

For the **FY 2019** school year we plan to continue with this teaching schedule by adding two 7th grade rotational classes and for the **FY 2020** school year and add two 8th grade rotational classes in FY 2021.

We plan to offer two 1st grade classes in 2020 and two 1st and 2nd grade classes in 2021. This is a decrease from the three classes previously offered in those grade levels. We are phasing in the reduction of classes through natural attrition and by reducing our KG enrollment beginning in 2019 so we can better manage our student population within our campus and accommodate the additional grades. We will always have sufficient enrollment opportunities to accommodate our returning students.

Recruitment

Recruiting at HVS is primarily accomplished utilizing the Arizona Department of Education website, Craigslist, Teachers-teachers.com, and local colleges and universities.

Candidates may also submit an online application directly through our website's Employment Opportunities job postings. We have been very successful using these methods of recruitment, hiring high quality teachers with high retention rates.

Hiring

Successful candidates should possess a Bachelor's Degree, a first-class fingerprint clearance card, strong classroom management, a love for children, and the ability to communicate and work effectively with parents and students.

The hiring process involves the following steps:

- Applications and resumes are screened by the principal and assistant principal to determine basic qualifications
- Interviews are scheduled with candidates and conducted by the principal and assistant principal and a second interview is conducted by the charter holder. Candidates are asked to submit college transcripts and teaching certificates at this time
- Reference, background and fingerprint checks are initiated for promising candidates, and
- Selection recommendations are submitted to the charter holder who extends an offer and contract.

Training

HVS conducts one-on-one and small group training for new teachers in the following areas.

- Orientation with school and staff
- Resource Book/Staff Handbook
- Curriculum planning by grade level and course
- FamilyLink Gradebook
- OnCourse Learning

In addition, they receive the following training with other new and returning teachers.

- SPED & RTI
- Students in Transition
- Galileo Testing training
- Kelly Parks Strengths Training. This training is designed to increase productivity and achieve peak performance utilizing strengths application.
- First Aid and CPR
- FERPA & Sexual Harassment Information
- Team building activities

Staffing Chart

School Name: Happy Valley School, Inc.				
Position	Number of Staff Members			
	Current FY 2018	Anticipated FY 2019	Anticipated FY 2020	Anticipated FY 2021
Administration	3	3	3	3
Teachers/Instructional Staff				
Kindergarten	3	3	3	3
1 st	3	3	2	2
2 nd	4	3	3	2
3 rd	3	3	3	3
4 th	3	3	3	3
5 th	2	3	3	3
6 th	2	2	3	3
7 th		2	2	3
8 th			2	2
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	3	3	3	3
Special Education	1	1	1	1
Paraprofessional	12	12	12	12
Additional Staff				
Bus Drivers	6	6	6	6
Contractors	2	2	2	2
Secretary	1	1	1	1
Registrar	2	2	2	2
Office Manager	1	1	1	1
Total Number of Staff Members	51	53	55	55

Leadership Staffing Chart

School Name: Happy Valley School, Inc.				
	Leadership Team			
Title	Current FY 2018	Anticipated FY 2019	Anticipated FY 2020	Anticipated FY 2021
Charter Holder	Glen Gaddie	Glen Gaddie	Glen Gaddie	Glen Gaddie
Principal	James Born	James Born	James Born	James Born
Assistant Principal	Marcia Phillips	Marcia Phillips	Marcia Phillips	Marcia Phillips

Enrollment Matrix

School Name: Happy Valley School, Inc.				
	Number of Students			
Grade Level	Current FY 2018	Target FY 2019	Target FY 2020	Target FY 2021
Kindergarten	94	75	75	75
1 st	89	90	70	70
2 nd	81	90	90	70
3 rd	88	90	90	90
4 th	84	90	90	90
5 th	59	90	90	90
6 th	52	60	90	90
7 th	0	70	70	90
8 th	0	0	70	70
9 th				
10 th				
11 th				
12 th				
Total Enrollment	547	655	735	735

ENROLLMENT MATRIX TARGET JUSTIFICATION

In order to accommodate the increased enrollment in the 7th and 8th grades, we plan to begin by limiting the number of students in grades KG-2 through natural attrition and reducing KG enrollment.

Kindergarten

We have allowed the enrollment of 4 year-olds into Kindergarten in prior years but plan to limit the number of 4 year-olds beginning in FY 2019. We expect that this will reduce our KG enrollment from 94 students in 2018 to 75 students in 2019 -2021.

First Grade

In 2019 we expect to return or newly enroll for a total of 90 students. In 2020 we anticipate a decline in our first grade enrollment to 70 students based on the 2019 reduction in KG enrollment and the attrition between KG and first grade of 5 students. We expect to maintain an enrollment of 70 first grader students through 2021.

Second Grade

In 2019 we anticipate retaining and/or newly enrolling 9 additional second grade students for a total of 90 students and will maintain this enrollment through 2020. In 2021, due to the reduction in first grade enrollments in the prior year, we expect our enrollment to decrease by 20, for a total of 70 second grade students.

Third Grade

In 2019 we anticipate 81 second grade students to return and 9 new enrollments with a target of 90 third grade students through 2021.

Fourth Grade

In 2019 we anticipate 88 third grade students to return and 2 new enrollments with a target of 90 fourth grade students through 2021.

Fifth Grade

In 2019 we anticipate 84 fourth grade students to return and 6 new enrollments with a target of 90 fifth grade students through 2021.

Sixth Grade

In 2019 we anticipate 59 fifth grade students to return and 1 new enrollment for a total of 60 students. In 2020-2021 we expect 90 fifth grade students to return to achieve our targeted enrollment of 90 sixth grade students.

Seventh Grade

In 2019 we anticipate 52 returning 6 grade students and 18 new enrollments for a total of 70 students. In 2020, we anticipate 60 returning and 10 newly enrolled students and in 2021 we anticipate 90 sixth grade students to return to achieve our targeted enrollment of 90 sixth grade students.

Eighth Grade

We will have zero 8th grade students in 2018-2019 with 70 returning students in 2020 and 2021.

Number of Returning Students

Throughout our 17 year history, we have an excellent retention track record. The anticipated enrollment should be met with students moving from the elementary school into the middle school and current students matriculating through the grades. Between KG and 1st grade, we see the most significant drop in enrollment. We have noticed that many of our 4 year-old KG students do not return the next year. We see relatively stable re-enrollment from year to year in grades 2 through 4.

We have experienced some attrition in the 5th and 6th grades due to our current structure of K-6 only. We anticipate increased retention of 5th, 6th and 7th grade students once we offer 7th and 8th grade. Based on parent feedback and by providing educational opportunities through 8th grade, most parents will be thrilled to continue their child's education at HVS.

Anticipated new student enrollment

Happy Valley School has established a strong reputation in the community as a high quality school based on our historical performance as an excelling school and the high standards we put on our teaching staff and student achievement and conduct. Throughout our 17 year history, we have demonstrated the ability to attract a sufficient number of KG students to fulfill our enrollment targets.

We believe that with this expansion and through advertising and word of mouth, we will have no problem reaching our target enrollment in each subsequent year. In FY 2019 the targeted enrollment of 655 students represents an increase of 108 and will be met by the addition of 7th grade and retention of more students in grades 1-6. Focused advertising will be used to ensure targets are achieved and new enrollments are encouraged with wait lists offered as necessary to fill the slots. In FY 2020 the 80 student enrollment increase will be achieved through the addition of 8th grade, student retention in grades 1-7 and focused advertising to encourage new enrollments with wait lists as necessary.

Advertising and Promotion

We begin open enrollment efforts in November of each year by utilizing the following advertising:

- Returning student forms for our current students
- Send mailers to homes in the greater Peoria/Glendale area
- Promote enrollment via our large LED sign
- Social media
- Conduct an open house for new and prospective students
- School website blog

RESOURCES

The current educational model used at HVS will be implemented for the new 7th and 8th grades. Other than a small increase in instructional staff, curriculum modifications, purchasing

additional instructional and assessment materials, and some furnishings (larger chairs), we anticipate few other resources needed to carry out this grade expansion.

Assessment

We will incorporate the use of assessment materials provided in support of the Arizona MERIT testing protocols and other standardized tests in addition to the use of Galileo Testing and Assessment for math, reading and science, which is currently in use at our school. In addition, assessment resources will be created by individual teachers including; rubrics, written narratives and essays, graphic organizers, worksheets, individual assessments, quizzes, and written tests.

Instructional

In addition to adding two teaching positions in FY19 and FY20, examples of supplemental instructional materials for both 7th and 8th ELA, math and science curriculum follows:

- Sadlier Math
- Sadlier Common Core Progress ELA
- Galileo Quiz and Test Builder and Assignment Builder
- Houghton Mifflin English
- Carson Dellosa Interactive Notebooks Language Arts
- Graphic Organizer- Thinking Maps
- Spectrum Language Arts
- Pearson Interactive Science
- Spectrum Science
- Science Comparative Study Rubric s
- Science Labs

PROMOTION CRITERIA

The philosophy at HVS is to work directly with students who perform at less than 80 percent on any given test. The teacher engages the student and parent when necessary to evaluate the reason for a low score, reteach those topics and retest.

Our 7th grade students will be promoted to the 8th grade, when they demonstrate a level of mastery of eighty-percent or higher in their core-content classes which include, Math, Social Studies, Science and Language Arts.

Our 8th grade students will be promoted to the 9th grade, when they demonstrate a level of mastery of seventy-three (the lowest passing grade on our grade scale) or higher in their core-content classes which include, Math, Social Studies, Science and Language Arts.

APPENDIX B
REQUIRED DOCUMENTATION

Minutes of Public Meeting

Sections 7.8.1 and 7.8.2

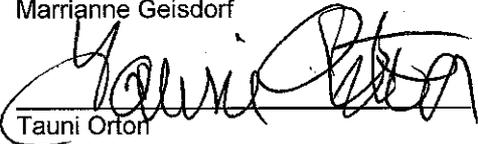
MINUTES OF PUBLIC MEETING OF THE HAPPY VALLEY SCHOOL

A public meeting of the Happy Valley School was convened on November 14, 2017 at 4:15 p.m., at Business Office: 827 E 6th Ave Mesa, AZ 85204. Present at the meeting were the following members of the Happy Valley School Board: Glen Gaddie and Tauni Orton. The following matters were discussed, considered, and decided at the meeting:

1. Call to order – Chairperson Glen Gaddie –4:25 p.m.
2. Business Items:
 - a. Glen Gaddie motioned to approve the 07/10/17 meeting minutes without corrections. Tauni Orton seconded the motion and the minutes were approved and accepted.
 - i. Glen –
 - ii. Tauni –
 - iii. Motion carried
 - b. Glen Gaddie motioned to approve the 11/14/17 agenda. Tauni Orton seconded the motion and the agenda was approved and accepted.
 - i. Glen –
 - ii. Tauni –
 - iii. Motion carried
 - c. Tauni Orton motioned for approval of the Happy Valley School SPED Policies and Procedures. A copy of the Policies and Procedures were reviewed, accepted without concerns and seconded by Glen Gaddie.
 - i. Glen
 - ii. Tauni
 - iii. Motion carried
 - d. Glen Gaddie motioned to approve the Grade Level Change to Charter Amendment Request to expand to 7th and 8th grades. The board reviewed the objectives and accepted the motion without concerns and Tauni Orton seconded the motion.
 - i. Tauni
 - ii. Glen
 - iii. Motion carried
 - e. Glen Gaddie motioned to approve a reduction to the student enrollment cap from 900 to 750. In the last five years at least, Happy Valley School (HVS) has not exceeded 700 students and has declined in the last few years to the current enrollment of 500. Even with the proposed expansion of 7th and 8th grades, HVS will not exceed an enrollment cap of 750. The motion was accepted without concerns and Tauni Orton seconded the motion.
 - i. Glen
 - ii. Tauni
 - iii. Motion carried to approve 750 Student Enrollment Cap
 - f. Glen Gaddie adjourned the meeting at 4:59 pm
 - i. Tauni
 - ii. Glen
 - iii. Motion carried


Glen Gaddie

Not present

Marriane Geisdorf

Tauni Orton

AGENDA ITEM EXECUTIVE SUMMARY: Charter Renewal Application – Academy of Building Industries, Inc.

Request

Academy of Building Industries, Inc. (“Charter Holder”) submitted a charter renewal application on September 25, 2017 to continue operation of Academy of Building Industries.

See Appendix A: Renewal Application

Profile

The Charter Holder was granted a charter in 2003. The Charter Holder serves students in Ft. Mohave in grades 9–12, with a current enrollment cap of 200.

See Appendix B: Renewal Summary Review.

Governance

Corporate Board Members	School Governing Body Members	Type
John Caponetto	Steven Bouman	Charter Organization
	Kelly Buth	Charter Organization
	John Caponetto	Charter Organization
	Jeri Miller	Charter Organization
	Dorn Wilcox	Charter Organization

Operational Performance

During the Academic Systems Review, specific areas of the charter contract are reviewed to ensure a charter holder is in compliance. If Board staff identifies contractual or legal non-compliance issues at the site visit, each issue is reflected on the charter holder’s Operational Performance Dashboard, with required submissions to come into compliance.

The Charter Holder’s School Governing Body membership was found to not be consistent between ASBCS Online and the Academy of Building Industries, Inc.’s Governing Body. On February 15, 2018, the Charter Holder’s Governing Body membership was updated and was brought into compliance.

The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

Financial Performance

The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

Academic Performance

School Name	Academy of Building Industries		
Date Open	August 2004		
Location	Ft. Mohave		
Grades Served	9-12		
FY 14 Letter Grade	A-ALT		
	FY 15	FY 16	FY 17
ELA AzMERIT (13% ⁺)	8%	12%	8%
Math AzMERIT (10% ⁺)	10%	29%	10%
Science AIMS (53% ⁺)	25%	33%	8%

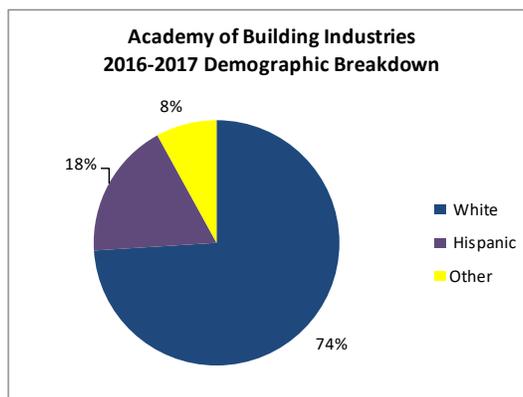
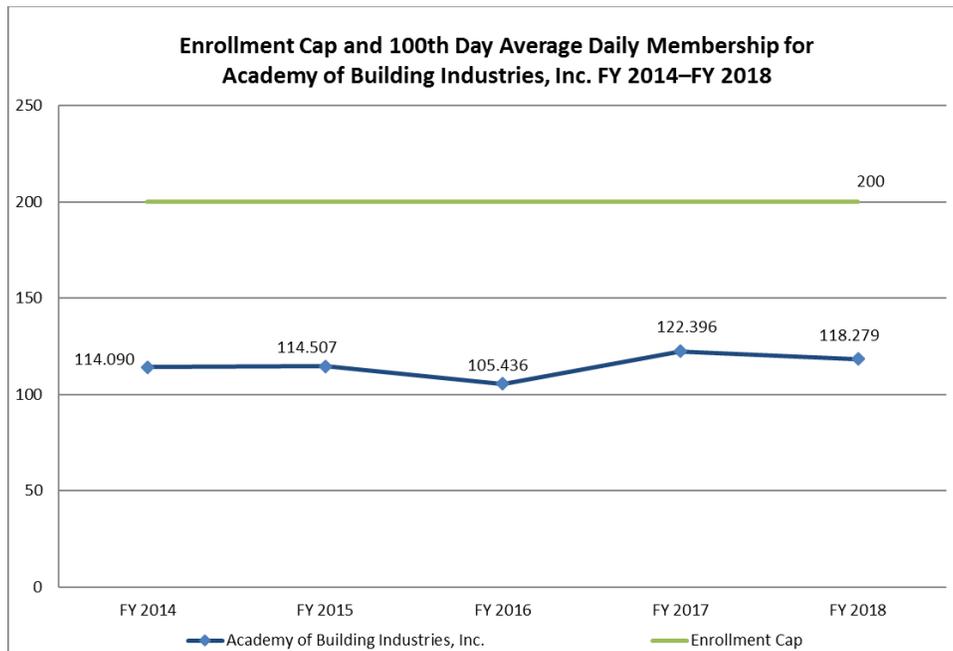
⁺FY 17 State Average Passing for Alternative Schools

Additional School Choices Serving Grades 9-12 within 5 Miles of Academy of Building Industries

There is no comparison data available due to the absence of additional alternative school choices serving grades 9–12 within five-mile radius of Academy of Building Industries.

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2014–FY 2018.



2016-2017 Subgroup Data

Free and Reduced Lunch	76%
English Language Learners	*
Special Education	18%

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

Academic Systems Review

Board staff conducted an Academic Systems Review (“ASR”) at Academy of Building Industries operated by the Charter Holder to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The ASR site visit was conducted by Judy Thompson, Education Program Manager and Daniel Cobin, Education Program Manager on February 6, 2018.

Detailed information regarding the Academic Systems Review is provided in *Appendix C: Academic Systems Review Report*.

APPENDIX A
RENEWAL APPLICATION



Renewal 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.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

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

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Jean Thomas 09/25/2017

APPENDIX B
RENEWAL SUMMARY REVIEW



Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Five Year ASR Interval Report Summary Review

Interval Report Details

[Hide Section](#)

Report Date: 03/20/2018 Report Type: Five Year ASR Interval Report

Charter Contract Information

[Hide Section](#)

Charter Corporate Name: Academy of Building Industries, Inc.
 Charter CTDS: 08-87-04-000 Charter Entity ID: 85540
 Charter Status: Open Contract Effective Date: 03/16/2004
 Number of Schools: 1 Contractual Days:
 Charter Grade Configuration: 9-12 • Academy of Building Industries: 144
 FY Charter Opened: 2005 Contract Expiration Date: 03/15/2019
 Charter Granted: 02/10/2003 Charter Signed: 03/16/2004
 Corp. Type: Non Profit Charter Enrollment Cap: 200

Charter Contact Information

[Hide Section](#)

Mailing Address: 1547 Lipan Boulevard Ft. Mohave, AZ 86426 Website: -
 Phone: 928-788-2601 Fax: 928-788-2610
 Mission Statement: To provide the opportunity for students who have become behind in credits (credit recovery), a high school education focused on the academic and technical skills necessary for graduate to excel in a lifetime career in the construction industry.
 Charter Representatives: Name: Email: FCC Expiration Date:
 1.) Mrs. Jean Thomas tjean@aobihs.com -

Academic Performance - Academy of Building Industries

[Hide Section](#)

School Name: Academy of Building Industries School CTDS: 08-87-04-201
 School Entity ID: 85541 Charter Entity ID: 85540
 School Status: Open School Open Date: 08/01/2004
 Physical Address: 1547 Lipan Boulevard Ft. Mohave, AZ 86426 Website: -
 Phone: 928-788-2601 Fax: 928-788-2610
 Grade Levels Served: 9-12 FY 2014 100th Day ADM: 114.091

Academic Performance Per Fiscal Year

[Hide Section](#)

Academy of Building Industries

	2012 Small High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth									
1a. SGP	Math	NR	0	NR	0	0	NR	0	0
	Reading	48	50	30	NR	0	0	NR	0
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A
1b. Improvement	Math	N/A	N/A	N/A	28.6	50	15	48	100
	Reading	N/A	N/A	N/A	50	75	15	55.6	100
2. Proficiency									
2a. Percent Passing	Math	42 / 31.6	75	10	10 / 19.7	50	10	31 / 20.2	75
	Reading	53 / 59.3	50	10	69.2 / 53.7	75	10	65.2 / 50.7	75
2b. Composite School Comparison	Math	11.1	75	7.5	N/A	N/A	N/A	N/A	N/A
	Reading	-6.8	50	7.5	N/A	N/A	N/A	N/A	N/A
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0
	Reading	NR	0	0	NR	0	0	NR	0
2c. Subgroup FRL	Math	38 / 30.5	75	5	10.3 / 18.5	50	5	31.4 / 20.3	75
	Reading	54 / 57.4	50	5	69.6 / 51.9	75	5	75 / 49.7	75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0
	Reading	27 / 27.3	50	5	NR	0	0	NR	0
3. State Accountability									
3a. State Accountability	C	50	5	C-ALT	50	5	A-ALT	100	5
4. Graduation									
4a. Graduation	65	75	15	Met	75	15	Met	75	15
4b. Academic Persistence	N/A	N/A	N/A	85	75	20	80	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	51.88			66.25			83.75		

Financial Performance

[Hide Section](#)

Charter Corporate Name: Academy of Building Industries, Inc.
 Charter CTDS: 08-87-04-000 Charter Entity ID: 85540
 Charter Status: Open Contract Effective Date: 03/16/2004

Financial Performance

[Hide Section](#)

Academy of Building Industries, Inc.

Fiscal Year 2016

Fiscal Year 2017

Near-Term Measures

Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity <30, but >=15: Does Not Meet <15: Falls Far Below	104.67	Meets	101.82	Meets
Default	No	Meets	No	Meets

Sustainability Measures*

Net Income ≤0: Does Not Meet	\$81,221	Meets	\$19,647	Meets
Fixed Charge Coverage Ratio	2.81	Meets	2.00	Meets

<1.10: Does Not Meet

Cash Flow (3-Year Cumulative)
Negative: Does Not Meet**

\$187,755

Meets

\$87,311

Meets

Cash Flow Detail by FY

FY 2016

FY 2015

FY 2014

FY 2017

FY 2016

FY 2015

\$110,056

(\$31,028)

\$108,727

\$8,283

\$110,056

(\$31,028)

Meets Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

Operational Performance

[Hide Section](#)

Charter Corporate Name:

Academy of Building Industries, Inc.

Charter CTDS:

08-87-04-000

Charter Entity ID:

85540

Charter Status:

Open

Contract Effective Date:

03/16/2004

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "***" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2015	2016	2017	2018
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	Meets	--
Timely Submission	Yes (more info)	Yes (more info)	Yes (more info)	Yes (more info)
Audit Opinion	Unqualified (more info)	Unqualified (more info)	Unqualified (more info)	Unqualified (more info)
Completed 1st Time CAPs	No issue identified	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	No issue identified	School Governing Body Amendment* (more info)
Limited Substantiated Complaints	No issue identified	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	Meets Operational Expectations	--

Last Updated: 2018-02-15 13:01:13

APPENDIX C
ACADEMIC SYSTEMS
REVIEW REPORT

Academy of Building Industries

Five-Year Interval Review Final Report

CHARTER INFORMATION

Charter Holder Name	Academy of Building Industries, Inc.	School Name	Academy of Building Industries
Charter Holder Entity ID	85540	Site Visit Date	February 6, 2018
Academic Systems Review due to:	Charter Renewal	Final Report Date	February 12, 2018

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Academy of Industries	August 2004	Ft. Mohave	116.332	9-12

*ADM as of 1/29/18

Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual non-compliance issue(s) at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on **March 14, 2018**. The table below identifies the contractual components that are in and out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by **March 14, 2018**.

Failure to provide required follow-up, as described below, by **March 14, 2018**, will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
School Calendar	The school's calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
Instructional Hours	The minimum required instructional hours are met for all grade levels, per (A.R.S. §15-901).	NO FOLLOW-UP REQUIRED
Instructional Staff Education and Experience	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED
Open Meeting Law	Pursuant to A.R.S. §38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
Board Alignment	Pursuant to A.R.S. §38-431.01-09, School Governing Board membership was found to not be consistent between ASBCS Online and the Academy of Building Industries, Inc.'s governing board.	An administratively complete School Governing Body Amendment Request updating the current membership by adding Kelly Both.
	Recorded in Measure 2.d.: Board Alignment with ASBCS	
Enrollment and Attendance Policies	Reviewed for compliance with A.R.S. §15-184. The school is in compliance.	NO FOLLOW-UP REQUIRED
Mission Statement	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction according to the contract is an integrated academic program designed to prepare students for construction trades. An emphasis is placed on workplace skills including communication, cultural awareness, professionalism, teamwork and personal responsibility. Additional support occurs through partnerships with local communities, business, and trades people. School leadership added that students attend a traditional six period day, with four periods consisting of core academics and two periods consisting of industrial arts electives. Some students enter industrial arts apprentice programs in their final year. During the academic periods, students utilize a self-paced environment and use an individualized student portfolio, aligned to state standards and computerized assignments, to guide their learning. Differentiated instruction, small power lessons, bell work, direct instruction, and computers with Anywhere Learning System (“ALS”) and online textbooks are used in the classrooms.

In the academic classrooms, Board staff observed students working independently in a self-paced environment, with access to ALS and online textbooks that are aligned with the individual student portfolios. Teachers monitored progress and checked for understanding through observations and one on one interaction. Students were observed engaging in direct and differentiated instruction in Math. Verbal questioning was used in the classrooms to check for understanding and students used technology for both instruction and assessment.

In the industrial arts classrooms, Board staff observed students rebuilding a car and its engine, Computerized Architectural Design with three-dimensional printing, blacksmithing, basic engineering, calligraphy, framing for structures, woodworking, and custom cabinetry. In addition, students were observed participating in a weekly entrepreneurial class.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>1. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> • Algebra 1 Curriculum Map 	Sufficient	Curriculum Map



<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		
<ul style="list-style-type: none"> Geometry Curriculum Map English 9 Portfolio List 2017 	Sufficient	Curriculum Map/Portfolio
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		
<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>		
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>		
<ul style="list-style-type: none"> 10/10/17 - 11/10/18 Academic Meeting Notes Receipt of Grammar Books 	Sufficient	<ul style="list-style-type: none"> Meeting Minutes Receipt
<i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i>		
<ul style="list-style-type: none"> 10/10/17 - 11/10/18 Academic Meeting Notes 	Sufficient	Meeting Minutes
<i>iii. Evidence of a plan of action based on findings.</i>		
<ul style="list-style-type: none"> 10/10/17 - 11/10/18 Academic Meeting Notes 	Sufficient	Meeting Minutes
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.		
<i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i>		
<i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i>		
<ul style="list-style-type: none"> Teacher Evaluations and Walkthroughs Prop 301 Teacher Evaluations 	Sufficient	Teacher Evaluations and Walkthroughs
<i>ii. Evidence of observations with feedback provided to teachers after each observation.</i>		
<ul style="list-style-type: none"> Teacher Evaluations and Walkthroughs 	Sufficient	Teacher Evaluations and Walkthroughs



<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		
<ul style="list-style-type: none"> Teacher Evaluations and Walkthroughs 	Sufficient	Teacher Evaluations and Walkthroughs
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
<ul style="list-style-type: none"> Fall Benchmark Data – Saxon Nelson – Denny 11/2/17 Staff Meeting Minutes Blueprint Report 2016-2018 ATI AzMerit ELA Grade 11 TE CBAS #2 NT Blueprint 2016-18 ATI AzMERIT ELA 11 Gr. TE CBAS #2 NT 	Sufficient	Benchmark Reports
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
<ul style="list-style-type: none"> 10/10/17 - 11/10/18 Academic Meeting Notes 11/2/17 Staff Meeting Minutes 	Sufficient	Meeting Minutes
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school’s program of instruction.</i>		
<ul style="list-style-type: none"> 11/2/17 Staff Meeting Minutes 	Sufficient	Meeting Minutes
<ul style="list-style-type: none"> ABI Professional Development Calendar 	Sufficient	Professional Development Calendar
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		



<ul style="list-style-type: none"> Teacher Evaluations and Walkthroughs 	Sufficient	Teacher Evaluations and Walkthroughs
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		



Appendix A.
Academic Systems Review Site
Visit Inventory

I. Core Curriculum Inventory

Arizona Mathematic Standards

Mathematics Curriculum Map

Algebra 1

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS
In Progress

Academy of Building Industries Standards

Algebra 1 – At a Glance

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Curriculum Map									
Semester 1			Semester 2				Flex Units		
Unit 1	Unit 2		Unit 3	Unit 4		Unit 5		Flex 1	Flex 2
Equations and Inequalities	Linear Functions		Systems of Linear Equations	Quadratics		Exponential Functions		Systems of Inequalities and Piecewise Defined Functions	Statistics and Probability
A-CED.A.1	A-CED.A.2	F-IF.C.7	A-CED.A.2	N-RN.B.3	A-REI.B.4	A-CED.A.3	F-BF.A.1	A-CED.A.3	F-LE.B.5 S-ID.B.6b
A-CED.A.4	A-REI.D.10	F-IF.C.9	A-CED.A.3	A-SSE.A.1a	A-REI.D.11	A-REI.D.10	F-BF.B.3	A-REI.D.11	S-ID.A.1 S-ID.C.7
A-REI.A.1	F-IF.A.1	F-BF.A.1	A-REI.C.5	A-SSE.A.1b	F-IF.B.4	F-IF.A.1	F-LE.A.1a	A-REI.D.12	S-ID.A.2 S-ID.C.8
A-REI.B.3	F-IF.A.2	F-BF.B.3	A-REI.C.6	A-SSE.A.2	F-IF.B.6	F-IF-A.2	F-LE.A.1c	F-IF.B.4	S-ID.A.3 S-ID.C.9
	F-IF.A.3	F-LE.A.1b	A-REI.D.11	A-SSE.B.3a	F-IF.C.7	F-IF.A.3	F-LE.A.2	F-IF.B.6	S-ID.B.5 S-CP.A.1
	F-IF.B.4	F-LE.A.2		A-SSE.B.3b	F-IF.C.8a	F-IF.B.4	F-LE.A.3	F-IF.C.7	S-ID.B.6a S-CP.A.2
	F-IF.B.5	F-LE.B.5		A-APR.A.1	F-IF.C.9	F-IF.B.6	F-LE.B.5	F-IF.C.9	
	F-IF.B.6			A-APR.B.3	F-BF.A.1	F-IF.C.7		F-BF.B.3	
				A-CED.A.1	F-BF.B.3	F-IF.C.9			
				A-CED.A.4	F-LE.A.3				
N-Q standards are included Algebra 1, Geometry, and Algebra 2. This standard should not be taught in isolation, rather in conjunction with other standards.									
A1.N-Q.A.1			A1.N-Q.A.2			A1.N-Q.3			
Mathematical Practices									
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.					5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.				
All units will include the Mathematical Practices									

Algebra 1 Key: N = Number and Quantity, A = Algebra, F = Functions, S = Statistics and Probability, G = Geometry

Algebra 1 Overview

NUMBER AND QUANTITY - N

The Real Number System (N-RN)

- Use properties of rational and irrational numbers.

Quantities (N-Q)

- Reason quantitatively and use units to solve problems.

ALGEBRA - A

Seeing Structure in Expressions (A-SSE)

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions (A-APR)

- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.

Creating Equations (A-CED)

- Create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities (A-REI)

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

FUNCTIONS - F

Interpreting Functions (F-IF)

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of context.
- Analyze functions using different representations.

Building Functions (F-BF)

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Linear, Quadratic, and Exponential Models (F-LE)

- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

STATISTICS AND PROBABILITY - S

Interpreting Categorical and Quantitative Data (S-ID)

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Conditional Probability and the Rules of Probability (S-CP)

- Understand independence and conditional probability and use them to interpret data.

Standards for Mathematical Practices (MP)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics – Algebra 1
Algebra 1 Content Emphasis

● -Major Content ▲ -Supporting Content		
Major content (●) from the content emphasis section should account for approximately 70% of instructional time.		
The Real Number System (N-RN)	Creating Equations (A-CED)	Interpreting Functions (E-IF)
▲ Use the properties of rational and irrational numbers.	● Create equations that describe situations or relationships.	● Understand the concept of a function and use function notation.
Quantity (N-O)	Reasoning with Equations and Inequalities (A-REI)	● Interpret functions that arise in applications in terms of the context.
● Reason quantitatively and use units to solve problems.	● Understand solving equations as a process of reasoning and explain the reasoning.	● Analyze functions using different representations.
Seeing Structure in Expressions (A-SSE)	▲ Solve equations and inequalities in one variable.	Linear, Quadratic, and Exponential Models (F-LE)
● Interpret the structure of expressions.	▲ Solve a system of equations.	● Construct and compare linear, quadratic, and exponential models and solve problems.
● Write expression in equivalent forms to solve problems.	▲ Represents and solve equations and inequalities graphically.	● Interpret expressions for functions in terms of the situation they model.
Arithmetic with Polynomials and Rational Expressions (A-APR)	Building Functions (F-BF)	Interpreting Categorical Data and Quantitative Data (S-ID)
▲ Perform arithmetic operations on polynomials.	● Build a function that models a relationship between two quantities.	▲ Summarize, represent, and interpret data on a single count or measurement variable.
● Understand the relationship between zeros and factors of polynomials.	▲ Build new functions from existing functions.	▲ Summarize, represent, and interpret data on two categorical or quantitative variables.
Conditional Probability and the Rule of Probability (S-CP)		● Interpret linear models.
▲ Understand independence and conditional probability and use them to interpret data		

Unit 1 Equations and Inequalities

Essential Question(s): How can you use equations and inequalities to solve real-world problems?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Solve and justify steps in equations	A-REI.A.1: Explain each step in solving linear and quadratic equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	MP 3	Barron's EZ Algebra CH2, 10, 11
Create and solve multi-step equations	A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on equations and inequalities that are linear, quadratic, or exponential. A-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	MP 1 MP 4	Barron's EZ Algebra CH2, 9, 11
Solve literal equations	A-CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	MP 7	Barron's EZ Algebra (Scattered) Barron's EZ Algebra 2 CH1
Create, solve, and graph multi-step inequalities	A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on equations and inequalities that are linear, quadratic, or exponential. A-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	MP 1 MP 4	Barron's EZ Algebra CH2, 9, 11
Create, solve, and graph compound inequalities	A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on equations and inequalities that are linear, quadratic, or exponential. A-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	MP 1 MP 4	Barron's EZ Algebra CH2, 9, 10

Semester 1

Unit 2 Linear Functions

Essential Question(s):

- How can you use functions/ linear functions/ different forms of linear equations/ inequalities to solve real-world problems?
- How do you write linear equations from tables, graphs, and contextual situations?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Function terminology and notation	F-IF.A.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. F-IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	MP 4 MP 6 MP 7	Barron's EZ Algebra CH8
Evaluating functions	F-IF.A.2: Evaluate a function for inputs in the domain, and interpret statements that use function notation in terms of a context.	MP 6 MP 7	Barron's EZ Algebra CH2, 9, 10
Create two-variable equations from context	A-CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	MP 1 MP 4 MP 6	Barron's EZ Algebra CH2, 9, 10
Graphing two variable equations	A-REI.D.10: Understand the graph of an equation in two variables is a set of all solutions plotted in a coordinate plane; often forming a curve, which could be a line	MP 5 MP 6	Barron's EZ Algebra CH2, 9,10
Recognizing arithmetic sequences	F-IF.A.3: Recognize sequences are functions sometimes defined recursively, whose domain is a subset of integers	MP 3 MP 7 MP 8	Barron's EZ Algebra CH8
Constructing arithmetic sequences with application	F-BF.A.1: Write a function that describes a relationship between two quantities; determine an explicit expression, a recursive process, or steps for calculation from real-world content	MP3 MP7	Barron's EZ Algebra CH8

Mathematics – Algebra 1

Modeling with arithmetic sequences	F-LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences given a graph, a description of a relationship, or input/output values	MP 4 MP 3	Barron's EZ Algebra CH8, 9 Engage NY Algebra1 Module 3 Topic A https://www.engageny.org/resource/algebra-i-module-3-topic-overview
Average rate of change of linear functions	F-IF.B.6: Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.	MP 7	Barron's EZ Algebra CH8, 9 Barron's EZ Algebra 2 CH3
Comparing properties of linear functions	F-IF.C.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	MP 1	Barron's EZ Algebra CH8, 9, 10 Barron's EZ Algebra 2 CH3
Model and identify key features of linear functions	F-IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums. F-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	MP 4	Barron's EZ Algebra CH8, 9 Barron's EZ Algebra 2 CH3
Transformations of Linear Functions	F-BF.B.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).	MP 4 MP 7 MP 8	Barron's EZ Algebra 2 CH5 Engage NY Module 4, Topic C Lesson 19 Transformations Absolute Value https://www.engageny.org/resource/algebra-i-module-4-topic-c-lesson-19

Mathematics – Algebra 1

<p>Modeling with Linear Functions/ Interpreting and applying rate of change</p>	<p>F-LE.A.1b: Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p>	<p>MP 2 MP 4</p>	<p>Barron's EZ Algebra CH9 Barron's EZ Algebra 2 CH3</p>
<p>Identify Parameters of Linear Functions in Context</p>	<p>F-LE.B.5: Interpret the parameters in a linear or exponential function with integer exponents utilizing real world context.</p>		<p>Barron's EZ Algebra CH8, 9, 11 Barron's EZ Algebra 2 CH3</p>

Semester 1

Unit 3

Essential Question(s):

- How can you find the solution of a system of linear equations by graphing?
- How can you find the solution of a system of linear equations by using substitution?
- How can you find the solution of a system of linear equations by adding or subtracting, using multiplication, and elimination?
- How do you use systems of linear equations to model and solve real-world and/or contextual problems?
- How can you use a system of linear equations to solve an equation with variables on both sides?
- How can you determine if a system of linear equations have one solution, no solutions, or infinitely many solutions?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Graphing Systems of Linear Equations	<p>A-CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p>A-REI.C.6: Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.</p> <p>A-REI.D.11: Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find the solutions approximately (e.g., using technology to graph the functions, make tables of values, or find successive approximations).</p>	<p>MP 1</p> <p>MP 5</p> <p>MP 6</p>	<p>Barron's EZ Algebra CH2, 7, 8, 9</p> <p>To Rent or Not to Rent</p> <p>Estimating a Solution Via Graphs</p> <p>Link to Desmos Systems Unit</p> <p>Link to Mathshell Tasks by Cluster</p> <p>Link to Math Visions Systems Unit</p>
Writing Systems of Linear Equations	<p>A-CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A-CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p>A-REI.C.6: Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.</p>	<p>MP 1</p> <p>MP 2</p> <p>MP 4</p> <p>MP 6</p>	<p>Barron's EZ Algebra CH10</p> <p>Illustrative Mathematics: Dimes and Quarters Task</p> <p>Illustrative Mathematics: Writing Constraints Task</p> <p>Illustrative Mathematics: Growing Coffee Task</p> <p>Dan Meyer 3 Act Task- Coin Machine Find A System</p>

Mathematics – Algebra 1

<p>Solving systems of Linear Equations using Substitution</p>	<p>A-REI.C.6: Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.</p>	<p>MP 1 MP 6 MP 7</p>	<p>Barron's EZ Algebra CH10</p> <p><u>Fantastic Fruit</u></p> <p><u>Illustrative Mathematics: Cash Box Task</u></p> <p><u>Illustrative Mathematics: Accurately Weighing Pennies</u></p> <p><u>Accurately Weighing Pennies II</u></p> <p><u>Quinoa Pasta 2</u></p> <p><u>Quinoa Pasta 3</u></p> <p><u>Pairs of Whole Numbers</u></p> <p>*any of the above activities can also be used for elimination.</p>
<p>Solving Systems of Linear Equations using Elimination</p>	<p>A-CED.A.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p>A-REI.C.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A-REI.C.6: Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.</p>	<p>MP 1 MP 6 MP 7</p>	<p>Barron's EZ Algebra CH10</p> <p><u>Solving Systems Using Elimination: An Intuitive Approach</u></p> <p><u>Illustrative Mathematics: Solving Equations in Two Unknowns</u></p>

Arizona Mathematic Standards

Mathematics Curriculum Map

Geometry

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS

Mathematics – Geometry
Academy of Building Industries Standards
Geometry – At a Glance

Curriculum Map

Semester 1				Semester 2				Flex Unit
Unit 1 Transformations	Unit 2 Congruent Triangles	Unit 3 Parallel Lines and Angles	Unit 4 Relationships in Triangles	Unit 5 Similarity	Unit 6 Trigonometry	Unit 7 Circles	Unit 8 Area and Volume	Flex Quadrilaterals
G-CO.A.1 G-CO.A.2 G-CO.A.3 G-CO.A.4 G-CO.A.5 G-CO.B.6	G-CO.B.7 G-CO.B.8	G-CO.A.1 G-CO.B.6 G-CO.C.9 G-CO.D.12 G-GPE.B.5	G-CO.C.10 G-CO.D.12 G-CO.D.13	G-SRT.A.1 G-SRT.A.2 G-SRT.B.3 G-SRT.B.4 G-SRT.B.5 G-GPE.B.6	G-SRT. B.4 G-SRT.C.6 G-SRT.C.7 G-SRT.C.8	G-C.A.1 G-C.A.2 G-C.A.3 G-C.B.5 G-GPE.A.1	G-GMD.A.1 G-GMD.A.3 G-GMD.B.4 G-MG.A.1 G-MG.A.2 G-MG.A.3 G-GPE.B.7	G-CO.C.11 G-SRT.B.5 G-GPE.B.4 G-MG.A.1 G-MG.A.3
N-Q standards are included Algebra 1, Geometry, and Algebra 2. This standard should not be taught in isolation, rather in conjunction with other standards. <div style="display: flex; justify-content: space-around;"> G.N-Q.A.1 G.N-G.A.2 G.N-Q.3 </div>								
Mathematical Practices								
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.				5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.				
All units will include the Mathematical Practices								

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Geometry Key: N = Number and Quantity, A = Algebra, F = Functions, S = Statistics and Probability, G = Geometry

Geometry Overview

NUMBER AND QUANTITY - N

Quantity (N-Q)

- Reason quantitatively and use units to solve problems.

GEOMETRY - G

Congruence (G-CO)

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems.
- Make geometric constructions.

Similarity, Right Triangles, and Trigonometry (G-SRT)

- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.

Circles (G-C)

- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.

Expressing Geometric Properties with Equations (G-GPE)

- Translate between the geometric description and the equation for a conic section.
- Use coordinates to prove geometric theorems algebraically.

Geometric Measurement and Dimension (G-GMD)

- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.

Modeling with Geometry (G-MG)

- Apply geometric concepts in modeling situations.

Standards for Mathematical Practices (MP)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics – Geometry
Geometry Content Emphasis

● -Major Content ▲ -Supporting Content

Major content (●) from the content emphasis section should account for approximately 70% of instructional time.

Quantity (N-Q)

▲ Reason quantitatively and use units to solve problems.

Congruence (G-CO)

● Experiment with transformations in the coordinate plane.

● Understand congruence in terms of rigid motions.

● Prove geometric constructions.

▲ Make geometric constructions.

Similarity, Right Triangles, and Trigonometry (G-SRT)

● Understand similarity in terms of similarity transformations.

● Prove theorems using similarity.

● Define trigonometric ratios and solve problems involving right triangles.

Circles (G-C)

▲ Understand and apply theorems about circles.

▲ Find arc lengths and areas of sectors of circles.

Statistics and Probability (G-GPE)

▲ Translate between the geometric description and the equation of a conic section.

● Use coordinates to prove simple geometric theorems algebraically.

Geometric Measurement and Dimensions (G-GMD)

● Explain volume formulas and use them to solve problems.

▲ Visualize relationships between two-dimensional and three-dimensional objects.

Statistics and Probability (G-MG)

▲ Apply geometric concepts in modeling situations.

Mathematics – Geometry

Table 3. Fluency Expectations Across All Grade Levels.

Grade	Coding	Fluency Expectations
K	K.OA.A.5	Fluently add and subtract within 5.
1	1.OA.C.5	Fluently add and subtract within 10.
2	2.OA.B.2 2.NBT.B.5	Fluently add and subtract within 20. By the end of 2 nd grade, know from memory all sums of two one-digit numbers. Fluently add and subtract within 100.
3	3.NBT.A.2 3.OA.C.7	Fluently add and subtract within 1000. Fluently multiply and divide within 100. By the end of 3 rd grade, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.
4	4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
5	5.NBT.B.5	Fluently multiply multi-digit whole numbers using a standard algorithm.
6	6.NS.B.2 6.NS.B.3 6.EE.A.2	Fluently divide multi-digit numbers using a standard algorithm. Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation. Write, read, and evaluate algebraic expressions.
7	7.NS.A.1.d 7.NS.A.2.c 7.EE.B.4.a	Apply properties of operations as strategies to add and subtract rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers. Fluently solve one-variable equations of the form $px + q = r$ and $p(x + q) = r$
8	8.EE.C.7	Fluently solve linear equations and inequalities in one variable.
Algebra 1	A1.F-IF.C.7 A1.A-SSE.A.2	Graph functions expressed symbolically and show key features of the graph. Use structure to identify ways to rewrite numerical and polynomial expressions.
Geometry	G.G-SRT.B.5 G.G-GPE.B G.SRT.C.8	Use congruence and similarity criteria to prove relationships in geometric figures and solve problems utilizing a real-world context. Use coordinates to prove geometric theorems algebraically. Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find unknown measurements in right triangles utilizing real-world context.
Algebra 2	A2.A-SSE.A.2 A2.F-BF.B A2.A-REI.B.4	Use the structure of an expression to identify ways to rewrite it. Build new functions from existing functions. Fluently solve quadratic equations in one variable.

Semester 1

Unit 1 Transformations

Essential Question(s):

- How do you transform a figure using precise geometric terminology to specify a sequence of transformations?
- Which transformations produce congruent images and which produce similar images?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Basics of Geometry. Using tools, performing constructions, defining basic terms, and naming lines and angles	G-CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MP 5 MP 6	Barron's EZ Geometry CH 1
Types of transformations and rigid motion. Introduce transformations and coordinate notation	G-CO.A.2: Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.	MP 2 MP 6	Barron's EZ Geometry CH 15,16,17
Translations	<p>G-CO.A.2: Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p> <p>G-CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G-CO.A.5: Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G-CO.B.6: Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p>	MP 2 MP 6	Barron's EZ Geometry CH 15, 17

Mathematics – Geometry

<p>Reflections</p>	<p>G-CO.A.2: Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p> <p>G-CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>G-CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G-CO.A.5: Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G-CO.B.6: Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p>	<p>MP 2</p> <p>MP 6</p>	<p>Barron's EZ Geometry CH 17</p>
<p>Rotations</p>	<p>G.G-CO.A.2: Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p> <p>G.G-CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>G.G-CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G.G-CO.A.5: Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G.G-CO.B.6: Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p>	<p>MP 2</p> <p>MP 6</p>	<p>Barron's EZ Geometry CH 17</p>

Mathematics – Geometry

Dilations	<p>G.G-CO.A.2: Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.</p> <p>G-SRT.A.1: Verify experimentally the properties of dilations given by a center and a scale factor:</p> <ul style="list-style-type: none"> a. Dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor 	MP 2 MP 6	Barron's EZ Geometry CH 17
Sequences of transformations	G-CO.A.5: Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.	MP 2 MP 6	Barron's EZ Geometry CH 17
Congruence and rigid motion	<p>G-CO.A.5: Given a geometric figure and a rotation, reflection, or translation draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.</p> <p>G.G-CO.B.6: Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p>	MP 3 MP 8	Barron's EZ Geometry CH 10, 17
Similarity and transformations	G-SRT.A.2: Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	MP 3 MP 8	Barron's EZ Geometry CH 10, 17

Unit 2 Congruent Triangles

Essential Question(s):

- How can you use triangle congruence to solve real world problems?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Corresponding parts of congruent figures are congruent	G-CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	MP 2	Barron's EZ Geometry CH 6, 7
Justify side-angle-side congruency	G-CO.B.8: Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MP 4	Barron's EZ Geometry CH 6, 7
Justify angle-side - angle congruency	G-CO.B.8: Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MP 3	Barron's EZ Geometry CH 6
Justify side-side-side congruency	G-CO.B.8: Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MP 7	Barron's EZ Geometry CH 6
Justify angle-angle-side congruency	G-CO.B.8: Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MP 3	Barron's EZ Geometry CH 6, 7, 17
Justify hypotenuse-leg congruency (side-side-angle not valid for congruency)	G-CO.B.8: Explain how the criteria for triangle congruence (ASA, AAS, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	MP 7	Barron's EZ Geometry CH 6, 7, 11

Semester 1

Unit 3 - Parallel Lines and Angles

Essential Question(s):

- How can you find the measure of angles formed by intersecting lines?
- How can you prove and use theorems about tangles formed by transversal that intersect parallel lines?
- How can you prove lines parallel?
- What are the key ideas about perpendicular bisectors of a segment?
- How can you find the equation of a line that is parallel or perpendicular to a given line?

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Pairs of lines and angles	G-CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	MP 5	Barron's EZ Geometry CH 3, 4
Parallel lines and transversals	G-CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	MP 5 MP 7	Barron's EZ Geometry CH 3, 4
Proofs with parallel and perpendicular lines	G-CO.C.9: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. HSG-CO.D.12: Make formal geometric constructions with a variety of tools and methods. Constructions include: copying segments; copying angles; bisecting segments; bisecting angles; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	MP 3 MP 4	Barron's EZ Geometry CH 3, 4, 16
Equations with parallel and perpendicular lines	HSG-GPE.B.5: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems, including finding the equation of a line parallel or perpendicular to a given line that passes through a given point. G.G-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	MP 3 MP 4	Barron's EZ Geometry CH 3, 14, 15

Unit 4: Relationships in Triangles

Essential Question(s):

- **How can you use properties of triangles and special segments of triangles to solve real world problems?**

Topic	Arizona Mathematics Standard	Mathematical Practices	Resources
Angle bisectors	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>G-CO.D12: Make formal geometric constructions with a variety of tools and methods. Constructions include: copying segments; copying angles; bisecting segments; bisecting angles; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>	MP 3	Barron's EZ Geometry CH 3, 4, 5, 7, 11, 16
Perpendicular bisectors	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>G-CO.D12: Make formal geometric constructions with a variety of tools and methods. Constructions include: copying segments; copying angles; bisecting segments; bisecting angles; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>	MP 6	Barron's EZ Geometry CH 5, 7, 11, 16
Medians and altitudes	<p>G-CO.C10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	MP 5	Barron's EZ Geometry CH 5, 6, 7, 11

Mathematics – Geometry

<p>Isosceles & equilateral, base angle theorem</p>	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>G-CO.D13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle; with a variety of tools and methods.</p>	<p>MP 3</p>	<p>Barron's EZ Geometry CH 5, 6, 7, 11</p>
<p>Triangle Angle Sum Theorem</p>	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	<p>MP 8</p>	<p>Barron's EZ Geometry CH 3</p>
<p>Exterior Angle Theorem</p>	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	<p>MP 8</p>	<p>Barron's EZ Geometry CH 3, 5</p>
<p>Triangle Midsegment Theorem</p>	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	<p>MP 3</p>	<p>Barron's EZ Geometry CH 3, 5</p>
<p>Triangle Inequality Theorem</p>	<p>G-CO.C.10: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangle are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p>	<p>MP 5</p>	<p>Barron's EZ Geometry CH 5,8</p>

ENGLISH 9 WRITING ASSIGNMENTS

Student's name _____ Start date _____

GRADE

ASSIGNMENT

DATE

ECAP (Education Career Action Plan) _____

Students will use the form provided to create and update their high school information, including transcripts, to form an action plan for career readiness. This assignment may include the use of career inventory assessments online. All extracurricular activities, community service, and career planning will be kept on this form, and will be updated at the beginning of each English class.

Expressive Writing

Write a **personal narrative** that: Relates a story or an event

- describes a sequence of events (written in chronological order), focusing on one incident experienced by the author
- sets scenes and incidents in specific times and places
- describes with specific details the sights, sounds, and smells of the scenes; may be based on real or imagined events
- uses interior monolog (dialogue)
- uses **figurative language (simile, metaphor, personification)**
- uses descriptive language (concrete and specific words)
- identifies a unifying purpose (What is the **moral** of the story?)

READ: Writing Simple Narratives, Developing Conflict in Narrative, Writing Dialogue, Using Anecdotes – WRITER'S CHOICE 9 pages 180-194, simile, metaphor, personification pg. 25

Expository Writing

Write an explanatory, multi-paragraph essay that:

- includes background information to establish the **thesis**(hypothesis, essential question) as appropriate
- states a **thesis** or hypothesis with a narrow focus
- includes evidence in support of a **thesis** or hypothesis in the form of details, facts, examples, or reasons; citing sources when appropriate
- explains a term, an idea, a belief, or an object
- answers who, what, where, why, when, and how (describes, informs)
- includes a topic sentence for each body paragraph and effective conclusion

READ: Expository Writing- Explaining and Informing, Going into Detail, Explaining How To, Answering an Essay Question - WRITER'S CHOICE 9 pages 228-239, 262-266

Persuasive Writing

Write a persuasive composition (business letter, essay) that:

- states a position or claim(**thesis**)
- expresses an opinion to influence the reader to agree or take action
- presents detailed **evidence**, examples, and reasoning to support position
- addresses the reader's concerns
- cites experts and sources

READ: Writing Persuasively, Using Evidence Effectively, Checking Reasoning, Using Language to Advantage, Writing an Editorial - WRITER'S CHOICE 9 pages 288-306

Research Report

Write an essay that:

- incorporates **evidence** in support of a **thesis/claim**
- integrates information from **two** or more pieces of research information

- c. integrates direct quotes
- d. cites sources

READ: *Research Paper Writing, Prewriting: Planning and Researching, Prewriting: Outlining, Drafting, Citing Sources, Revising, Editing and Presenting: A Model Paper – WRITER’S CHOICE 9 pages 324-357*

Research on a topic of your choice – **MUST BE AT LEAST 1,000 words.**
 MUBT BE – *double spaced* WORKS CITED page – (2 different sources)

Functional Writing

Write a business letter that:

- a. presents information purposefully and succinctly to meet the needs of the intended audience
- b. follows a conventional business letter format (block, modified block)
- c. asks for information, help, or support; explains a change, opinion, apology, or complaint

Address an envelope for correspondence that includes:
 an appropriate return and recipient address

READ: *Business Letters – WRITER’S CHOICE 9 pages 414-420*

Literary Response

Write a literary analysis that:

- a. describes the author’s use of **literary elements (theme, point of view, characterization, setting, plot)**
- b. explains different elements of **figurative language (simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery)** in a literary selection
- c. includes analysis, interpretation, opinion and/or feelings about selected piece (poem, lyrics, short story, or novel)
- d. uses evidence from the text, in quotes, to confirm your opinion

READ: *Explaining Theme, Analyzing Point of View, Analyzing Character Descriptions, Write to Analyze Setting, WRITER’S CHOICE 9 pages 104-107, 156-158, 203-206 hyperbole, symbolism, allusion, imagery – LITERATURE – The Reader’s Choice (Literary Terms Handbook- pages R1- R10)*

SIX AZ MERIT READING PREP ASSIGNMENTS

Teacher will assign individual grade level reading assignments designed to ensure student success on the grade level AZMERIT READING tests given each spring and fall.

- _____ READING ASSIGNMENT 1 _____
- _____ READING ASSIGNMENT 2 _____
- _____ READING ASSIGNMENT 3 _____
- _____ READING ASSIGNMENT 4 _____
- _____ READING ASSIGNMENT 5 _____
- _____ READING ASSIGNMENT 6 _____

_____ Galileo Benchmark READING 9 ASSESSMENTS _____

Appendix B.
Academic Systems Review Site
Visit Inventory

II. Curriculum Evaluation
Inventory

Academic meeting 11-10-17



go from Alternative A to School Improvement? We don't know, struggled with changing standards, changing tests, changing standards back again, didn't change the test back. ADE seems to have forgotten Alternative schools exist to serve under served populations.

- Testing was difficult on the computers.
- Math supplemental curriculum was found in electronic files. Teachers tasked with identifying any way to use it to fill gaps.
- Introduced math teachers to Kahn Academy, for supplementation.
- Teachers need to review previous test scores and look for weaknesses.

10-10-17

Academic meeting with math and English.

- Deb will review earlier test scores and create bell work for each class that addresses deficiencies.
- Deb will benchmark test using Nelson Denny until we get Galileo up and running.
- Deb will create incentive program utilizing rewards to motivate students to take the tests seriously.
- How will self paced work for benchmarks?

Math - Grege & John

- Teachers will not use other textbooks except the approved textbook, though may supplement using videos and national standards.
- They can utilize Saxon test until we get Galileo for growth, benchmark, and Title one identification.
- Current math textbook is acceptable according to teachers evaluation. Kahn Academy will help.



Final Details for Order #112-0936165-0125863

Print this page for your records.

Order Placed: November 17, 2017

Amazon.com order number: [REDACTED]

Order Total: \$188.75

Shipped on November 17, 2017

Items Ordered

25 of: *Grammar, Usage, and Mechanics Book, Grade 10*, MCDUGAL LITTEL
Sold by: Walker Bookstore ([seller profile](#))

Price

\$3.00

Condition: New

Shipping Address:

Jean Thomas
1547 E LIPAN BLVD
FORT MOHAVE, AZ 86426-6031
United States

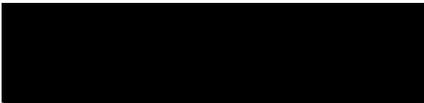
Item(s) Subtotal: \$75.00
Shipping & Handling: \$99.75

Total before tax: \$174.75
Sales Tax: \$14.00

Shipping Speed:
Standard Shipping

Total for This Shipment: \$188.75

Payment information



Billing address

Academy of Building Industries
2280 Jamaica Blvd.
Lake Havasu, AZ 86406
United States

Item(s) Subtotal: \$75.00
Shipping & Handling: \$99.75

Total before tax: \$174.75
Estimated tax to be collected: \$14.00

Grand Total: \$188.75

Credit Card transactions

[REDACTED] November 17, 2017: \$188.75

To view the status of your order, return to [Order Summary](#).

Appendix C.
Academic Systems Review Site
Visit Inventory

III. Teacher Evaluation
Inventory

ACADEMY OF BUILDING INDUSTRIES
PUBLIC CHARTER HIGH SCHOOL
1547 E. LIPAN BLVD. * FT. MOHAVE, AZ 86426
(928) 788-2601 FAX 788-2610

TEACHER EVALUATION FORM

Administrator



Teacher's Name



Date

5-31-17

Philosophy

The purpose of a performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. For professional employees, evaluation is, primarily, a way to document growth in the profession. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The school is committed to the notice of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation, and feedback of a supervisor, is the best way to assist professional teachers in advancing in the profession.

Professional employees on renewable contracts will have a minimum of one administrative observation during the year, lasting a minimum of 10 minutes. Professional employees on renewable contracts will also have at least one formal evaluation by a building administrator. Professional employees on renewable contracts may be placed on intensive staff development or probation if needed.

The administrator conducting the evaluation will hold a post conference with the evaluated teacher within 5 school days following the formal evaluation.

Definitions

- Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/ or documentation.
- Basic:** Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
- Proficient:** Highly competent in the art, skills or field of knowledge of the teaching profession.

TEACHER EVALUATION

Classroom Environment	Unsatisfactory	Basic	Proficient
1. Student/ Teacher Rapport	<input type="checkbox"/> Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom.	<input type="checkbox"/> Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs.	<input checked="" type="checkbox"/> Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.
2. Expectations and Procedures for Behavior, Learning and Achievement	<input type="checkbox"/> No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are.	<input type="checkbox"/> Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them.	<input checked="" type="checkbox"/> Expectations for behavior and procedures are clearly communicated and appear to have been developed keeping the needs of the students in mind. The teacher and the students model the values of respect, dignity, honesty, responsibility, and teamwork.
3. Monitoring and Response to Student Behavior	<input type="checkbox"/> Student behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity.	<input type="checkbox"/> Teacher misses the misbehaviors of some students or responds to student misbehavior with inconsistent results.	<input checked="" type="checkbox"/> Teacher is alert to student behavior. Monitoring by teacher is subtle and preventative. Teacher response to misbehavior is appropriate, consistent, and respectful of the students' dignity. Student behavior is generally appropriate.
Planning & Preparation			
4. Knowledge of Content	<input type="checkbox"/> Demonstrates limited knowledge of subject matter. Content errors are not corrected.	<input type="checkbox"/> Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real world applications.	<input checked="" type="checkbox"/> Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross-curricular applications, where appropriate.

5. Lesson and Unit Structure	<input type="checkbox"/> There is no evidence that daily lessons are aligned with the district curriculum. There is no clear connection between daily lessons, activities or unit plans. There does not appear to be a stated objective or outcome for student learning.	<input type="checkbox"/> There is evidence that daily lessons and long- term goals are generally aligned with the district curriculum. Instructinoal activities are generally related to learning objectives.	<input checked="" type="checkbox"/> Establishes and articulates long and short term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum.
Use of Assessment Data	<input type="checkbox"/> Assessment data is not incorporated into lesson plans.	<input checked="" type="checkbox"/> Some assessment data is incorporated into lesson plans.	<input type="checkbox"/> Assessment data is used in collaboration with colleagues in department/ grade level meetings and is incorporated into the design of lesson plans.
7. Knowledge of Students' Skills, Interests, and Approaches to Learning	<input type="checkbox"/> Lessons do not reflect teacher effort to accommodate students with special needs. All students are required to achieve the same level of proficiency on assignments regardless of special needs. Teacher displays little knowledge of students' interests and skills. Accommodations are generally left to support personnel.	<input type="checkbox"/> Awareness of students with special needs is evident but accommodations are sporadic or superficial. Collaboration with support personnel is limited. Teacher makes some accommodations in assignments. Teacher recognizes the value of understanding students' skills and interests, but such understanding is not reflected in planning and preparation.	<input checked="" type="checkbox"/> Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. Teacher and support personnel collaborate effectively to meet student needs. Lessons are differentiated to meet student needs and a variety of instructional strategies are appropriately employed to enhance learning. Teacher displays knowledge of students' skills and interests.
Instruction			
8. Delivery of Directions and Procedures	<input type="checkbox"/> Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be repeated.	<input type="checkbox"/> Explanations and directions require occasional clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.	<input checked="" type="checkbox"/> Directions and explanations are clear to students and seldom require clarification. Directions are modeled effectively to address the varied learning styles of the students. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.

<p>9. Quality of Questions and Discussion Techniques</p>	<p><input type="checkbox"/> Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or reponds to students who blurt out answers.</p>	<p><input type="checkbox"/> Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non- participants.</p>	<p><input checked="" type="checkbox"/> Questioning strategies include high and low levels of complexity, and engage students. Wait- time strategy is used consistently. A variety of technquest are used to solicit responses from all students.</p>
<p>10. Evidence of Student Engagement</p>	<p><input type="checkbox"/> Activities and assignments are inappropriate for students in terms of their age or background. Participation in activites is limited to a few students.</p>	<p><input type="checkbox"/> Activities and assignments are appropriate to students and to the subect matter. Teacher attempts to engage students in activities.</p>	<p><input checked="" type="checkbox"/> Teacher provides relevant activites and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.</p>
<p>11. Structure/ Pacing of Lesson</p>	<p><input type="checkbox"/> The lesson has no clearly defined structure, and/ or the pacing of the lesson is too slow or rushed.</p>	<p><input type="checkbox"/> The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate.</p>	<p><input checked="" type="checkbox"/> The lesson has a clearly defined structure around which the activiites are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/ adjustment strategies enhance student understanding.</p>
<p>12. Providing Feedback to Students During Instruction</p>	<p><input type="checkbox"/> Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality or inappropriate.</p>	<p><input type="checkbox"/> Feedback is provided but is general and repetitive in nature and not always timely.</p>	<p><input checked="" type="checkbox"/> Feedback is specific, personalized, and timely. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.</p>
<p>13. Evidence of Student Growth</p>	<p><input type="checkbox"/> Evidence of student growth for most students is non- existent, even when consideration is given for factors beyond the teacher's control.</p>	<p><input checked="" type="checkbox"/> Evidence of student growth for most students is apparent, but minimal, even when consideration is given for factors beyond the teacher's control.</p>	<p><input type="checkbox"/> Student growth and achievement is in considerable evidence as judged by teacher made evaluation instruments, student work, district and state assessments, IEP's, etc., irrespective of factors beyond the teacher's control.</p>

Professional Responsibilities			
14. Reporting of Student Data	<input type="checkbox"/> Provides students with some information about their test scores, grades and report cards. Assessment instruments, seatwork, and homework are not handed back in a timely manner.	<input type="checkbox"/> Provides students with information about their current progress. Assessment instruments, seatwork and homework are handed back in a timely manner.	<input checked="" type="checkbox"/> Provides all students with timely information about their progress and helps students use this data to improve their achievement.
15. Reflection on teaching	<input type="checkbox"/> Teacher has few suggestions for how a lesson/ unit may be improved another time. Teacher is not receptive to assistance or collaboration with colleagues.	<input checked="" type="checkbox"/> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes some suggestions about how a lesson may be improved. Teacher occasionally collaborates with colleagues.	<input type="checkbox"/> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Teacher can cite specific examples to support his/ her assessment. Teacher makes specific suggestions of what to monitor and adjust for next time. Teacher collaborate with colleagues.
16. Communicating with Families	<input type="checkbox"/> Teacher interactions with families is unprofessional and at times disrespectful. Student concerns are not addressed in a timely manner.	<input type="checkbox"/> Teacher interactions with families are generally appropriate and professional. Student concerns are often addressed in a timely and respectful manner.	<input checked="" type="checkbox"/> Teacher interactions with families are appropriate and professional. Student concerns are addressed in as timely manner. Teacher initiates contact with families when appropriate.

	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>
17. Organizes physical environment to maximize learning	U	B	P
18. Maintains a safe classroom	U	B	P
19. Treats students fairly and consistently	U	B	P
20. Establishes classroom procedures, rules, rewards, and consequences	U	B	P
21. Scans room frequently, reinforces students' on- task behaviors and deals with off- task behaviors effectively	U	B	P
22. Begins instruction promptly; continues activities until the end of allotted time.	U	B	P
23. Keeps most (90%) of students actively involved throughout the lesson	U	B	P
24. Handles unexpected occurrences with a minimum of class disruption	U	B	P
25. Plans appropriate time for lessons	U	B	P
26. Conducts review of previous learning	U	B	P
27. Makes students aware of learning objective of the lesson	U	B	P
28. Provides appropriate (correct) input	U	B	P
29. Conducts lesson wrap- up	U	B	P
30. Uses interest, value, anxiety, success, and knowledge of results to motivate	U	B	P
31. Uses alternate presentation methods to accommodate different learning styles	U	B	P
32. Incorporates provisions for learners who have special needs	U	B	P
33. Interacts with other employees to promote the total school program	U	B	P
34. Interacts effectively with students	U	B	P
35. Interacts effectively with parents	U	B	P
36. Communicates student progress to parents	U	B	P
37. Performs duties with minimal supervision	U	B	P

38. Monitors and manages students' behaviors outside the classroom	U	B	P
39. Maintains confidentiality of information about students	U	B	P
40. Refrains from negative comments about peers, students, parents, and/ or supervisors in public	U	B	P
41. Works within administrative channels to express concerns about school's operation or to initiate or resist changes in programs and/ or procedures	U	B	P
42. Keeps current in his/ her field and tries new ideas (workshops, graduate work, professional reading, membership in professional organizations, or employs innovative strategies)	U	B	P

	I = Inadequate	NI = Needs Improvement	A = Adequate	AA = Above Average	O = Outstanding
44. Initial Feeling Tone				I NI A AA O	
45. Teaches to One Objective at a Time				I NI A AA O	
46. Modeling				I NI A AA O	
47. Behavior Management				I NI A AA O	
48. Guided Practice				I NI A AA O	
49. Interpersonal Relations w/ Students				I NI A AA O	
50. Interpersonal Relations w/ Coworkers				I NI A AA O	
51. Professional Ethics				I NI A AA O	
52. Loyalty to the School System				I NI A AA O	
53. Enforcement of School Rules & Policies				I NI A AA O	
54. Attendance				I NI A AA O	
55. Physical care of room and equipment				I NI A AA O	

56. Service to the Profession

Comments:

Overall an extremely successful first year. I have been very pleased with what I have observed, from your interactions to your activities. Thank you for thinking outside the box to provide excercises, activities, and rewards. Thankyou for your "extra hat" duties as photographer.

please make sure to read a SPED students IEP and confer with Pat about required accomodations. Students that are not SPED should receive no accomodations.

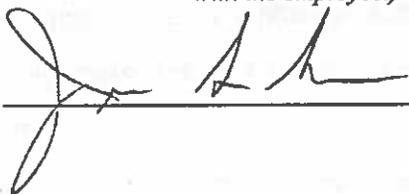
Need to get math certification done.

Teacher Evaluated Signature

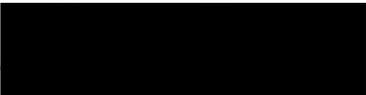
(Signing this evaluation does not indicate agreement with its contents, but indicates that the evaluation has been shared with the employee.)

agreement with its contents, but indicates that the evaluation has been shared

Evaluator Signature



Date 3/12/17

Observer 

Teacher 

Period/ Class period 4

STAFF OBSERVATIONS CHECKLIST

Observed Needs to Improve

- Is the classroom neat and clean
- Is the classroom set up & designed well; management strategies, etc.
- Are classroom rules clearly posted for all students
- Routines and procedures are in place and evident; i.e. students know where to hand in papers, when bathroom break is, etc
- Power lessons are being taught & being followed up on with students
- Are all kids on task
- Does instructor keep students on task
- Is the instructor following school policies- cell phones, chair tipping, language

Improvement Strategies

We are still working on getting a better classroom for you. Thank you for being patient! Love your fun lessons and different approaches to struggling students!

Date 9-17-16

Observer _____

Teacher _____

Period/ Class _____

STAFF OBSERVATIONS CHECKLIST

Observed Needs to Improve

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Is the classroom neat and clean
<u>Muttered!</u> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Is the classroom set up & designed well; management strategies, etc.
<u>you know we are working on it!</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Are classroom rules clearly posted for all students |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Routines and procedures are in place and evident; i.e. students know where to hand in papers, when bathroom break is, etc |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Power lessons are being taught & being followed up on with students |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Are all kids on task |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Does instructor keep students on task |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Is the instructor following school policies- cell phones, chair tipping, language |

Improvement Strategies

other days I've observed students sleeping
you know we have discussed this in staff
meetings.
Love your activities for engagement!

PROP 301 (ACADEMIC) TEACHER EVALUATION CHECKLIST

Date: 17-18

Teacher Name: [REDACTED]

Each item is worth 5 points

1. Teacher participates in weekly staff and curriculum development meetings.

5/5

Attends weekly staff meetings and collaborates with [REDACTED] for curriculum development.

2. Teacher completes and adheres to portfolio development aligned to state standards, and/ or computer software for a self-paced environment.

4/5

Follows developed syllabi, based on standards, curriculum map, and modifies pace based on student assessments.

3. Teacher submits two professional goals for the school year compatible with the vision and goal of the school to include a plan of action, timeline for achievement and end of year evaluation by the Principal.

5/5

Has set goals to complete all certifications, including elementary, middle-school, and high-school mathematics, as well as the goal of increasing state test scores by at least 25% over last year.

4. Teacher implements a portfolio system as directed by the administration to track individual student progress.

5/5

Student progress is tracked by notebook for participation and quizzes, as well as by mid-quarter and end-of-quarter exams.

5. Teacher implements tracking system: introduction, progress, assessment and mastery of Arizona State Standards of academic performance for each child. (AzMERIT test prep, Galileo, in class assessments, finals, Civics test, etc.)

5/5

Student achievement is tracked by benchmark testing, in-class testing, and state testing.

6. Teachers will administer and interpret pre- and post- tests of student progress in core subject areas. 90% of the students will demonstrate academic progress.

4/5

Although academic progress has been measured in over 95% of students, not all improvement is yet statistically significant. Remediation is underway.

7. 70% of students will match or exceed the State AzMERIT Test Score results. The measures of academic progress toward the academic standards adopted by the state board of education. 0 / 5

None of the students has yet achieved this goal. Remediation is ongoing.

SPECIAL SCHOOL PROJECTS: ALL teachers will participate in additional school projects and events as directed by administration/ governing board:

School Functions & Promotional Activities - worth 5 points

- 1. Field trips, guest speakers None yet. 0
- 2. Weekly staff meetings, in- service trainings & other professional development activities 5
- 3. Parent conferences: formal and informal mostly Informal 3
- 4. Fund raising and AOB! events as designated by administration No fundraising yet, Eclipse event 3
- 5. Design, implementation, or participation in Community Service events None yet 0

Communication: Student, parent, and administration – worth 5 points

- 6. Parent communication: conferences, phone calls, unscheduled meetings, documented, updated and on file in the phone log folder 3
- 7. All school/ parent correspondence returned to front office as requested by administration by first period teachers, by due date 5
- 8. ALL TEACHERS are required to follow school policy in their classrooms, hallways, lunch duty, in regard to student discipline. NO Food, cell phones, open drinks, wandering around, inappropriate talk or language, horseplay, back packs in shops, dress code, etc. 4
- 9. Attendance record keeping will be correct. Find a procedure that works for you. Constant careless attendance errors will not be tolerated. 5

Total Points awarded: _____

Amount of Proposition Merit compensation: _____

Comments/ Recommendations: _____

Evaluation completed by: _____

Signature: _____

PROP 301 (ACADEMIC) TEACHER EVALUATION CHECKLIST

Date: 117-'18

Teacher Name: [REDACTED]

Each item is worth 5 points

1. Teacher participates in weekly staff and curriculum development meetings. /5

Weekly staff meetings on Wed. 2:45 - 5:15.
Discuss student issues and school items.

2. Teacher completes and adheres to portfolio development aligned to state standards, and/ or computer software for a self-paced environment. /5

ALS Eng. 9-12. each grade has a portfolio w/ writing assignments. Students may not continue until both portions are complete.

3. Teacher submits two professional goals for the school year compatible with the vision and goal of the school to include a plan of action, timeline for achievement and end of year evaluation by the Principal. /5

1. Administers placement exams.
2. Implement direct instruction w/ bell work focusing on grammar, vocab, punctuation, etc.

4. Teacher implements a portfolio system as directed by the administration to track individual student progress. /5

Using existing portfolios

5. Teacher implements tracking system: introduction, progress, assessment and mastery of Arizona State Standards of academic performance for each child. (AzMERIT test prep, Galileo, in class assessments, finals, Civics test, etc.) /5

Tests will be recorded in each individual ECAP

6. Teachers will administer and interpret pre- and post- tests of student progress in core subject areas. 90% of the students will demonstrate academic progress. /5

In progress. Galileo recently populated with student body.

7. 70% of students will match or exceed the State AzMERIT Test Score results. The measures of academic progress toward the academic standards adopted by the state board of education. /5

In progress.

Increased 10-15% since last testing period.

SPECIAL SCHOOL PROJECTS: ALL teachers will participate in additional school projects and events as directed by administration/ governing board:

School Functions & Promotional Activities - worth 5 points

- 1. Field trips, guest speakers
- 2. Weekly staff meetings, in- service trainings & other professional development activities
- 3. Parent conferences: formal and informal
- 4. Fund raising and AOBI events as designated by administration
- 5. Design, implementation, or participation in Community Service events

Communication: Student, parent, and administration – worth 5 points

- 6. Parent communication: conferences, phone calls, unscheduled meetings, documented, updated and on file in the phone log folder
- 7. All school/ parent correspondence returned to front office as requested by administration by first period teachers, by due date
- 8. ALL TEACHERS are required to follow school policy in their classrooms, hallways, lunch duty, in regard to student discipline. NO Food, cell phones, open drinks, wandering around, inappropriate talk or language, horseplay, backpacks in shops, dress code, etc.
- 9. Attendance record keeping will be correct. Find a procedure that works for you. Constant careless attendance errors will not be tolerated.

Total Points awarded: _____

Amount of Proposition Merit compensation: _____

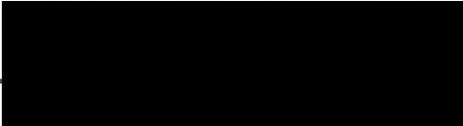
Comments/ Recommendations: _____

Evaluation completed by: _____

Signature: _____

PROP 301 (VOCATIONAL) TEACHER EVALUATION CHECKLIST

Date: 17-'18

Teacher Name: 

Each item is worth 10 points

1. Teacher participates in weekly staff and curriculum development meetings. /10

Yes. Every week

2. Teacher submits one vocational goal for the school year compatible with the vision and goals of the school to include a plan of action, timeline for achievement and end of year evaluation by the Principal. /10

Yes. Office Internship program goals every year for certificate program.

3. Teacher develops partnerships with local contractors to create employment opportunities to those qualified students. /10

Creates partnerships between local colleges and trade schools in order for students to move onto higher education.

4. Teacher develops, implements and monitors a two-year course of study certificate program, aligned to state standards, for students who desire graduation with a trade certificate. /10

Yes. The office Internship program is a 1-year certificate. Student learns office skills, communication, computer skills, operating switchboard for phones, delegating, greeting parents, filing, etc.

SPECIAL SCHOOL PROJECTS: ALL teachers will participate in additional school projects and events as directed by administration/ governing board:

School Functions & Promotional Activities - worth 5 points

- 1. Field trips, guest speakers
- 2. Weekly staff meetings, in- service trainings & other professional development activities
- 3. Parent conferences: formal and informal
- 4. Fund raising and AOBI events as designated by administration
- 5. Design, implementation, or participation in Community Service events

✓
✓
✓
✓
✓

Communication: Student, parent, and administration – worth 5 points

- 6. Parent communication: conferences, phone calls, unscheduled meetings, documented, updated and on file in the phone log folder
- 7. All school/ parent correspondence returned to front office as requested by administration by first period teachers, by due date
- 8. ALL TEACHERS are required to follow school policy in their classrooms, hallways, lunch duty, in regard to student discipline. NO Food, cell phones, open drinks, wandering around, inappropriate talk or language, horseplay, back packs in shops, dress code, etc.
- 9. Attendance record keeping will be correct. Find a procedure that works for you. Constant careless attendance errors will not be tolerated.

✓
✓
✓
✓

Total Points awarded: 50

Amount of Proposition Merit compensation: _____

Comments/ Recommendations: _____

Evaluation _____
Signature: _____

PROP 301 (ACADEMIC) TEACHER EVALUATION CHECKLIST

Date: '17-'18

Teacher Name: [REDACTED]

Each item is worth 5 points

1. Teacher participates in weekly staff and curriculum development meetings.

5/5

Participates weekly

2. Teacher completes and adheres to portfolio development aligned to state standards, and/ or computer software for a self- paced environment.

1/5

Uses portfolios in core subjects and develops alternative curriculum for some students to meet individual education plans

3. Teacher submits two professional goals for the school year compatible with the vision and goal of the school to include a plan of action, timeline for achievement and end of year evaluation by the Principal.

1/5

1) Special education progress reports to go out with quarterly report cards. 2) Summary of Performances completed for all special education graduates.

4. Teacher implements a portfolio system as directed by the administration to track individual student progress.

1/5

Develops individual education plans.

5. Teacher implements tracking system: introduction, progress, assessment and mastery of Arizona State Standards of academic performance for each child. (AzMERIT test prep, Galileo, in class assessments, finals, Civics test, etc.)

1/5

Uses Saxon Math Test, Silvaroli Informal Inventory and Multisyllabic Word Reading Fluency Pretest/ Posttest to track progress towards IEP goals and academic progress

6. Teachers will administer and interpret pre- and post- tests of student progress in core subject areas. 90% of the students will demonstrate academic progress.

1/5

Making progress (Pre-test Saxon Math in August. Post test (Intermediate) in December)

7. 70% of students will match or exceed the State AzMERIT Test Score results. The measures of academic progress toward the academic standards adopted by the state board of education. /5

Not a realistic goal for students placed in a resource room.

SPECIAL SCHOOL PROJECTS: ALL teachers will participate in additional school projects and events as directed by administration/ governing board:

School Functions & Promotional Activities - worth 5 points

- 1. Field trips, guest speakers 5
- 2. Weekly staff meetings, in- service trainings & other professional development activities 5
- 3. Parent conferences: formal and informal _____
- 4. Fund raising and AOBI events as designated by administration _____
- 5. Design, implementation, or participation in Community Service events _____

Communication: Student, parent, and administration – worth 5 points

- 6. Parent communication: conferences, phone calls, unscheduled meetings, documented, updated and on file in the phone log folder 5
- 7. All school/ parent correspondence returned to front office as requested by administration by first period teachers, by due date 5
- 8. ALL TEACHERS are required to follow school policy in their classrooms, hallways, lunch duty, in regard to student discipline. NO Food, cell phones, open drinks, wandering around, inappropriate talk or language, horseplay, back packs in shops, dress code, etc. 5
- 9. Attendance record keeping will be correct. Find a procedure that works for you. Constant careless attendance errors will not be tolerated. 5

Total Points awarded: _____

Amount of Proposition Merit compensation: _____

Comments/ Recommendations: _____

Evaluation completed by: _____

Signature: _____

PROP 301 (VOCATIONAL) TEACHER EVALUATION CHECKLIST

Date: '17-'18

Teacher Name: [REDACTED]

Each item is worth 10 points

1. Teacher participates in weekly staff and curriculum development meetings. /10

Once weekly we meet as a team to seek out feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction and modifying instruction based on those data.

2. Teacher submits one vocational goal for the school year compatible with the vision and goals of the school to include a plan of action, timeline for achievement and end of year evaluation by the Principal. /10

The teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills.

3. Teacher develops partnerships with local contractors to create employment opportunities to those qualified students. /10

The teacher takes an active role in ensuring that students have opportunities to interact with community leaders, employment, and mentoring.

4. Teacher develops, implements and monitors a two-year course of study certificate program, aligned to state standards, for students who desire graduation with a trade certificate. /10

Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socioeconomic status or ability. The teacher takes an active role in ensuring that student have equitable opportunities to achieve. All two-year certificate programs are aligned with state standards.

Appendix D.
Academic Systems Review Site
Visit Inventory

IV. Assessment Inventory

School: __Academy of Building Industries

Principal: Jean Thomas

Data Submission Procedure:

1. Schools will utilize benchmark data to inform instruction and make data decisions regarding instructional planning and practices.
2. Schools will submit their benchmark data using their own data collection form. *(An example of this might be the Galileo Benchmark Report for aggregate school level and grade level data. Please do not send individual student data.)*
3. Data will be uploaded to ALEAT and emailed to the Education Program Specialist, quarterly.

Jan. 15, 2018

March 15, 2018

June 15, 2018 (AzMERIT data)

Using your benchmark data, complete the following table and questions regarding observations, hypotheses, and next steps.

Grade Level	Benchmark Tool Used for Math	Date Math Benchmark Given	Benchmark Tool Used for Reading	Date Reading Benchmark Given
9,10,11,12	SAXON	8-15,16-17	Nelson Denny	10-24,25-17

Observations

What patterns did your team observe in the benchmark data?

MATH-100% of students transferring in to AOBI are below grade level.

MATH-86% of returning students are below grade level

READING- 80% of all students are two years or more below grade level.

Hypotheses

What is it about your practices that might explain the results you see?

AOBI has a transient student population for credit recovery, and dropout prevention. Students have been unsuccessful in traditional schools. 22% Special Ed population due to vocational training.

Traditionally taught classes (math) struggle with classroom management, and student engagement.

Homework is nonexistent due to at risk population.

No bell work, power lessons, or group work took place in the English class, due to teacher turn over.

Next Steps

What actions are needed for you to maintain or improve these results?

Begin Friday Tutoring program.

Hire English teacher.

Provide additional, effective, science based test prep to English curriculum and daily routine.

Identify, locate, and purchase science based professional development for classroom management for reluctant learners.

Review SIAP and add these next steps.

TO: File

RE: Staff Meeting on November 2, 2017

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

AZ Merit Testing: Monday/Writing; Tuesday/Reading; Wednesday/Math. John mentioned that Windows needs to be authenticated because when this message pops up, it boots the students out of the practice tests. Bob instructed staff to turn off all computers and he will restart/fix tomorrow. Pat confirmed with Pat that we have enough headphones for the tests. Jean shared that she was just told that the fall test scores will not count towards the school's label?!?!? Deb has jumped in designing bellwork aligned to AZ Merit testing to address gaps kids are experiencing from the precious English teacher.

Training: Jean/Pat attended Webinar last Wednesday. Academic staff must also attend the upcoming training. It was determined that academic staff will attend the November 30th, Flagstaff seminar, which will require closing the school on the 11/30 and 12/1. On Friday, academic staff will discuss/create benchmarks, update portfolios to reflect these the benchmark assessments. Galileo STILL not set up to create consistent bench mark testing, since now Martha has quit. Rainee will take over, contact company, MAKE IT HAPPEN. In the meantime we will continue to use Saxon test for math and Nelson Denny for reading.

Calendar:

[REDACTED]

12/8/2017: Mental Health Issues: Pat and John wish to attend, but have not yet registered. Jean asked Jeri to register them once determined if Tisha can attend or not.

NotMyKid: Substance Abuse seminar was held on 10/30/17, with the next one being Healthy Relationships on 12/13/17. Staff discussed that this presentation was weak, speaker issues/outcomes non-relatable to our students. Jean will be discussing with NotMyKid about this situation (and we weren't happy with the last speaker either).

[REDACTED]

Academic meeting 11-10-17

change the test back. ADE seems to have forgotten Alternative schools exist to serve under served populations.

- Testing was difficult on the computers.
- Math supplemental curriculum was found in electronic files. Teachers tasked with identifying any way to use it to fill gaps.
- Introduced math teachers to Kahn Academy, for supplementation.
- Teachers need to review previous test scores and look for weaknesses.

10-10-17

Academic meeting with math and English.

- Deb will review earlier test scores and create bell work for each class that addresses deficiencies.
- Deb will benchmark test using Nelson Denny until we get Galileo up and running.
- Deb will create incentive program utilizing rewards to motivate students to take the tests seriously.
- How will self paced work for benchmarks?

Math - Grege & John

- Teachers will not use other textbooks except the approved textbook, though may supplement using videos and national standards.
- They can utilize Saxon test until we get Galileo for growth, benchmark, and Title one identification.
- Current math textbook is acceptable according to teachers evaluation. Kahn Academy will help.

Appendix E.
Academic Systems Review Site
Visit Inventory

V. Professional Development
Inventory

TO: File

RE: Staff Meeting on November 2, 2017

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

AZ Merit Testing: Monday/Writing; Tuesday/Reading; Wednesday/Math. John mentioned that Windows needs to be authenticated because when this message pops up, it boots the students out of the practice tests. Bob instructed staff to turn off all computers and he will restart/fix tomorrow. Pat confirmed with Pat that we have enough headphones for the tests. Jean shared that she was just told that the fall test scores will not count towards the school's label?!?!? Deb has jumped in designing bellwork aligned to AZ Merit testing to address gaps kids are experiencing from the precious English teacher.

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[REDACTED]

2017 / 2018 Professional Development

Date	Event	Staff
8/2017	Confidentiality, FERPA, Policies & Procedures, ALS Training, Homeless Education	
9/2017		
10/30/2017	NotMyKid: Substance Abuse	ALL
11/30/2017	CIS Training	Academic Teachers
12/8/2017	PESI Training: Mental Health Issues in the Classroom/Practical Strategies for Helping Children & Adolescents Succeed	John / Pat
12/13/2017	NotMyKid: Healthy Relationships	ALL
12/15/2017	PowerTeacher training	Academic Teachers
1/12/2018	Galileo Training	Academic Teachers
1//19/2018	NotMyKid: Bullying	ALL
1/25 & 26th	Capturing Kids Hearts Training	Jean Thomas Martha Hernandez
2/2018	Capturing Kids Hearts - Leadership Certification	Jean Thomas Martha Hernandez
	NotMyKid: Depression/Self Harm	ALL
3/2/2018	NotMyKid: Internet Safety	ALL
4//272018	PowerTeacher Training	Academic Teachers
5/2018		
6/2018	Capturing Kids Hearts training	ALL

ACADEMY OF BUILDING INDUSTRIES
PUBLIC CHARTER HIGH SCHOOL
1547 E. LIPAN BLVD. * FT. MOHAVE, AZ 86426
(928) 788-2601 FAX 788-2610

TEACHER EVALUATION FORM

Administrator [REDACTED]

Teacher's Name [REDACTED]

Date

5-31-17

Philosophy

The purpose of a performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. For professional employees, evaluation is, primarily, a way to document growth in the profession. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The school is committed to the notice of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation, and feedback of a supervisor, is the best way to assist professional teachers in advancing in the profession.

Professional employees on renewable contracts will have a minimum of one administrative observation during the year, lasting a minimum of 10 minutes. Professional employees on renewable contracts will also have at least one formal evaluation by a building administrator. Professional employees on renewable contracts may be placed on intensive staff development or probation if needed.

The administrator conducting the evaluation will hold a post conference with the evaluated teacher within 5 school days following the formal evaluation.

Definitions

- Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/ or documentation.
- Basic:** Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
- Proficient:** Highly competent in the art, skills or field of knowledge of the teaching profession.

TEACHER EVALUATION

Classroom Environment	Unsatisfactory	Basic	Proficient
1. Student/ Teacher Rapport	<input type="checkbox"/> Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom.	<input type="checkbox"/> Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs.	<input checked="" type="checkbox"/> Interaction with students is supportive and positive, reflecting warmth, caring, and reciprocal respect. Students are valued for who they are, regardless of developmental or cultural norms.
2. Expectations and Procedures for Behavior, Learning and Achievement	<input type="checkbox"/> No expectations or procedures appear to have been established or communicated. Students seem to be confused as to what the expectations and procedures are.	<input type="checkbox"/> Expectations and procedures appear to have been established and communicated. Most students appear to be aware of and understand them.	<input checked="" type="checkbox"/> Expectations for behavior and procedures are clearly communicated and appear to have been developed keeping the needs of the students in mind. The teacher and the students model the values of respect, dignity, honesty, responsibility, and teamwork.
3. Monitoring and Response to Student Behavior	<input type="checkbox"/> Student behavior is not monitored or the response to misbehavior is inconsistent, overly repressive, or does not respect the students' dignity.	<input type="checkbox"/> Teacher misses the misbehaviors of some students or responds to student misbehavior with inconsistent results.	<input checked="" type="checkbox"/> Teacher is alert to student behavior. Monitoring by teacher is subtle and preventative. Teacher response to misbehavior is appropriate, consistent, and respectful of the students' dignity. Student behavior is generally appropriate.
Planning & Preparation			
4. Knowledge of Content	<input type="checkbox"/> Demonstrates limited knowledge of subject matter. Content errors are not corrected.	<input type="checkbox"/> Demonstrates basic knowledge of subject matter. Content errors are corrected. Teacher provides limited connection to real world applications.	<input checked="" type="checkbox"/> Demonstrates extensive knowledge of subject matter, is able to connect learning to real world and uses cross-curricular applications, where appropriate.

5. Lesson and Unit Structure	<input type="checkbox"/> There is no evidence that daily lessons are aligned with the district curriculum. There is no clear connection between daily lessons, activities or unit plans. There does not appear to be a stated objective or outcome for student learning.	<input type="checkbox"/> There is evidence that daily lessons and long- term goals are generally aligned with the district curriculum. Instructinoal activities are generally related to learning objectives.	<input checked="" type="checkbox"/> Establishes and articulates long and short term goals for learning with high expectations for all students. Instructional activities are related to learning goals. Lessons are sequenced to promote understanding and critical thinking in students and are clearly aligned with the district curriculum.
Use of Assessment Data	<input type="checkbox"/> Assessment data is not incorporated into lesson plans.	<input checked="" type="checkbox"/> Some assessment data is incorporated into lesson plans.	<input type="checkbox"/> Assessment data is used in collaboration with colleagues in department/ grade level meetings and is incorporated into the design of lesson plans.
7. Knowledge of Students' Skills, Interests, and Approaches to Learning	<input type="checkbox"/> Lessons do not reflect teacher effort to accommodate students with special needs. All students are required to achieve the same level of proficiency on assignments regardless of special needs. Teacher displays little knowledge of students' interests and skills. Accommodations are generally left to support personnel.	<input type="checkbox"/> Awareness of students with special needs is evident but accommodations are sporadic or superficial. Collaboration with support personnel is limited. Teacher makes some accommodations in assignments. Teacher recognizes the value of understanding students' skills and interests, but such understanding is not reflected in planning and preparation.	<input checked="" type="checkbox"/> Awareness of students with special needs is evident and specific modifications to accommodate learning are planned. Teacher and support personnel collaborate effectively to meet student needs. Lessons are differentiated to meet student needs and a variety of instructional strategies are appropriately employed to enhance learning. Teacher displays knowledge of students' skills and interests.
Instruction			
8. Delivery of Directions and Procedures	<input type="checkbox"/> Explanations and directions are confusing to students. Students are unable to proceed with independent work. Instructions often must be repeated.	<input type="checkbox"/> Explanations and directions require occasional clarification and restatement before students are able to work independently. Instructions tend to be verbal in nature without visual representation of the task.	<input checked="" type="checkbox"/> Directions and explanations are clear to students and seldom require clarification. Directions are modeled effectively to address the varied learning styles of the students. The teacher effectively anticipates possible misunderstanding and adjusts directions accordingly.

<p>9. Quality of Questions and Discussion Techniques</p>	<p><input type="checkbox"/> Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or reponds to students who blurt out answers.</p>	<p><input type="checkbox"/> Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non- participants.</p>	<p><input checked="" type="checkbox"/> Questioning strategies include high and low levels of complexity, and engage students. Wait- time strategy is used consistently. A variety of technquest are used to solicit responses from all students.</p>
<p>10. Evidence of Student Engagement</p>	<p><input type="checkbox"/> Activities and assignments are inappropriate for students in terms of their age or background. Participation in activites is limited to a few students.</p>	<p><input type="checkbox"/> Activities and assignments are appropriate to students and to the subect matter. Teacher attempts to engage students in activities.</p>	<p><input checked="" type="checkbox"/> Teacher provides relevant activites and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.</p>
<p>11. Structure/ Pacing of Lesson</p>	<p><input type="checkbox"/> The lesson has no clearly defined structure, and/ or the pacing of the lesson is too slow or rushed.</p>	<p><input type="checkbox"/> The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is usually appropriate.</p>	<p><input checked="" type="checkbox"/> The lesson has a clearly defined structure around which the activiites are organized, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate. Monitor/ adjustment strategies enhance student understanding.</p>
<p>12. Providing Feedback to Students During Instruction</p>	<p><input type="checkbox"/> Feedback is provided sporadically or not at all. Feedback, which is provided, is of poor quality or inappropriate.</p>	<p><input type="checkbox"/> Feedback is provided but is general and repetitive in nature and not always timely.</p>	<p><input checked="" type="checkbox"/> Feedback is specific, personalized, and timely. A variety of tools and strategies are used to help students assess their progress and reflect on work. Feedback extends learning.</p>
<p>13. Evidence of Student Growth</p>	<p><input type="checkbox"/> Evidence of student growth for most students is non- existent, even when consideration is given for factors beyond the teacher's control.</p>	<p><input checked="" type="checkbox"/> Evidence of student growth for most students is apparent, but minimal, even when consideration is given for factors beyond the teacher's control.</p>	<p><input type="checkbox"/> Student growth and achievement is in considerable evidence as judged by teacher made evaluation instruments, student work, district and state assessments, IEP's, etc., irrespective of factors beyond the teacher's control.</p>

Professional Responsibilities			
14. Reporting of Student Data	<input type="checkbox"/> Provides students with some information about their test scores, grades and report cards. Assessment instruments, seatwork, and homework are not handed back in a timely manner.	<input type="checkbox"/> Provides students with information about their current progress. Assessment instruments, seatwork and homework are handed back in a timely manner.	<input checked="" type="checkbox"/> Provides all students with timely information about their progress and helps students use this data to improve their achievement.
15. Reflection on teaching	<input type="checkbox"/> Teacher has few suggestions for how a lesson/ unit may be improved another time. Teacher is not receptive to assistance or collaboration with colleagues.	<input checked="" type="checkbox"/> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. Teacher makes some suggestions about how a lesson may be improved. Teacher occasionally collaborates with colleagues.	<input type="checkbox"/> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Teacher can cite specific examples to support his/ her assessment. Teacher makes specific suggestions of what to monitor and adjust for next time. Teacher collaborate with colleagues.
16. Communicating with Families	<input type="checkbox"/> Teacher interactions with families is unprofessional and at times disrespectful. Student concerns are not addressed in a timely manner.	<input type="checkbox"/> Teacher interactions with families are generally appropriate and professional. Student concerns are often addressed in a timely and respectful manner.	<input checked="" type="checkbox"/> Teacher interactions with families are appropriate and professional. Student concerns are addressed in as timely manner. Teacher initiates contact with families when appropriate.

	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>
17. Organizes physical environment to maximize learning	U	B	P
18. Maintains a safe classroom	U	B	P
19. Treats students fairly and consistently	U	B	P
20. Establishes classroom procedures, rules, rewards, and consequences	U	B	P
21. Scans room frequently, reinforces students' on- task behaviors and deals with off- task behaviors effectively	U	B	P
22. Begins instruction promptly; continues activities until the end of allotted time.	U	B	P
23. Keeps most (90%) of students actively involved throughout the lesson	U	B	P
24. Handles unexpected occurrences with a minimum of class disruption	U	B	P
25. Plans appropriate time for lessons	U	B	P
26. Conducts review of previous learning	U	B	P
27. Makes students aware of learning objective of the lesson	U	B	P
28. Provides appropriate (correct) input	U	B	P
29. Conducts lesson wrap- up	U	B	P
30. Uses interest, value, anxiety, success, and knowledge of results to motivate	U	B	P
31. Uses alternate presentation methods to accommodate different learning styles	U	B	P
32. Incorporates provisions for learners who have special needs	U	B	P
33. Interacts with other employees to promote the total school program	U	B	P
34. Interacts effectively with students	U	B	P
35. Interacts effectively with parents	U	B	P
36. Communicates student progress to parents	U	B	P
37. Performs duties with minimal supervision	U	B	P

38. Monitors and manages students' behaviors outside the classroom	U	B	P
39. Maintains confidentiality of information about students	U	B	P
40. Refrains from negative comments about peers, students, parents, and/ or supervisors in public	U	B	P
41. Works within administrative channels to express concerns about school's operation or to initiate or resist changes in programs and/ or procedures	U	B	P
42. Keeps current in his/ her field and tries new ideas (workshops, graduate work, professional reading, membership in professional organizations, or employs innovative strategies)	U	B	P

	I = Inadequate	NI = Needs Improvement	A = Adequate	AA = Above Average	O = Outstanding
44. Initial Feeling Tone				I NI A AA O	
45. Teaches to One Objective at a Time				I NI A AA O	
46. Modeling				I NI A AA O	
47. Behavior Management				I NI A AA O	
48. Guided Practice				I NI A AA O	
49. Interpersonal Relations w/ Students				I NI A AA O	
50. Interpersonal Relations w/ Coworkers				I NI A AA O	
51. Professional Ethics				I NI A AA O	
52. Loyalty to the School System				I NI A AA O	
53. Enforcement of School Rules & Policies				I NI A AA O	
54. Attendance				I NI A AA O	
55. Physical care of room and equipment				I NI A AA O	

56. Service to the Profession

Comments:

Overall an extremely successful first year. I have been very pleased with what I have observed, from your interactions to your activities. Thank you for thinking outside the box to provide excercises, activities, and rewards. Thankyou for your "extra hat" duties as photographer.

Please make sure to read a SPED students IEP and confer with Pat about required accomodations. Students that are not SPED should receive no accomodations.

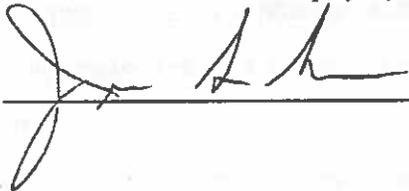
Need to get math certification done.

Teacher Evaluated Signature

(Signing this evaluation do
with the employee.)

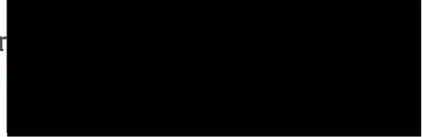
agreement with its contents, but indicates that the evaluation has been shared

Evaluator Signature



Date 3/12/17

Observer 

Teacher 

Period/ Class period 4

STAFF OBSERVATIONS CHECKLIST

Observed Needs to Improve

- Is the classroom neat and clean
- Is the classroom set up & designed well; management strategies, etc.
- Are classroom rules clearly posted for all students
- Routines and procedures are in place and evident; i.e. students know where to hand in papers, when bathroom break is, etc
- Power lessons are being taught & being followed up on with students
- Are all kids on task
- Does instructor keep students on task
- Is the instructor following school policies- cell phones, chair tipping, language

Improvement Strategies

We are still working on getting a better classroom for you. Thank you for being patient! Love your fun lessons and different approaches to struggling students!

Date 9-17-16

Observer _____

Teacher _____

Period/ Class _____

STAFF OBSERVATIONS CHECKLIST

Observed Needs to Improve

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Is the classroom neat and clean
<u>Muttered!</u> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Is the classroom set up & designed well; management strategies, etc.
<u>You know we are working on it!</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Are classroom rules clearly posted for all students |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Routines and procedures are in place and evident; i.e. students know where to hand in papers, when bathroom break is, etc |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Power lessons are being taught & being followed up on with students |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Are all kids on task |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Does instructor keep students on task |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Is the instructor following school policies- cell phones, chair tipping, language |

Improvement Strategies

other days I've observed students sleeping
you know we have discussed this in staff
meetings.
Love your activities for engagement!

1

BEFORE THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS

STATE OF ARIZONA

In the Matter of:

**BRADLEY ACADEMY OF
EXCELLENCE, INC.**, a non-profit
corporation, authorized to operate
**DISCOVERY CREEMOS
ACADEMY**, a charter school.

No. 18F-RV-002-BCS

**AGREEMENT TO THE
REVOCATION AND
TERMINATION OF THE
CHARTER CONTRACT**

This Agreement to the Revocation and Termination of the Charter Contract (“Agreement”) is entered into between Bradley Academy of Excellence, Inc. (“Bradley”) and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties.”

JURISDICTION

Charter schools are established by contract (“charter” or “charter contract”) between a sponsor and a public body, private person or private organization to provide a learning environment that will improve pupil achievement. A.R.S. §§ 15-101(4), 15-181(A), 15-183(B) and (C). A charter establishing a charter school is effective for fifteen years. A.R.S. § 15-183(I). A charter may be renewed for successive periods of twenty years. A.R.S. § 15-183(J). A sponsor may revoke a charter at any time if the charter school breaches one or more provisions of its charter or if the sponsor determines that the charter operator has failed to comply with charter school statutes or any provision of law from which the charter school is not exempt. A.R.S. § 15-183(I)(3). At least sixty days before the effective date of the proposed revocation, the sponsor shall give written notice to the operator of the charter school of its intent to revoke the charter. A.R.S. § 15-183(I)(5). The notice shall incorporate a statement of

reasons for the proposed revocation of the charter. *Id.* The final determination of whether to revoke the charter shall be made at a public hearing called for such purpose. *Id.*

RECITALS

A. Discovery Creemos Academy (“the School”), previously known as Bradley Academy of Excellence, is a charter school established pursuant to A.R.S. § 15-181 *et seq.* and sponsored by the Board.

B. The School is authorized to operate pursuant to a renewal charter contract (“Charter”) executed in June 2017 between Bradley and the Board (attached hereto as Exhibit A).

C. Daniel Hughes is the Charter Representative and person authorized to act on behalf of Bradley.

D. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors Bradley to operate the School in Goodyear, Arizona to serve students in grades K through 8.

E. A.R.S. § 15-183(E)(3) and the Charter require that Bradley provide a comprehensive program of instruction and educational services according to the educational standards established by law.

F. A.R.S. § 15-183(E)(9) and the Charter require that Bradley ensures that it provide a minimum of 180 instructional days each school year before June 30 of each fiscal year.

G. On or about January 30, 2018, the School posted a letter to parents on its website, announcing that classes at the School “are suspended indefinitely, effective immediately.” To date, the School remains closed.

H. Bradley breached its Charter and A.R.S. § 15-183(E)(3) and (E)(9) when it closed mid-year, thereby failing to provide a comprehensive program of instruction for the requisite number of days for the 2017-2018 school year.

I. On February 12, 2018, the Board voted to issue a Notice of Intent to Revoke Bradley's Charter to operate the School.

J. The Board provided written notice to Bradley of its intent to revoke Bradley's Charter. The matter is set for a prehearing conference on March 21, 2018 and for hearing on April 24, 2018 at the Office of Administrative Hearings, Phoenix, Arizona.

AGREEMENT

The Parties agree as follows:

1. That the foregoing recitals are true and correct and are incorporated as a material part of this Agreement.

2. That because of the mid-year closure of the School and the Board's decision to issue a Notice of Intent to Revoke Bradley's Charter, Bradley is subject to the revocation and termination of its Charter.

3. That A.R.S. §§ 15-183(Q) and 41-1092.07(F)(5) provide that informal disposition of this matter may be made by stipulation, agreed settlement, consent order or default.

4. That Bradley agrees to forego its option to proceed with the charter revocation proceeding and hearing; Bradley consents to the revocation of its Charter.

5. That Bradley's Charter for the operation of the School is revoked and that the Charter is terminated on the effective date of this Agreement for the purpose of further performance.

6. That the Board shall become the custodian of the School's student educational records upon their delivery to the Board.

7. That the Parties represent that they have full authority to settle the matters associated with this Agreement. This Agreement will not be effective until both parties have signed this Agreement, after which the effective date will be the date of the last signature.

8. That if the Board rejects this Agreement or any part of it, then this Agreement is

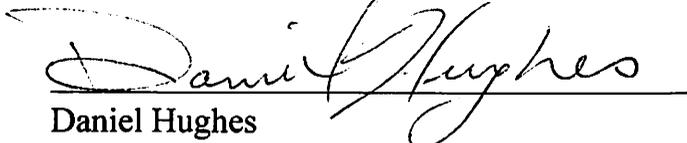
null and void, and not binding on the Parties and the Parties may proceed with the charter revocation hearing.

9. That the Parties have consulted independent counsel and each party is responsible for its own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

BRADLEY ACADEMY OF EXCELLENCE, INC.



Daniel Hughes
Charter Representative, Bradley Academy of Excellence, Inc.
Date: 3/30/2018

EXHIBIT A

Renewal Charter Contract
Between
Arizona State Board for Charter Schools
And
Bradley Academy of Excellence, Inc.

1. **Parties:** The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes ("A.R.S."), Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils.
 - A. This Charter is entered into between Bradley Academy of Excellence, Inc. ("Charter Holder") and the Arizona State Board for Charter Schools for the purpose of continuing the operation of a charter school as approved for renewal by the Arizona State Board for Charter Schools at the site(s) listed in Paragraph 6 of this Charter.
 - B. The person authorized to sign and act on behalf of the Arizona State Board for Charter Schools is the President of the Arizona State Board for Charter Schools or its Executive Director as the President's Designee.
 - C. The person authorized to sign on behalf of the Charter Holder is Daniel Hughes ("Charter Representative").
 - D. The Charter Representative affirms as a condition of this Charter, that he/she is the above-described representative of the Charter Holder and has authority to enter into this Charter on behalf of the Charter Holder.
 - The Charter Holder must maintain a Charter Representative and provide current contact information to the Arizona State Board for Charter Schools.
 - The Arizona State Board for Charter Schools shall direct all communication with regard to this Charter to the Charter Representative.
 - The Charter Representative shall respond to written communication from the Arizona State Board for Charter Schools within the timeframe specified in the communication.
 - E. Neither party to this Charter is the employee or agent of the other party.
 - F. The Charter Representative further affirms that the Charter Holder is, and will remain, in good standing with the applicable regulatory body (e.g., for an Arizona Corporation, the Arizona Corporation Commission).
2. **Purpose:** The Charter Holder shall operate a charter school consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and this Charter; and shall be governed and managed in a financially prudent manner.
3. **Governance:**
 - A. The Charter Holder and its officers, directors, members, and partners have a duty of care for complying with the provisions of this Charter, all applicable laws, regulations, and reporting requirements.
 - B. The Charter Holder shall establish and maintain a governing body for the charter school that is responsible for the policy decisions of the charter school.

4. **Operation:**

- A. The Charter Holder shall be nonsectarian in its charter school programs, admission policies and employment practices and all other operations.
- B. The Charter Holder shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.
- C. The Charter Holder shall comply with applicable federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance.
- D. The Charter Holder shall maintain records to document daily pupil attendance and shall make such records available for inspection upon request of the Arizona State Board for Charter Schools and the Arizona Department of Education.
- E. The Charter Holder shall maintain student records in accordance with the Arizona State Library, Archives and Public Records Retention Schedules.
- F. If the Charter Holder receives federal grants funds, the Charter Holder shall timely submit financial and other reports required by the Arizona Department of Education for the Charter Holder's receipt of such funds.

5. **Applicable Law:** The material and services provided by this Charter Holder under this Charter shall comply with all applicable federal, state, and local laws and shall conform, in all respects, to the educational standards contained in its application and Charter. This Charter shall be governed and interpreted in accordance with the laws of the State of Arizona.

6. **Sites:** The Charter Holder shall provide educational services, including the delivery of instruction, at the following location(s):

Bradley Academy of Excellence (K-8th)
16060 West Lower Buckeye Pkwy
Goodyear, AZ 85338

The Charter Holder shall maintain ownership, a lease, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all applicable federal, state and local health and safety standards and other applicable laws, regulations and rules.

7. **Term of Charter:** This Charter is effective upon the signing of both parties for a term of twenty (20) years commencing on July 1, 2017 and ending on June 30, 2037, except as otherwise provided in this Charter and by law. The Charter may be renewed for successive periods of twenty (20) years pursuant to law.

8. **Non-Availability of Funds:** Every payment obligation of the State of Arizona under this Charter is conditioned upon the availability of funds continuing to be appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Charter, the Arizona State Board for Charter Schools may terminate this Charter at the end of the period for which funds are available. No liability shall accrue to the Arizona State Board for Charter Schools, nor the State of Arizona, or any of its subdivisions, departments or divisions, in the event this provision is exercised, and neither the Arizona State Board for Charter Schools nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.



9. Charter Interpretation:

- A. Merger: This Charter constitutes the entire agreement of the Parties. In the event of a conflict, the provisions of the Renewal Charter Contract control. Arizona Revised Statutes, Arizona State Board for Charter School policies, and administrative rules and regulations, which may be amended from time to time during the course of the Charter, are incorporated into this Charter, along with any amendments which may occur during the term of the Charter, by this reference.
- B. Waiver: Either party's failure to insist on strict performance of any term or condition of the Charter shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.
- C. Severability: The provisions of this Charter are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Charter.
- D. Assignment: Neither party may assign or transfer any right or interest in this Charter unless authorized by law. No assignment, transfer or delegation of any duty of the Charter Holder shall be made without prior written permission of the Arizona State Board for Charter Schools.

10. Amendments to the Charter and Changes to the Charter Holder:

- A. This Charter may be amended or modified by mutual agreement, in writing, of the parties. Charter amendments and modifications requiring prior written approval by the Arizona State Board for Charter Schools shall be posted on its website as an Amendment or Notification Request. The Charter Holder shall not take action or implement the modification requested in the amendment or notification until approved by the Arizona State Board for Charter Schools. All amendment and notification requests shall be submitted pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools. Charter modifications that are not posted on the website may be implemented without the approval of the Arizona State Board for Charter Schools. A technological problem or failure that temporarily prevents the use of all or part of the website does not preclude the Charter Holder from complying with this paragraph.
- B. Any change in the ownership of the Charter Holder, change in the name of the Charter Holder, or change in officers, directors, members or partners of the Charter Holder must be submitted to the Arizona State Board for Charter Schools pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.

11. Insurance: The Charter Holder shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

Waiver of Rights: The Charter Holder and its insurers providing the required coverage shall waive all rights of recovery against the State of Arizona and the Arizona State Board for Charter Schools and the Department of Education, their agents, officials, assignees and employees.

12. Indemnification and Acknowledgements: The Charter Holder shall indemnify, defend, save and hold harmless the Arizona State Board for Charter Schools, the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the Charter Holder or any of its owners, officers,



directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such Charter Holder to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree that is applicable to the Charter Holder. It is the specific intention of the parties that the Indemnatee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnatee, be indemnified by the Charter Holder from and against any and all claims. It is agreed that the Charter Holder will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. In consideration of the award of this Charter, the Charter Holder agrees to waive all rights of subrogation against the State of Arizona, its officers, officials, agents and employees for losses arising from the work performed by the Charter Holder for the State of Arizona.

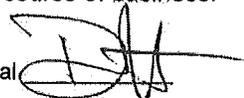
- A. The parties acknowledge that neither the Arizona State Board for Charter Schools, the State of Arizona, or its agencies, boards, commissions or divisions are liable for the debts or financial obligations of a charter school or persons or entities that operate charter schools.
- B. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority.

13. Academic Performance Indicators and Evaluation: The Charter Holder shall:

- A. Provide a comprehensive program of instruction that aligns with the state academic standards prescribed by the Arizona State Board of Education for the grades approved for renewal by the Arizona State Board for Charter Schools.
- B. Design a method to measure pupil progress toward pupil outcomes adopted by the Arizona State Board of Education pursuant to A.R.S. §15-741.01, including participation in the State required assessments and the nationally standardized norm-referenced achievement test as designated by the Arizona State Board of Education.
- C. Meet or demonstrate sufficient progress toward the academic performance expectations set forth in the performance framework as adopted and modified periodically by the Arizona State Board for Charter Schools.

14. Financial Requirements:

- A. The Charter Holder shall comply with the same financial and electronic data submission requirements as a school district, including the Uniform System of Financial Records for Charter Schools (USFRCS) as prescribed in A.R.S. Title 15, chapter 2, article 4, procurement rules as prescribed in A.R.S. §15-213 and audit requirements as prescribed in A.R.S. §15-914 unless specifically excepted by the Arizona State Board for Charter Schools. If the Charter Holder has received an exception to the USFRCS and/or procurement rules, the Charter Holder shall, at a minimum, follow accounting policies and procedures that comply with Generally Accepted Accounting Principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. In addition, the Charter Holder shall contract for at least an annual financial statement audit that meets the following conditions:
 - It is conducted by an independent certified public accountant; and
 - It complies with policies adopted by the Arizona State Board for Charter Schools.
- B. The Charter Holder shall pay debts as they fall due or in the usual course of business.



- C. The Charter Holder shall not commit or engage in gross incompetence or systematic and egregious mismanagement of the school's finances or financial records.
15. **Review, Evaluation and Investigative Teams, Audits and Records:** The Charter Holder shall allow representatives from the Arizona State Board for Charter Schools, Arizona Department of Education, and/or the Arizona Auditor General to visit each school site at any reasonable time.
- The Charter Holder shall allow the representatives to conduct financial, program or compliance audits and shall hold open for inspection all records, documents and files relating to any activity or program provided by the Charter Holder relating to the charter school or by the charter school. Pursuant to A.R.S. § 35-214, all books, accounts, reports, files and other records relating to this Charter shall be subject, at all reasonable times, to inspection and audit by the State for five years after termination of the Charter.
16. **Length of School Year:** The Charter Holder shall provide instruction for no less than the minimum number of days required by statute and no less than the minimum number of hours of instruction required by statute. The Charter Holder must provide instruction as stated in this paragraph within the State of Arizona's fiscal year that begins July 1st and ends June 30th.
17. **Termination or Non-Renewal of the Charter:** The Arizona State Board for Charter Schools may revoke or not renew the Charter for any material breach of the Charter and/or violation of state, federal or local laws, ordinances or rules or regulations; for conditions which threaten the health, safety, or welfare of the students or staff of the school or of the general public; or as provided by law.
18. **Employees and Contractors:** This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Holder or the School is an officer, employee, or agent of the Arizona State Board for Charter Schools or the State of Arizona.
19. **Non-Discrimination:** As a required state contract provision, the Charter Holder shall comply with State Executive Order No. 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state employment laws, rules and regulations, including the Americans with Disabilities Act. The Charter Holder shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability.
20. **Conflict of Interest:** Pursuant to A.R.S. §38-511, the State of Arizona ("State"), its political subdivisions or any department or agency of either may, within three years after its execution, cancel any contract, without penalty or further obligation, made by the State, its political subdivisions, or any of the departments or agencies of either if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the State, its political subdivisions or any of the departments or agencies of either is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract. A cancellation made pursuant to this provision shall be effective when the Charter Holder receives written notice of the cancellation unless the notice specifies a later time.
21. **Fingerprints:** The Charter Holder shall comply with the requirements of A.R.S. §15-183.
- A. The Charter Holder shall fingerprint check its charter school governing body members pursuant to A.R.S. §15-512 and submit all changes in members through the process stated in Paragraph 10. A fingerprint check must be conducted for each new governing body member.

- B. The Charter Holder must maintain valid fingerprint clearance cards on all officers, directors, members, and partners of the Charter Holder and submit all changes in officers, directors, members, and partners through the process stated in Paragraph 10.
22. **Notices:** Any notice required, or permitted, under the Charter shall be in writing and shall be effective immediately upon personal delivery, upon receipt of electronic mail, or three (3) days after mailing to the following:

Charter Holder:

Daniel Hughes
Bradley Academy of Excellence, Inc.
16060 West Lower Buckeye Pkwy
Goodyear, AZ 85338

Arizona State Board for Charter Schools:

Ashley Berg
Arizona State Board for Charter Schools
P.O. Box 18328
Phoenix, AZ 85009

The Arizona State Board for Charter Schools may make changes in the address of its contact person by posting the change(s) on its website.

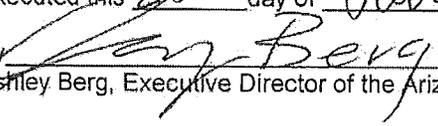
BRADLEY ACADEMY OF EXCELLENCE, INC.

Executed this 15 day of June 2017.

By 
Daniel Hughes, Charter Representative for Bradley Academy of Excellence, Inc.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Executed this 23rd day of June 2017.

By 
Ashley Berg, Executive Director of the Arizona State Board for Charter Schools.

