

Arizona State Board for Charter Schools  
Arizona State Board of Education  
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JAN 14 2010

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) AIBT Non-profit Charter High School, Inc. - Phoenix (CTDS) 078793000

(Charter Holder Mailing Address) 6049 N. 43rd Ave.

(City, State) Phoenix, AZ (Zip) 85019

(Charter Representative's Name) Mark Hebert

(Phone Number) (602) 973-6018 (Fax Number) (602) 589-1349

**Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.**

**Adding grade levels served for charter**

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and AIBT Non-profit Charter High School, Inc. - Phoenix (Charter Holder), herein agree to amend the terms of the charter contract as follows:

**FROM SERVING GRADES:** 9th, 10th, 11th, 12th

**TO SERVING GRADES:** 7th, 8th, 9th, 10th, 11th, 12th

In witness whereof, Charter Holder has signed this contract amendment as of this 8th day of January, 20 , and the State Board for Charter Schools has signed this contract amendment as of this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, to take effect at such time as it is signed by both parties.

  
\_\_\_\_\_  
Charter Representative Signature

\_\_\_\_\_  
Representative Signature for the Arizona State Board for Charter Schools

**Ronald C. Bauer Medical Arts High School**  
**Monthly Board Meeting**  
Thursday, January 4, 2010  
6049 N. 43<sup>rd</sup> Avenue, Phoenix, AZ 85019

Officers and Members present:

Angela Green, Chair

Mark Hebert, RCB Medical Arts High School Director

Melba Moore, Secretary

Virginia Stodola, Community Member

Patricia Jackson, RCB Medical Arts High School Asst. Principal

Claudina Douglass, Accountant

- I. Call to order, 4:34 pm
- II. The minutes for the December 10, 2009 meeting were read and discussed. Ms. Stodola made the motion that we accept the minutes with corrections. Ms Green seconded the motion. All were in favor. The motion carried.
- III. Business Report was presented by Claudina Douglass. Numbers reflect the addition of 100 junior high students and 250 senior high students, construction costs, text books, teaching staff for middle school and a lunch program. Mr. Hebert explained the planned construction and went over the blueprints. The junior high will be contained upstairs with the high school moving downstairs. Ms. Stodola questioned if we were considering hiring a full time special education teacher. Mr. Hebert said that it was indeed a consideration. At this state we are under projected by 40 students, thus we are not where we should be financially. We will be receiving an influx of funds once the extra 40 students are submitted to SAIS. If all the numbers work we will be a million dollars ahead at the end of three years. Financials were signed off on by the Board.
- IV. Mr. Hebert made a motion to approve the Amendment Request to Add Grade Levels Served of Charter Holder. Ms. Moore seconded the motion. All approved. Ms. Stodola abstained.
- V. Mr. Hebert made a motion to approve of School Name Change Notification Request. Ms. Moore made a motion and Ms. Green seconded the motion.
- VI. Charter School University. Charter School Board. Ms. Stodola suggested a Board retreat. Ms. Green will take on the next chapter on fiduciary responsibilities (Chapter 10).
- VII. Next meeting is scheduled for February 4, 2010.
- VIII. Ms. Stodola motioned to adjourn the meeting. Ms. Green seconded. Meeting adjourned at 6:04 pm

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Melba Moore, Secretary

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## RCB Medical Arts High School

### Adding Grade Levels to Charter Amendment Request

Ronald C. Bauer Medical Arts High School has been serving the needs of students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades by providing them the knowledge and skills necessary to prepare them for the job market, especially in allied health fields (CNA, Pharmacy Technical Assisting). We wish to expand our program to include 7<sup>th</sup> and 8<sup>th</sup> Grades.

#### **Narrative Providing Background and Support for Expansion**

In school year 2005-2006 RCB Medical Arts High School expanded from serving 11<sup>th</sup> and 12<sup>th</sup> grade levels to serving all of the secondary school grade levels (9<sup>th</sup> and 12<sup>th</sup>). While our mission and methods have remained the same in the last four years since this first expansion, our identity as a school has gone through some changes, and we have also dramatically improved our methods of intervention with students.

Utilizing the work of Ruby Payne (Aha Process) and her studies on intergenerational poverty, we have come to understand we are here to provide a vital resource for a poor population in the West Phoenix community. 85% of our students live at or below the poverty level, and the situation of this community has worsened since the recent recession. Our teachers and administrators primarily see themselves as a school working for the underemployed and disadvantaged to bring them hope and liberation through competency-based instruction, solid mentoring in employability skills, and technology-rich preparation for the workforce through concentrations in mathematics and science.

Two areas that have become focal points of our concern have been Academic Intervention and Dropout Prevention. RCB has received funding for our AIMS Intervention Dropout Prevention programs for the last several years from ADE, and our Title I programs have also grown, allowing us to specialize in both of these areas. Our assessments of incoming students to our school over the last several years have alarmed us, and have led us to believe that school expansion is our best way to reach students and improve academic achievement.

Over the past several years RCBMAHS has constantly improved methods of academic intervention. Most recently, Response to Intervention (RTI) has transformed our school's academic program. We have added a reading interventionist and two mathematics interventionists to our faculty, who have worked to develop supplemental interventions (Tier II) and intensive interventions (Tier III) for students, and added an Assessment Specialist and Professional Development/Teacher Support specialist. New methods of assessment and an

infrastructure to support and respond to students have made RCB much better at preparing students for AIMS. Students who come to RCB receive baseline testing to discern the levels of services which they need. They are given diagnostic testing and formative testing to determine their gaps. Based on this data, RCB is able to develop strategies for instruction based on the Arizona State Standards, and to prepare students to meet on the AIMS. This year, we have had more than a third (82/245) of our students who were unable to do 9<sup>th</sup> grade level work in mathematics. Students have indicated to us that they were not taught mathematics in their other schools, that while lessons went on many of them were left behind. (They also express appreciation for RCB's methods of instruction and intervention.) For whatever reasons, one third of the students who come to us are below ninth grade level and are placed in Basic Mathematics courses at RCB in order to catch up. Our major frustration is that no one has intervened with these students earlier. These students should have been doing Pre-Algebra or received Basic Math interventions in the 7<sup>th</sup> and 8<sup>th</sup> grades, but this intervention did not occur or was ineffective. To complicate matters: today's 9<sup>th</sup> grade student is required to complete four credits of mathematics, or what amounts to four years of math in a traditional school schedule. If a student is in need of a year of intervention just to get ready to begin Algebra I, the starting level for secondary, this means they will need five years of mathematics. If a student drops out of school and is also in need of five years of mathematics, they have added to the number of years they will need. To have one third of students enrolling in the 9<sup>th</sup> through 12<sup>th</sup> grades (and the majority are upper levels for us) presents a crisis situation for a school hoping to graduate all of its students. The challenge to our school in terms of performing its mission is huge.

In the area of dropout prevention, we have noticed that many students dropout in their ninth grade years, the first year of high school. Moving from 8<sup>th</sup> to 9<sup>th</sup> grades involves a transition that is social and emotional, but also involves a change in school expectations: students must transition from a system of social promotion and lower expectations to a system of promotion based on earned credits, where graduation depends upon high-stakes testing. When these students unprepared or the academic rigors of ninth grade fail, they become discouraged and drop out. Sometimes the social and emotional transition from one school to another impacts them. When they come to their senses, they find in RCB a school that helps them recover their credits, and we find in them students who could not handle the transition from lower-level grades to upper. A successful dropout prevention program, in our opinion, would help students to make the transition, and do it even before that critical 9<sup>th</sup> grade year.

In extensive discussions with teachers and stakeholders, RCB has determined that it would be of great value to intervene earlier in the lives of these young people who are slipping through the cracks. In order to teach to the rigorous science and mathematics standards of the State, and to give career and technical education that these young people will need for the allied health job markets and help them survive in a technology environment, it is absolutely necessary that these disadvantaged students receive every advantage from the earliest possible time for intervention. Academically, it makes sense that we should want these disadvantaged young people for six

years. This will greatly increase our success as a school, and student success in the difficult transition from junior high to high school. Moreover, the emotional, social, and school-cultural transition from junior to secondary high school will not be so traumatic for students; we believe we will be able to address much of our dropout problem for students by providing them a more easy transition from junior high to high school.

For the first eight years of its life as a school, RCBMAHS depended upon International Institute of the Americas (IIA), a college, and we shared space with them at 6049 N. 43<sup>rd</sup> Ave. IIA was sold two years ago to a for-profit college and became Brookline College. While able to fulfill our mission and offer enough classes for students, our school was somewhat “penned in” in terms of expansion, with a total capacity for eight classrooms, and teachers having to prep many classes. Recently (December, 2009), Brookline vacated the premises for a better address and the space for the expansion of RCBMAHS became available. RCBMAHS has already added three classes this year, bringing our enrollment to 300, and we will add to our school the nursing facility below us (we are upstairs) for our CNA program, a mathematics wing and for Pharmacy Support Services. If this expansion of grade levels served is approved, we will be able to move into an even larger space at this location. Please note, the space is still at 6049 N. 43<sup>rd</sup> Ave.; we have already expanded our high school into a 19K square foot space at this location. We will also have enough space, upon approval to add 7<sup>th</sup> and 8<sup>th</sup> grades, or 100-200 students, to move into an additional 19K square feet and have a very spacious section for these grades. We are in discussions with Mr. Michael Pollack and Brookline College for this further space.

A secondary consideration is that the additional space this expansion will provide can help us to develop our Free and Reduced Lunch program, and to provide breakfast and lunch to students in our community.

**Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis and mission of the charter.**

The addition of 7<sup>th</sup> and 8<sup>th</sup> grades supports the **philosophy** of Ronald C. Bauer Medical Arts High School, which is that learning is a life-long process. After approval of our amendment, we will serve a group of students at an earlier part of this life-long process and be able to have a greater effect on them. With inner-city economically disadvantaged students, learning has often become an uphill process as well; RCB has become more in tune with the life of the inner-city. Working with the poor in West Phoenix, we know that many of our students lack more than financial resources; they need more attention, more time, and more academic interventions, but more than anything they are in need of higher expectations. At center of our philosophy has been the belief that students in today’s fast-paced, technology-driven job markets, especially at-risk, economically disadvantaged students, need an education that will provide them with a meaningful career where the job market is growing. Today’s preparation for allied health

careers, CNA, and Pharmacy Support Services requires much more of students and most certainly needs as many years as can be made available to be complete. The addition of 7<sup>th</sup> and 8<sup>th</sup> grades will help us promote and utilize competency-based skills need to be successful in a fast-paced, changing technological environment. With earlier grades we will be able to give students more intensive science and mathematics instruction and intervention, and this will impact the whole of a working person's life.

The addition of 7<sup>th</sup> and 8<sup>th</sup> grades supports the **methods of instruction** of RCBMAHS, which are based on direct instruction models designed according to the findings of Robert Marzano the ASU West Teach for Success Program, and emphasize technology based, individualized instruction. We will continue to provide a comprehensive integrated technology curriculum aligned with state standards, and this will allow us to accommodate 7<sup>th</sup> and 8<sup>th</sup> grades.

This technology curriculum, based on AIMS web diagnostic assessments, Study Island supplemental instruction, A+Learning Curriculum aligned to state standards, L to J methods of vocabulary instruction, and our Tier I and Tier II interventions for students who are not at grade level can and will be applied to 7<sup>th</sup> and 8<sup>th</sup> grades for greater results. Academic assessments will be administered to collect baseline data in Reading, Math and Science within the first week of school. From this test we will develop individual plans of instruction for students. Progress will continue to be measured and reported regularly, with formative assessments throughout the year. Over-all progress will be measure by the 8<sup>th</sup> Grade AIMS, and AIMS-like tests throughout the school year. New instruction for students will be designed based on formative and diagnostic assessments. Our 7<sup>th</sup> and 8<sup>th</sup> grades will have a different schedule than our 9<sup>th</sup> to 12<sup>th</sup>, with shorter class periods and a more traditional schedule, but methods of instruction will be in line with our methodology of assessment, design of instruction and intervention.

By intervening earlier than the 9<sup>th</sup> grade, we believe that we support our methodology. Our students love RCBMAHS because we have effective teachers who do not simply put packets of work in front of them or plug them into a computer. Yet our methodology requires some adjustments from other schools. Our students are expected to remain completely engaged and function according to adult workplace standards. Our students receive help from their teachers to reach performance objectives that are demanding, as any career in allied health must be. Our expansion to earlier grades will help us to make a difference in student education that much earlier, and prepare students for the rigorous curriculum our methods deliver to our high school students.

The addition of 7<sup>th</sup> and 8<sup>th</sup> grades supports the **special emphasis** of RCBMAHS, which is preparation for allied health careers and post-secondary education. We believe as a school that disadvantaged West Phoenix students who are dealing with intergenerational poverty and intergenerational underemployment issues should have every advantage, and that they have been short-changed by an education system with low expectations. With Ruby Payne we believe these students, in order to leave a cycle of intergenerational poverty need mentors who will guide

them, visions and goals, and specific skills to leave poverty. Being utterly realistic without sacrificing high expectations, RCB's mentor-teachers help students form a vision of a new life in very technical medical careers and provide students with skills for these. RCB offers student classes in Medical Mathematics, Medical Terminology, Medical Careers, and preparation classes to become a Certified Nursing Assistant and Pharmacy Technical Assistant. Biochemistry and chemistry are mandatory for post-secondary education in medical careers. These are difficult classes, involving college-level work in language arts, mathematics and science; in order to offer these, students must be prepared to perform. As mentioned above, our students are coming to us unprepared to do high school work. The addition of 7<sup>th</sup> and 8<sup>th</sup> grades to RCB is an addition of students to higher expectations at an earlier time, it is giving to a young person a vision and set of skills for a six year period instead of a four year period. We believe that these added years will give our students both social and academic advantages in preparation for the largest and fastest growing job market in our city.

The addition of 7<sup>th</sup> and 8<sup>th</sup> grades supports the **mission** of RCBMAHS, which includes these words: "At its core, our goal is to assist each student in earning a high school diploma, thereby enabling each student to pursue postsecondary education, career development, and successful rewarding employment." Our desire to add these years is an acknowledgement of the challenges facing our students and our willingness to give more to them, to take the time necessary to help them meet all of their challenges in terms of academic achievement and staying in school, and thereby accomplishing our mission. To not provide a solution to the need of early intervention and better high school transitions would be to ignore the problem and to fail in our mission of enabling each student to succeed.

### **Timeline for Implementation**

RCB has already reviewed a complete business plan for this expansion. Upon approval of our request, RCBMAHS will begin to design our classes. In March, 2010, we will begin to advertise and interview for 6 Junior High School level teachers. We will begin to advertise for new students under our new name "RCB Medical Arts Academy" when this name is approved by the ASBCS. We have already contracted with architects and will begin an actual remodel of the building in June and July, 2010, to accommodate cafeteria space. The last week of July will be a professional development week. The first full week of August, 2010, we will start our 2010 school year.

### **Proficiency Level Required for Credit and/or Promotion**

Each student is enrolled in a schedule that consists of seven (7) classes per year. Students earn credits for classes by achieving a minimum of 65% (D-) in a class. A student who passes all

seven classes in one year earns seven credits. Students may earn a total of fourteen credits in the seventh and eighth grades.

In order to advance to high school, students are required to achieve a minimum of eleven (11) credits . Students must pass reading, writing, math, science and social studies and pass Mathematics AIMS, Reading AIMS, and Science AIMS in order to advance to RCB Medical Arts Academy. Students who fail these courses during the fall semester will be required to enroll in two courses during the spring semester. Students may be required to drop elective courses in order to fit the retake courses into their schedules.

To be clear, In order for students to be promoted from seventh to eighth grade, they must pass 80% of their classes, achieving at least a 65% in each class passed.

In order for students to be promoted from eighth to ninth grade, they must pass 80% of their classes, achieving at least a 65% in each class passed; they must pass MATH, SCIENCE, and READING; they must also pass the 8<sup>th</sup> Grade AIMS Reading and Mathematics in order to be promoted.

### **Credit Transfer Policies**

RCB is an open enrollment school. 7<sup>th</sup> and 8<sup>th</sup> grade students are enrolled at the appropriate grade level once their records have been reviewed and discussed by the administration. If there are concerns about a student's ability or proficiency in a particular subject area, this is discussed with the parents and accommodations or adjustments are made to the child's program. RCB will accept credit from any public junior high school or elementary school in the state of Arizona, any school sponsored by the Arizona State Board for Charter Schools, and any other appropriately accredited school.

Transfer credits under this policy may be recognized as either required credits for promotion or elective credits. Required credits must meet the same content and performance requirements as established by the Arizona Department of Education.

An appeal to decisions rendered under the terms of this policy may be made to the building principal by the student and his/her parents.