

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

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

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

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

Pursuant to A.R.S. 38-431.03(A)(1), the Board may vote to go into Executive Session, which will not be open to the public, for discussion or consideration of employment and personnel matters.

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.

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 7th day of December, 2016.

By 
Johanna Medina
Assistant Director of Academic Affairs

ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, December 12, 2016
Regular Session
9:00 AM

1616 W. Adams, Suite 170
Phoenix, Arizona 85007

The Board's meeting room is located in the State Land Department building. Easy access to open parking behind the building on the east and west sides of 16th Avenue, south of Van Buren.

ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS

Monday, December 12, 2016

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 <http://asbcs.az.gov>.

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. 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.

E. Arizona Charter Schools Association Update on Charters Changing Lives and its 2017 Legislative Agenda – Eileen Sigmund, President and CEO

F. Arizona Alternative Education Consortium – Presentation on Advocating, Educating, & Collaborating Benefits Alternative Education Students – Binky Michele Jones and Dr. Amy Schlessman

G. Superintendent's Report – Update on current events and/or activities of the Department of Education.

H. *Executive Director's Report – Introduction to the agenda items and discussion and possible action:

1. Status of charters with previous and/or on-going board actions: Bradley Academy of Excellence, Inc., Flagstaff Montessori, L.L.C., Florence Crittenton Youth Services of Arizona, Inc., Founding Fathers Academies, Inc., Global Renaissance Academy of Distinguished Education, Graysmark Schools Corporation, Hillcrest Academy, Inc., PS Charter Schools, Inc., StarShine Academy, StrengthBuilding Partners
2. *Update on Rulemaking
3. *Board's 2017 Legislative Agenda
4. *2018-2019 New Charter Application Subcommittee

I. *Executive Director Position – Discussion and possible action on the selection of the new Executive Director.

Pursuant to A.R.S. 38-431.03(A)(1), the Board may vote to go into Executive Session, which will not be open to the public, for discussion or consideration of employment and personnel matters for this agenda item.

J. 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 charter holder amendment requests for the following:
 - a. Cicero Preparatory Academy – Increasing Enrollment Cap
 - b. Colegio Petite Phoenix – Instructional Days

K. Compliance Matters – Discussion and possible action.

1. The Board will receive information to determine whether evidence exists that Shonto Governing Board of Education, Inc. is in noncompliance with state law and its charter contract for its failure to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools.

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H) and/or issuing a notice of intent to revoke the charter pursuant to A.R.S. § 15-183(I).

L. Audit Status Update – Discussion and possible action on the status of the fiscal year 2016 audit reporting packages for the following charter holders:

1. Ahwatukee Foothills Prep Early College High School, Inc.
2. Career Development, Incorporated
3. Phoenix Advantage Charter School, Inc.

M. New Charter School Application — Discussion and possible action on the application package and request for a charter for Synergy Public School, an applicant whose application package met the Board's scoring criteria. Interview Recording

N. *New Charter School Application — Discussion and possible action on the application package and request for a charter for Victory Collegiate Academy Corporation, an applicant whose application package does not meet the Board's scoring criteria but who requested that their application package be forwarded to the Board for consideration. Interview Recording

O. *Founding Fathers Academies, Inc. – Discussion and possible action on the reconsideration of the Board's decision to stay its revocation action until December 23, 2016.

Pursuant to A.R.S. § 38-431.03(A)(3) and (4), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning this item or 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.

P. 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.

Q. Adjournment

The background is a collage of three images: a student on the left typing on a laptop, a student on the right wearing large headphones, and a row of school lockers at the bottom.

DECEMBER 2016 ASSOCIATION UPDATE

EILEEN B. SIGMUND, PRESIDENT AND CEO
ARIZONA CHARTER SCHOOLS ASSOCIATION

CHARTERS CHANGING LIVES

How a Military Veteran Dedicated His Life After Combat to Charter Students

CARL'S STORY

BASIS GOODYEAR

*charters
changing lives*

Carl Vasil followed his calling when he enlisted in the U.S. Army as an Airborne Ranger. After retiring from the military, Vasil now serves his community as a highly respected teacher at BASIS Goodyear. Find out how Vasil combines the leadership skills learned in the military with his passion for Physics to reach students at the Arizona charter school.

www.azcharters.org/charters-changing-lives



2017 LEGISLATIVE AGENDA

Funding, Autonomy, Innovation and Defense

2017 LEGISLATIVE AGENDA

FIVE AREAS OF FOCUS

1. Equity - Teacher Compensation
2. Reinstate Additional Assistance
3. Fund What Works – Stop Cutting High Performing Charter Schools
4. Support Innovation – Concurrent Enrollment
5. Defense

TEACHER COMPENSATION

2017 Legislative Agenda

Prop 123 Base Level Funding with Projected Annual Increases

	Base Level	with Teacher Comp, 1.25%
FY 2016	\$3600	\$3645
2017	\$3641	\$3687
2018	\$3705	\$3751
2019	\$3770	\$3817
2020	\$3840	\$3888
2021	\$3913	\$3962
2022	\$3991	\$4041
2023	\$4070	\$4121
2024	\$4152	\$4214
2025	\$4235	\$4288

Charter teachers
DO NOT have access,
but are held to the
same requirements as
districts.

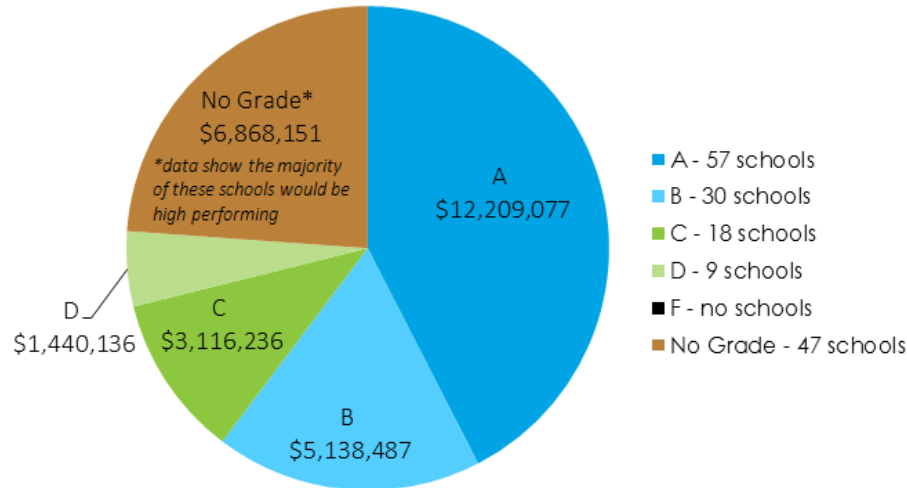
A.R.S. §15-952

Source: Arizona School Business Officials Settlement Webinar, Dec. 2015

FUND WHAT WORKS

2017 Legislative Agenda

High Performing Charter School Budget Cuts Potential FY18 Reductions



- Policies put into place in FY16 have negatively impacted Arizona's best small charter schools.
- Of the 47 schools that have opened since the policy's implementation, the majority are well above state averages on AzMERIT.
- Even after new monies from Proposition 123 are included, Arizona's highest performing schools are still being cut.

SUPPORT INNOVATION

2017 Legislative Agenda

CONCURRENT ENROLLMENT

Arizona legislation has not kept pace with the innovation in our charter schools. We will work to ensure charters have the flexibility to offer innovative programs with stable and fair funding.



DEFENSE, DEFENSE, DEFENSE

2017 Legislative Agenda

Charter schools have been an open for Arizona families for more than 20 years. Charter schools have flourished as a direct result of the autonomy afforded by the Arizona charter laws. The Association will continue to promote the growth of Arizona's 546 charter schools, serving 170,000 students.



Arizona
Charter Schools
Association
SUPPORT. ADVOCATE. LEAD.

#charterschanginglives



QUESTIONS?



Arizona
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#charterschanginglives

AZ Alternative Education Consortium

*Advocating, Educating, &
Collaborating*



Benefits
Alternative Education
Students

Dec. 12, 2016



AZ Alternative Education Consortium

ADE's Kids Can't Wait & Zip Code Project



Arizona School Accountability Revamp

- *Achievement Profiles for Alternative Schools*, 10-31-2016
- *Supplement*, 11-21-2016



Achievement Profiles for Alternative Schools - Key Points

- Criterion based
- Achievement profiles/classification labels -
15.241.H & our position statement
<http://www.azaec.org/wp-content/uploads/2011/11/AEConuniqueprofilesupdated.pdf>
- Menu of Assessment for Alt Schools & “on demand” assessment



AZ Alternative Education Consortium

Model using Multiple Measures		Short Term Transition	Long Term Goals
Indicators	Alternative Accountability Aligns with School Mission	Phase-in as data is available	<p>A truly sensitive alternative school accountability model does not simply use the traditional model indicators.</p> <p>A current review of alternative accountability models in other states including AR, CA, CO, NY, & UT suggests other indicators that are not currently used/available in Arizona. http://www.ccrscenter.org/products-resources/ask-the-ccrs-center/what-can-states-learn-about-college-and-career-readiness</p> <p>The Consortium is actively collaborating with alternative educators and researchers nationwide to create suggested domains and appropriate accountability measures outside of standardized testing.</p> <p>As has been done in other states such as AR, CA, CO, and UT, ADE should convene its Alternative Accountability Advisory Group to develop a genuinely appropriate and innovative alternative accountability framework and make evidence-based recommendations to the State Board of Education.</p>
Engagement to Receive Education	Academic Persistence Reengagement	Academic Persistence Reengagement (option for schools with 25% or more recovered dropouts)	
Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth	Menu of Vendor Assessments OR Academic Credit Growth OR AzMERIT for all three administrations	
Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate”	Rate as calculated as best of 4 th , 5 th , 6 th , or 7 th year adjusted cohort (2014 ADE alternative school model) or Increased rate (similar to ADE 2012 alternative school model) or One-year graduation “rate”	
College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment	CTE credit earned Service learning credits Dual enrollment credit Internships	
English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment	Additional Points for Improvement in performance band on state adopted Assessment	



Requested Actions in *Supplement*

1. Reconvene ADE's Alternative Schools Accountability Advisory Group (Alt AAG)
2. Make Data-Driven Decisions
3. Work within reasonable, adjusted timeframe

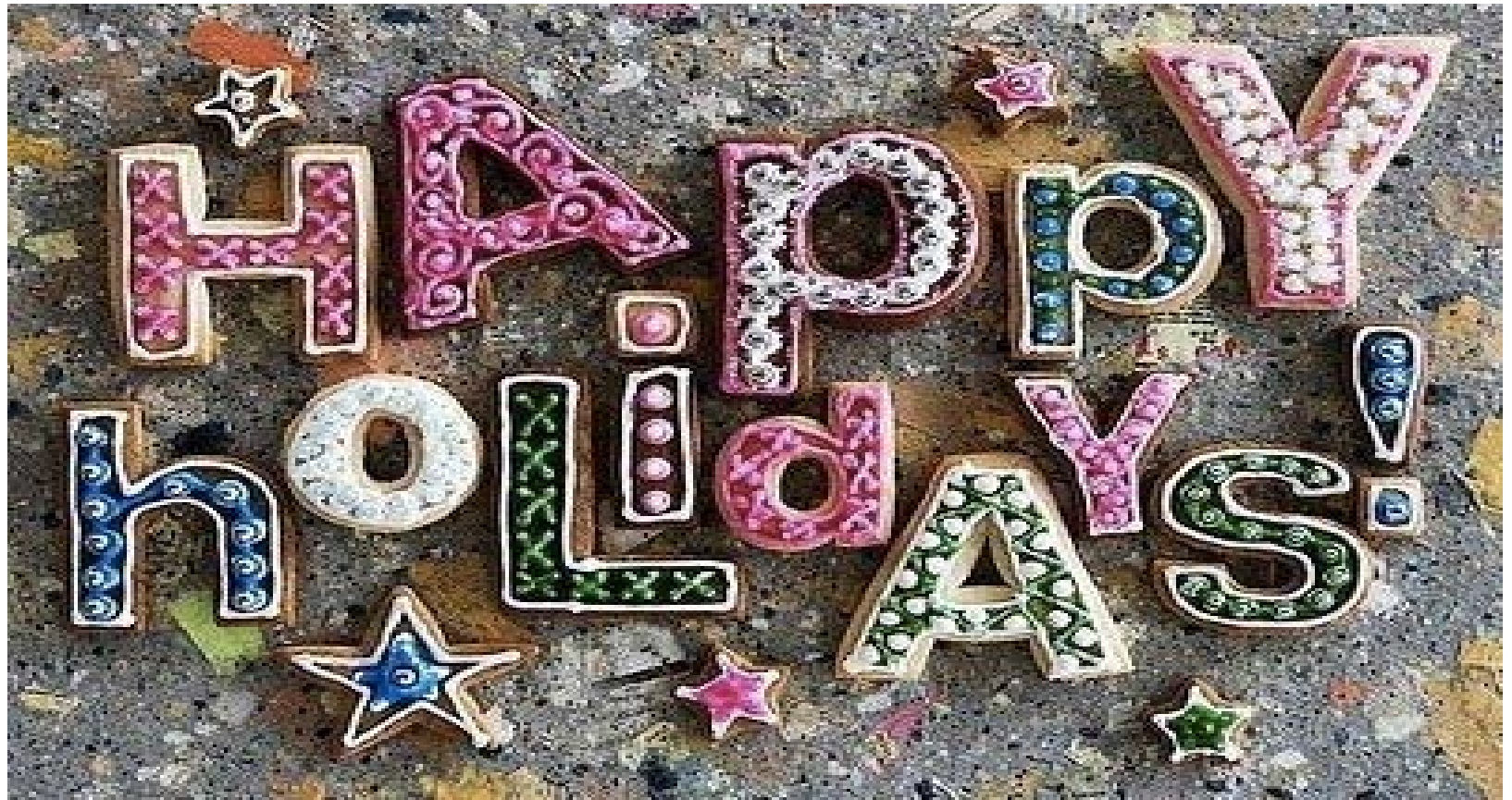


Final ESSA Regulations

- Published Nov. 30, 2016
- Allows states to choose a different methodology for schools designed to serve special populations, “e.g. students receiving alternative programming in alternative education settings”
- Requires, starting in FY 2019, identification of “any public high school in the State with a four-year adjusted cohort grade rate at or below 67 percent” for Comprehensive Support or Improvement, yet allows a state to report “extended-year adjusted cohort graduation rate”



AZ Alternative Education Consortium



***Thanks for all your support
& interest!***





Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

Achievement Profiles for Alternative Schools

Alternative Schools' Value to Arizona

Arizona recognizes the value of the educational contributions of alternative schools to society.

Alternative schools re-engage or continue to engage students who are at-risk of not completing high school.

Alternative schools should be recognized for what they do well:

- Engage/re-engage at-risk students in schooling (rather than do what people do when not in school)
- Earn or recover high school credit at a reasonable pace
- Graduate students with a high school diploma while preparing them for postsecondary education and the workforce, thus a lifetime of better earnings

Alternative Schooling:

The National Dropout Prevention Center/Network, based on decades of research and analysis, identifies Alternative Schooling as a Core Strategy. <http://dropoutprevention.org/effective-strategies/>

In 2014, Arizona's State Board of Education approved an updated definition of alternative schools and a process for each school to certify annually its eligibility. <http://www.azed.gov/accountability/alt-school-status-app/>

The clearly identified mission of alternative schools is to serve a specific student population who will benefit from a nontraditional school setting. Arizona uses six categories for student eligibility. <http://www.azed.gov/accountability/alt-school-status-app/> Schools must annually certify that at least 70% of their students belong in at least one of those categories.

Key Points for Arizona School Accountability Model:

Alignment to State Board of Education Principles of Agreement

The proposed model includes multiple measures that are academic in nature.

The alternative school accountability model should be criterion-based. History shows that alternative-accommodation schools demonstrate improvement. Criterion referenced measures allow these schools to be recognized for their work increasing student academic achievement. If a constant distribution scale is used, schools will not obtain labels that reflect their continuous improvement. The model will change over the next few years as Arizona Department of Education gains capacity to add additional measures. The previous model changed. Change plus constant "grading on a curve" frustrates schools and confuses the public. It is an inaccurate way to measure alternative schools' true work. Stability is



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

desirable but not before appropriate measures are incorporated. ADE can suggest to SBE approval to recalibrate the point scale after the model is stable for a few years.

Achievement Profiles/Classification Labels

Arizona Revised Statute 15.241.H states:

Subject to final adoption by the state board of education, the department of education shall use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.

Unique achievement profiles/classification labels for alternative schools allow clear and transparent communication to the public, [Unique Achievement Profiles updated May 2016](#)

Academically Performing (in FY 14, A through C-Alt, 84%)
Academic Improvement Required (in FY 14, D-Alt, 9%)
Not Rated – Other
F-rated alternative schools (in FY 14, 8%)ⁱ

Menu of Assessments

Alternative/accommodation high school students do not follow a traditional sequence when taking ELA and Math courses. Measuring growth for alternative high school students should use the other measures, a menu of vendor assessments or academic credit growth, suggested.

The testing windows for AzMERIT result very often in the assessment not being available as an “end of course” assessment for alternative high schools’ students. Alternative high schools educate students with block scheduling or beginning with student enrollment throughout the school year. Alternative students need a state assessment that is available “on demand.”

Is there research support that AzMERIT is valid for alternative school high school students? Research shows that vendors had not normed their assessments for alternative education students. Certain vendors are in the process of norming and setting growth goals for alternative education students.

Two assessments that do appear in the recommendations of the College and Career Ready Task Force are

- Accuplacer
- ASVAB

In addition, vendor assessments sensitive to skill levels of all alternative school students may include

- Galileo
- GED Ready (GED Practice Test)
- STAR



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

Model using Multiple Measures		Short Term Transition	Long Term Goals
Indicators	Alternative Accountability Aligns with School Mission ⁱⁱ	Phase-in as data is available	<p>A truly sensitive alternative school accountability model does not simply use the traditional model indicators.</p> <p>A current review of alternative accountability models in other states including AR, CA, CO, NY, & UT suggests other indicators that are not currently used/available in Arizona. http://www.ccrscenter.org/products-resources/ask-the-ccrs-center/what-can-states-learn-about-college-and-career-readiness</p> <p>The Consortium is actively collaborating with alternative educators and researchers nationwide to create suggested domains and appropriate accountability measures outside of standardized testing.</p> <p>As has been done in other states such as AR, CA, CO, and UT, ADE should convene its Alternative Accountability Advisory Group to develop a genuinely appropriate and innovative alternative accountability framework and make evidence-based recommendations to the State Board of Education.</p>
Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱⁱ	Academic Persistence Reengagement (option for schools with 25% or more recovered dropouts ^{iv})	
Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth	Menu of Vendor Assessments OR Academic Credit Growth OR AzMERIT for all three administrations	
Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation “rate” ^v	Rate as calculated as best of 4 th , 5 th , 6 th , or 7 th year adjusted cohort (2014 ADE alternative school model) or Increased rate (similar to ADE 2012 alternative school model) or One-year graduation “rate”	
College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment	CTE credit earned Service learning credits Dual enrollment credit Internships	
English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment	Additional Points for Improvement in performance band on state adopted Assessment ^{vi}	



Submitted to SBE A-F School Accountability Advisory Committee, 10/31/2016

State Board of Education's Conceptual Model for Traditional High Schools Compared with Recommended Model for Alternative Schools

Guidance on weight	Indicators*	Model using Multiple Measures	
40%	Proficiency, Statewide Assessment	Indicators	Alternative Accountability Aligns with School Mission ⁱ
20%	Growth, Statewide Assessment	Engagement to Receive Education	Academic Persistence Reengagement ⁱⁱ
15%	High School Graduation Rate	Proficiency & Growth	Menu of Vendor Assessments or Statewide Assessment Academic Credit Growth
15%	College and Career Readiness	Graduation	Rate as calculated by best of 4 th , 5 th , 6 th , or 7 th year cohort (2014 ADE model) or Increased rate (similar to ADE 2012 model) Or One-year graduation "rate" ⁱⁱⁱ
10%	Proficiency and Growth, English Language	College & Career (Post-Secondary Education & Workforce) Readiness	CTE credit earned or Workforce certifications or Internships or Service learning credits or Dual enrollment
		English Language Proficiency & Growth	Improvement in performance band on state adopted Assessment

ⁱ Percentage is greater than 100 due to rounding.

ⁱⁱ See choice in Colorado's Accountability Model for Alternative Education Campuses, [Selection of Accountability Measures for Alternative Education Campuses](#)

ⁱⁱⁱ Do former dropouts stay enrolled?

^{iv} Percentage should be set after viewing impact data. At this point, it is arbitrary to set a percentage.

^v Do graduation-eligible students graduate at end of the school year?

^{vi} A poll of Arizona Alternative Education Consortium members shows only a quarter have an ELL n-size of ≥10.



Submitted to SBE A-F School Accountability Advisory Committee, 11/21/2016

Supplement to Achievement Profiles for Alternative Schools: Requested Actions

Requested Actions:

1. Reconvene ADE's Alternative Schools Accountability Advisory Group (Alt AAG)

We respect the expertise of ADE's technical advisory group, the Accountability Advisory Group (AAG) – in fact we are often awed. ADE already has an accountability advisory group, the Alternative Schools Accountability Advisory Group (Alt AAG) with specific specialization in alternative education and alternative school accountability issues. In the spirit of being respectful of everyone's time, it seems a logical choice to ask the Alt AAG to be involved in work on the alternative school model. Several members of the AAG are also on the Alt AAG, yet there are additional members of the Alt AAG. Further, the Alt AAG includes representation beyond those who have chosen to be members of the Arizona Alternative Education Consortium. Utilizing the Alt AAG seems to be the most inclusive.

2. Make Data-Driven Decisions

We have not suggested weighting for the alternative school model. It seems premature to suggest weighting before seeing preliminary outcome data.

With that said, we as individual schools are looking at the internal data that we have available. The limitation is that we sometimes do not have access to statewide statistics, so there may be nuances we cannot anticipate from our perspective as individual schools. We also do not want to presume from our side what data is available at the state level, or how long it would take to get the data and/or make agreements with vendors for a Menu of Assessments for alternative schools.

3. Work within a reasonable, adjusted timeframe

We have heard the committee chair talk about an adjusted timeline, as well as public comment about the need for a reasonable timeframe to "get this right." We urge the State Board of Education to set a reasonable timeframe that works for Arizona. We understand that Arizona is working within the federal requirements for each State Education Agency to submit an ESSA plan. We hope Arizona can accomplish submitting its ESSA plan while realistically timing its work on achievement profiles. There is precedent set in the state of Arizona that the traditional models are agreed upon first, and then the alternative school model. We are ready to work on these "exceptions" when slatted by the State Board of Education.

Arizona State Board for Charter Schools
On-going Board Actions as of November 29, 2016

Withholding					
Charter Holder Name	Date of Board Action	Violation	Notes	Status of Corrective Action Plan	Date issue, if unresolved, will come back before the Board
Bradley Academy of Excellence, Inc.	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17
Flagstaff Montessori, L.L.C.	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17
Florence Crittenton Youth Services of Arizona, Inc.	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17
Graysmark Schools Corporation	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17
PS Charter Schools, Inc.	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17
StrengthBuilding Partners	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 			1/10/17

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
Founding Fathers Academies, Inc.	12/9/13	<ul style="list-style-type: none"> Designation as an F school for fiscal year 2013 Failure to meet or demonstrate sufficient progress toward the Board's 	Notice of Hearing and Notice of Intent to Revoke sent via certified mail to charter holder on December 24, 2013.	On March 26-28 and May 16, 2014, an evidentiary hearing was held at OAH. On July 8, 2014, the ALJ issued her decision recommending that Founding Fathers' charter

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
		<p>academic expectations as set forth in the performance framework</p> <ul style="list-style-type: none"> Failed to provide evidence of a system to adopt, implement, evaluate, and revise curriculum aligned with Arizona College and Career Ready Standards Failed to provide a systematic process for monitoring and recording the implementation of the standards in instruction Failed to provide a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum Failed to provide a comprehensive professional development plan that was aligned to teacher needs, provides for monitoring and follow-up strategies and is supported by data and analysis. 		<p>be revoked.</p> <p>On July 15, 2014, the Board issued its Order, which adopted the ALJ's recommended Findings of Fact, with one minor change, adopted the recommended Conclusions of Law, and revoked Founding Fathers' charter.</p> <p>On August 1, 2014, Founding Fathers appealed the Board's decision to the Superior Court, requesting that the Court reverse the Board's decision to revoke Founding Fathers' charter. Also on August 1, 2014, Founding Fathers filed a Motion for Stay of Agency Decision, which was granted by the Court. On November 14, 2014, Founding Fathers filed a Motion for Leave to Introduce Additional Testimony and Evidence, which was denied by the Court. The parties filed their Briefs; the Court heard oral argument on July 15, 2015 and took the matter under advisement.</p> <p>On September 16, 2015, the Court entered its judgment affirming the Board's July 15, 2014 Order revoking Founding Fathers' charter. Founding Fathers filed a Motion for Continued Stay of Agency Decision in the Superior Court. On September 30, 2015, the Motion was denied; the Court advised Founding Fathers that if it wishes to stay the Board's ruling, it will have to ask the Arizona Court of Appeals to enter a stay.</p> <p>On October 7, 2015, Founding Fathers filed a Notice of Appeal and Motion for a Stay of the Board's decision. On October 26, 2015, the Board filed its Response in Opposition to the</p>

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
				<p>Motion. On November 13, 2015, the Court of Appeals granted Founding Fathers' motion and stayed the July 15, 2014 order of the Board.</p> <p>As of May 9, 2016, the matter has been fully briefed by the parties and is at issue. The Court is currently considering the Board's request to accelerate disposition of the matter. Founding Fathers has filed a request for oral argument.</p> <p>On June 6, 2016, the Court denied the Board's motion to accelerate, but directed that the appeal be scheduled for consideration on the first available date on the court's regular calendar. The Court also deferred a ruling on the Board's motion to strike to the panel that considers the appeal on the merits. On August 16, 2016, Founding Fathers was required to file a substitute brief containing references to the underlying record. The matter will be set for oral argument.</p> <p>On October 13, 2016, the Court of Appeals affirmed the superior court's judgment upholding the Charter Board's revocation decision and dissolved the stay effective 5:00 p.m. on October 24, 2016. At a special meeting held on October 18, 2016, the Charter Board stayed its revocation decision until 11:59 pm on December 23, 2016 to allow the charter school to close at the end of the semester. On November 14, 2016, Founding Fathers filed a Petition for Review with the Arizona Supreme Court.</p>
Hillcrest Academy, Inc.	9/12/16	<ul style="list-style-type: none"> • Failure to provide educational services to students • Receipt and failure to return State funds 	Hearing before an OAH administrative law judge set for December 15, 2016.	The matter is set for a prehearing conference on November 14, 2016, and for revocation hearing on December 15, 2016.

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
		to which it was not entitled <ul style="list-style-type: none"> Failure to retain student records as prescribed by the Arizona State Library, Archives and Public Records Division of the Arizona State Secretary of State's office 		

Status of Board Requested Reports/Site Visits

Charter Holder Name	Date of Board Action	Board Request of School/Staff	Status of compliance with request

Other Matters

Charter Holder Name	Date of Board Action	Status
Global Renaissance Academy of Distinguished Education	11/21/16	The Board found the charter holder in noncompliance with state law and its charter contract for its failure to submit the fiscal year 2016 audit and acknowledged that had the bankruptcy filing not prevented it, the Board would have withheld 10% of the charter holder's monthly state aid apportionment until the fiscal year 2016 audit reporting package is submitted to the Board.
StarShine Academy	11/21/16	The Board found the charter holder in noncompliance with state law and its charter contract for its failure to submit the fiscal year 2016 audit and acknowledged that had the bankruptcy filing not prevented it, the Board would have withheld 10% of the charter holder's monthly state aid apportionment until the fiscal year 2016 audit reporting package is submitted to the Board.

Failing Schools

Charter Holder Name	Date of Board Action	Terms	Status

Civil Penalties


Charter Holder Name	Date of Board Action	Violation	Amount of Civil Penalty	Date Appeal Timeframe Expires	Status

Enrollment Cap Notification Request

Charterholder Info

Charter Holder	Representative
Name: Cicero Preparatory Academy	Name: Erik Twist
CTDS: 07-82-49-000	Phone Number:
Mailing Address: 3102 North 56th Street Suite 300 Phoenix, AZ 85018 > View detailed info	

Downloads


 [Download all files](#)

Enrollment Cap

From:
488


To:
750


Attachments

Board Minutes –  [Download File](#)


Increase to Enrollment Cap Attachments


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


Documentation that current facilities can accommodate requested capacity –  [Download File](#)

Narrative describing the staffing changes and recruiting efforts that will be made to reach capacity –  [Download File](#)

Additional Information

 [Download File](#) – This attachment is the Certificates of Occupancy for the Cicero Prep buildings.

 [Download File](#) – This attachment is the site drawing for building 3 of Cicero Prep.

 [Download File](#) – This attachment is the site drawing for building 4 of Cicero Prep.

Signature

Charter Representative Signature
Erik Twist 09/19/2016

CICERO PREPARATORY ACADEMY

Board of Directors Minutes

Date: 19 September 2016

Time: 12 Noon

Location: Telephone Conference Call

A meeting of the Great Hearts Academies-Cicero Preparatory Academy Board of Directors was held by telephone conference call, with public invited to join and participate in the entire call by calling 1-866-298-2144 and entering conference code #8999181, pursuant to A.R.S. 38-431.02, notice having been duly given. Staff was present at the offices of Great Hearts Academies, 3102 N. 56th Street, Suite 300, Phoenix, AZ 85018 for any public wishing to attend in person.

I. Call to Order

Mr. Noel called the meeting to order at 12:07 p.m. The following directors/administrators were present/absent:

Directors	Office	Present	Absent	Notes
Katie Cobb			x	
David Dean		x		
Andrew Ellison		x		
Todd Noel		x		
Administration				
Diane Bishop	Director of Academy Governance, GH	x		

II. Call to the Public

Mr. Noel made a call to the public at 12:07 p.m. There was no public present.		
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III. Approval to Add Grade 10 in FY18, Add Grade 11 in FY19, and Add Grade 12 in FY20

	Mr. Ellison made a motion that the board approves adding Grade 10 in FY18, grade 11 in FY19, and grade 12 in FY20. Mr. Dean seconded, all in favor, none opposed, the motion carried at 12:08 p.m.
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IV. Approval to Increase the Enrollment Cap from 488 to 750 to be Implemented Over Three Years: 575 in FY18, 675 in FY19, and 750 in FY20

	Mr. Ellison made a motion that the board approves an increase in the enrollment cap from 488 to 750 implemented over three years: 575 in SY18, 675 in SY19, and 750 in SY20. Mr. Dean seconded, all in favor, none opposed, the motion carried at 12:09 p.m.
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IV. Adjournment

Mr. Noel adjourned the meeting at 12:09 p.m.	
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Board Member Signature

-Allison Harmon, Scribe-

NARRATIVE FOR FACILITIES DOCUMENTATION

Cicero Preparatory Academy is seeking to increase its enrollment cap to 750. The classrooms that the students will occupy are located in buildings 3 and 4, which are shown in the submitted site drawings along with their E occupancy loads.

Cicero Prep has 20,419 sq. ft. of E occupancy classroom space on its campus (790 sq. ft. in Building 3 and 19, 629 sq. ft. in Building 4). The total student capacity of the classroom space is 848 (40 in Building 3 and 808 in Building 4).

The site drawings of the Cicero Prep campus documenting the E occupancy loads and the Certificates of Occupancy for buildings 3 and 4 have been uploaded in the Additional Information section.

NARRATIVE

Cicero Preparatory Academy is seeking to increase its Charter Enrollment Cap from 488 to 750.

Timeline

The timeline for implementing the increase in Enrollment Cap is FY18 through FY20. The following chart shows the projected number of students per grade for the three fiscal years during which the increased enrollment cap will be implemented:

Grade	FY18	FY19	FY20
6	125	120	115
7	130	125	115
8	130	130	115
9	100	120	120
10	90	95	115
11		85	85
12			85
Total:	575	675	750

Cicero Preparatory Academy has 20,419 sq. ft. of E occupancy classroom space on its campus (790 sq. ft. in Building 3 and 19, 629 sq. ft. in Building 4). The total student capacity of the classroom space is 848 (40 in Building 3 and 808 in Building 4).

This notification request is being submitted in conjunction with a Site Specific Change Grades Served notification to add grades 10, 11, and 12 in FY18, FY19, and FY20, respectively, which requires concurrent consideration.

Capacity to Support Quality, Long-Term Academic & Operational Success and Financial Viability

Cicero Preparatory Academy's capacity to support the quality and long-term academic and operational success and financial viability of its charter through the proposed enrollment growth comes both from its enhanced internal systems (data, curriculum, assessment, monitoring instruction, and professional development), which are designed to continually improve the academic performance of its students, and from the support it receives from its charter management organization, Great Hearts Academies (GHA). Specifically, Cicero Preparatory Academy recruits and hires its faculty/staff through the GHA central hiring portal, which received more than 2,370 new applications for faculty/staff positions for 2016-2017. This is an application-to-hire ratio of 8:1, which has remained steady for the past several years and which demonstrates an ample pool of highly qualified applicants to fill the faculty/staff positions created by the growth of the academy's student population. Historical data also show that the number of new applications received each year increases by at least 150 over those received in the prior year, which indicates the expected applicant pool will continue to be more than ample to meet the staffing needs of Cicero Preparatory Academy's increased

enrollment in each of the years FY18, FY19, and FY20. Each of the applicants in the central hiring portal is screened by the GHA personnel team to validate his/her credentials, and those whom Cicero Preparatory Academy selects as potential hires also undergo a series of interviews by the academy's leadership team and complete a teaching demo to discern the quality of their teaching ability, classroom management, and interactions with students and peers. Additionally, with the paused opening of new academies in 2016-2017 but maintained level of recruiting, the recruiting pool will prove to be even more favorable and robust to meet the faculty/staff hiring needs of Cicero Preparatory Academy resulting from its growth in enrollment. Once hired, Cicero Preparatory Academy regularly monitors the instruction of its faculty to ensure their lessons are of high quality and aligned with state standards. Cicero Preparatory Academy also collaborates with GHA to provide an extensive program of professional development to its faculty and staff to continually develop their knowledge and instructional and performance skills, and tracks the academic development of its students through data from its internal assessment system. Through its consistent and careful attention to recruitment, screening, development of its faculty/staff, and monitoring of students' performance through its data and assessment systems, Cicero Preparatory Academy will maintain the high quality and long-term success of its academic program and meet the Board's academic expectations as reflected in its academic framework. GHA also provides financial and operational support to Cicero Preparatory Academy in such areas as human resources, accounting, development, technology, and legal services, to ensure the high quality and long-term operational success and financial viability of its charter. In addition to ensuring the academy remains in compliance with the Board's operational and financial frameworks throughout the period of growth and beyond, these operational and financial supports allow the academy to focus intently on continually improving its academic program and meeting the instructional needs of each of its students. As a result, Cicero Preparatory Academy has more than sufficient capacity to succeed academically, operationally, and financially while undergoing growth and thereafter.




Arizona State Board for Charter Schools

Eligibility Form

Review the **Academic Performance Eligibility** instructions for the amendment or notification request being submitted; fill out the following information, sign at bottom, scan, and upload as described in the appropriate amendment or notification instructions.

Charter Holder Information	
Name of Charter Holder	Cicero Preparatory Academy
Schools operated under charter requesting amendment/notification	Great Hearts Academies – Cicero Prep
Charter Representative name	Erik Twist
Target date of implementation	July 1, 2017
Amendment/Notification Request type(s)	Change of Enrollment Cap Request (Increase)

Check box below to indicate completion of eligibility review by charter holder	
<input checked="checked" type="checkbox"/>	<p>I understand that to be eligible to apply for reduced submission requirements for the purposes of an amendment or notification request, the following criteria must be met by each school operated by the Charter Holder, as specified in the Academic Performance Eligibility and Consideration of Operational Compliance instructions. I have reviewed all relevant Academic Dashboards, and operational compliance, and found that these criteria have been met.</p> <ul style="list-style-type: none">• Each school operated under the charter for which expansion is being requested is eligible to receive an overall rating and has an overall rating of "Meets" or "Exceeds" Standard in the most recent fiscal year that State assessment data is available, or• The school operated under the charter for which expansion is specifically being requested has an overall rating of "Meets" or "Exceeds" Standards in the most recent fiscal year that State assessment data is available, and• The Charter Holder requesting expansion is currently in compliance with all areas listed in the Consideration of Operational Compliance instructions.

Signature (Replace the [brackets] with the requested information before printing.)	
<p>I, Erik Twist, acting on behalf of Cicero Preparatory Academy, believe Cicero Preparatory Academy meets the eligibility requirements for reduced submission requirements outlined above, and understand that Board staff will review the academic performance and operational compliance of the Charter Holder to confirm eligibility.</p>	
Signed: 	Date: <u>8.11.16</u>

Instructional Days Amendment Request

Charterholder Info

Charter Holder

Name:

Colegio Petite Phoenix

CTDS:

12-87-04-000

Mailing Address:

7878 North 16th Street

Suite 150

Phoenix, AZ 85020

> [View detailed info](#)


Representative

Name:

Michele Kaye

Phone Number:

Downloads

 [Download all files](#)

Contractual Days

189

To

180


Fiscal Year Effective Date


16/17


Type of Change


Permanent Change

Attachment

Board Minutes —  [Download File](#)

School Calendar —  [Download File](#)

Daily Instructional Schedule —  [Download File](#)

Narrative —  [Download File](#)

Additional Information

No documents were uploaded.

Signature

Charter Representative Signature

Michele Kaye 11/01/2016

MINUTES
Colegio Petite Phoenix

November 1, 2016

A regular meeting of the Colegio Petite Phoenix, was held at its offices located at 7878 N. 16th Street, Suite 150, Phoenix, Arizona 85020

Attendance and Quorum

The following directors were present in person: Dr. William Coats and Michele Kaye

The following guest was present: Eddie Wheeler

Dr. William Coats called the meeting to order at approximately 2:14 pm. and noted that a quorum was present. Eddie Wheeler served as Secretary of the meeting for the purpose of recording the minutes.

Approval of September 30, 2016 Minutes

- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed

Call to the Public

A call was made to the public to discuss items on the agenda. No members of the public were present.

Old Business

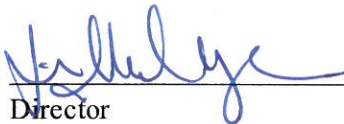
New Business

Approve reduction of instructional days from 189 to 180- Motioned: Michele Kaye, Seconded: Dr. Coats- Passed

Approve SPED Policies- Motioned: Michele Kaye, Seconded: Dr. Coats- Passed

Adjournment








There being no further business to discuss, the meeting was duly adjourned at approximately 2:16 pm.



Director

Colegio Petite Elementary School

Student Calendar 2016-2017

	First/ Last Day of School
	School Day
	Non-School Day
	40th/100th Count Day
	Benchmark/Galileo
	Early Release
	Open House

SEPTEMBER 2016						
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NOVEMBER 2015						
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JANUARY 2016						
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MARCH 2016						
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MAY 2016						
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AUGUST 2016						
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OCTOBER 2016						
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DECEMBER 2015						
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FEBRUARY 2016						
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APRIL 2016						
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JUNE 2016						
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25	26	27	28	29	30	

Block 1-First Day	8/8/2016
Schoolwide Benchmark Testing/Galileo	Aug 24&25
Progress Report	9/2/2016
Labor Day -No School	9/5/2016
Open House	8/26/2016
Block 1-Last Day/Report Cards	10/6/2016
2	10/07-10/14
Block 2 - First Day	10/17/2016
AZ Merit	TBD
Veteran's Day-No School	11/11/2016
Progress Report	11/18/2016
Thanksgiving -No School	Nov 24 & 25
Block 2 - Last Day/Report Cards	12/21/2016
Winter Break- No School	Dec 22-Jan 4
Block 3 - First Day	1/5/2017
MLK Day- No School	1/16/2017
Progress Report	2/3/2017
Block 3 - Last Day/Report Cards	3/9/2017
Spring Break- No School	3/10-3/17
Block 4 - First Day	3/20/2017
School not in session	4/14/2017
AZ Merit	TBD
Progress Report	4/21/2017
Block 4 - Last Day/Report Cards	5/26/2017

Monday-Thursday

Breakfast	8:15 AM - 8:30 AM
English Announcement	8:30 AM - 8:35 AM
Reading & Writing	8:35 AM - 9:30 AM
Transition	9:30 AM - 9:35 AM
Social Studies	9:35 AM - 10:30 AM
School Value I	10:30 AM - 11:00 AM
Lunch/ Recess	11:00 AM - 12:00 AM
Spanish Announcement	12:00 PM - 12:05 PM
Math	12:05 PM - 1:00 PM
Transition	1:05 PM - 1:05 PM
Science	1:05 PM - 2:05 PM
School Value Lessons	2:05 PM - 2:35 PM
Tech. Mindcraft	2:35 PM - 3:00 PM
Power Hour/ Tutoring	3:00 PM - 5:00 PM

Friday(early release)

Breakfast	8:15 AM - 8:30 AM
Reading & Writing	8:32 AM - 9:30 AM
Social Studies	9:32 AM - 10:30 AM
Lunch/ Recess	10:32 AM - 11:30 AM
Math /Science	11:32 AM - 12:30 PM

AZMerit Testing windows:

FALL-Oct 24-Dec 2, SPRING - Mar 27-May 5

Pending approval

Colegio Pettie

Teacher Calendar 2016-2017

July						
S	M	T	W	T	F	S
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October						
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November						
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January						
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February						
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April						
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May						
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In-Service/Faculty&Staff Mtg	Progress Reports
In-Service at Phoenix	1st Day of the Block
Professional Development	Last Day of the Block
Holiday/School is closed	State Testing(TBD)
Open House/Meet & Greet	Galileo Benchmark

September						
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December						
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AZ Dibels	Fall Break	Winter Break	Spring Break
			40th/100th Count Day

Block 1	43	52
Block 2	45	48
Block 3	44	44
Block 4	48	54
Total	180	198

Fall State Testing - November
Spring State Testing- April
Summer State Testing- June

*** 3 week inservice before school - non-contractual



Information and Financial Services

SAIS - School Finance

Calendar Information

- [Applications](#)

- [Calendars](#)

- [Summary](#)

- [Detail](#)

- [Activate](#)

- [Delete](#)

- [Manual](#)

- [Absence](#)

- [Reporting](#)








- [Comments](#)

CTDS: **128704000**
 Name: **Colegio Petite Phoenix**
 Fiscal Year: **2016/2017**
 Track Number: **N/A** Days In Session: **180**
 Status: **Active 06/29/2016** Access: **Full**
 Calendar Type: **5-Day Week Calendar** Absence Reporting: **Not Applicable**
 Minimum Days In Session : **180**
 Default Days In Session : **Monday,Tuesday,Wednesday,Thursday,Friday**

Date	Day of Week	Occasion
8/8/2016	Monday	First Day Of Class
8/19/2016	Friday	School Not In Session
9/5/2016	Monday	Labor Day
10/4/2016	Tuesday	40th Day
10/10/2016	Monday	Fall Break
10/11/2016	Tuesday	Fall Break
10/12/2016	Wednesday	Fall Break
10/13/2016	Thursday	Fall Break
10/14/2016	Friday	Fall Break
11/11/2016	Friday	Veteran's Day
11/24/2016	Thursday	Thanksgiving Day
11/25/2016	Friday	Day After Thanksgiving
12/22/2016	Thursday	School Not In Session
12/23/2016	Friday	School Not In Session
12/26/2016	Monday	Christmas Day
12/27/2016	Tuesday	First Day Of Winter Break
12/28/2016	Wednesday	Winter Break
12/29/2016	Thursday	Winter Break
12/30/2016	Friday	Winter Break
12/31/2016	Saturday	Winter Break
1/1/2017	Sunday	Winter Break
1/2/2017	Monday	New Year's Day
1/3/2017	Tuesday	Winter Break
1/4/2017	Wednesday	Last Day of Winter Break
1/9/2017	Monday	School Not In Session
1/16/2017	Monday	Martin Luther King Day
1/24/2017	Tuesday	100th Day
2/20/2017	Monday	Presidents' Day
3/13/2017	Monday	Spring Begin
3/14/2017	Tuesday	Spring Break
3/15/2017	Wednesday	Spring Break
3/16/2017	Thursday	Spring Break
3/17/2017	Friday	Spring End
4/14/2017	Friday	School Not In Session
4/15/2017	Saturday	School Not In Session
4/16/2017	Sunday	School Not In Session
4/17/2017	Monday	School Not In Session
5/26/2017	Friday	Last Day Of Class

Colegio Petite Elementary School

Student Calendar 2016-2017

	First/ Last Day of School
	School Day
	Non-School Day
	40th/100th Count Day
	Benchmark/Galileo
	Early Release
	Open House

SEPTEMBER 2016						
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NOVEMBER 2015						
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JANUARY 2016						
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MARCH 2016						
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MAY 2016						
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AUGUST 2016						
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OCTOBER 2016						
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DECEMBER 2015						
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FEBRUARY 2016						
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APRIL 2016						
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JUNE 2016						
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Thanksgiving -No School	Nov 24 & 25
Block 2 - Last Day/Report Cards	12/21/2016
Winter Break- No School	Dec 22-Jan 4
Block 3 - First Day	1/5/2017
MLK Day- No School	1/16/2017
Progress Report	2/3/2017
Block 3 - Last Day/Report Cards	3/9/2017
Spring Break- No School	3/10-3/17
Block 4 - First Day	3/20/2017
School not in session	4/14/2017
AZ Merit	TBD
Progress Report	4/21/2017
Block 4 - Last Day/Report Cards	5/26/2017

Monday-Thursday

Breakfast	8:15 AM - 8:30 AM
English Announcement	8:30 AM - 8:35 AM
Reading & Writing	8:35 AM - 9:30 AM
Transition	9:30 AM - 9:35 AM
Social Studies	9:35 AM - 10:30 AM
School Value I	10:30 AM - 11:00 AM
Lunch/ Recess	11:00 AM - 12:00 AM
Spanish Announcement	12:00 PM - 12:05 PM
Math	12:05 PM - 1:00 PM
Transition	1:05 PM - 1:05 PM
Science	1:05 PM - 2:05 PM
School Value Lessons	2:05 PM - 2:35 PM
Tech. Mindcraft	2:35 PM - 3:00 PM
Power Hour/ Tutoring	3:00 PM - 5:00 PM

Friday(early release)

Breakfast	8:15 AM - 8:30 AM
Reading & Writing	8:32 AM - 9:30 AM
Social Studies	9:32 AM - 10:30 AM
Lunch/ Recess	10:32 AM - 11:30 AM
Math /Science	11:32 AM - 12:30 PM

AZMerit Testing windows:

FALL-Oct 24-Dec 2, SPRING - Mar 27-May 5

Pending approval

Colegio Pettie

Teacher Calendar 2016-2017

July						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

In-Service/Faculty&Staff Mtg	Progress Reports
In-Service at Phoenix	1st Day of the Block
Professional Development	Last Day of the Block
Holiday/School is closed	State Testing(TBD)
Open House/Meet & Greet	Galileo Benchmark

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

AZ Dibels	Fall Break	Winter Break	Spring Break	40th/100th Count Day
-----------	------------	--------------	--------------	----------------------

Mandatory	New Teacher In-Service	7/25/16-7/26/16
Mandatory	All Teacher In-Service	7/18/16-8/5/16
Block 1		8/8/16-10/7/16
Mandatory	Kick Off	8/19/2016
Mandatory	Fall Open House	8/4/16-08/05/16
	Galileo Benchmark	08/15/16-08/26/16
	AZ Dibels	08/29/16-09/02/16
	Progress Reports	9/2/2016
	Labor day -no school	9/5/2016
	Professional Development	9/23/2016
	Final Grades/In-Service	10/7/2016

Block 2		10/17/16-12/21/16
	Fall Break	10/10/16-10/14/16
	Veteran's Day - no school	11/11/2016
	Progress Reports	11/18/2016
	Thanksgiving - no school	11/24/16-11/25/16
	Final Grades/In-Service	12/22/2016
	AZ Dibels	11/28/16-12/02/16
	Galileo Benchmark	12/05/16-12/16/16
	Winter Break	12/23/16-01/04/17

Block 3		01/05/17-03/10/17
Mandatory	Leona PD	1/9/2017
	MLK Day - no school	1/16/2017
	Progress Reports	2/3/2017
	Galileo Benchmark	02/27/16-03/10/2016
	Spring Break	3/13/17-3/17/17

Block 4		3/20/2016-5/25/17
	Non-Contractual Day	4/14/2016
	Passover - no school	4/17/2016
	Progress Reports	4/21/2017
	AZ Dibels	05/01/16-05/05/2016
	Final Grades/In-Service	5/26/2017

Instr. D Contract Days

Block 1	43	52
Block 2	45	48
Block 3	44	44
Block 4	48	54
Total	180	198

Fall State Testing - November
Spring State Testing- April
Summer State Testing- June

*** 3 week inservice before school - non-contractual



Information and Financial Services

SAIS - School Finance

Calendar Information

- [Applications](#)

- [Calendars](#)

- [Summary](#)

- [Detail](#)

- [Activate](#)

- [Delete](#)

- [Manual](#)

- [Absence](#)

- [Reporting](#)

- [Comments](#)

CTDS: **128704000**
 Name: **Colegio Petite Phoenix**
 Fiscal Year: **2016/2017**
 Track Number: **N/A** Days In Session: **180**
 Status: **Active 06/29/2016** Access: **Full**
 Calendar Type: **5-Day Week Calendar** Absence Reporting: **Not Applicable**
 Minimum Days In Session : **180**
 Default Days In Session : **Monday,Tuesday,Wednesday,Thursday,Friday**

Date	Day of Week	Occasion
8/8/2016	Monday	First Day Of Class
8/19/2016	Friday	School Not In Session
9/5/2016	Monday	Labor Day
10/4/2016	Tuesday	40th Day
10/10/2016	Monday	Fall Break
10/11/2016	Tuesday	Fall Break
10/12/2016	Wednesday	Fall Break
10/13/2016	Thursday	Fall Break
10/14/2016	Friday	Fall Break
11/11/2016	Friday	Veteran's Day
11/24/2016	Thursday	Thanksgiving Day
11/25/2016	Friday	Day After Thanksgiving
12/22/2016	Thursday	School Not In Session
12/23/2016	Friday	School Not In Session
12/26/2016	Monday	Christmas Day
12/27/2016	Tuesday	First Day Of Winter Break
12/28/2016	Wednesday	Winter Break
12/29/2016	Thursday	Winter Break
12/30/2016	Friday	Winter Break
12/31/2016	Saturday	Winter Break
1/1/2017	Sunday	Winter Break
1/2/2017	Monday	New Year's Day
1/3/2017	Tuesday	Winter Break
1/4/2017	Wednesday	Last Day of Winter Break
1/9/2017	Monday	School Not In Session
1/16/2017	Monday	Martin Luther King Day
1/24/2017	Tuesday	100th Day
2/20/2017	Monday	Presidents' Day
3/13/2017	Monday	Spring Begin
3/14/2017	Tuesday	Spring Break
3/15/2017	Wednesday	Spring Break
3/16/2017	Thursday	Spring Break
3/17/2017	Friday	Spring End
4/14/2017	Friday	School Not In Session
4/15/2017	Saturday	School Not In Session
4/16/2017	Sunday	School Not In Session
4/17/2017	Monday	School Not In Session
5/26/2017	Friday	Last Day Of Class

Amendment Request Instructional Days

Charter Holder: Colegio Petite Phoenix

Charter site: Colegio Petite Arizona

This amendment is being submitted for a permanent change to reduce the number of instructional days from 189 to 180.

1. The charter for Colegio Petite Phoenix with the single site Colegio Petite Arizona is requesting a decrease in instructional days from 189 to 180. Initially we planned on using 189 days of instruction. As we put a firm plan together for the school year we realized that we could provide an increase in instructional time within the 180 day calendar. We provide all students with 910 minutes of instruction which exceeds the required number of hours for each grade level. Pupil achievement needs in our target population will be met through the use of number of hours of instructional time. In addition, free before and after school tutoring available to all students who need assistance. We have insured that a FT instructional aide in the kindergarten classroom supports our youngest learners. The first through third grade classes also have access to two part time aides. This school is small and teachers also receive support from a PT curriculum coach as well as a SL who is well versed in curriculum and instruction. The additional hours and instructional support will insure that pupil achievement is supported despite the decrease in instructional days.

2. The school calendar and daily instructional schedule demonstrate compliance with A.R.S. 15-901. The school will meet for the required minimum of at least 180 days and the required hours exceed each grade level requirement.

Kindergarten meets for 910 hours (required 356)

First grade meets for 910 hours (required 712)

Second grade meets for 910 hours (required 712)

Third grade meets for 910 hours (required 712)

3. There is only one site under this charter, Colegio Petite Arizona, and this the change will only affect this site

4. The change will take place this school year. There are no other amendments being submitted that need to be concurrently considered with this amendment.

AGENDA ITEM: Compliance Matters – Shonto Governing Board of Education, Inc.**Issue**

Based on its submitted fiscal year 2015 audit, Shonto Governing Board of Education, Inc. (“Shonto”) has failed to comply with the Uniform System of Financial Records for Charter Schools (USFRCS) for four consecutive fiscal years by failing to establish and maintain proper internal controls over its self-insurance fund.¹ Pursuant to Arizona Administrative Code R7-5-504 and the Board’s [Audit & Compliance Questionnaire Follow-up Matrix](#), Shonto has been placed on the agenda for the Board’s consideration because of the self-insurance fund serious impact finding.

Background

This year, Shonto is undergoing its first five-year interval review under its renewal charter contract. Shonto operates one school, Shonto Preparatory Technology High School, serving grades 9-12 on the Navajo Nation. For fiscal year 2017, Shonto is reporting an estimated count of 72 students.² Shonto’s academic performance and performance under the Board’s operational and financial performance frameworks has been included in Appendix B. Additional Background Information.

Self-Insurance Fund

In lieu of purchasing employee health insurance coverage through an insurance carrier, Shonto has chosen to self-insure. Shonto contracts with a third party to administer its self-insurance program. The third party administrator has direct access to the self-insurance fund bank account (“Insurance Fund Account”) into which Shonto deposits monies withheld from employee paychecks for health insurance. Monthly, the third party administrator draws money from the Insurance Fund Account to make claim payments on behalf of Shonto by issuing checks directly to health care service providers.

Based on its fiscal years 2012, 2013, 2014 and 2015 audits, Shonto has failed to establish and maintain proper internal controls over its self-insurance fund. According to the fiscal year 2015 audit, Shonto: a) did not reconcile the draws taken by the third party administrator from the Insurance Fund Account to the insurance claims reports; b) did not reconcile the amounts withheld from employee payroll and, as applicable, Shonto’s contributions with the receipts posted to the Insurance Fund Account; and c) did not review the third party administrator’s census report to ensure that employees terminated by Shonto are not still included on the census report.

Pursuant to the Board’s Audit & Compliance Questionnaire Follow-up Matrix, Shonto was required to submit corrective action plans (CAP) because of the self-insurance fund finding identified in the fiscal years 2012, 2013, 2014 and 2015 audits. As part of the fiscal year 2015 audit CAP, between April 2016 and November 2016, Board staff communicated with Shonto regarding the finding. Shonto provided

¹ As part of the fiscal year 2014 audit corrective action plan process, a letter was sent to Shonto on December 16, 2015 stating, in part, “Given the proximity to the single audit deadline, Board staff has determined it prudent to defer bringing Shonto to the Board for disciplinary action until after the fiscal year 2015 audit is received. Should the fiscal year 2015 audit include either or both of the serious impact findings identified above, then Shonto will be placed on the next possible Board agenda for disciplinary action” (Appendix: A. 12/16/15 Letter to Shonto). Based on the fiscal year 2015 audit, the second serious impact finding has been addressed.

² Shonto’s average daily membership for fiscal years 2012 through 2016 has been provided in Appendix: B. Additional Background Information.

Board staff with the information and documentation requested. Based upon a review of the information provided, Shonto has:

- Discussed the audit finding with its own business office staff, as well as the third party administrator and audit firm.
- Submitted a three-pronged plan to the Board to resolve the internal control issues. As part of the plan, Shonto has developed a health insurance claim invoice processing policy ("Claim Processing Policy").
- Updated Board staff on Shonto's efforts to implement the plan.

For fiscal year 2016, Shonto is subject to a single audit, which is due March 31, 2017. Based on communications Board staff had with Shonto's audit firm in October 2016, initial testing conducted for the fiscal year 2016 audit supports that Shonto has implemented the Claims Processing Policy's provision related to approving self-insurance fund expenditures prior to payment. The audit firm's reconciliation testing will not be completed until February 2017.

In November 2016, Board staff sent a draft proposed consent agreement to Shonto's charter representative. Today's meeting materials include the final proposed consent agreement developed by Board staff and Shonto's charter representative (Appendix: C. Proposed Consent Agreement). Should the Board vote today to proceed with the consent agreement, Shonto's board will consider the consent agreement at its January 6, 2017 meeting.

Board Options

Option 1: The Board may choose to conditionally withhold 10% of the charter holder's monthly State aid apportionment and to find a basis for issuing a Notice of Intent to Revoke the charter holder's charter contract, but direct staff to offer a consent agreement. Staff recommends the following language for consideration: I move to find Shonto Governing Board of Education, Inc. is in noncompliance with state law for its failure to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools and approve withholding 10% of the charter holder's monthly State aid apportionment until compliance is demonstrated. Compliance will be demonstrated by no identification or determination of a material weakness, significant deficiency or other instance of noncompliance in the fiscal year 2016 audit signifying that the charter holder did not approve self-insurance fund expenditures prior to payment.

Further, I move that the charter holder's failure to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools provides a sufficient basis to issue a Notice of Intent to Revoke the charter contract of Shonto Governing Board of Education, Inc.

All that taken into consideration, the Board will enter into a consent agreement that includes the terms and provisions of the proposed consent agreement included with the staff report provided for this agenda item. If Shonto is unwilling to agree to the terms of the consent agreement and a signed consent agreement, along with governing board minutes approving the consent agreement, are not received by January 17, 2017, then it is the Board's decision that the 10% withholding will begin with the charter holder's February 2017 payment and that the charter holder will be placed on the Board's February agenda for consideration of a Notice of Intent to Revoke Shonto's charter contract for the reasons already specified.

Option 2: The Board may choose to withhold 10% of the charter holder's monthly State aid apportionment and to issue a Notice of Intent to Revoke the charter holder's charter contract. The following language is provided for consideration: I move to find Shonto Governing Board of Education, Inc. is in noncompliance with state law for its failure to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools and approve withholding 10% of the charter holder's monthly State aid apportionment until compliance is demonstrated. Compliance will be demonstrated by no identification or determination of a material weakness, significant deficiency or other instance of noncompliance in the fiscal year 2016 audit signifying that the charter holder did not approve self-insurance fund expenditures prior to payment.

Further, I move to issue a Notice of Intent to Revoke the charter contract of Shonto Governing Board of Education, Inc. for failing to comply with state law and its charter contract when it failed to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools.

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Hearing on Intent to Revoke Charter and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may choose to withhold 10% of the charter holder's monthly State aid apportionment. The following language is provided for consideration: I move to find Shonto Governing Board of Education, Inc. is in noncompliance with state law for its failure to establish and maintain proper internal controls for the self-insurance fund and self-insurance fund bank account in the manner prescribed by the Uniform System of Financial Records for Arizona Charter Schools and approve withholding 10% of the charter holder's monthly State aid apportionment until compliance is demonstrated. Compliance will be demonstrated by no identification or determination of a material weakness, significant deficiency or other instance of noncompliance in the fiscal year 2016 audit signifying that the charter holder did not approve self-insurance fund expenditures prior to payment.

APPENDIX A

12/16/15 LETTER TO SHONTO

Arizona State Board for Charter Schools

Physical Address:
1616 West Adams Street, Suite 170
Phoenix, AZ 85007



Mailing Address:
P.O. Box 18328
Phoenix, AZ 85009

December 16, 2015

Lemual Adson
Shonto Governing Board of Education, Inc.
P.O. Box 7900
Shonto, AZ 86054
Sent via email: leadson@shontoprep.org

Dear Mr. Adson:

In its letter dated May 1, 2015, the Board notified Shonto Governing Board of Education, Inc. ("Shonto") that Shonto's single audit reporting package ("audit") for fiscal year 2014 included two issues that had been identified in three consecutive audits. These issues, which the Board's *Audit & Compliance Questionnaire Follow-up Matrix* ("audit matrix") categorizes as serious impact findings, pertained to segregation of duties and self-insurance fund internal controls.

The audit matrix and Arizona Administrative Code R7-5-504 require a charter holder with a serious impact finding to appear before the Board for possible disciplinary action. The letters sent by the Board to Shonto on May 1, 2015 and October 2, 2015 referenced the audit matrix's requirements. Shonto has provided all of the information requested by Board staff through the fiscal year 2014 audit corrective action plan process. Shonto must submit its fiscal year 2015 audit by March 31, 2016. Given the proximity to the single audit deadline, Board staff has determined it prudent to defer bringing Shonto to the Board for disciplinary action until after the fiscal year 2015 audit is received. Should the fiscal year 2015 audit include either or both of the serious impact findings identified above, then Shonto will be placed on the next possible Board agenda for disciplinary action. If a complete fiscal year 2015 audit is not received by March 31, 2016, Shonto will be placed on the next possible agenda for disciplinary action for the serious impact findings identified in the fiscal year 2014 audit.

If you have any questions, please let me know.

Sincerely,

Andrea Leder
Assistant Director of Operations & Finance

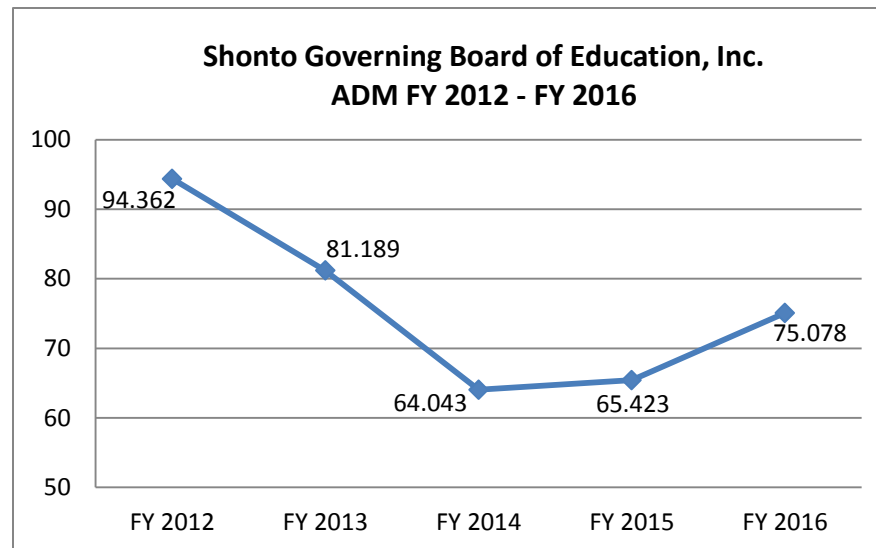
cc: Pearl Smith, Business Manager (Sent via email: psmith@shontoprep.org)

APPENDIX B

ADDITIONAL BACKGROUND INFORMATION

I. Average Daily Membership

The graph below shows Shonto's 100th day average daily membership (ADM) for fiscal years 2012 through 2016. For fiscal year 2017, Shonto is reporting an estimated count of 72 students.



II. Academic Performance

Shonto Preparatory Technology High School received a letter grade of C and an overall rating of “Does Not Meet” the Board’s academic performance expectations for fiscal year 2014. In addition, the Arizona Department of Education (“ADE”) has identified the school as a Comprehensive (formerly known as Priority) school and Shonto was required to submit a Continuous Improvement Plan (“Plan”) to ADE and a copy of the Plan to Board staff this fiscal year. A plan was submitted on October 10, 2016 to Board staff and reviewed for administrative completeness. On November 21, 2016, Board staff notified Shonto that the Plan was administratively incomplete because it does not include all the components required by statute and ADE. Shonto is required to submit a revised Plan by December 6, 2016. Based on the academic performance, Shonto is not eligible to expand because it has been identified as a Comprehensive school.

III. Financial Performance Dashboard

Financial Performance

Shonto Governing Board Of Education, Inc.

Near-Term Measures

Going Concern

Unrestricted Days Liquidity

Default

Fiscal Year 2014		Fiscal Year 2015	
No	Meets	No	Meets
121.45	Meets	87.69	Meets
No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income

Fixed Charge Coverage Ratio

Cash Flow (3-Year Cumulative)

(\$1,595,953)	Does Not Meet	(\$2,652,760)	Does Not Meet
—		—	
\$1,446,644	Does Not Meet	(\$894,493)	Does Not Meet

Cash Flow Detail by Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
(\$1,383,454)	\$1,311,913	\$1,518,185	(\$822,952)	(\$1,383,454)	\$1,311,913

Does Not Meet Board's Financial Performance Expectations

IV. Operational Performance Dashboard

Due to the serious impact findings identified in the fiscal years 2014 and 2015 audits, Shonto does not meet the Board's operational performance expectations.

Operational Performance Dashboard			
Click on any of the measures below to see more information.			
Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Does Not Meet	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	ADE Monitoring CAP - Federal Title Funds	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Falls Far Below	Falls Far Below	--
Timely Submission	Yes	Yes	--
Audit Opinion	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	Segregation of Financial Duties Fiscal Matters	Fiscal Matters	--
Minimal Impact Findings (3+ Years)	Oral Quotes	Accounting Records	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	Financial Performance Response
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Does Not Meet Operational Standard	Does Not Meet Operational Standard	--
BOARD EXPECTATIONS	--	--	Does Not Meet Operational Expectations

Last Updated: 2016-11-28 15:37:06

APPENDIX C

PROPOSED CONSENT AGREEMENT

CONSENT AGREEMENT

This Consent Agreement (“Agreement”) is made by and between Shonto Governing Board of Education, Inc. (“Charter Operator”), a nonprofit corporation organized under the laws of the Navajo Nation and operating Shonto Preparatory Technology 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 charter may be renewed for successive periods of twenty years. A.R.S. § 15-183(J). 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).

RECITALS

1. The Charter Operator operates Shonto Preparatory Technology High School (“the School”), a charter school, pursuant to a renewal charter contract (“Charter”) executed on June 7, 2012 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. Lemual Adson 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 the Charter of the Charter Operator and the Board require that the Charter Operator comply with the requirements of the Uniform System of Financial Records for Arizona Charter Schools (“USFRCS”)¹. The Board has not approved any exceptions for the Charter Operator to these requirements.
6. 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 single audit, including the completion of a USFRCS compliance questionnaire and a procurement compliance questionnaire, by an independent certified public accountant (“Annual Audit”).
7. Under the USFRCS, an effective accounting system is essential in providing accurate and timely financial information; essential to an effective accounting system is a system of internal control that will provide a plan of organization, adequate internal checks and balances, and sufficient supporting records to ensure the safeguarding of assets and the accuracy and reliability of financial records.
8. The USFRCS states disbursements from employee insurance program

¹ The USFRCS has been developed by the Office of the Auditor General pursuant to A.R.S. § 15-183(E)(6). The USFRCS prescribes the minimum internal control structure policies and procedures for charter schools for accounting, financial reporting, budgeting, attendance reporting, and various legal compliance requirements. <http://www.azauditor.gov/sites/default/files/USFRCS.pdf>.

withholding accounts should be by check and, except for the interest remittance, should be made payable only to the insurance carriers or to individuals for refunds of insurance.

9. The USFRCS states the Charter Operator should prepare a written bank reconciliation monthly for each bank account. The Charter Operator's reconciliation procedures should include comparing canceled checks to the check register to ensure that the number, date, payee and amount are in agreement and comparing the date and amount of each deposit shown on the bank statement to the Charter Operator's records.

10. Instead of purchasing employee health insurance coverage through an insurance carrier, the Charter Operator has chosen to self-insure. To administer the Charter Operator's self-insurance program, including the processing and payment of claims, the Charter Operator contracts with a third party.

11. The third party administrator has direct access to the self-insurance fund bank account ("Insurance Fund Account") into which the Charter Operator deposits monies withheld from employee paychecks for health insurance.

12. The Charter Operator's Annual Audit for fiscal years ending June 30, 2012, 2013, 2014 and 2015 found that the third party administrator monthly draws money from the Insurance Fund Account to make claim payments on behalf of the Charter Operator by issuing checks directly to health care service providers.

13. The Charter Operator's Annual Audit for fiscal years ending June 30, 2012, 2013, 2014 and 2015 found that the Charter Operator: a) did not reconcile the draws taken by the third party administrator from the Insurance Fund Account to the insurance claims reports; b) did not reconcile the amounts withheld from employee payroll and, as applicable, the Charter Operator's contributions with the receipts posted to the Insurance Fund Account; and c) did not review the

third party administrator's census report to ensure that employees terminated by the Charter Operator are not still included on the census report.

14. The Charter Operator breached its Charter and A.R.S. § 15-183(E)(6) when it failed to establish and maintain proper internal controls for the self-insurance fund and Insurance Fund Account as identified in the Annual Audit for fiscal years ending June 30, 2012, 2013, 2014 and 2015.

15. After the failure to establish and maintain proper internal controls was again identified in the Annual Audit for the fiscal year ending June 30, 2015, the Board required the Charter Operator to take further corrective action.

16. The Charter Operator submitted a three-pronged plan to the Board to resolve the internal control issues. As part of the plan, the Charter Operator developed a health insurance claim invoice processing policy ("Claim Processing Policy").

17. Based on communications Board staff had with the Charter Operator's audit firm, initial testing conducted for the Annual Audit for the fiscal year ending June 30, 2016 supports that the Charter Operator has implemented the Claims Processing Policy's provision related to approving self-insurance fund expenditures prior to payment. The audit firm's reconciliation testing will not be completed until February 2017.

18. At its public meeting held on December 12, 2016, the Board determined that it has a sufficient basis to issue a Notice of Intent to Revoke the Charter of the Charter Operator on the basis of the Charter Operator's failure to comply with state law and with its Charter when it failed to establish and maintain proper internal controls for the self-insurance fund and Insurance Fund Account in the manner prescribed by the USFRCS as demonstrated by the Charter Operator's last four Annual Audits. The Board also passed a motion to withhold ten percent of

the monthly apportionment of state aid that would otherwise be due the Charter Operator. The Board's motion provided for the Parties to work toward entering into a consent agreement in lieu of a revocation proceeding and hearing, and the withholding of ten percent of the Charter Operator's monthly apportionment of state aid.

AGREEMENT TERMS AND CONDITIONS

The Parties agree as follows:

19. Because of the Board's determination that the Charter Operator is not in compliance with federal law, with the laws of this state or with its Charter, the Charter Operator is subject to a withholding of ten percent of its monthly apportionment of state aid and the revocation and termination of its Charter.

20. 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.

21. 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.

The Charter Operator agrees as follows:

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

23. 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.

24. 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.

25. The Charter Operator shall ensure it establishes and maintains proper internal controls for the self-insurance fund and the Insurance Fund Account. Compliance with this provision shall be demonstrated by no identification or determination of a material weakness, significant deficiency or other instance of noncompliance based on the Charter Operator's Annual Audits for the fiscal years ending June 30, 2017 through 2021 signifying any of the following:

- a. The Charter Operator did not approve self-insurance fund expenditures prior to payment.
- b. The Charter Operator did not reconcile the draws from the Insurance Fund Account to the claims reports.
- c. The Charter Operator did not reconcile the checks issued by the Charter Operator from payroll with the receipts posted to the Insurance Fund Account.
- d. The Charter Operator did not review the third party administrator's census report to ensure that employees terminated by the Charter Operator are not still included.

26. By December 31, 2016, the Charter Operator's governing board shall approve the Claim Processing Policy, and the Charter Operator shall provide the Board with a copy of the approved Claim Processing Policy and the minutes from the meeting at which the Charter Operator's governing board approved the Claim Processing Policy.

27. The Charter Operator shall ensure the audited information used by the Board to determine the Charter Operator's fiscal year 2017 compliance with this Agreement reflects the internal controls recently instituted by the Charter Operator and specified in paragraph 16 of this Agreement. Should the audit firm's initial testing identify the occurrence of one or more of the conditions specified in paragraph 25 of this Agreement due to the sample's inclusion of self-insurance fund activities that occurred prior to the Charter Operator's full implementation of the plan

specified in paragraph 16 of this Agreement, the Charter Operator shall contract with its audit firm to conduct additional testing to determine and disclose the effect the plan specified in paragraph 16 of this Agreement had on the Charter Operator's performance; the additional testing must be completed so as to allow the results to be provided to the Board no later than March 31, 2018, which is the Charter Operator's deadline for submitting its Annual Audit for the fiscal year ending June 30, 2017.

The Parties agree as follows:

28. 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.

29. The Parties acknowledge and agree that Charter Operator's Insurance Fund Account is a self-insurance fund that covers employees of the School and employees of a federally funded grant school separately operated by Charter Operator. The Board agrees that any action taken by the Board under this Agreement shall not effect, limit, constrain, or deny Charter Operator's right, title, or obligation to control and manage the Insurance Fund Account for the benefit of insured employees who are not employees of the School.

30. 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.

31. 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 and may direct the Arizona Department of Education to begin withholding ten percent of the Charter Operator's monthly state aid apportionment.

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

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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

SHONTO GOVERNING BOARD OF EDUCATION, INC. AND SHONTO PREPARATORY TECHNOLOGY HIGH SCHOOL

By: Lemual Adson
Charter Representative, Shonto Governing Board of Education, Inc.
Date: _____

COPY mailed this
_____ day of _____, 20__ to:

Shonto Governing Board of Education, Inc.
Attention: Lemual Adson, Charter Representative
P.O. Box 7900
Shonto, AZ 86054

By _____

AGENDA ITEM: Status Update – Fiscal Year 2016 Audit Reporting Packages**Issue**

Due to issues that arose during the Arizona Department of Education's (ADE) transition to a new student data system in fiscal year 2016, the Board approved a motion at its November 21, 2016 meeting requiring certain charter holders to either submit their audits by the December Board meeting or report back to the Board on the status of their audits.

Background

At its November Board meeting, the Board considered those charter holders that had not yet submitted their fiscal year 2016 audit reporting packages, which were due on November 15. During the meeting, the Board received information regarding ADE's transition to a new student data system in fiscal year 2016 and issues that arose during that transition. Typically, the Board votes to withhold funds from charter holders that fail to timely submit their audits. Due to the issues that arose during the transition and because four charter holders had filed requests with ADE to revise their attendance data, the Board made an exception.

According to the Board's motion, the following charter holders were required to either submit their audits by the December Board meeting or report back to the Board on the status of their audits:

- Ahwatukee Foothills Prep Early College High School, Inc.
- Career Development, Incorporated
- Phoenix Advantage Charter School, Inc.

For the fourth charter holder, Life Skills Center of Arizona, Inc., the Board's motion indicated that if the audit was not submitted by the December Board meeting that this charter holder would be on the agenda for the same action that the charter holder was on the agenda for in November.

Life Skills Center of Arizona, Inc. submitted a complete audit reporting package on November 21 and, therefore, is not included on the December agenda. In emails sent on November 23, the other three charter holders were notified of the action taken by the Board and the timeframe for posting the December agenda and meeting materials. The email further indicated that if the charter holder is included on the December agenda, the charter holder should have a representative in attendance at the December 12 meeting.

Prior to the December Board meeting, Board staff will contact ADE for the status of the requests to revise attendance data filed with ADE by the three charter holders.