

**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.

Pursuant to A.R.S. § 38-431.03(A)(4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

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 2nd day of July 2019.

By



**Charles Tack
Executive Director**

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, July 8, 2019
Special Session
1:00 PM**

**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, July 8, 2019

- 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. Executive Director's Report** - Introduction to the agenda items and discussion and possible action:
 - 1. Status of Board actions and legal matters
- F. 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.
- G. 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. Rising Schools, Inc.
 - b. The Shelby School
 - 2. Consideration to terminate the Board's Consent Agreement with Legacy Education Group.
 - 3. Consideration to approve an Enrollment Cap Increase amendment request from Arizona Autism Charter Schools, Inc., which received a staff recommendation.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. School Specific Academic Goals
 - d. Required Documentation
- H. Rulemaking** – Discussion, possible action and the second opportunity for public comment on the approval to finalize the proposed financial performance framework and additional transparency rules found in the Notice of Final Exempt Rulemaking.
- I. Financial Eligibility Criteria** – Discussion, possible action and the second opportunity for public comment on the adoption of changes to the financial eligibility criterion that considers the financial performance of the charter holder's Associated Charters.
- J. Financial Framework Transition Plan** – Presentation, discussion and possible action on the transition plan for implementing the new financial performance framework beginning with the fiscal year 2019 audits.
- K. Staff Recommendation Criteria** – Discussion and possible action on the adoption of changes to the financial performance staff recommendation criterion used for expansion amendment requests.
- L. Additional Transparency Rollout** – Presentation, discussion and possible action on the fiscal year 2020 rollout considerations for the additional transparency identified in the rulemaking.
- M. 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.

N. Adjournment

On-going Board Actions

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
<p>Vision Charter School, Inc.</p>	<p>4/8/19</p>	<ul style="list-style-type: none"> • Failure to meet the operational performance expectations set forth in the Board’s operational performance framework and violation of its charter and state and federal law 	<p>Hearing before an OAH administrative law judge set for June 17-19, 2019.</p> <p>An informal settlement conference took place on May 9, 2019.</p> <p>On June 12, 2019, the administrative law judge granted the school’s request for a continuance of the hearing. Hearing rescheduled for August 28-29, 2019.</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 under A.R.S. § 15-183(R) 	<p>On November 14, 2016, the Superior Court granted the Board’s Motion to Dismiss.</p> <p>The Court of Appeals vacated the Superior Court’s judgment dismissing the case and remanded the case for further proceedings consistent with its May 8, 2018 decision. The Superior Court received the mandate from the Court of Appeals and the matter is proceeding.</p> <p>The parties have executed a settlement agreement and submitted a stipulation to the Court to finalize the settlement. The Court accepted the stipulation and entered orders. Further action related to the settlement is item G2 on today’s agenda.</p>

AGENDA ITEM: Surrender Agreement – Rising Schools, Inc.

Issue

Rising Schools, Inc. has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

Rising Schools, Inc. (“Charter Operator”) operates The Rising School serving grades 4 through 12. On May 13, 2019, the Charter Operator notified the Board of its intent to close its school and surrender its charter at the end of fiscal year 2019. According to the Charter Operator, “The lease on our school facilities is expiring on June 30, 2019. After years of negotiation with the landlord, we have been unable to come to terms to extend the lease or to purchase the facilities outright. In addition, after searching, we have been unable to locate and secure suitable replacement facilities.” The Charter Operator’s fiscal year 2019 average daily membership is 87.691.

On June 4, 2019, the Board became the custodian of The Rising School’s student records.

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 Rising Schools, 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 The Rising School (“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 May 22, 2013 between the Charter Operator and the Board.
3. George Rising is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
4. On May 13, 2019, the Charter Operator notified the Board of its intent to close its School and surrender its Charter at the end of fiscal year 2019. According to the Charter Operator, “The lease on our school facilities is expiring on June 30, 2019. After years of negotiation with the landlord, we have been unable to come to terms to extend the lease or to purchase the facilities outright. In addition, after searching, we have been unable to locate and secure suitable replacement facilities.”

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, 2019

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, 2019 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, 2019 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 June 30, 2019, 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 2018-2019 school year.

7. The Board and the Charter Operator agree that the Board shall become the custodian of the School's student records. No later than June 30, 2019, the Charter Operator shall deliver to the Board the School's student records organized alphabetically in lidded banker boxes with an inventory list of students' names and grade levels and 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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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.

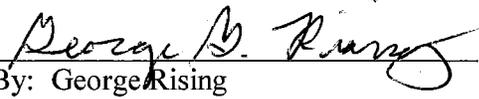
16. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

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: _____

RISING SCHOOLS, INC.


By: George Rising
Charter Representative, Rising Schools, Inc.
Date: 5/31/2019

COPY emailed this
_____ day of _____, 2019 to:

George Rising
Rising Schools, Inc.
grising@dakotacom.net

By _____

AGENDA ITEM: Surrender Agreement – The Shelby School

Issue

The Shelby School has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

The Shelby School (“Charter Operator”) operates a school with the same name serving grades K through 9. On June 27, 2019, the Charter Operator notified the Board of its intent to close its school and surrender its charter at the end of the 2018-2019 school year due to the retirement of several teachers and the Charter Operator’s inability to obtain replacement certified and highly qualified teachers. The Charter Operator’s fiscal year 2019 average daily membership is 27.747.

No later than August 23, 2019, the Board will become the custodian of the student records.

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 The Shelby School (“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 The Shelby School (Entity ID 79132) (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.* In prior years, the Charter Operator also operated The Shelby School (Entity ID 85910), which closed effective June 30, 2010.

2. The School operates pursuant to a renewal charter contract (“Charter”) executed on December 8, 2014 between the Charter Operator and the Board.

3. Trina Kamp is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

4. On June 27, 2019, the Charter Operator notified the Board of its intent to close its School and surrender its Charter at the end of the 2018-2019 school year due to the retirement of several teachers and the Charter Operator’s inability to obtain replacement certified and highly qualified teachers.

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, 2019

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, 2019 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, 2019 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. The Board and the Charter Operator agree that the Board shall become the custodian of the student records of the School and The Shelby School (Entity ID 85910). No later than August 23, 2019, the Charter Operator shall deliver to the Board the student records for the School and The Shelby School (Entity ID 85910) combined and organized alphabetically in lidded banker boxes with an inventory list of students' names and grade levels and 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.

7. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2018-2019 school year to the Arizona Department of Education ("Department") through the Arizona Education Data Standards ("AzEDS") system in the manner directed by the Department.

8. The Charter Operator is permitted to receive state equalization assistance funds for the 2018-2019 school year to which it is entitled under the school funding formula provided in

Arizona law, but no more.

9. 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.

10. The Charter Operator is permitted to receive Classroom Site Funds for the 2018-2019 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.

11. 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.

12. 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.

13. The Charter Operator is permitted to receive Instructional Improvement Funds for the 2018-2019 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.

14. The Charter Operator authorizes the Department to update the School's student level data in the AzEDS system for the purposes of facilitating student enrollment upon closure of the School.

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: _____

THE SHELBY SCHOOL


By: Trina Kamp
Charter Representative, The Shelby School
Date: 04-29-2019

COPY emailed this
_____ day of _____, 2019 to:

Trina Kamp
The Shelby School
drtrina.shelby@gmail.com

By _____

AGENDA ITEM: Termination of Consent Agreement – Legacy Education Group

Issue

Termination of the Consent Agreement between Legacy Education Group and the Board.

Background

Effective January 13, 2015, the Board and Legacy Education Group entered into a Consent Agreement related to the charter holder's failure to submit the fiscal year 2014 annual audit reporting package. Pursuant to a Settlement Agreement executed on June 19, 2019 regarding Legacy Education Group, et al. v. Arizona State Board for Charter Schools (1 CA-CV 17-0023), the Board agreed to terminate the Consent Agreement. The Consent Agreement is included in Appendix A.

Appendix A

CONSENT AGREEMENT

This Consent Agreement (“Agreement”) is made by and between LEGACY EDUCATION GROUP (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating EAST VALLEY HIGH SCHOOL, a charter school, and the ARIZONA STATE BOARD FOR CHARTER SCHOOLS (“Board”), collectively referred to herein as the “Parties.”

JURISDICTION

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. A charter is effective for fifteen years. A.R.S. § 15-183(I). The Board may submit a request to the Arizona Department of Education to withhold up to ten percent of the monthly apportionment of state aid that would otherwise be due a charter school if the Board determines at a public meeting that the charter school is not in compliance with federal law, with the laws of this state or with its charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter or if the Board determines that the charter holder 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)(c).

RECITALS

1. The Charter Operator operates East Valley High School (“the School”) pursuant to a charter contract (“Charter”) executed on May 17, 2005 between the Charter Operator and the Board.
2. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter

Operator to operate one school site to serve students in grades nine through twelve.

3. Kathy Tolman is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

4. The Charter of the Charter Operator and the Board requires that the Charter Operator comply with all state, federal and local laws applicable to the operation of a charter school.

5. A.R.S. §§ 15-183(E)(6) and 15-914 and the Charter of the Charter Operator and the Board require that the Charter Operator undergo an annual financial and compliance audit, including the completion of a legal compliance questionnaire, ("Annual Audit") by an independent certified public accountant.

6. The Charter Operator's Annual Audit for the fiscal year ending June 30, 2014 was due to the Board by November 15, 2014.

7. At its public meeting held on November 21, 2014, the Board determined that the Charter Operator, having failed to submit its Annual Audit for the fiscal year ending June 30, 2014, was not in compliance with state law and with its Charter. The Board passed a motion to submit a request to the Arizona Department of Education to withhold ten percent of the monthly apportionment of state aid that would otherwise be due the Charter Operator and to issue a notice of intent to revoke the Charter of the Charter Operator.

8. The Charter Operator breached its Charter and A.R.S. §§ 15-183(E)(6) and 15-914 when it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2014.

9. The Charter Operator has a history of failure to timely submit its Annual Audit to the Board; it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2013.

10. On November 24, 2014, the Charter Operator submitted its Annual Audit for the

fiscal year ending June 30, 2014.

AGREEMENT TERMS AND CONDITIONS

The Parties agree as follows:

11. Because of the Board's decision to issue a notice of intent to revoke the Charter, the Charter Operator is subject to the revocation and termination of its Charter.

12. 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.

13. In consideration of the Parties foregoing their option to proceed with the charter revocation proceedings and hearing, it is in the best interests of the Board and the Charter Operator to mutually resolve this matter.

14. The Charter Operator waives its right to a hearing and to provide its defense, except as set forth herein, on the Recitals set forth in this Agreement.

15. By entering into this Agreement, the Charter Operator agrees to the Recitals set forth in this Agreement and understands that it cannot contest any of the Recitals in the future.

16. This Agreement does not limit other actions the Board may take under the law if it determines that the Charter Operator is not in compliance with its Charter or with state or federal law.

17. The Charter Operator agrees to submit its Annual Audit for the fiscal year ending June 30, 2015 by November 15, 2015. The Charter Operator agrees to submit its Annual Audit for all subsequent fiscal years of its operation by November 15 of the following fiscal year.

18. If the Charter Operator fails to comply with the terms and conditions of this Agreement, the Board may, on no less than thirty (30) calendar days' notice, hold a hearing at which time the Board will receive information to determine whether evidence exists that the Charter

Operator failed to comply with the terms and conditions of this Agreement. The Charter Operator shall be entitled to present all appropriate evidence at this hearing. If the Board determines that a breach of this Agreement has occurred, the Board may revoke the Charter Operator's Charter to operate the School and terminate its Charter for breach of this Agreement and of its Charter and the state laws identified in the Recitals.

19. This Agreement is not binding on either party 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 immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

20. If either party rejects this Agreement or any part of it, then this Agreement is null and void and not binding on the Parties and the Board may proceed with the charter revocation hearing.

21. The Charter Operator has the legal right to consult with an attorney prior to entering into this Agreement.

22. The Parties shall be responsible for their own attorneys' fees and costs, if any, in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS


By: Janna Day
President, Arizona State Board for Charter Schools
Date: 1/13/15

LEGACY EDUCATION GROUP


By: Kathy Tolman
Charter Representative, Legacy Education Group
Date: 12/8/2014

COPY mailed this
14th day of Jan, 201~~4~~⁵ to:

Legacy Education Group
Attention: Kathy Tolman, Charter Representative
7420 E. Main Street
Mesa, AZ 85207

By Bria Ulm

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Arizona Autism Charter Schools, Inc. (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 188 to 350, beginning in FY 2020. This enrollment cap accounts for three years of projected student enrollment.

See Appendix A: Amendment Request Materials and Support Materials.

The Charter Holder’s rationale for increasing its Enrollment Cap is to accommodate the continued growth of the grade levels it serves. Currently the Charter Holder serves students in K-9 but is adding one grade per year through FY 2022, when it will begin serving students in K-12. The Charter Holder states, “If the enrollment cap were not increased to be able to offer more grade levels, it would certainly create a gap in educational services for students and families who have now relied on AZACS to offer a best practice education for their children on the autism spectrum.” Both schools operated by the Charter Holder currently have a wait list of at least 100 students. Additional staff members will be required at each school to accommodate the growth in grade levels and additional classrooms. Instructional and Non-Instructional Staff will be recruited through the Charter Holder’s “own website, national job boards and communications channels throughout the special education and autism professional community.” The schools will offer an intensive two-week summer training to prepare staff for the upcoming school year and to meet the needs of the target population. “Training is continued throughout the school year through competency coaching and various group and individual trainings specific to classroom needs.”

Three Year Plan

	FY 2019	FY 2020	FY 2021	FY 2022
Grade Levels	K-9	K-10	K-11	K-12
Enrollment	186.880	232	260	288

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 6 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 2017 was 144.231, in FY 2018 was 169.166, and in FY 2019 was 186.880 (as of 5/30/19). The charter will exceed its enrollment cap in FY 2020.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder currently has an ADM of 186.880. The Charter Holder is currently operating at 99% of its current enrollment cap of 188.
Offers a unique program of instruction within a five-mile radius from the school’s location.	Arizona Autism Charter School and Arizona Autism Charter School Upper School Campus offer a unique program of instruction. According to searches on the ADE website and ASBCS Online, there are no public schools with a focus on serving autistic students within a five-mile radius of the school’s current location.

Profile

The Charter Holder was granted a new charter in 2013.

Governance

Corporate Board Members
Genaro Delgadillo
Viet Do
Ronald Harrison
Keisha Mckinnor
Gregory Torrez
Leo Valdez

School Profiles

School Name	Arizona Autism Charter School			Arizona Autism Charter School, Upper School Campus		
Date Open	August 2014			August 2016		
Location	Phoenix			Phoenix		
FY 2018 Letter Grade	NR			D		
	FY 16	FY 17	FY 18	FY 16	FY 17	FY 18
ELA AzMERIT (41% ⁺)	40%	28%	6%	N/A	8%	16%
Math AzMERIT (41% ⁺)	32%	28%	<2%	N/A	20%	4%
Science AIMS (52% ⁺)	57%	27%	*	N/A	N/A	*

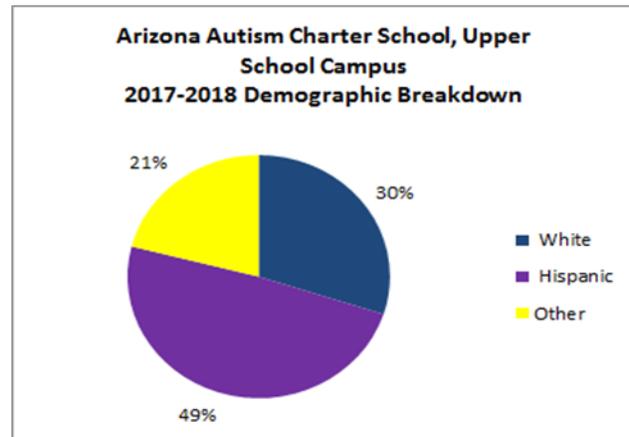
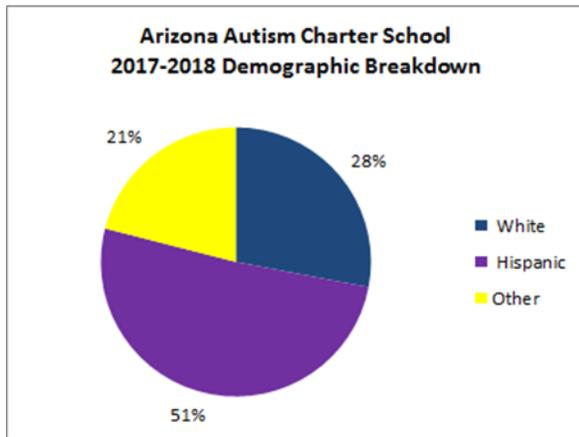
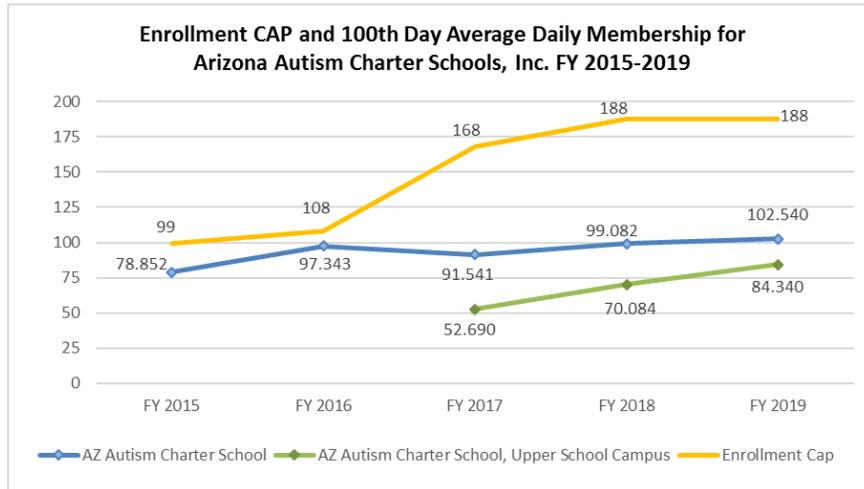
⁺FY 18 State Average Passing

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

A comparison to nearby schools is not included due to the unique program of instruction and target population served by the schools operated by the Charter Holder.

Due to the special population served by the Charter Holder, the Board has approved School Specific Academic Goals to be used in place of the state accountability indicator (See Appendix B: School Specific Academic Goals). Board staff has reviewed the data provided by the Charter Holder, and for FY 2019, the Charter Holder met or exceeded each of the approved goals.

Enrollment and Demographic Data
 100th Day Average Daily Membership for FY 2015–FY 2019.



2017-2018 Subgroup Data			
School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Arizona Autism Charter School	85%	*	98%
Arizona Autism Charter School, Upper School	66%	*	99%

*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 Autism Charter
Schools, Inc.

CTDS:
07-82-26-000

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

Representative

Name:
Diana Diaz

Phone Number:
602-487-0434

Downloads

 [Download all files](#)

Enrollment Cap

From:
188

To:
350

Attachments

Board Minutes

 [Download File](#) – Board Meeting Minutes

Increase to Enrollment Cap Attachments

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

Occupancy Documentation (Increase Only)

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

Narrative –  [Download File](#)

Additional Information

 [Download File](#) – Enrollment Matrix Elementary


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

 [Download File](#) – Staffing Chart Elementary

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

Feedback

Feedback

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

Signature

Charter Representative Signature

Diana Diaz 05/24/2019

Arizona Autism Charter Schools, Enrollment Cap Amendment Request Narratives

Rationale Narrative Elementary Campus

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

Rationale Narrative Upper School Campus

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

Rationale for both the Elementary and Upper School

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

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

Staffing Plan Narrative Elementary Campus

Changes to Instructional Staff

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

Changes to Non-Instructional Staff

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

Changes to Leadership Team

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

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

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

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

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

Staffing Plan Narrative Upper School Campus

Changes to Instructional Staff

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

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

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

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

Changes to Non-Instructional Staff

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

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

Changes to the Leadership Team

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

Leadership Staffing

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

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

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

Instructional Staffing

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

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

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

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

Non-instructional Staffing

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

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

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

Staffing and Target Population Needs

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

Enrollment Justification Narrative Elementary School Campus

Narrative for Plan for meeting each year's enrollment targets

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

Necessary advertising and/or promotion

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

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

Number of returning students to the Elementary Campus

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

Anticipated student enrollment for 2019-2020 School Year

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

Enrollment Justification Narrative Upper School Campus

Narrative for Plan for meeting each year's enrollment targets

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

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

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

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

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

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

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

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

2019-20

5th grade: 20 students

6th grade: 18 students

7th grade: 18 students

8th grade: 18 students

9th grade: 20 students

10th grade: 18 students

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

Necessary advertising and/or promotion

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

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

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

Number of returning students

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

Anticipated new student enrollment for 2019-20 School Year

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

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

Resources Narrative Elementary and Upper School Campus

Concrete Resources

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

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

Curriculum

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

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

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

Curriculum for Academics Program-Moderate to High Functioning Students

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

Curriculum for Functional Academics Program-Severe/Profound Students

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

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

Assessments

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

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

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

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

Instruction

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

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

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

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

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



Arizona State Board for Charter Schools Enrollment Matrix

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

Directions*:

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

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



Arizona State Board for Charter Schools Enrollment Matrix

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

Directions*:

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

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



Arizona State Board for Charter Schools Staffing Chart

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

Directions*:

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

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

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

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

Directions:

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

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

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



Arizona State Board for Charter Schools Staffing Chart

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

Directions*:

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

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

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

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

Continue on page 2: Leadership Staffing Chart

For Use in Amendment Requests only

Leadership Staffing Chart

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

Directions:

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

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

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

APPENDIX B

SCHOOL SPECIFIC ACADEMIC

GOALS



SCHOOL-SPECIFIC ACADEMIC GOALS

CHARTER INFORMATION

Charter Holder Name	School Arizona Autism Charter School-Elementary Campus		
Charter Holder Entity ID	92598	Eligibility Based On	
Submission Date	2-6-19	At Least 70% Special Education	

Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the "Goal" and "Narrative" tables.

Indicator: Student Growth - Reading

Student growth is academic improvement over time in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Elementary Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of English Language Arts over the course of one full academic school year.</p>	<p>Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11% to 19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of English Language Arts and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of English Language Arts by averaging all students acquisition in the domain of English Language Arts.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>

<p>Goal 2: Students in AZACS Elementary Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of English Language Arts over one full academic school year.</p>	<p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in Semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>
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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

<p>Goal 1 Narrative</p> <p>The rationale for each Goal and its Targets:</p> <p>Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:</p> <p>Rationale for Targets:</p> <p>The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.</p> <p>The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in ELA goals.</p>

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 11.20% and Quarter 2 growth was 22.60%, for a total program growth in English Language Arts PEAK to 33.80% up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30% -39% Meets Target was determined by our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of English Language Arts.

Indicator: Student Growth - Math

Student growth is academic improvement over time in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Elementary Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of Math over one full academic school year.</p>	<p>Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of Math and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of Math by averaging all students acquisition in the domain of Math</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>
<p>Goal 2: Students in AZACS Elementary Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of Math over one full academic school year.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in Math goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 6.6%, Quarter 2 growth was 4.8%, for a total program growth in Math PEAK to 11.4%.up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain Math. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative**The rationale for each Goal and its Targets:**

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30%-39% Meets Target was determined as our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in

Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of Math.

Indicator: Student Achievement - Reading

Student achievement is academic proficiency in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Elementary Campus Functional and Modified Programs will achieve an average of 30% mastery at the student's developmental level in the English/Language Arts domain.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domains of English Language Arts. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point</p>

			at the end of the school year vs. looking at beginning of year and end of year data points to document growth.
<p>Goal 2: Students in the AZACS Elementary Campus High Modified and Academic Programs will demonstrate increased proficiency in English Language Arts by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from this sub-group of students, so PEAK has been adopted with the following **Mastery** targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of reading and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds Proficiency target of 35% and above was determined by a 10% or more growth from our Meets Target and our current data trends.

The 25%-34% Meets Proficiency Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet Target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is less than half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% - 34% percent **proficiency** goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Student Achievement - Math

Student achievement is academic proficiency in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Elementary Campus Modified and Functional Academic Programs will achieve an average of 30% Mastery in Math PEAK programs presented annually.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domain of Math. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>

<p>Goal 2: Students in the AZACS Elementary Campus High Modified and Academic Programs will demonstrate increased proficiency in Math by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts and Math are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of math and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds **proficiency** target of 35% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 25%-34% Meets Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet **proficiency** target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below **proficiency** target of 10% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% percent growth goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Post-secondary Readiness (High School only)

Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
	Meets: Does Not Meet: Falls Far Below:		

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Indicator: Student Engagement

Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
Reduce Mal-Adaptive Behaviors by 50% annually for students receiving Tier 2/Tier 3 behavioral supports. Samples of Mal-Adaptive Behaviors include, but are not limited to, elopement, noncompliance, aggression, protest.	Exceeds: 60% or greater Meets: 50% - 59% reduction Does Not Meet: 21-49% reduction Falls Far Below: 20% or less reduction	To find percentage of decrease for each student's behavior reduction, the data collected from baseline and intervention were separately averaged per student. The average intervention score was subtracted from the average baseline score. The difference was divided by the average baseline number to find the percent decrease.	A spreadsheet with raw data and graphs will be provided. See attached sample for Behavior reduction data collected through mid-year.

		This is then aggregated by taking the percentage of behavior reduction for all students on Tier 2 and/or Tier 3 plans and finding the average percent decrease of mal-adaptive behaviors.	
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Rationale for the Goal:

Mal-Adaptive behaviors, otherwise referred to as high risk behaviors such as elopement, aggression, noncompliance and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These Mal-Adaptive, high risk behaviors present as barriers to learning and safety. By targeting a reduction in Mal-Adaptive/high risk behaviors that prevent students from participating in and benefitting from school services, students are better able to access the services provided.

Tier 2/Tier 3 Behavior Supports identify individualized supports to promote pro social behaviors while reducing high risk behaviors. Specific students are identified to receive Tier 2/Tier 3 Behavior Supports when embedded Tier 1 supports are insufficient to reduce mal-adaptive behaviors.

Rationale for Targets:

The exceeds target of 60% or greater was determined by evaluating our current behavior data trends and seeing that it is likely to Meet at 50% to 59%. There may be a few students that respond better to interventions than most, and those students would exceed the target with 60% reduction in mal-adaptive behaviors.

The meets target of 50% - 59% was determined by evaluating data trends of our students receiving Tier 2 and Tier 3 Supports within the first semester. During the first semester students are showing

approximately a 30% reduction in mal-adaptive behaviors. We are confident that reaching 50% is attainable by end of year.

The rationale for the Does Not Meet Target at 21% to 49% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 20% or less is that it is less than half of our goal.

How was the goal determined?

Reduction of mal-adaptive behaviors such as aggression, tantrum, task refusal, or elopement behaviors are a barrier to learning within the classroom environment. Mal adaptive behaviors were tracked for students receiving Tier 2 or Tier 3 behavior supports, or behavior supports above typical programming at AZACS, which has Tier 1 supports embedded for all students.

The goal was determined by identifying the mal-adaptive behaviors that were most common in the student population served. We determined our annual goal based on data trends in semester one data and expected behavior decreases in semester two.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including students with significant behavior concerns.

How is the goal appropriate for the students served at the school?

Behaviors such as elopement, aggression, noncompliance, and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These behaviors present as barriers to learning and safety to self and others. By targeting a decrease in mal-adaptive students will be better able to access academic instruction.



SCHOOL-SPECIFIC ACADEMIC GOALS

CHARTER INFORMATION

Charter Holder Name	School Arizona Autism Charter School-Upper Campus		
Charter Holder Entity ID	92984	Eligibility Based On	
Submission Date	2/6/19	At Least 70% Special Education	

Review the School-Specific Academic Goals instructions for completing this template. Each indicator and measure requires at least one goal. For additional goals under each indicator, copy and paste the "Goal" and "Narrative" tables.

Indicator: Student Growth - Reading

Student growth is academic improvement over time in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Upper Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of English Language Arts over the course of one full academic school year.</p>	<p>Exceeds: 30% or above Meets: 20%-29% Does Not Meet: 11% to 19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of English Language Arts and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of English Language Arts by averaging all students acquisition in the domain of English Language Arts.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>

<p>Goal 2: Students in AZACS Upper Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of English Language Arts over one full academic school year.</p>	<p>Exceeds: 40% or above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in Semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in ELA goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 11.20% and Quarter 2 growth was 22.60%, for a total program growth in English Language Arts PEAK to 33.80% up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30% -39% Meets Target was determined by our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Reading was 78%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of English Language Arts.

Indicator: Student Growth - Math

Student growth is academic improvement over time in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in AZACS Upper Campus Functional and Modified Academic Program will achieve 20% average growth in the PEAK Program in the area of Math over one full academic school year.</p>	<p>Exceeds: 30% and above Meets: 20%-29% Does Not Meet: 11%-19% Falls Far Below: 10% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the area of Math and finding the average for that domain. Mid-year and end of year, data is aggregated to determine program wide growth in the area of Math by averaging all students acquisition in the domain of Math</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p>
<p>Goal 2: Students in AZACS Upper Campus High Modified and Academic Program will achieve 30% average median growth in iReady in the area of Math over one full academic school year.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Growth scores are aggregated between assessments that are compared to average student growth at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p>

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds target of 30% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets at 20%-29% Target was determined by trends in data the first semester taking into account there could be more growth in semester one due to behavior reduction. Growth may slow down in semester two and the future due to increased rigor in programming as students obtain mastery in Math goals.

The rationale for the Does Not Meet Target at 11% to 19% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Quarterly, we take an average percentage of growth for all individual student programs, and then an average by class, to get an overall school average. This quarterly data was added for quarter one and quarter two to determine total mid-year student growth. Average program growth by quarter will be added to provide an end of year total growth score.

This school year, aggregate Quarter 1 growth was 6.6%, Quarter 2 growth was 4.8%, for a total program growth in Math PEAK to 11.4%.up to the mid-year.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain Math. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative**The rationale for each Goal and its Targets:**

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 30%-39% Meets Target was determined as our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress between diagnostic assessments in the iReady assessment. iReady growth scores are aggregated between assessments and are compared to average student growth at the same grade and placement level.

We determined our annual goal based on data trends in semester one data, taking into account testing modifications, behavior reductions, and other factors that influenced a sharp upward trend between diagnostic one and two. In semester one average median growth for the Academic and Modified Programs in

Math was 85%. We can expect growth to slow down in semester two and future years due to increased rigor as students promote to higher grade levels and more rigorous content.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 30% percent growth goal is rigorous and attainable for the diverse population of high functioning students with autism and related disorders AZACS serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increased growth in the area of Math.

Indicator: Student Achievement - Reading

Student achievement is academic proficiency in Reading on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Upper Campus Functional and Modified Programs will achieve an average of 30% mastery at the student's developmental level in the English/Language Arts domain.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domains of English Language Arts. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point</p>

			<p>at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>
<p>Goal 2: Students in the AZACS Upper Campus High Modified and Academic Programs will demonstrate increased proficiency in English Language Arts by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from this sub-group of students, so PEAK has been adopted with the following **Mastery** targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the English Language Arts domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of reading and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds Proficiency target of 35% and above was determined by a 10% or more growth from our Meets Target and our current data trends.

The 25%-34% Meets Proficiency Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet Target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 10% or less is that it is less than half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% - 34% percent **proficiency** goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Student Achievement - Math

Student achievement is academic proficiency in Math on valid and reliable state assessment data.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
<p>Goal 1: Students in the AZACS Upper Campus Modified and Functional Academic Programs will achieve an average of 30% Mastery in Math PEAK programs presented annually.</p>	<p>Exceeds: 40% and above Meets: 30%-39% Does Not Meet: 16% to 29% Falls Far Below: 15% or less</p>	<p>Evaluation of PEAK progress occurs bi-weekly by student looking at percent acquisition of programs in the domain of Math. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.</p>	<p>A running record of student progress in PEAK is documented in an Excel spreadsheet and reviewed by charter leadership monthly. PEAK aggregated data for the 2018-2019 school year will be submitted to ASBCS at the end of the school year. Please see attached example documenting growth from Fall 2018 to Mid-year 2018.</p> <p>*A similar graph will be provided documenting students at Mastery level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year and end of year data points to document growth.</p>

<p>Goal 2: Students in the AZACS Upper Campus High Modified and Academic Programs will demonstrate increased proficiency in Math by achieving an average proficiency of 25% over one full academic school year.</p>	<p>Exceeds: 35% and above Meets: 25%-34% Does Not Meet: 11% to 24% Falls Far Below: 10% or less</p>	<p>Students in the Modified and Academic Programs take the iReady diagnostic assessment three times a year (baseline, mid-year, and end of year). Proficiency scores are provided at each diagnostic and are compared to average proficiency at the same grade and placement level.</p>	<p>The attached document shows the average median percent growth by student in semester 1. The end of year document will show annual diagnostic growth and will include graphs with three data points that will be baseline, mid-year and end of year.</p> <p>*A similar graph will be provided documenting students at Proficiency level. This graph will only look at one ending data point at the end of the school year vs. looking at beginning of year, mid-year and end of year data points to document growth.</p>
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In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Goal 1 Narrative

The rationale for each Goal and its Targets:

Students who are moderately to severely impacted by autism benefit from clinical instructional programs that are based in the science of Applied Behavior Analysis (ABA). Arizona Autism Charter Schools (AZACS) has adopted the PEAK program for students in its Functional and Modified program because it provides the most valid and reliable data in academic skill acquisition. PEAK is an ABA-based program and stands for Promoting Emergence of Advanced Knowledge. It is an evidence-based assessment and corresponding curriculum that combines the traditional ABA verbal behavior approach with the science of Derived Relational Responding, which teaches the ability to make relations between academic concepts. It also teaches problem solving skills, advanced language arts skills and mathematical concepts. The data derived from PEAK is the most reliable reflection of students' academic skills that fall into the sub-group of students moderately to severely impacted by autism and other special needs. It is difficult to gain valid and reliable data from standardized assessments from sub-group of students, so PEAK has been adopted with the following growth targets:

Rationale for Targets:

The rationale for the Exceeds mastery target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The rationale for the Meets Mastery at 30%-39% Target was determined by trends in data the first semester taking into account there could be more skills mastered in semester one due to behavior reduction. Mastery may slow down in semester two and the future due to increased rigor in ELA goals. This will impact the overall aggregated mastery for this subgroup.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the Goal determined?

For the first goal, we identified programs that fall under the Math domain in the PEAK program and tracked student growth in those programs quarterly documenting the program growth between quarters. Percent acquisition of programs in the domains of English Language Arts and Math are documented bi-weekly. Student programs that have met the criteria for mastery (80% or greater) are counted and divided by all student programs to determine the percent of programs mastered annually.

We determined our annual goal based on data trends in semester one that are rigorous, achievable and sustainable for our diverse population of learners and abilities within the Modified and Functional Academic Programs.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter, because the PEAK program is an assessment and curriculum program that is rooted in the principles of Applied Behavior Analysis (ABA) and is a best practice for students who are moderately to severely impacted by autism. These students have significant intellectually disabilities, significant communication deficits, and need intensive behavioral interventions, and support.

How is the goal appropriate for the students served at the school?

The skills addressed in the PEAK program are designed for students from pre-school to adulthood and address socially significant skills including the domain English Language Arts. The data gathered through PEAK provides more reliable data for the population in this subgroup than state standardized assessments.

In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Goal 2 Narrative

The rationale for each Goal and its Targets:

iReady is a standardized assessment that is adaptive and appropriate for students who have mild to no intellectual disabilities. While it assesses growth and proficiency in grade level standards, it also differentiates for students not yet working at grade level who have significant gap skills. Many of our current students have significant gap skills in the area of math and require mastery in these areas for continued proficiency at their current instructional level. The data captured by iReady is a better reflection of students' growth and proficiency than other standardized measures.

Rationale for Targets:

The rationale for the Exceeds **proficiency** target of 35% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The 25%-34% Meets Target was determined as our annual **proficiency** goal based on students' current instructional levels at baseline, data trends in semester one data, and identified gap skills for remediation.

The rationale for the Does Not Meet **proficiency** target at 11% to 24% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below **proficiency** target of 10% or less is that it is half of our goal.

How was the Goal determined?

For students in the High Modified and Academic programs we tracked student progress toward proficiency between diagnostic assessments in the iReady assessment and identified gap skills that impede grade level and instructional level proficiency. iReady proficiency scores are tracked at each assessment period to see if students are trending toward meeting the expected proficiency goal at the end of year mark.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including high functioning individuals who can access traditional mainstream curriculum. The adaptive feature of iReady identifies gap skills and provides data for remediation that addresses the needs of higher functioning students with autism and other special needs.

How is the goal appropriate for the students served at the school?

The 25% percent growth goal is rigorous and attainable for the diverse population and spectrum of students with autism and related disorders AZACS High Modified and Academic programs serves. These students demonstrate significant gap skills in learning and the iReady adaptive assessment provides data that is the most appropriate to assess these gaps and provide specialized instruction or accommodations to support learning and increase proficiency.

Indicator: Post-secondary Readiness (High School only)

Post-secondary readiness includes outcomes in key subjects that indicate future success and that are aligned to college and career readiness such as graduation rates, SAT/ACT performance, workforce readiness, credit/course completion, or other metrics provided by the Department of Education.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
	Meets: Does Not Meet: Falls Far Below:		

In the box below provide a narrative that describes:

- The rationale for each Goal and its Targets
- How the goal was determined
- How the goal aligns to the mission and philosophy of the charter
- How the goal is appropriate for the students served at the school

Narrative

Indicator: Student Engagement

Student engagement includes predictors of student achievement such as suspension rates, in-seat attendance rates, and positive socio-emotional or psychological adjustment rates.

Goal	Targets	Metrics (Method of evaluating a measure)	Documentation
Students requiring Tier 2 or Tier 3 support will increase on task behavior by an average of 30% over one full academic school year.	Exceeds: 40% or greater Meets: 30%-39% Does Not Meet: 29%-15% Falls Far Below: less than 15%	Behavior specialists are assigned to each section of students and collect interval data on students on task as defined by the operational definition (see narrative below). Time on task data is calculated utilizing interval data for students and marked for students remaining on task for a predetermined amount of time. A student has either met or not met time on task during a	Behavior specialist data sheets are collected bi-weekly by leadership to evaluate trends and additional supports needed for students to engage in on task behaviors. (See attached sample graph and data from baseline to mid-year.

		<p>data collection period. We aggregate the data by collecting data sheets bi-weekly and determining which students met their time on task target and dividing that by all students who data is tracked for to determine how many students are remaining on task.</p>	
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In the box below provide a narrative that describes:

- *The rationale for each Goal and its Targets*
- *How the goal was determined*
- *How the goal aligns to the mission and philosophy of the charter*
- *How the goal is appropriate for the students served at the school*

Narrative

The rationale for each Goal and its Targets:

Students who receive Tier 2 and Tier 3 supports are working on increasing socially significant behaviors within the school environment to increase their ability to perform in the school setting. One of the most socially significant behaviors in a school setting is Time on Task. Time on Task means the absence of mal-adaptive behaviors and the participation in academic tasks.

Rationale for Targets:

The rationale for the Exceeds target of 40% and above was determined by a 10% or more growth from our Meets target and our current data trends.

The meets target of greater or equal to 30%-39% was determined by evaluating data trends of our students receiving Tier 2 and Tier 3 Supports within the first semester. During the first semester students are showing on task engagement an average of 20%.

The rationale for the Does Not Meet Target at 16% to 29% is that it does not meet our current data trend and is below our proposed goal.

The rationale for the Falls Far Below Target of 15% or less is that it is half of our goal.

How was the goal determined?

Time on task is defined as the duration a student is in the classroom or learning environment, in the absence of physical aggression, tantrum, task refusal, or elopement behaviors. Time on task promoted learning within the classroom environment. Time on task was tracked for students receiving Tier 2 or Tier 3 behavior supports, or behavior supports above typical programming presented at AZACS.

The goal was determined by identifying barriers to learning and socially significant replacement behaviors. We determined our annual goal based on data trends in semester one data, taking into account initial behavior

reductions that increased time on task. We can expect growth to slow down in semester two and future years due to reduction in program behaviors continue to occur.

How does the goal align with the mission and philosophy of the charter?

This goal aligns to the philosophy of our charter as we are a public charter that serves the entire autism spectrum including students with significant behavior concerns.

How is the goal appropriate for the students served at the school?

Behaviors such as elopement, aggression, noncompliance, and protest are consistent with the typical profile of problem behaviors associated with students on the autism spectrum. These behaviors present as barriers to learning and safety to self and others. By targeting an increase in the socially significant behavior of remaining on task in the absence of behaviors students are better able to access the services provided.

APPENDIX C
REQUIRED DOCUMENTATION



Meeting of the Board of Directors of ARIZONA AUTISM CHARTER SCHOOLS, INC.

Wednesday, May 8, 2019 5:30pm

1445 E. Indian School Rd. Phoenix, AZ 85014

----- **MINUTES** -----

Board Members Present:

Leo Valdez, present
Gregory Torrez, telephonically
Viet Do, telephonically
Keisha McKinnor, present

Board Members Absent:

Ron Harrison
Genaro Delgadillo

Others Present:

Diana Diaz-Harrison, Executive Director, present
Joan Cheng, Diamond Financial Solutions, telephonically
Lisa Long, High School Development Director, present
Terry Warren, Finance Attorney, telephonically

1) **Welcome, Attendance & Approve Agenda**

The Board Meeting commenced at approximately 5:30pm. Leo Valdez, Board President, conducted the meeting. Roll was called and it was determined that a quorum was present at the site and on the line and the meeting could conduct business. Leo called for a motion to approve the agenda as presented. Viet made a 1st to approve the agenda, Gregory made a 2nd, all were in favor and the agenda was approved.

2) **Public Comment**

Leo asked if there were any members of the public on the phone conference line or in person for comment. It was determined no members of the public were present.

3) **Action Items**

The following actions were taken based on a motion, a second and approval by all board members present.

a. Financial Reports

- i. Revised FY19 Budget – Leo turned over to Joan Cheng from Diamond Financial to review the revised FY19 budget. Joan explained that as the FY19 year was drawing to a close, it was determined that the actual revenue was \$6,025 and actual expenses were \$5,844,000. The original adopted budget anticipated approximately 5.5 million in revenue, so there was a discrepancy that required a revised budget. After further review there were no other questions. Viet made a 1st motion to approve the Revised FY19 budget, Keisha seconded the motion, the motion passed unanimously.
- ii. Financial reports for Q3 – Joan then moved on the review the third quarter Balance Sheet and Income Statement. She noted there more funds available due to federal grants being paid out and payments being caught up as the fiscal year is drawing to a close. After further review there were no further questions. Greg made a 1st motion to accept the financial reports for quarter three, Viet seconded the motion, the motion passed unanimously.
- iii. Revised financial policies – Diana presented the revised financial policies highlighting changes to the petty cash policy and inventory process for proper disposition of items. Keisha made a 1st motion to approve the changes to the financial policies, Viet seconded the motion, the motion passed unanimously.

b. Minutes

Leo asked board members if they had reviewed the minutes from both the March 11 and March 18 meeting. Board members said they had reviewed the minutes. Leo called for a motion to approve the minutes as presented. Viet made a 1st, Keisha seconded the motion, the motion passed unanimously.

c. Enrollment Cap Increase

Leo referred to Diana to explain the need for an enrollment cap increase. Diana explained that as we add the high school grades and discuss the potential and increase student enrollment per our 5 year projections, the Charter Board has suggested that we ask for an increase in students that would meet our needs for the next 3-5 years. This enrollment cap increase will be considered for approval at a special June meeting of the Arizona State Board for Charter Schools. Board members commented and agreed it would be wise to request an enrollment cap increase to reflect the schools' five year growth plans. Viet made a motion to increase our Enrollment Cap from 188 to 350, Keisha seconded the motion, the motion passed unanimously.

d. 2019-20 School Calendars

Leo referred to Diana for the explanation of the school calendars. Diana introduced the school calendars and then referred to Lisa Long for details and logistics. Lisa explained the two school leaders engaged their staff and community to gain input as to the calendars for the 2019-20 school year. Lisa presented the calendars ready for discussion and approval. Viet mentioned during discussion that we should be aware that the spring

conferences for Elementary should be watched as some families may want to take two weeks of vacation because the half days for parent conferences lead up to the spring break. Diana stated that we would watch that issue during the spring of 2020. Keisha made a 1st to approve the 2019-20 school calendars and Viet seconded the motion. The motion passed unanimously.

e. **High School Course Sequence-Academic/Modified Academic Programs**

Leo referred to Diana for the explanation of the high school pathways for the 2019-20 school year. Diana referred to High School Development Director, Lisa Long, to explain the new high school courses and curriculum. Lisa explained that for the Academic and Modified program, the following new courses and curriculum will be added:

- i. Course: Biology Curriculum: Pearson and Curriculum Maps
- ii. Course: Life Skills Curriculum: First Place Transition Curriculum
- iii. Course: Robotics Curriculum: ASU Prep Digital Robotics Kits and Curriculum
- iv. Course: Coding
- v. Course: MakerSpace
- vi. Course: Software and App Design I & II

Keisha made a 1st to approve the High School Course Sequence – Academic/Modified Program Pathway, Viet seconded the motion, the motion then passed unanimously.

f. **High School Course Sequence-Functional Programs**

Lisa explained that for the Functional program, the following new courses and curriculum will be added:

- i. Course: Biology Curriculum: Curriculum Maps
- ii. Course: Life Skills Curriculum: Discovery Kits
- iii. Course: Keyboarding Curriculum: EasyTech
- iv. Course: STEM
- v. Course: Computer Maintenance I & II

Viet made a 1st to approve the High School Course Sequence – Functional Program Pathway, Keisha seconded the motion, the motion then passed unanimously.

4) **Discussion and Possible Action Regarding Director and Officer Positions**

Leo generated discussion from the board and Diana referred to the by-laws stating the need to discuss each year the possibility of new officers. Viet and Keisha are on the nominating committee and haven't reached out yet to see who is interested in continuing and who might be interested in stepping up to an officer role. Therefore, Greg made the motion to let the nominating committee take two weeks to discuss with each board member their intentions and well as solicit new board members. Keisha seconded the motion, motion passed unanimously.

5) **Discussion on Intermountain Partnership**

Leo referred to Diana for an update on the potential partnership with Intermountain Center for Human Development. Diana stated that she received an LOI in draft form from Intermountain and that she is currently reviewing the document.

6) **Update on potential new facility**

Leo asked Diana to give an update on the potential new facility. Diana updated the board on the fact that Terry Warren is negotiating with Food for the Hungry on an HVAC issue. One of the cooler chillers is significantly older and needs to be replaced and we are negotiating a reduced

sale price. Diana is currently waiting for a counter-offer from Food for the Hungry to replace the chiller.

7) **Adjournment**

Since there were no further agenda items, Leo called for a motion to adjourn the meeting. Keisha made a motion, Viet seconded the motion, the motion passed unanimously, and the meeting adjourned at approximately 6:52pm.

Next Meeting Date

Diana Diaz will contact board members for meeting to hold a meeting regarding officers.



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

DIAZ JOSE G TR
8409 LUBEC ST
DOWNEY. CA 60240

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: 4433 N 7TH ST
OWNER: R & K PROPERTIES
1720 N RANDALL RD
AURORA, IL 60506

CERTIFICATE #: 1400231 **BUILDING PERMIT:** INSP 13015390
ISSUED: 16-JAN-2014
PROJECT: 03-1414 - 155-19-061

FLOOR AREA: 16,208
AUTHORIZED USE AND OCCUPANCY: I:E/B

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: AUTISM CHARTER SCHOOL ZONING: C2-/P1 REVIEWER: MVA/MBAH SPRINKLERS: Y N ALARM: Y N
EMERGENCY LIGHTING: Y N

DESCRIPTION OF WORK: CERTIFICATE OF OCCUPANCY INSPECTIONS TO ALLOW A CONTINUATION OF USE FOR (AZ AUTISM CHARTER SCHOOL) IN AN EXISTING BUILDING CLASSIFIED AS AN E/B OCCUPANCY WITH VB TYPE OF CONSTRUCTION AND AN AREA OF 16,208 SQ.FT. BUILDINGS IN EXISTENCE AT THE TIME OF THE ADOPTION OF THE CURRENT CODE, AND REQUESTING A COFO, MAY HAVE THEIR EXISTING USE OR OCCUPANCY CONTINUED PROVIDED THAT SUCH CURRENT USE IS NOT DANGEROUS TO LIFE. THE INSPECTORS ARE TO VERIFY THAT NO LIFE SAFETY HAZARDS WERE OBSERVED.

PERMIT HISTORY: PERMIT #BLD 03019028 ISSUED 24-JUL-2003 OCCUPANCY CHANGE B TO E-1; CLASSIFIED AS AN "E-1/B" OCCUPANCY WITH "VN" TYPE OF CONSTRUCTION & 16,208 SQ.FT.

1ST FLOOR 13,197 SQ FT = 325 OCCUPANTS SCHOOL
2ND FLOOR 3,011 SQ FT = 30 OCCUPANTS OFFICE

*** CONSTRUCTION PLANS SHALL SERVE AS REFERENCE DOCUMENTS OF EXISTING CONDITIONS
ADDITIONAL PERMITS AND FEES MAY BE REQUIRED BASED ON THE INITIAL INSPECTION.CUSTOMER SERVICE/TRANSACTION COUNTER(S) SHALL BE ACCESSIBLE.***

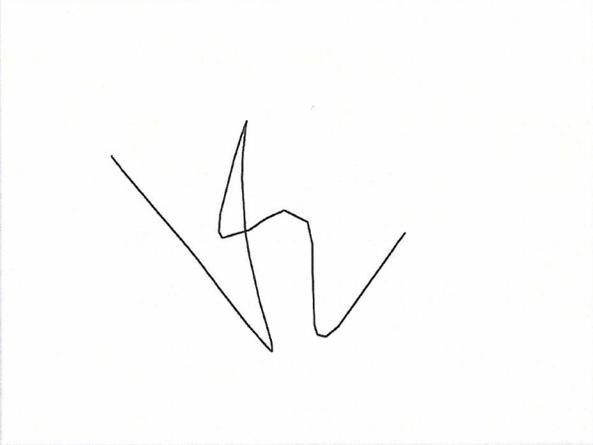
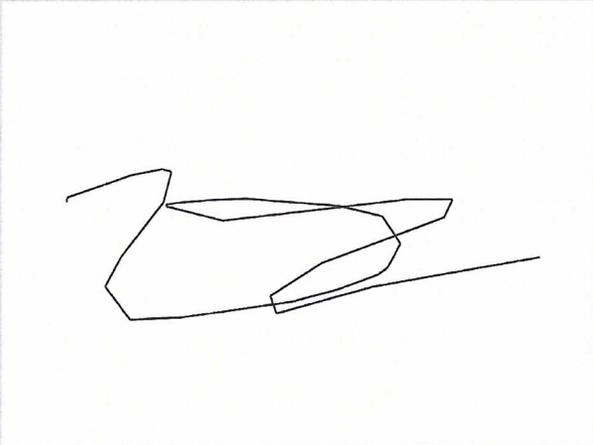


**Department of Forestry
and Fire Management**
Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Wednesday, January 09, 2019 2:14:42 PM (Virgil Esmont)

User Name	Virgil Esmont	
User #	6027620634	
Form Started	1/9/2019 2:14:42 PM	
Form Submitted	1/9/2019 2:53:39 PM	
Inspection Date	Wednesday, January 09, 2019	
OSFM Facility ID	16792	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	All Grades	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	Arizona Autism North Charter	
Facility Address	4433 N. 7th St	
City	Phoenix	
County	Maricopa	
Contact for Inspection	Matt Drowne	
Contact Phone Number	6028825544	
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:	Virgil Esmont 86	

Inspector Signature	[Signature]
	
Phone	(602) 620-4058
Permit Inspection	No
Type of Inspection	Scheduled
Inspection	Periodic Fire Safety Inspection
Inspection Results	
1 Violation Type	Building Services and Features
Code	604.2.4 Means of egress illumination. Emergency power shall be provided for means of egress illumination in accordance with Section 1006.3.
Violation Type	Violation
Correction Time	This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.
Comments	West Hall; Egress Lighting SHALL Have Emergency Power.
Tag	Pass
Inspection Time	1.5
Travel Time	1.0
Mileage From Office	7.2
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	[Signature]
	
Send Email To:	Mdrowne@AUtismcharter.ORG
Date	Wednesday, January 09, 2019



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

LOW MOUNTAIN CONSTRUCTION
4105 N 20TH ST STE 205
PHOENIX, AZ 85016

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: 1445 E INDIAN SCHOOL RD
OWNER: ARIZONA AUTISM CHARTER SCHOOLS INC
4433 N 7TH ST
PHOENIX, AZ 85014

CERTIFICATE #: 1603826 **BUILDING PERMIT:** BLSC 16020383
ISSUED: 04-AUG-2016 **PERMIT DESC:** AZ AUTISM CHARTER SCHOOL
PROJECT: 00-3184 -

FLOOR AREA: 17,894

AUTHORIZED USE AND OCCUPANCY: I:E

php0101 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: AUTISM CHARTER SCHOOL LOG#: LPSC 1603251 PROJECT#: 00-3184

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

SPECIAL EGRESS CONTROL:(N) SPECIFIC BUILDING INFO:(N) DEFFERED 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: SECONDARY BACKFLOW: (N)

ZONING: C-2 REVIEWER: SELF-CERTIFIED, MARK YARISH, #027

DESCRIPTION OF WORK:

Scope Text = Change of Occupancy from B to E. Revisions include minor electrical and mechanical work, No work to occur on exterior of building. Relocation of some doors, new exit devices where required. New/added plumbing fixtures for added toilet room. TOTAL OCCUPANT LOAD 441, MINIMUM 2 EXITS REQUIRED. INCLUDES CLASSROOMS, OFFICES, MULTI-PURPOSE ROOM, AND LABS.

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

Sprinkler = Yes



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



ARIZONA STATE FIRE MARSHAL - Tuesday, February 12, 2019 10:48:00 AM (Virgil Esmont)

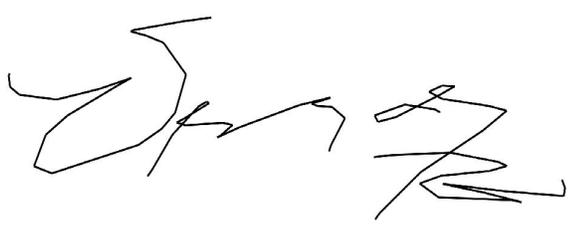
User Name	Virgil Esmont	
User #	6027620634	
Form Started	2/12/2019 10:48:00 AM	
Form Submitted	2/12/2019 12:22:02 PM	
Inspection Date	Tuesday, February 12, 2019	
OSFM Facility ID	17302	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	K-8	
Fire Alarm Coverage	Full Coverage	
Fire Alarm System Monitored	Yes	
Fire Sprinkler Coverage	Full Sprinkler Coverage	
Facility Name	Arizona Autism Charter School	
Facility Address	1445 E. INDIAN SCHOOL RD	
City	Phoenix	
County	Maricopa	
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: Virgil Esmont 86

Inspector Signature [Signature]

Phone

(602) 620-4058

Permit Inspection	No
Type of Inspection	Re-Inspection
Inspection	Periodic Fire Safety Inspection
Inspection Results	
1 Violation Type	No Violations
Congratulations	At time of inspection this facility had no vilations of the Arizona State Fire Code noted.,Approved for DES licensure for three years.,Approved for DHS licensure for three years. ,Approved for state licensure.
Violation Type	N/A
Comments	All VIOLATIONS FROM Previous Inspection Have Been Corrected.
Tag	Pass
Inspection Time	1.0
Travel Time	1.0
Mileage From Office	6.4
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	[Signature]
	
Send Email To:	Dfinney@AUtismcharter.ORG
Date	Tuesday, February 12, 2019

AGENDA ITEM: Final Rulemaking – Financial Performance Framework and Additional Transparency**Issue**

The first opportunity for public comment ended on June 24, 2019 for the proposed rules to implement the financial performance framework (“financial framework”) and additional transparency recommended by the Board’s Financial Framework Subcommittee and approved by the Board at its December 10, 2018 meeting. During the public comment period, the Board did not receive any comments on the proposed rules. Board staff is seeking Board approval to finalize the proposed rules found in the Notice of Final Exempt Rulemaking (“Final Rulemaking Notice”) included with today’s meeting materials. Should the Board approve the rules today, the Final Rulemaking Notice will be filed with the Secretary of State’s Office for publication.

Background

Pursuant to A.R.S. § 41-1005(G), the Board is exempt from the rulemaking process identified in the Administrative Procedures Act. According to A.R.S. § 41-1005(G), “...the board shall adopt policies or rules for the board and the charter schools sponsored by the board that provide, as appropriate under the circumstances, for notice of and opportunity for comment on the policies or rules proposed for adoption. In order to implement or change any policy or rule, the board shall provide at least two opportunities for public comment. The state board for charter schools shall consider the fiscal impact of any proposed rule pursuant to this section.”

On May 14, 2018, the Board adopted its Procedures for Rule and Policy Adoption (“Rule Procedures”). In accordance with the Rule Procedures, the proposed rules were open for the first opportunity for public comment from June 4 through June 24, 2019. The initial communication was sent to the Board’s newsletter distribution list, which includes all charter representatives. To reach more stakeholders, the request to comment on the rules was circulated through the Board’s website, newsletter and social media channels. Today’s meeting provides the second opportunity for public comment required under the Rule Procedures.

Final Rulemaking

During the first opportunity for public comment, which ended on June 24, 2019, no public comments were received on the proposed rules. The Final Rulemaking Notice’s preamble (see item 11) will be updated accordingly based on the second opportunity for public comment provided at today’s meeting. The Final Rulemaking Notice’s preamble identifies a technical change made between the proposed rules released for public comment on June 4 and the proposed rules included with today’s meeting materials (see item 10 on page 2 of the Final Rulemaking Notice).

Fiscal Impact¹**Financial Framework**

To minimize the economic impact, the Board’s financial framework relies on information from the statutorily required annual audit and on average daily membership calculations completed by the Arizona Department of Education (“ADE”) using student attendance data submitted to ADE by the charter holder.

¹ In this section, “minimal” means less than \$1,000, “moderate” means between \$1,000 and \$10,000, and “substantial” means greater than \$10,000.

The rules are expected to have minimal, if any, economic impact on charter holders assigned “Good Standing” or “Adequate Standing” summative financial performance ratings. For those charter holders assigned an “Intervention” summative financial performance rating, the Board believes the economic impact will be minimal. The Board recognizes that procedures necessary to comply with filing the financial intervention submissions identified in the financial framework rules involve cost for an “Intervention” charter holder. Generally, this cost would result from compiling and submitting documentation to the Board and not from having to create it as a charter holder should, for example, already have and be regularly reviewing a budget and internal, unaudited financial statements. Preparing the summaries required for the initial financial response and, if applicable, preparing the financial action plan will also require time and may involve seeking outside assistance. A charter holder can avoid this economic expense by achieving the financial performance expectations.

The Board may act when the Board determines a charter holder does not meet the minimum financial performance expectations. Being subject to charter oversight or nonrenewal decisions can be expensive for a charter holder and may lead to charter revocation or charter expiration. These costs, though, result from the statutory authority granted to the Board in A.R.S. § 15-183 and not from authority granted to the Board through the financial framework rules. A charter holder can avoid charter oversight and nonrenewal decisions by achieving the financial performance expectations.

Additional Transparency

The Board recognizes that procedures necessary to comply with the required filings and postings identified in the transparency rules involve cost for a charter holder, but believes the economic impact on charter holders will be minimal. To assist charter holders in complying with the requirements of A.A.C. R7-5-501(C) and A.A.C. R7-5-501(D), the Board has developed forms that allow the charter holder to easily submit required information to the Board.

NOTICE OF FINAL EXEMPT RULEMAKING

TITLE 7. EDUCATION

CHAPTER 5. STATE BOARD FOR CHARTER SCHOOLS

PREAMBLE

<u>1. Article, Part, or Section Affected (as applicable)</u>	<u>Rulemaking Action</u>
R7-5-101	Amend
R7-5-208	Amend
R7-5-301	Amend
R7-5-402	Amend
R7-5-501	Amend
R7-5-504	Amend
R7-5-506	Amend
R7-5-509	Amend
R7-5-602	Amend

2. Citations to the agency’s statutory rulemaking authority to include the authorizing statute (general) and the implementing statute (specific), and the statute or session law authorizing the exemption:

Authorizing statute: A.R.S. § 15-182(E)(5)

Implementing statute: A.R.S. §§ 15-182(E)(1) and 15-183(R)

Statute or session law authorizing the exemption: A.R.S. § 41-1005(G)

3. The effective date of the rule and the agency’s reason it selected the effective date:

July 8, 2019, which is the date of the Board meeting at which the Board adopted the final rules.

4. A list of all notices published in the Register as specified in R1-1-409(A) that pertain to the record of the exempt rulemaking:

Not applicable

5. The agency’s contact person who can answer questions about the rulemaking:

Name: Charles Tack, Executive Director

Address: 1616 W. Adams Street, Suite 170, Phoenix, AZ 85007

or

P.O. Box 18328, Phoenix, AZ 85009

Telephone: (602) 364-3080

E-mail: Charles.Tack@asbcs.az.gov

Web site: <https://asbcs.az.gov>

6. An agency’s justification and reason why a rule should be made, amended, repealed, or renumbered to include an explanation about the rulemaking:

As amended in 2018, A.R.S. § 15-183(R) requires the Board, as a sponsoring entity of a charter school, to ground its actions in evidence of the charter holder’s performance in accordance with the Board’s performance framework and requires the Board’s performance framework to include the financial expectations of the charter school. The Board is amending its rules to make them consistent with statutory changes made in 2018, to place the Board’s updated financial

framework in rule, and to place additional transparency recommended by the Board in rule.

7. A reference to any study relevant to the rule that the agency reviewed and either relied on or did not rely on in its evaluation of or justification for the rule, where the public may obtain or review each study, all data underlying each study, and any analysis of each study and other supporting material:

The Board did not review or rely on a study in its evaluation of or justification for any rule in this rulemaking.

8. A showing of good cause why the rulemaking is necessary to promote a statewide interest if the rulemaking will diminish a previous grant of authority of a political subdivision of this state:

Not applicable

9. The summary of the economic, small business, and consumer impact, if applicable:

The rulemaking is expected to have minimal, if any, economic impact on charter holders assigned “Good Standing” or “Adequate Standing” summative financial performance ratings under the financial framework. For those charter holders assigned an “Intervention” summative financial performance rating, the Board believes the economic impact will be minimal. Generally, the cost will result from compiling and submitting the required documentation and not from having to create it as a charter holder should, for example, already have and be regularly reviewing a budget and internal, unaudited financial statements.

The Board recognizes that procedures necessary to comply with the additional transparency filings and postings identified in the rulemaking involve cost for a charter holder, but believes the economic impact on charter holders will be minimal.

10. A description of any changes between the proposed rules, including any supplemental notices and final rules (if applicable):

The following minor, non-substantive changes were made between the proposed and final rules.

R7-5-501(D)(1)-(2): References to “education service provider” were changed to “Education Service Provider” to align with other rules.

11. An agency’s summary of the public or stakeholder comments made about the rulemaking and the agency response to the comments, if applicable:

The rules were open for the first opportunity for public comment from June 4 through June 24, 2019. During the public comment period, no public comments were received on the rules. The second opportunity for public comment occurred at the Board’s July 8, 2019 meeting.

12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules. When applicable, matters shall include, but not be limited to:

None

a. Whether the rule requires a permit, whether a general permit is used and if not, the reasons why a general permit is not used:

Not applicable

b. Whether a federal law is applicable to the subject of the rule, whether the rule is more stringent than the federal law and if so, citation to the statutory authority to exceed the requirements of federal law:

Not applicable

c. Whether a person submitted an analysis to the agency that compares the rule’s impact of the competitiveness of business in this state to the impact on business in other states:

No analysis was submitted.

13. A list of any incorporated by reference material and its location in the rule:

None

14. Whether the rule was previously made, amended, repealed or renumbered as an emergency rule. If so, the agency shall state where the text changed between the emergency and the exempt rulemaking packages:

None of the rules in this rulemaking was made, amended, or repealed as an emergency rule.

15. The full text of the rules follows:

TITLE 7. EDUCATION
CHAPTER 5. STATE BOARD FOR CHARTER SCHOOLS

ARTICLE 1. GENERAL PROVISIONS

Section

R7-5-101. Definitions

ARTICLE 2. APPLICATION FOR A NEW CHARTER; APPLICATION FOR CHARTER REPLICATION

Section

R7-5-208 Application for Replication Charter

ARTICLE 3. POST-CHARTER ACTIONS

Section

R7-5-301 Application for Charter Renewal; Early Renewal of Charter

ARTICLE 4. MINIMUM PERFORMANCE EXPECTATIONS

Section

R7-5-402 Minimum Financial Performance Expectations

ARTICLE 5. CHARTER SUPERVISION

Section

R7-5-501 General Supervision

R7-5-504 Annual Audit and Financial Performance Review

R7-5-506 Five-year-interval Review

R7-5-509 Financial ~~Performance Response~~ Intervention Submissions

ARTICLE 6. CHARTER OVERSIGHT

Section

R7-5-602 Oversight of Charter Schools Assigned a Letter Grade of “F” by the Department

R7-5-101. Definitions

In this Chapter, the following definitions apply:

“Academic performance dashboard” means color-coded graphics that represent a charter school’s academic performance by measure for the three most recent fiscal years and identifies whether the schools operated by the charter holder meet the minimum academic performance expectations.

“Academic Performance Framework” means a document publicly available and posted on the Board’s web site that sets forth the minimum academic performance expectations for charter schools, measures of progress towards meeting the expectations, and consequences of failing to meet the expectations.

“Accounting industry regulatory body” means any state or federal regulatory body that has authority to discipline a certified public accountant or audit firm.

“Administrative completeness review time frame” means the number of days from the Board’s receipt of a submission for Board consideration until the Board staff determines whether the submission contains all components and is formatted as required by statute and rule.

“Annual application cycle” means the process the Board conducts each year to receive and review new charter application packages and grant or deny a charter.

“Applicant” means a person that applies to the Board for a new charter.

“Application” means the Board-approved forms and instructions used by an applicant or charter holder to apply for a new charter, transfer a charter as provided under R7-5-302(A)(1), transfer a charter school as provided under R7-5-302(A)(2), or renew or replicate a charter sponsored by the Board.

“Application package” means an application form, narratives, and documents, including exhibits and attachments, submitted by an applicant or charter holder.

“ASBCS Online” means the Board’s web-based interface, which is accessible through the web site of the Arizona State Board for Charter Schools.

“Audit” means a charter holder’s annual audit required under A.R.S. § 15-914.

“Audit contract” means an engagement letter provided by an audit firm that describes the terms of a contract between a charter holder and the audit firm.

“Authorized representative” means an individual with the power to bind an applicant contractually according to the applicant’s Articles of Incorporation, operating agreement, or by-laws.

“Board” means the Arizona State Board for Charter Schools.

“CAP” means corrective action plan.

“Charter” means a contract between a person and the Board to operate a charter school under A.R.S. § 15-181 et seq.

“Charter holder” means a person that enters into a charter with the Board.

“Charter representative” means an individual with the power to bind a charter holder contractually according to the charter holder’s Articles of Incorporation, operating agreement, or by-laws and is the point of contact with the Board for the purposes of communication and accountability to charter terms and conditions.

“Charter school” has the meaning specified at A.R.S. § 15-101.

“Date of notice” means the date on which an electronic notification is sent by the Board to an applicant or charter holder through the authorized representative or charter representative.

“Day” means a business day.

“Demonstration of sufficient progress” means the process for a charter holder to show the charter holder is making progress towards achieving the minimum academic performance expectations specified in the Academic Performance Framework.

“Department” means the Arizona Department of Education.

“Education Service Provider” means an organization that contracts with or has a governance relationship with an applicant or charter holder to provide comprehensive academic services, administrative services or both. These organizations may also be commonly referred to as Charter Management Organizations or Education Management Organizations.

“Financial performance dashboard” means a color-coded graphic that represents a charter holder’s financial performance by measure for the ~~two~~ most recent audited fiscal years and identifies whether the charter holder’s financial performance meets the minimum financial performance expectations.

“Financial Performance Framework” means a document publicly available and posted on the Board’s web site, and incorporated herein by reference, that sets forth the minimum financial performance expectations for charter holders, measures of performance, and consequences of failing to meet the expectations.

“Fiscal year” means the 12-month period beginning July 1 and ending June 30.

“Initial financial response” means the first response submitted to the Board by a charter holder assigned a summative financial performance rating of “Intervention” under R7-5-402. In its response, the charter holder must:

- Provide the charter holder’s annual budget for the fiscal year that begins on the July 1 following the fiscal year end of the most recent audit conducted under R7-5-504 and the charter holder’s budget for each quarter in the fiscal year;
- Provide a quarterly financial report for each applicable quarter as defined in R7-5-509(B)(3);
- Provide a schedule of debt and lease obligations and the current outstanding balances for each;
- Summarize the factors that caused or contributed to the charter holder’s financial performance in the audited fiscal year; and
- Summarize the specific actions taken or being taken to improve the charter holder’s financial performance in the fiscal year that begins on the July 1 following the fiscal year end of the most recent audit conducted under R7-5-504.

“June 30 quarterly financial report” means the report for the quarter ending June 30 submitted to the Board by a charter holder assigned a summative financial performance rating of “Intervention” under R7-5-402. In the June 30 report, the charter holder must include:

- An unaudited balance sheet (statement of financial position) that identifies the charter holder’s results at June 30 and the charter holder’s unrestricted and restricted cash balances. Minimally, the charter holder’s restricted cash balance must include the charter holder’s unspent Classroom Site Fund monies;
- An unaudited income statement (statement of activities) that identifies the charter holder’s results for the year ended June 30;
- The charter holder’s budget that includes actual results versus budgeted results for the quarter ending June 30; and
- The charter holder’s calculation of its performance on all six of the Financial Performance Framework’s measures.

“Operational performance dashboard” means a color-coded graphic that represents a charter holder’s operational performance by measure for up to the five most recent fiscal years and identifies whether the charter holder’s operational performance meets the minimum operational performance expectations.

“Operational Performance Framework” means a document publicly available and posted on the Board’s web site that sets forth the minimum operational performance expectations for charter holders, measures of performance, and consequences of failing to meet the expectations.

“Overall time frame” means the number of days after receipt of a submission for Board consideration until the Board decides whether to grant or deny the request contained in the submission. The overall time frame consists of both the administrative completeness review time frame and the substantive review time frame.

“Peer review” means an external quality-control review, required by generally accepted government auditing standards, which determines whether an audit firm’s internal quality-control system exists, is operating effectively, and provides assurance that established policies and procedures and applicable auditing standards are being followed.

“Performance expectations” means the minimum academic, financial, and operational performance expectations established by the Board.

“Person” means an individual, partnership, corporation, association, or public or private organization of any kind.

“Principals” means the officers, directors, members, partners, or board of an applicant or charter holder.

“Quarterly financial report” means the report for the quarters ending September 30, December 31 and March 31 submitted to the Board by a charter holder assigned a summative financial performance rating of “Intervention” under R7-5-402. In each quarterly report, the charter holder must include:

- An unaudited balance sheet (statement of financial position) that identifies the charter holder’s results at the quarter end date and the charter holder’s unrestricted and restricted cash balances. Minimally, the charter holder’s restricted cash balance must include the charter holder’s unspent Classroom Site Fund monies;
- An unaudited income statement (statement of activities) that identifies the charter holder’s results year-to-date for the quarter end date;
- The charter holder’s budget for the applicable quarter that includes actual results versus budgeted results; and
- The charter holder’s calculation of its performance on the default, unrestricted days liquidity, adjusted net income and average daily membership measures.

“Serious impact finding” means an issue identified by the Board that the Board believes has or potentially has a detrimental impact on the operation of the charter school or students, such as threat to the health and safety of children, failure to meet the academic needs of children, gross violation of generally accepted accounting principles that increases the opportunity for fraud or theft, or repeated issues of noncompliance.

“Substantive review time frame” means the number of days after a submission for Board consideration is determined to be administratively complete until the Board decides whether to grant or deny the request contained in the submission.

“Sufficiently qualified” means the Board's determination that an applicant's knowledge, experience, qualifications, current and prior charter compliance, capacity, personal and professional background, and creditworthiness indicate an ability to implement a charter or operate a charter school in accordance with federal and state law and the performance expectations established by the Board.

“Supervising certified public accountant” means the certified public accountant responsible for leading the audit of a charter school or signing the final audit report.

“Technical Review Panel” means individuals approved by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist the Executive Director by conducting a preliminary evaluation of an application package.

R7-5-208. Application for Replication Charter

- A. The charter holder of an existing high quality charter school may be eligible to apply for a replication charter rather than a new charter. A replication charter allows the charter holder to implement the existing educational program, corporate and governance structure, and financial and operational processes at a new charter school.
- B. A charter holder that wishes to apply for a replication charter shall submit to the Board a Replication Eligibility form. Board staff shall review the form and determine whether the charter holder is eligible to apply for a replication charter. A charter holder is eligible to apply for a replication charter if the charter holder is in compliance with provisions of its charter, contractual agreements with the Board, federal and state law and this Chapter, and meets the academic and financial eligibility requirements specified in the replication application instructions, which are publicly available and posted on the Board's web site.
- C. Within 15 days after receiving a Replication Eligibility form, Board staff shall provide written notice to the charter holder of whether the charter holder may apply for a replication charter and, if eligible, shall make the replication application available to the charter holder.
- D. If a charter holder submits an application package for a replication charter by the last business day of September, Board staff shall process the application package in an expedited manner and ensure the application package is considered at the Board's meeting in November.
- E. As required under A.R.S. § 41-1073, the Board establishes the following time frames for approving or disapproving a replication charter:
 - 1. Administrative review time frame: 15 days;
 - 2. Substantive review time frame: 50 days; and
 - 3. Overall time frame: 65 days.
- F. The provisions at R7-5-205(A), regarding execution of a new charter, apply to a replication charter.
- G. R7-5-206, regarding a good-cause extension to execute a new charter, and R7-5-207, regarding good-cause suspension of a new charter, do not apply to a replication charter.

R7-5-301. Application for Charter Renewal; Early Renewal of Charter

- A. The Board shall make available on its web site instructions regarding eligibility and submission requirements for renewal and early renewal of a charter.
- B. A charter holder shall submit to the Board electronically through ASBCS Online the renewal application package identified in subsection (E) or the early renewal application package identified in subsection (L). The Board shall not accept a paper submission.
- C. The Board shall provide the charter holder at least 72-hours' written notice of the date, time, and location of the Board meeting at which the Board will consider the charter holder's renewal or early renewal application package. The charter holder shall attend the Board meeting.
- D. At least 18 months before a charter is scheduled to expire, the Board shall provide the charter holder with a renewal application that is customized based on the charter holder's performance history. The Board shall require a charter holder that does not meet the performance expectations specified in Article 4 to submit more information than a charter holder that does meet the performance expectations.
- E. As required under A.R.S. § 15-183(I), a charter holder that intends to seek renewal of the charter shall submit to the Board a renewal application package at least 15 months before the charter is scheduled to expire.
- F. The Board shall not consider a renewal application package that is not submitted by the date specified in subsection (E).
- G. As part of the charter renewal process, Board staff shall conduct an academic-systems-review site visit, as described in R7-5-506, of the charter holder.
- H. The Board shall notify a charter holder of the Board's decision to renew or deny renewal of the charter at least 12 months before the charter is scheduled to expire.

- I. As specified under A.R.S. § 15-183(I), the Board may deny renewal of a charter if the Board determines the charter holder failed to meet or make sufficient progress toward the academic performance expectations or failed to meet the operational performance expectations specified in Article 4, meet the financial performance expectations specified in Article 4, complete the obligations of the charter, or comply with federal or state law or this Chapter. If the Board denies renewal of a charter, Board staff shall provide written notice to the charter holder that includes the information required under A.R.S. § 41-1092.03(A).
- J. A charter holder is eligible to apply for early renewal of the charter if the charter holder:
 - 1. Submits to the Board a letter of intent to apply for early renewal at least 24 months before the charter is scheduled to expire;
 - 2. Has operated a school under the charter for at least five years;
 - 3. Meets the performance expectations specified in Article 4; and
 - 4. Had no compliance matters within the last three years that required action by the Board or other governmental entity.
- K. Within 15 days after receiving a letter of intent to apply for early renewal under subsection (J)(1), Board staff shall provide written notice to the charter holder of whether the charter holder is eligible to apply for early renewal and, if eligible, shall provide the charter holder with the renewal application referenced in subsection (D).
- L. A charter holder that receives notification under subsection (K) of eligibility to apply for early renewal shall submit to the Board the early renewal application package no later than one month after the charter holder receives notification under subsection (K).
- M. A charter holder applying for early renewal shall continue to meet the eligibility requirements specified in subsection (J) until the Board considers the early renewal application package at the Board meeting referenced under subsection (C). The Board shall not consider an early renewal application package submitted by a charter holder that has a change in eligibility status.
- N. Within three months after a charter holder timely submits an early renewal application package, Board staff shall conduct an academic-systems-review site visit, as described in R7-5-506, of the charter holder and shall place the charter holder's early renewal application package on an agenda for Board consideration.
- O. As specified under A.R.S. § 15-183(I)(2), the Board may deny early renewal of a charter if the Board determines the charter holder failed to meet or make sufficient progress toward the academic performance expectations or failed to meet the operational performance expectations specified in Article 4, meet the financial performance expectations specified in Article 4, complete the obligations of the charter, or comply with federal or state law or this Chapter. If the Board denies early renewal of a charter, Board staff shall provide written notice to the charter holder that includes the information required under A.R.S. § 41-1092.03(A).

R7-5-402. Minimum Financial Performance Expectations

- A. The Board shall assess a charter holder's achievement of the minimum financial performance expectations using data contained in the annual audit required under A.R.S. § 15-914 and conducted according to the standards specified in R7-5-504 and average daily membership calculations completed by the Department using student attendance data submitted to the Department by the charter holder.
 - 1. The Board may assess a charter holder's achievement of the minimum financial performance expectations at any time.
 - 2. The Board shall assess a charter holder's achievement of the minimum financial performance expectations:
 - ~~a. When considering an expansion request submitted by the charter holder to:~~
 - ~~i. Add a new charter school to an existing charter;~~
 - ~~ii. Add an Arizona Online Instruction program; or~~
 - ~~iii. Replicate an existing charter;~~
 - ~~ba.~~ During the five-year-interval review required under A.R.S. § 15-183(I);
 - ~~eb.~~ When considering a charter contract renewal request submitted by the charter holder;

- ~~dc.~~ Upon receipt of information that a charter school operated by the charter holder failed to meet the minimum academic performance expectations for three consecutive years;
 - ~~ed.~~ Upon receipt of information that a charter school operated by the charter holder has been assigned a letter grade of “F” by the Department; and
 - ~~fe.~~ When making a decision related to the charter holder’s achievement of the minimum academic performance expectations or compliance with its charter, other contractual agreements with the Board, federal and state law, and this Chapter.
- B.** The Board shall annually assign a charter holder a summative financial performance rating, based on measures specified in the Financial Performance Framework, ~~which reflects both the charter holder’s near-term financial health and longer term financial stability.~~
1. The Board shall assign a summative financial performance rating of “Good Standing” if the charter holder receives no measures rated “below standard” and no more than one measure rated “approaches standard” based on the most recent audit conducted under R7-5-504.
 2. The Board shall assign a summative financial performance rating of “Adequate Standing” if the charter holder receives no measures rated “below standard” and two or more measures rated “approaches standard” based on the most recent audit conducted under R7-5-504.
 3. The Board shall assign a summative financial performance rating of “Intervention” if the charter holder receives one or more measures rated “below standard” based on the most recent audit conducted under R7-5-504 or if the charter holder has received a summative financial performance rating of “Adequate Standing” for three consecutive years.
- C.** A charter holder assigned a summative financial performance rating of “Good Standing” or “Adequate Standing” based on the most recent audit conducted under R7-5-504 is financially eligible to submit to the Board, if the charter holder meets all other eligibility criteria, an expansion request to:
1. Add a new charter school to an existing charter;
 2. Add one or more grade levels to a charter;
 3. Increase the number of students the charter holder may serve;
 4. Add an Arizona Online Instruction program;
 5. Replicate an existing charter;
 6. Transfer an existing charter school to its own charter contract; or
 7. Transfer an existing charter school or charter contract from the current charter holder to an existing charter holder with a different financial performance dashboard.
- D.** A charter holder assigned a summative financial performance rating of “Intervention” based on the most recent audit conducted under R7-5-504 is not eligible to submit to the Board an expansion request specified in R7-5-402(C)(1)-(7).
- ~~CE.~~** ~~The Board shall require a charter holder assigned a summative financial performance rating of “Intervention” based on the most recent audit conducted under R7-5-504 to prepare the financial intervention submissions as described in R7-5-509. The Board shall determine a charter holder meets the annual financial performance standard if the charter holder receives no measure rated “falls far below standard” and no more than one measure rated “does not meet standard” based on the most recent audit conducted under R7-5-504.~~
- F.** The Board shall determine that a charter holder assigned a summative financial performance rating of “Intervention” is “Not on Probation” if, after Board staff’s review of the charter holder’s submissions made under R7-5-509 and R7-5-501(C), all the following are true:
1. The measure or measures rated “below standard” based on the most recent audit conducted under R7-5-504 will likely improve to at least an “approaches standard” rating when calculations are completed using the charter holder’s next audit conducted under R7-5-504.
 2. None of the Financial Performance Framework’s other measures will likely be rated “below standard” when calculations are completed using the charter holder’s next audit conducted under R7-5-504.
 3. Since Board staff made the determination in R7-5-509(D), the Board has not substantiated any complaints involving late payroll checks to employees, or health insurance or liability insurance cancellation due to nonpayment and has not substantiated any complaints involving failure to make required retirement plan contributions or received notification from the Arizona State Retirement System of delinquent retirement contributions.

4. Since Board staff made the determination in R7-5-509(D), the charter holder has not been required to make any submissions under R7-5-501(C).
- G.** The Board shall determine that a charter holder assigned a summative financial performance rating of “Intervention” is “On Probation” if, after Board staff’s review of the charter holder’s submissions made under R7-5-509 and R7-5-501(C), one or more of the following are true:
1. One or more of the measures rated “below standard” based on the most recent audit conducted under R7-5-504 will likely continue to be rated “below standard” when calculations are completed using the charter holder’s next audit conducted under R7-5-504.
 2. One or more of the Financial Performance Framework’s other measures will likely be rated “below standard” when calculations are completed using the charter holder’s next audit conducted under R7-5-504.
 3. Since Board staff made the determination in R7-5-509(D), the Board has substantiated at least one complaint involving late payroll checks to employees, or health insurance or liability insurance cancellation due to nonpayment or has substantiated at least one complaint involving failure to make required retirement plan contributions or received notification from the Arizona State Retirement System of delinquent retirement contributions.
 4. Since Board staff made the determination in R7-5-509(D), the charter holder has been required to make at least one submission under R7-5-501(C).
- H.** After Board staff’s review of the charter holder’s submissions made under R7-5-509 and R7-5-501(C), the Board shall determine that a charter holder is “On Probation” if within the most recent five-year period the charter holder has been assigned three summative financial performance ratings of “Intervention” and two summative financial performance ratings of “Adequate Standing.”
- I.** If, based on the next audit conducted under R7-5-504, a charter holder identified as “Not on Probation” under subsection F is assigned a summative performance rating of “Intervention,” then the Board shall determine that the charter holder is “On Probation.”
- DJ.** The Board shall determine that a charter holder meets the minimum financial performance expectations if the charter holder:
1. Receives ~~an overall rating of “meets the annual financial performance standard”~~ a summative financial performance rating of “Good Standing” or “Adequate Standing” based on the most recent audit conducted under R7-5-504; or
 2. Receives a determination of “Not on Probation” under subsection (F), ~~an overall rating of “meets the annual financial performance standard” based on the previous audit and receives an overall rating of “does not meet the annual financial performance standard” based on the most recent audit with no measure rated “falls far below standard.”~~
- EK.** The Board shall determine that a charter holder does not meet the minimum financial performance expectations if the charter holder receives a determination of “On Probation” under subsection (G) or subsection (H). A charter holder that does not meet the minimum financial performance expectations:
1. ~~Receives an overall rating of “does not meet the annual financial performance standard” and one or more measures rated “falls far below standard” based on the most recent audit conducted under R7-5-504~~ May be subject to charter oversight specified in Article 6 unless and until the charter holder achieves the minimum financial performance expectations; ~~or~~
 2. Shall be required to submit to the Board a financial action plan that:
 - a. Details the specific steps being taken by the charter holder to improve its financial performance in the fiscal year that begins on the July 1 following the June 30 quarterly financial report,
 - b. Identifies the milestones the charter holder will use throughout the fiscal year to benchmark its performance against, and
 - c. Has been developed and approved by the charter holder’s governing board; and
 3. Shall be required to submit quarterly financial reports to the Board until the Board receives the charter holder’s next audit conducted under R7-5-504. ~~Receives an overall rating of “does not meet the annual financial performance standard” based on both of the last two audits conducted under R7-5-504.~~
- L.** The Board shall determine that a charter holder does not meet the minimum financial performance expectations if the charter holder receives a determination of “On Probation” under subsection (I). A charter holder that does not meet the minimum financial performance expectations under subsection (I):

1. May be subject to charter oversight as specified in Article 6 unless and until the charter holder achieves the minimum financial performance expectations; and
 2. Shall be required to submit to the Board a financial action plan that:
 - a. Details the specific steps being taken by the charter holder to improve its financial performance in the fiscal year that begins on the July 1 following the June 30 quarterly financial report,
 - b. Identifies the milestones the charter holder will use throughout the fiscal year to benchmark its performance against, and
 - c. Has been developed and approved by the charter holder's governing board.
- M. Board staff shall report to the Board at a public meeting the audited year performance and June 30 quarterly financial report performance by measure for each charter holder that does not meet the Board's minimum financial performance expectations.
- ~~N. If a charter holder fails to submit or fails to submit timely the information required by subsections (K)(2), (K)(3) or (L)(2), the failure shall be noted in the charter holder's operational performance dashboard posted on ASBCS Online. A charter holder that meets the minimum financial performance expectations may be entitled to reduced submission requirements at the times specified under subsection (A). The Board shall require a charter holder that does not meet the minimum financial performance expectations to submit a financial performance response as specified under R7-5-509 at the times specified in subsections (A)(2)(a)-(e) and may require a charter holder that does not meet the minimum financial performance expectations to submit a financial performance response as specified under R7-5-509 at the times specified in subsection (A)(2)(f).~~

R7-5-501. General Supervision

- A.** A charter holder shall:
1. Comply with the provisions of its charter, contractual agreements with the Board, federal and state laws, and this Chapter; and
 2. Meet the minimum performance expectations specified in Article 4.
- B.** The Board may supervise a charter holder's compliance with subsection (A) using any of the following means:
1. Oral or written communication with:
 - a. The charter representative or authorized charter school personnel; and
 - b. Representatives of federal, state, and local agencies having jurisdiction over operation of the charter school or having authority to investigate or adjudicate allegations of misconduct by any member of the charter school's staff;
 2. Collection and review of reports, audits, data, records, documents, files, and communication from any source relating to any activity or program conducted by or for the charter school;
 3. A site visit as described in R7-5-502;
 4. Annual academic performance review as described in R7-5-503;
 5. Annual audit and financial performance review as described in R7-5-504 and, if necessary, ~~a~~the financial performance response intervention submissions as described in R7-5-509;
 6. Operational performance review as described in R7-5-505;
 7. Five-year-interval review of academic, financial, and operational performance, as described in R7-5-506; and
 8. Complaints as described in R7-5-507.
- C.** A charter holder must report the following to the Board within 10 days of receipt or occurrence:
1. Any notice from a lender or landlord regarding default;
 2. Filing a petition for bankruptcy;
 3. Any notice from the Internal Revenue Service, Arizona State Retirement System, Arizona Department of Revenue, or Arizona Department of Economic Security regarding a tax lien, levy or garnishment;
 4. Correspondence from an insurance provider related to cancellation of health or liability insurance due to nonpayment;

- 5. Notice of termination of line of credit whether initiated by financial institution or charter holder when replacement credit line is not in effect; or
- 6. Withdrawals from debt service reserve funds.
- D.** By September 1 of each year, each charter holder must notify the Board, in writing, of whether they have an agreement or contract with an Education Service Provider for the current school year. If the charter holder has an agreement or contract with an Education Service Provider, then the charter holder must provide:
 - 1. The name of the Education Service Provider; and
 - 2. A written statement describing the services provided to the charter holder's charter school(s) by the Education Service Provider.
- E.** Each charter school must conspicuously and permanently post a link on its website to the charter school's academic performance dashboard and the charter holder's financial and operational performance dashboards on the Board's website. For new schools, the link must be conspicuously posted by September 1 of the charter school's first school year of operation.
- F.** If the charter holder fails to submit or fails to timely submit the information required in subsection (C) or subsection (D) or fails to post the link required in subsection (E) on the charter school's website, the failure shall be noted in the charter holder's operational performance dashboard posted on ASBCS Online.
- CG.** If the specified deadline has not passed, Board staff may grant a charter holder an extension to submit a CAP or other response required under subsection (C), subsection (D), subsection (E), R7-5-502(G), R7-5-504(G), R7-5-505(D), R7-5-505(E), R7-5-506(B)(2), R7-5-507(C), ~~or R7-5-509(B)~~, or R7-5-509(F). In determining whether to grant an extension, Board staff shall consider the following, as applicable:
 - 1. ~~In determining whether to grant an extension, Board staff shall consider the following, as applicable:~~ Whether the charter school at issue was in session when the Board provided notice to the charter holder:
 - ~~a. Whether the charter school at issue was in session when the Board provided notice to the charter holder;~~
 - ~~b. Whether the charter school at issue was in session during the period provided in the notice for the charter holder to respond to the Board, and~~
 - ~~c. Whether additional time is required by the charter holder because of the number or complexity of matters to be addressed.~~
 - 2. ~~Even if the specified deadline has not passed, Board staff shall not grant an extension for a financial performance response required as part of the charter holder's renewal application.~~ Whether the charter school at issue was in session during the period provided in the notice for the charter holder to respond to the Board; and
 - 3. Whether additional time is required by the charter holder because of the number or complexity of matters to be addressed.

R7-5-504. Annual Audit and Financial Performance Review

- A.** By July 1 of each year, the Board shall make available on its web site written requirements regarding the audit each charter school is required to submit annually under A.R.S. §§ 15-183(E)(6) and 15-914.
- B.** Before beginning the audit, a charter holder or the audit firm shall submit for the Board's approval a copy of the audit contract the charter holder intends to execute with an audit firm.
 - 1. Board staff shall approve the audit contract unless the Board has knowledge that one of the following is applicable:
 - a. A person employed by the audit firm has been convicted under federal or state law of a crime indicating lack of business integrity or honesty;
 - b. The audit firm or supervising certified public accountant is subject to a current or pending disciplinary action or a regulatory action requiring the audit firm or supervising certified public accountant to complete conditions specified by an accounting industry regulatory body;
 - c. The audit firm violates or fails to meet generally accepted auditing standards or generally accepted government auditing standards as identified by an accounting industry regulatory body;

- d. The audit firm receives an opinion of “fail” during the audit firm’s most recent peer review;
 - e. An auditor scheduled to work on the audit fails to meet the continuing professional education requirements prescribed by generally accepted government auditing standards; or
 - f. The audit firm fails to agree to adhere to the audit requirements specified in subsection (A).
2. Within 10 days after receiving a copy of an audit contract under subsection (B), the Board shall provide the charter holder and audit firm written notice whether the audit contract is approved.
 3. If the Board disapproves an audit contract submitted under subsection (B), the Board shall include the reason for the disapproval in the written notice provided under subsection (B)(2). If the charter holder or audit firm provides documentation to the Board demonstrating the cause for the disapproval no longer exists, Board staff shall approve the audit contract and provide written notice to the charter holder and audit firm.
- C.** A charter holder or the audit firm that conducts an audit for the charter holder shall submit the annual audit to the Board for a determination whether the audit is complete. Within five days after receiving the annual audit, Board staff shall provide the charter holder and audit firm written notice whether the audit is complete.
- D.** Board staff shall find an audit is incomplete if it does not comply with all requirements specified under subsection (A) or if the audit is prepared by an audit firm that fails to meet the requirements under subsection (B)(1)(a)-(e). If Board staff finds an audit is incomplete, Board staff shall include the reason for the finding in the notice provided under subsection (C). If the charter holder or audit firm provides documentation to the Board demonstrating the reason for the finding no longer exists, Board staff shall find the annual audit is complete and provide written notice to the charter holder and audit firm.
- E.** A charter holder that fails to submit timely a complete audit may be subject to charter oversight as specified in Article 6.
- F.** Board staff shall review each audit deemed complete.
- G.** The Board shall annually calculate a performance rating for each charter holder using the Financial Performance Framework, the annual audit submitted to the Board by the charter holder and the average daily membership calculations completed by the Department using student attendance data submitted to the Department by the charter holder. The Board shall make each charter holder’s financial performance dashboard publicly available and post it on ASBCS Online.
- GH.** Board staff shall send notice to a charter holder after the audit is reviewed unless the Board has been notified the charter holder will not be operating during the next fiscal year.
1. If the Board identifies an issue in the audit, Board staff shall direct the charter holder to address the issue and may require the charter holder to submit a CAP, as described in R7-5-510.
 2. The Board shall require a charter holder that receives a summative financial performance rating of “Intervention” under R7-5-402 to prepare the financial intervention submissions as described in R7-5-509.
- HI.** If Board staff identifies a serious impact finding in the audit, the charter holder shall be subject to charter oversight as specified in Article 6 unless the charter holder provides credible evidence to the Board that the charter holder’s next audit will find the charter holder in compliance.
- ~~**I.** The Board shall annually calculate a financial performance rating for each charter holder using the Financial Performance Framework and the annual audit submitted to the Board by the charter holder. The Board shall make each charter holder’s financial performance dashboard publicly available and post it on ASBCS Online.~~

R7-5-506. Five-year-interval Review

- A.** As required under A.R.S. § 15-183(I)(3), the Board shall review a charter holder at five-year intervals for:
1. Compliance with its charter, other contractual agreements with the Board, federal and state law, and this Chapter; and
 2. Achievement of the minimum performance expectations specified in Article 4.
- B.** Board staff shall provide a charter holder with notice of a five-year-interval review. Board staff shall include in the notice:
1. The information the charter holder is required to submit to the Board,
 2. The deadline by which the charter holder shall submit the required information, and

3. A request for the charter holder to identify dates within a specified time frame not conducive to an unscheduled academic-systems-review site visit. This includes dates of an early release, parent conferences, or school not being in session.

~~C. The Board shall require a financial performance response, as described under R7-5-509, from a charter holder that does not meet the Board's minimum financial performance expectations.~~

DC. The Board shall require a charter holder to review and confirm information concerning the charter's mission statement, program of instruction, instructional days, school calendar, charter representative, grade levels served, enrollment cap, principals, school site, and charter holder locations and, as applicable submit requests for appropriate post-charter actions as described in Article 3.

ED. A charter holder that fails to submit the information required by the deadline specified in subsection (B) shall appear before the Board and may be subject to charter oversight as described in Article 6.

FE. As part of a five-year-interval review, Board staff shall conduct an unscheduled academic-systems-review site visit, in accordance with R7-5-502, to gather evidence regarding the charter holder's implementation of a comprehensive program of instruction and a method to measure pupil progress toward outcomes required in the charter. Using the information provided by the charter holder under subsection (B)(3), Board staff shall provide written notice to the charter holder of the two-week interval during which Board staff will conduct the unscheduled academic-systems-review site visit.

R7-5-509. Financial ~~Performance Response~~ Intervention Submissions

A. The Board shall require a charter holder assigned a summative financial performance rating of "Intervention" under R7-5-402 to prepare an initial financial response, quarterly financial reports and a June 30 quarterly financial report.~~a financial performance response if the Board determines under R7-5-402(E) the charter holder does not meet the minimum financial performance expectations at one of the times specified in R7-5-402(A)(2)(a)-(e).~~

B. Board staff shall provide written notice to a charter holder that is required to submit an initial financial ~~per-~~formance response. Board staff shall ensure the notice includes the following:

1. Information on how to access the charter holder's financial performance dashboard, ~~and~~
2. The deadline, which will be set 30 calendar days from the written notice's date, for submitting the initial financial ~~performance~~ response to the Board, ~~and,~~
3. The quarters that must be addressed in the charter holder's initial financial response.
 - a. If the written notice date is between October 1 and December 31, the initial financial response must address the quarter ending September 30.
 - b. If the written notice date is between January 1 and March 31, the initial financial response must address the quarters ending September 30 and December 31.
 - c. If the written notice date is between April 1 and June 30, the initial financial response must address the quarters ending September 30, December 31 and March 31.
 - d. If the written notice date is after June 30, the initial financial response must address the quarters ending September 30, December 31, March 31 and June 30.

C. Board staff shall review the initial financial response and prepare a report on the initial financial response. Board staff's report will answer each of the following questions and briefly explain the basis for each answer:~~For each measure for which a charter holder received a "does not meet standard" or "falls far below standard" during the most recent audited fiscal year presented in the financial performance dashboard and by the deadline specified in subsection (B)(2), the charter holder shall:~~

1. ~~Explain why the charter holder failed to meet the measure's target in the audited fiscal year.~~Is there a sound explanation for why the charter holder underperformed on the Financial Performance Framework's measures?;
2. ~~Explain the charter holder's effort to improve its performance so it is possible to meet the measure's target in the next fiscal year or a subsequent fiscal year, and~~Did the charter holder perform at a level just below or well below the Financial Performance Framework's measure(s) targets?

3. ~~Provide evidence that supports the charter holder's explanation and analysis under subsections (C)(1) and (2)~~In what direction is the charter holder's financial health heading?
4. Do the charter holder's proposed or implemented actions address the problems that contributed to or caused the charter holder's underperformance on the Financial Performance Framework's measures and are they realistic to implement?-

D. Board staff shall place the charter holder in the intervention tier that aligns with the following criteria:

1. If the charter holder's financial performance dashboard based on the most recent audit conducted under R7-5-504 indicates a rating of "below standard" for the going concern or default measure and indicates a rating of "approaches standard" on zero or more measures, then the charter holder shall be placed in intervention tier 1 notwithstanding subsection (D)(5).
2. If the charter holder's financial performance dashboard based on the most recent audit conducted under R7-5-504 indicates a rating of "below standard" on two or more measures and indicates a rating of "approaches standard" on zero or more measures, then the charter holder shall be placed in intervention tier 1 unless the charter holder is placed in intervention tier 2 under subsection (D)(5).
3. If the charter holder's financial performance dashboard based on the most recent audit conducted under R7-5-504 indicates a rating of "below standard" on one measure other than the going concern measure or default measure and indicates a rating of "approaches standard" on zero or more measures, then the charter holder shall be placed in intervention tier 2 unless the charter holder is placed in intervention tier 1 under subsections (D)(4), (D)(6), (D)(7), (D)(8) or (D)(9).
4. If the report prepared by Board staff identifies a "No" as the answer to the question identified in subsection (C)(4), then the charter holder shall be placed in intervention tier 1.
5. If the charter holder's initial financial response supports that the charter holder has cured the default, then the charter holder shall either be:
 - a. Removed from the intervention process if the default measure was the only measure for which the charter holder received a rating of "below standard" based on the most recent audit conducted under R7-5-504, or
 - b. Placed in intervention tier 2 instead of intervention tier 1 if the charter holder had received a rating of "below standard" on only one other measure based on the most recent audit conducted under R7-5-504.
6. If the charter holder was required to submit a corrective action under R7-5-504(H)(1) based on the most recent audit conducted under R7-5-504 for failure to pay taxes or contributions due to the Internal Revenue Service, Arizona Department of Revenue, Arizona Department of Economic Security or Arizona State Retirement System, failure to have sufficient cash at June 30 to cover the charter holder's unspent Classroom Site Fund balance, or failure to maintain worker's compensation insurance or liability insurance, then the charter holder shall be placed in intervention tier 1.
7. If the Board has substantiated in the audited fiscal year, subsequent fiscal year or both at least one complaint involving late payroll checks to employees, or health insurance or liability insurance cancellation due to nonpayment or if the Board has substantiated in the audited fiscal year, subsequent fiscal year or both at least one complaint involving failure to make required retirement plan contributions or received notification from the Arizona State Retirement System of delinquent retirement contributions, then the charter holder shall be placed in intervention tier 1.
8. If the charter holder has been required to make at least one submission under R7-5-501(C) in the audited fiscal year, subsequent fiscal year or both, then the charter holder shall be placed in intervention tier 1.
9. If the charter holder's performance fluctuates from a summative financial performance rating of "Intervention" to a summative financial performance rating of "Adequate Standing" and then back to a summative financial performance rating of "Intervention" within the most recent three-year period, then the charter holder shall be placed in intervention tier 1.

DE. ~~Within 60-30 calendar days after receiving an initial financial performance response or when the five year interval review is closed out for a financial performance response submitted as part of a five year interval review, Board staff shall provide the charter holder with written notice that includes the following: that the response is acceptable or not acceptable. Board staff shall find a financial performance response acceptable if it includes the explanations and evidence required under subsection (C).~~

1. The charter holder's intervention tier as determined under subsection (D);
 2. The quarterly financial report requirements and submission deadlines;
 3. The availability of Board staff's report specified in subsection (C); and
 4. Any differences identified between the calculations included by the charter holder in its initial financial response and those completed by Board staff.
- F.** The submission deadlines for quarterly financial reports submitted subsequent to the initial financial response are as follows:
1. October 30 for the quarter ending September 30;
 2. January 30 for the quarter ending December 31;
 3. April 30 for the quarter ending March 31; and
 4. July 30 for the quarter ending June 30.
- ~~E~~G.** For each quarterly financial report submitted subsequent to the initial financial response and prior to the June 30 quarterly financial report, Board staff shall determine the charter holder's current performance and compare Board staff's results to the charter holder's calculation results. Within 30 calendar days of each quarterly financial report's receipt, Board staff shall notify the charter holder in writing of:~~If Board staff finds a financial performance response is not acceptable, the Board shall allow the charter holder to supplement the financial performance response if the charter holder is in a process that requires the financial performance response to be considered at a Board meeting.~~
1. The submission deadline for the next quarterly financial report; and
 2. Any differences identified between the calculations completed by the charter holder and those completed by Board staff.
- ~~F~~H.** If the Board allows a charter holder to supplement a financial performance response under subsection (E)~~Within 45 calendar days after receiving a June 30 quarterly financial report, Board staff shall:~~
1. Include the deadline for submitting the supplemented financial performance response in the notice provided under subsection (D)~~Determine the charter holder's probation status under R7-5-402(F)-(H); and~~
 2. Update the charter holder's financial performance dashboard to reflect the charter holder's probation status; and~~Find the supplemented financial performance response acceptable if it includes the explanations and evidence required under subsection (C).~~
 3. Notify the charter holder of its probation status and, if applicable, the deadline for submitting the information identified in R7-5-402(K)(2)-(3).
- I.** For each charter holder placed in intervention tier 1 under subsection (D), Board staff shall visit each school operated by the charter holder to conduct a physical count of students and compare the information observed and obtained onsite with the number of students reported to the Department. Time permitting, Board staff may visit each school operated by a charter holder placed in intervention tier 2 under subsection (D).
- ~~G~~J.** Board staff shall include the supplemented financial performance response and the determination made under subsection (F)(2) in the meeting materials provided to the Board.~~The charter holder's initial financial response, quarterly financial reports and June 30 quarterly financial report supplemented financial performance response and the Board staff's report under subsection (C)~~Board's final determination shall be posted on ASBCS Online.
- ~~H~~K.** If a charter holder fails to submit or fails to submit timely a required initial financial performance response, required quarterly financial report or June 30 quarterly financial report, the failure shall be noted in the charter holder's operational performance dashboard posted on ASBCS Online.

R7-5-602. Oversight of Charter Schools Assigned a Letter Grade of "F" by the Department

- A.** If the Department notifies the Board, as required under A.R.S. § 15-241, that a charter school has been assigned a letter grade of "F," the Board shall require the charter holder to appear before the Board for consideration of whether the Board will issue a notice of intent to revoke the charter under R7-5-607 or restore the charter to acceptable performance through a consent agreement under R7-5-606.
- B.** Upon receipt of the Department's notice under subsection (A), the Board shall provide written notice to the charter holder that the school has been designated a failing school.

- C. Within 30 days after receipt of the notice provided under subsection (B), the charter holder shall:
1. As required under A.R.S. § 15-241, provide written notice to the parents or guardians of all students attending the school that the Department has assigned the school a letter grade of “F” because the school is demonstrating a failing level of performance. The charter holder shall provide to the Board a copy of the notice required under this subsection;
 2. Provide the Board with a list of the names and mailing addresses of the parents or guardians of all students attending the school; and
 3. Ensure the charter school’s public communications that make a statement concerning the charter school’s academic performance, including the charter school’s web site and promotional materials, accurately describe the charter school’s most current annual achievement profile assigned by the Department; ~~and~~
 4. ~~If notified the charter holder does not meet the minimum financial performance expectations, submit a financial performance response as described under R7-5-509.~~
- ~~D. If required, Board staff shall evaluate the financial performance response specified under R7-5-509.~~
- ED.** The Board shall provide the charter holder with at least 72 hours’ written notice of the date, time, and location of the public meeting at which the Board will consider whether to restore the charter to acceptable performance or revoke the charter. In making this decision, the Board shall consider all relevant factors including:
1. Whether the charter holder complied fully with the provisions of subsection (C);
 2. Whether the charter holder failed to meet the minimum academic performance expectations based on student achievement measures specified in the Academic Performance Framework;
 3. Whether the charter holder has demonstrated, under R7-5-508, sufficient progress toward achieving the minimum academic performance expectations;
 4. Whether the charter holder meets the minimum financial performance expectations;
 5. Whether the charter holder timely complied with Board requests for information and documents;
 6. Whether the charter holder’s historical compliance record indicates repeated or multiple breaches of its charter, other contractual agreements with the Board, federal or state law, or this Chapter; and
 7. Any other factor the Board determines has a bearing on the charter holder’s ability or willingness to comply with the provisions of its charter, other contractual agreements with the Board, federal and state law, and this Chapter.
- FE.** If the Board decides to restore the charter to acceptable performance, the Board shall enter into a consent agreement with the charter holder as provided under R7-5-606. If the Board decides to revoke the charter, the Board shall issue a notice of intent to revoke the charter as provided under R7-5-607.

AGENDA ITEM: Proposed Revision to Financial Eligibility Criterion Regarding Associated Charters

Issue

To ensure a minimum standard of achievement and operations charter holders should strive to obtain before expanding, the Board adopted financial, academic and operational eligibility criteria for expansion requests. Board staff is recommending changes to the financial eligibility criterion that considers the financial performance of the charter holder’s Associated Charters. During the public comment period, the Board did not receive any comments on these proposed changes.

Proposed Revision to Financial Eligibility Criteria

The table below identifies the changes proposed to the financial eligibility criterion that considers the financial performance of the charter holder’s Associated Charters.

Existing Language	Proposed Change
75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.	<p><u>Based on FY18 Audit Dashboard</u> For the most recent fiscal year presented on the Associated Charters’ dashboards, either 75 percent or more of all Associated Charters have no measure rated “Falls Far Below Standard” or no more than one Associated Charter has a measure rated “Falls Far Below Standard.”</p> <p><u>Based on FY19 and Subsequent Audit Dashboards</u> For the most recent fiscal year presented on the Associated Charters’ dashboards, either 75 percent or more of all Associated Charters have not received a summative financial performance rating of “Intervention” or no more than one Associated Charter has received a summative financial performance rating of “Intervention.”</p>

First Opportunity for Public Comment

In accordance with the Board’s Procedures for Rule and Policy Adoption, the proposed substantive changes were open for public comment from June 4 through June 24, 2019. The initial communication was sent to the Board’s newsletter distribution list, which includes all charter representatives. To reach more stakeholders, the request to comment on the proposed changes was circulated through the Board’s website, newsletter and social media. Today’s meeting provides the second opportunity for public comment required under the Board’s procedures.

AGENDA ITEM: Financial Performance Framework Transition Plan**Issue**

At its July 8, 2019 meeting, the Board will consider approving the rules for implementing the new financial performance framework (“financial framework”) recommended by the Board’s Financial Framework Subcommittee and approved by the Board at its December 10, 2018 meeting. Should the Board approve the rules today, Board staff has prepared for the Board’s consideration a transition plan for implementing the new financial framework beginning with the fiscal year 2019 audits, which the Board will receive in fiscal year 2020.

Background

The Board initially adopted a financial framework in August 2012. Since financial performance was not specified in the law, a charter holder’s financial performance has been used during the term of the contract:

- To stipulate the conditions which waive the charter holder from any submission requirements related to its financial operations.
- To stipulate the conditions which require the charter holder to submit additional information or clarification (also known as a “financial performance response”) that would be used to inform the Board’s decision-making.

During the 53rd Legislature, Second Regular Session, the budget was passed with language requiring charters to meet the financial performance expectations set forth in the performance framework. This provision gave the Board the authority to take action against a charter it sponsors based on the Board’s financial framework. In light of this additional accountability, on December 10, 2018, the Board approved a new financial framework.

Each charter holder’s financial performance is represented in a dashboard. The dashboard becomes publicly available through ASBCS Online after the audit is received by the Board and reviewed by Board staff. Under the transition plan, the fiscal year 2019 audits would be the first reviewed under the new financial framework. Approximately three-quarters of the estimated 412 fiscal year 2019 audits must be submitted to the Board by November 15, 2019, with the remaining audits due by March 31, 2020.

Why Is the Transition Plan Needed?

The transition plan offers a roadmap for stakeholders and provides the Board with a means to:

- Acknowledge the new financial framework’s development during the same fiscal year as the first audit to be reviewed under the new financial framework.
- Recognize the shift the new financial framework represents in how the Board may use a charter holder’s financial performance.
- Address the timing and availability of the first financial dashboards created under the new financial framework.

Transition Plan

In fiscal year 2020, the Board will assign each charter holder a summative financial performance rating pursuant to A.A.C. R7-5-402(B) based on the fiscal year 2019 audit. Those charter holders assigned an “Intervention” summative financial performance rating will be subject to the reporting and evaluation requirements prescribed in A.A.C. R7-5-402 and A.A.C. R7-5-509. In recognition of the items identified in the previous section, fiscal year 2020 will be considered a transition year. The transition plan’s specific considerations for five-year interval reviews, expansion requests, renewal, and revocation decisions are addressed below.

FIVE-YEAR INTERVAL REVIEWS

A.R.S. § 15-183(I)(3) requires the Board to review a charter contract at five-year intervals. In August 2019, Board staff will notify charter holders undergoing a five-year interval review in fiscal year 2020 of their submission requirements. When this notification is sent, the most recent financial dashboard available will be

based on the fiscal year 2018 audit and the previous financial framework. The previous financial framework requires a charter holder that does not meet the Board's financial performance expectations to submit a financial performance response as part of its interval review.

Under the transition plan for fiscal year 2020 interval reviews, a charter holder that does not meet the Board's financial performance expectations based on the fiscal year 2018 audit dashboard will not submit a financial performance response to the Board. If, based on its fiscal year 2019 audit, an interval review charter holder receives an "Intervention" summative financial performance rating, the charter holder will be subject to the financial intervention submissions identified in A.A.C. R7-5-509.

EXPANSION REQUESTS

"Expansion requests" are specified in A.A.C. R7-5-402(C)(1)-(7).

- A. Except for enrollment cap increases, expansion requests to be implemented in fiscal year 2021 must be considered by the Board no later than the final Board meeting of fiscal year 2020; accordingly, charter holders are beginning to submit expansion requests for implementation in fiscal year 2021. For expansion request submissions made through at least the first part of fiscal year 2020, the most recent financial dashboard available will be based on the fiscal year 2018 audit and the previous financial framework. Under the previous financial framework, a charter holder that has one or more measures rated "Falls Far Below Standard" is not eligible to submit expansion requests. A charter holder that has two or more measures rated "Does Not Meet Standard" and no measures rated "Falls Far Below Standard" is eligible to submit expansion requests, but must also submit a financial performance response.

Under the transition plan:

- ***A charter holder that has one or more measures rated "Falls Far Below Standard" based on the fiscal year 2018 audit dashboard will continue to be ineligible to submit expansion requests.*** Should the charter holder wish to submit an expansion request after the charter holder's fiscal year 2019 audit dashboard becomes available, the charter holder's eligibility will be reassessed.
- ***A charter holder that does not meet the Board's financial performance expectations due solely to two or more measures being rated "Does Not Meet Standard" based on the fiscal year 2018 audit dashboard will not submit a financial performance response to the Board with its expansion request.***

- B. Pursuant to A.A.C. R7-5-402(D), a charter holder assigned an "Intervention" summative financial performance rating is not eligible to submit expansion requests specified in R7-5-402(C)(1)-(7).

Under the transition plan, a charter holder assigned an "Intervention" summative financial performance rating based on the fiscal year 2019 audit dashboard may choose to submit expansion requests specified in A.A.C. R7-5-402(C)(1)-(7) if the charter holder meets all other eligibility criteria. Such expansion requests would require the review and approval of the Board. Such charter holders whose fiscal year 2020 audit dashboard produces an "Intervention" summative financial performance rating would no longer be eligible to submit expansion requests specified in A.A.C. R7-5-402(C)(1)-(7) and would be subject to the provisions of A.A.C. R7-5-402(D).

RENEWAL

- A. A.R.S. § 15-183(I)(1) requires the Board to notify a charter holder of its eligibility to apply for renewal at least 18 months prior to the expiration of the charter contract. Later this month, Board staff will send the first renewal eligibility notification for fiscal year 2020. When this notification is sent, the most recent financial dashboard available will be based on the fiscal year 2018 audit and the previous financial framework. The previous financial framework requires a charter holder that does not meet the Board's financial performance expectations to submit a financial performance response as part of its renewal application.

Under the transition plan for fiscal year 2020 renewal eligibility notifications, a charter holder that does not meet the Board's financial performance expectations based on the fiscal year 2018 audit dashboard will not submit a financial performance response to the Board. If, based on its fiscal year 2019 audit, a charter holder eligible for renewal receives an "Intervention" summative financial performance rating, the charter holder will be subject to the financial intervention submissions identified in A.A.C. R7-5-509.

- B. Pursuant to A.R.S. § 15-183(I)(1), the Board may deny a request for renewal if, in the Board's judgment, the charter holder has failed to meet the financial performance expectations set forth in the performance framework. ***Under the transition plan, the Board does not intend to consider making non-renewal decisions based on financial performance until a charter holder's fiscal year 2020 audit has been reviewed.*** The fiscal year 2020 audit will be submitted to the Board and reviewed in fiscal year 2021.

REVOCATION DECISIONS

Pursuant to A.R.S. § 15-183(I)(3), the Board may revoke a charter contract if the Board determines the charter holder has failed to meet financial performance expectations set forth in the performance framework. ***Under the transition plan, the Board does not intend to consider making revocation decisions based on financial performance until a charter holder's fiscal year 2020 audit has been reviewed.*** The fiscal year 2020 audit will be submitted to the Board and reviewed in fiscal year 2021.



Financial Framework: Transition Plan Overview

ASBCS BOARD MEETING

JULY 8, 2019

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Reasons for Transition Plan

- To acknowledge framework's development during same year as the first audit that will be reviewed
- To recognize the new framework's shift in how the Board may use a charter's financial performance
- To address timing and availability of first financial dashboards created under the new framework



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FY20 Transition Plan Highlights

- Board will assign each charter holder a summative financial performance rating based on FY19 audit.
- Charters with “Intervention” rating will be subject to reporting/evaluation requirements in rule.
- Remainder of presentation addresses specific plan considerations for certain Board processes.



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Five-Year Interval Reviews

- For FY20 interval reviews, a charter holder that “does not meet” financially based on the FY18 audit dashboard will not submit a financial performance response to the Board.
- *NOTE: Charter holders assigned an “Intervention” rating based on the FY19 audit dashboard will be subject to the financial intervention submissions identified in A.A.C. R7-5-509.*



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Expansion – FY18 Audit Dashboard

- A charter holder with one or more “Falls Far Below Standard” ratings will continue to be ineligible to submit expansion requests* to the Board.
- A charter holder that “does not meet” financially due solely to “Does Not Meet Standard” ratings will not submit a financial performance response to the Board with its expansion request*.



* “Expansion requests” are specified in A.A.C. R7-5-402(C)(1)-(7).

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Expansion – FY19 Audit Dashboard

- A charter holder assigned an “Intervention” rating based on the FY19 audit dashboard may submit expansion requests* to the Board if the charter holder meets all other eligibility criteria.
- *NOTE: Such charter holders whose FY20 audit dashboard produces an “Intervention” rating would no longer be eligible to submit expansion requests and would be subject to the provisions of A.A.C. R7-5-402(D).*



* “Expansion requests” are specified in A.A.C. R7-5-402(C)(1)-(7).

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Renewal Eligibility

- For FY20 renewal eligibility notifications, a charter holder that “does not meet” financially based on the FY18 audit dashboard will not submit a financial performance response to the Board.
- *NOTE: Charter holders assigned an “Intervention” rating based on the FY19 audit dashboard will be subject to the financial intervention submissions identified in A.A.C. R7-5-509.*



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Renewal Decisions

- The Board does not intend to consider making non-renewal decisions based on financial performance until a charter holder’s FY20 audit has been reviewed.
- *NOTE: The FY20 audit will be submitted to the Board and reviewed in FY21.*



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Revocation Decisions

- The Board does not intend to consider making revocation decisions based on financial performance until a charter holder's FY20 audit has been reviewed.
- *NOTE: The FY20 audit will be submitted to the Board and reviewed in FY21.*



AGENDA ITEM: Proposed Revisions to Amendment Staff Recommendation Criterion for Financial Performance

Issue

At its July 8, 2019 meeting, the Board will consider approving a) the rules for implementing the financial performance framework recommended by the Board’s Financial Framework Subcommittee and approved by the Board at its December 10, 2018 meeting and b) the transition plan for the financial performance framework’s implementation. Should the Board approve the rules and transition plan today, revisions will be required to the financial performance staff recommendation criterion used for expansion amendment requests.

Background

Recommendation criteria are used to determine if Board staff will recommend the Board approve an expansion amendment request. A charter holder must fulfill all criteria listed for the expansion amendment request to receive a staff recommendation for expansion. A complete expansion amendment request that receives a staff recommendation may be placed on the consent agenda of a regular Board meeting. One of the staff recommendation criteria requires the charter holder to meet the Board’s financial performance expectations based on the most recent dashboard.

Proposed Revisions to Financial Performance Staff Recommendation Criterion

Under the financial framework transition plan considered today, charter holders assigned a summative financial performance rating of “Intervention” based on the fiscal year 2019 audit dashboard would be allowed to submit expansion requests if the charter holder meets all other eligibility criteria. Beginning with the fiscal year 2020 audit dashboard, charter holders that receive an “Intervention” summative financial performance rating would no longer be eligible to submit expansion requests and would be subject to the provisions of A.A.C. R7-5-402(D). For fiscal years 2020, 2021, and 2022, the tables below identify the staff recommendation financial performance criterion that will be used based on the fiscal year of the charter holder’s most recent financial dashboard.

FISCAL YEAR 2020 (July 1, 2019 through June 30, 2020)		
Financial Dashboard Used	Financial Performance Criterion	“Analysis” in “Agenda Item Executive Summary”
FY 2018 audit dashboard (because FY 2019 audit dashboard is not yet available)	“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.	The Charter Holder Meets the Board’s Financial Performance Expectations.
		The Charter Holder Does Not Meet the Board’s Financial Performance Expectations
FY 2019 audit dashboard	“Good Standing” or “Adequate Standing” based on the most recent dashboard.	The Charter Holder received “Good Standing” rating.
		The Charter Holder received “Adequate Standing” rating.
		The Charter Holder received “Intervention” rating.

FISCAL YEAR 2021 (July 1, 2020 through June 30, 2021)		
Financial Dashboard Used	Financial Performance Criterion	“Analysis” in “Agenda Item Executive Summary”
FY 2019 audit dashboard (because FY 2020 audit dashboard is not yet available)	“Good Standing” or “Adequate Standing” based on the most recent dashboard.	The Charter Holder received “Good Standing” rating.
		The Charter Holder received “Adequate Standing” rating.
		The Charter Holder received “Intervention” rating.
FY 2020 audit dashboard	<i>Criterion eliminated as it is no longer applicable.</i>	

FISCAL YEAR 2022 & SUBSEQUENT FISCAL YEARS		
Financial Dashboard Used	Financial Performance Criterion	“Analysis” in “Agenda Item Executive Summary”
FY 2020 and subsequent audit dashboards	<i>Criterion eliminated as it is no longer applicable.</i>	

AGENDA ITEM: Additional Transparency Rollout

At its July 8, 2019 meeting, the Board will consider approving the rules for implementing the additional transparency recommended by the Board’s Financial Framework Subcommittee and approved by the Board at its December 10, 2018 meeting. Should the Board approve the rules today, the table below identifies the rollout considerations for fiscal year 2020, as well as implications for charter holders’ operational dashboards.

	Education Service Provider	Website Link to Performance Dashboards	Mandatory Reporting
Rule Requirement	<p>By September 1 of each year, each charter holder must notify the Board, in writing, of whether they have an agreement or contract with an Education Service Provider¹ for the current school year. If the charter holder has an agreement or contract with an Education Service Provider, then the charter holder must provide:</p> <ul style="list-style-type: none"> ▪ The name of the Education Service Provider; and ▪ A written statement describing the services provided to the charter holder’s charter school(s) by the Education Service Provider. [A.A.C. R7-5-501(D)] 	<p>Each charter school must conspicuously and permanently post a link on its website to the charter school’s academic performance dashboard and the charter holder’s financial and operational performance dashboards on the Board’s website. For new schools, the link must be conspicuously posted by September 1 of the charter school’s first school year of operation. [A.A.C. R7-5-501(E)]</p>	<p>A charter holder must report the following to the Board within 10 days² of receipt or occurrence:</p> <ul style="list-style-type: none"> ▪ Any notice from a lender or landlord regarding default; ▪ Filing a petition for bankruptcy; ▪ Any notice from the Internal Revenue Service, Arizona State Retirement System, Arizona Department of Revenue, or Arizona Department of Economic Security regarding a tax lien, levy or garnishment; ▪ Correspondence from an insurance provider related to cancellation of health or liability insurance due to nonpayment; ▪ Notice of termination of line of credit whether initiated by financial institution or charter holder when replacement credit line is not in effect; or ▪ Withdrawals from debt service reserve funds. [A.A.C. R7-5-501(C)]
FY 2020 Rollout Considerations	<p>By September 1, 2019, each charter holder operating at least one school in fiscal year 2020 must submit to the Board the information required by A.A.C. R7-5-501(D).</p>	<p>By August 1, 2019, each charter school that operated in fiscal year 2019 must conspicuously post on its website the link required by A.A.C. R7-5-501(E).³ New schools opening in fiscal year 2020 must conspicuously post the link by September 1, 2019.</p>	<p>For fiscal year 2020, which begins July 1, 2019, charter holders must report all notices and occurrences identified in A.A.C. R7-5-501(C). Notices received or occurrences that take place between July 1, 2019 and August 1, 2019 must be reported to the Board by the charter holder no later than August 15, 2019.</p>
Operational Dashboard	<ul style="list-style-type: none"> ▪ Fiscal year 2020 will be a pilot year. ▪ Beginning with fiscal year 2021, failure to comply will be noted on a charter holder’s operational performance dashboard. 		

¹ An Education Service Provider means an organization that contracts with or has a governance relationship with an applicant or charter holder to provide academic services, administrative services or both. These organizations may also be commonly referred to as Charter Management Organizations or Education Management Organizations. [A.A.C. R7-5-101]

² A day means a business day. [A.A.C. R7-5-101]

³ Should the rules be approved today, a file containing each charter school’s link will be posted on the Board’s website by July 12, 2019.



Additional Transparency: Rollout Considerations

ASBCS BOARD MEETING

JULY 8, 2019

Additional Transparency

- Link to Performance Dashboards
 - A.A.C. R7-5-501(E)
- Education Service Provider
 - A.A.C. R7-5-501(D)
- Mandatory Reporting
 - A.A.C. R7-5-501(C)



FY20 Rollout Considerations

➤ Link to Performance Dashboards

- By 8/1/19, each school that operated in FY19 must conspicuously post on its website the link required by A.A.C. R7-5-501(E).
- New schools opening in FY20 must conspicuously post the link by 9/1/19.
- By 7/12/19, the Board will post on its website a file with each school's link.

➤ Education Service Provider ("ESP")

- By 9/1/19, each charter holder operating at least one school in FY20 must submit to the Board the information required by A.A.C. R7-5-501(D).



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FY20 Rollout Considerations

➤ Mandatory Reporting

- For FY20, which begins 7/1/19, charter holders must report all notices and occurrences identified in A.A.C. R7-5-501(C) within 10 business days.
- Notices received and occurrences that take place between 7/1/19 and 8/1/19 must be reported to the Board by the charter holder no later than 8/15/19.

➤ Forms Developed by Board

- To assist charter holders in complying with A.A.C. R7-5-501(C) [mandatory reporting] and A.A.C. R7-5-501(D) [ESP], the Board has developed forms that allow the charter holder to easily submit the required information.



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Operational Dashboard

- FY20 will be a pilot year.
- Beginning with FY21, failure to comply with A.A.C. R7-5-501(C), A.A.C. R7-5-501(D) and/or A.A.C. R7-5-501(E) will be noted on a charter holder's operational dashboard.

