



JUNE 12, 2017

Charter Renewal Report

Educational Impact, Inc.

AGENDA ITEM: Charter Renewal Application—Educational Impact, Inc.

Request

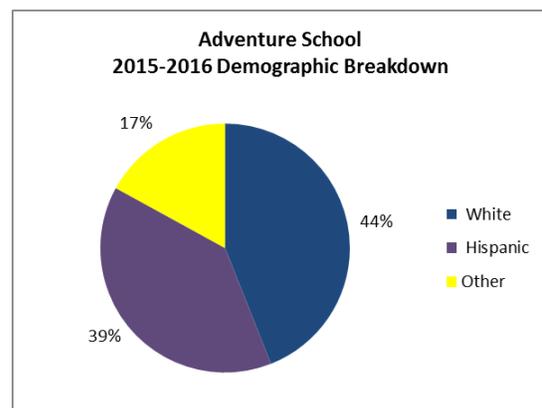
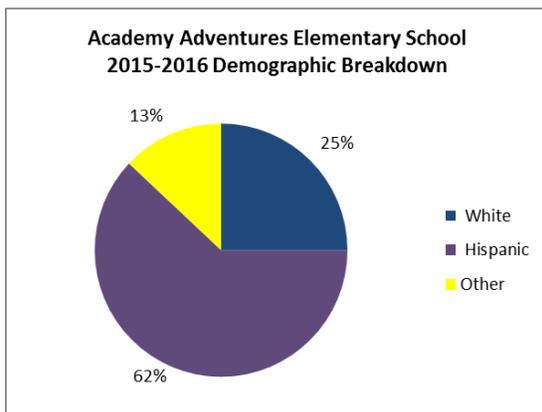
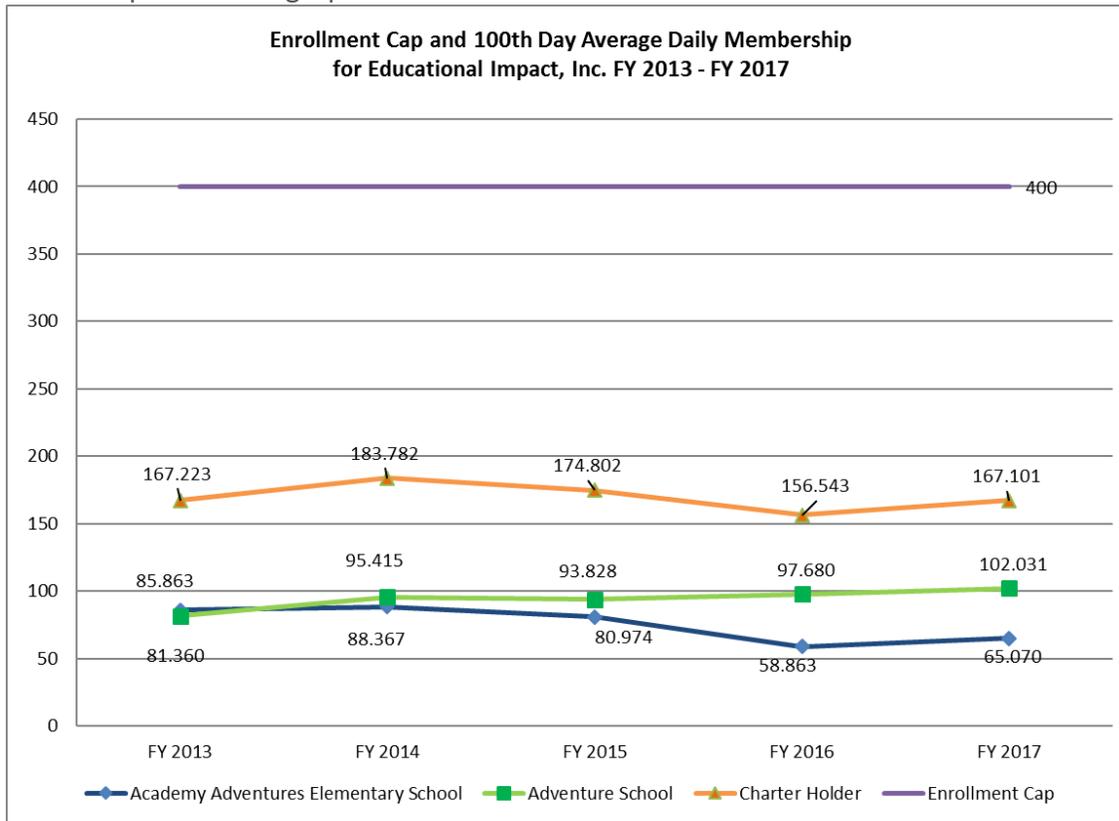
Educational Impact, Inc. (“Charter Holder”) submitted a charter renewal application package (Appendix A. Renewal Application) on March 21, 2017 to continue operation of Academy Adventures Elementary School and Adventure School, serving grades K–5 in Tucson.

On May 26, 2017, the Charter Holder submitted a School Closure Notification Request to close Academy Adventures Elementary School effective May 24, 2018. On June 2, 2017, the Executive Director approved the closure of Academy Adventures Elementary School.

Profile

The Charter Holder was granted a charter in 2003, which is currently approved for grades K–5. The enrollment cap for the Charter Holder is 400.

Enrollment Cap and Demographic Data



School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Academy Adventures Elementary School	*	17%	*
Adventure School	*	*	14%

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

Governance

The Charter Holder is governed by a corporate board. The corporate principals identified in the charter contract are aligned with the Arizona Corporation Commission. The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

Member Name	Position
Gary Best	Director
John "Jack" Penczar	Director
Virgil "Earl" Doran	Director
Mary Ann Penczar	Director

Associated Schools

School Associated with Academy Adventures Elementary School and Adventure School				
Schools operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.				
School	Charter Holder	FY 2016 AzMERIT		
		ELA	Math	
Academy Adventures Midtown	Ed Ahead	21%	8%	

Compliance

On May 16, 2017, the Arizona Department of Education ("ADE") Office of English Language Acquisition Services notified the Charter Holder of its requirement to submit a Corrective Action Plan as the result of on-site monitoring of state education programs for English Language Learners. The Charter Holder is required to submit the Corrective Action Plan to ADE within 60 days of the letter.

Performance Summary

The Charter Holder's performance for each of the Board's frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder's dashboards are included in Appendix: B. Renewal Summary Review.

Academic Performance

The academic performance of the schools operated by the Charter Holder for the 2012–2014 fiscal years, based on the Board's academic framework in effect at that time, is represented in the table on the next page.

Academic Performance of schools operated by Educational Impact, Inc. FY 2012 – FY 2014			
School Name	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Academy Adventures Elementary School	38.75 / D	41.25 / D	37.5 / F
Adventure School	84.06 / B	79.38 / A	70.62 / A

The Board's current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, based on FY 2017 data, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, neither of the schools operated by Educational Impact, Inc. has been designated for school improvement in FY 2017.



Operational Performance

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

Financial Performance

The Charter Holder was required to submit a Financial Performance Response because it did not meet the Board’s Financial Performance Expectations, as reflected in the table below which includes the Charter Holder’s financial data and financial performance for the last three audited fiscal years.

Financial Data				
Statement of Financial Position	2016	2015	2014	2013
Cash	\$108,703	\$161,507	\$109,973	\$95,162
Unrestricted Cash	\$108,703	\$161,507	\$109,973	
Other Liquidity	\$0	-	-	
Total Assets	\$214,039	\$277,231	\$246,553	
Total Liabilities	\$65,143	\$86,544	\$46,864	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	\$148,896	\$190,687	\$199,689	
Statement of Activities	2016	2015	2014	
Revenue	\$1,258,910	\$1,337,912	\$1,393,775	
Expenses	\$1,300,701	\$1,346,914	\$1,326,560	
Net Income	(\$41,791)	(\$9,002)	\$67,215	
Change in Net Assets	(\$41,791)	(\$9,002)	\$67,215	
Financial Statements or Notes	2016	2015	2014	
Depreciation & Amortization Expense	\$13,001	\$16,502	\$15,205	
Interest Expense	-	-	-	
Lease Expense	\$275,334	\$279,469	\$253,468	
Financial Performance				
	2016	2015	2014	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity	30.50	43.77	30.26	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	(\$41,791)	(\$9,002)	\$67,215	N/A
Cash Flow	(\$52,804)	\$51,534	\$14,811	\$13,541
Fixed Charge Coverage Ratio	0.90	1.03	1.33	N/A

The Charter Holder’s Financial Performance Response has been provided in the meeting materials (Appendix: C. Supplemented Financial Response). Staff’s final evaluation of the Financial Performance Response resulted in two “Acceptable” and zero “Not Acceptable” determinations (Appendix: D. Financial Response Evaluation).¹ A “Not Acceptable” means the measure’s response did not sufficiently address one or more of the questions identified in Appendix C of the Financial Performance Framework. An analysis of the Charter Holder’s financial performance, focusing on those measures where the Charter Holder failed to meet the Board’s target and using information from the Charter Holder’s Financial Performance Response and related documents, is provided below.

¹ On May 2, 2017, Board staff emailed a copy of staff’s initial evaluation and provided a deadline by which the Charter Holder could supplement its financial performance response to address areas evaluated as “Not Acceptable”. By the deadline, the Charter Holder submitted supplemental information.



Financial Measure Analysis

During the Charter Holder's FY 2016 budget process, planning revenues were overestimated and property lease costs and salaries and related benefits were not adjusted to align with the lower actual revenues as they were received during the year. The Charter Holder has modified its building leases and enhanced its efforts to monitor its financial performance throughout the year. For FY 2017, the Charter Holder projects positive net income and meeting the FCCR target.

Additional School Choices

Academy Adventures Elementary School

Academy Adventures Elementary School received a letter grade of "F" and an Overall Rating of "Falls Far Below" the Board's academic performance standard for FY 2014. The school is located in Tucson near North Flowing Wells Road and West Roger Road. The following information identifies additional schools serving grades K-5 within a five-mile radius of the school and the academic performance of those schools. **Based on 2016 AzMERIT data, Academy Adventures Elementary School received the following passing scores:**

- 18% passing ELA
- 21% passing Math

Schools serving grades K-5 that received an A-F letter grade in FY 2014						
2014 Letter Grade	Within 5 miles of the school	Schools Above State Average ELA (35%)	Schools Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	16	15	15	16	15	10
B	13	7	5	12	11	3
C	14	2	4	13	10	1
D	1	0	0	0	0	1

Adventure School

Adventure School received a letter grade of "A" and an Overall Rating of "Meets" the Board's academic performance standard for FY 2014. The school is located in Tucson near North Sahuara Avenue and East Pima Street. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools. **Based on 2016 AzMERIT data, Adventure School received the following passing scores:**

- 52% passing ELA
- 60% passing Math

Schools serving grades K-5 that received an A-F letter grade in FY 2014						
2014 Letter Grade	Within 5 miles of the school	Schools Above State Average ELA (35%)	Schools Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	13	13	13	11	6	8
B	11	6	6	2	1	3
C	15	3	5	0	0	3
D	2	0	0	0	0	0

Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review ("ASR") at each of the schools operated by the Charter Holder to gather evidence that demonstrates that the schools implement a comprehensive program of instruction and measure pupil progress toward pupil outcomes, as required in the charter contract. The Board has established criteria comprised of questions that guides the staff's visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.



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

The visits were conducted by Rachel Hannah, Education Program Manager and Ericka Ciganek, Education Program Specialist on April 25, 2017 and May 2, 2017.

At the ASR site visit, all areas were found to be in compliance, and no follow up was required.

Classroom observations completed during the ASR site visits confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the site visits, the Charter Holder was able to provide documentation and describe processes in place at both schools to show that each implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, and a professional development plan that supports effective implementation of the curriculum.

Adventure School demonstrated a complete, implemented system for monitoring the integration of State academic standards in instruction, and Academy Adventures Elementary School demonstrated a system that is in place, but not fully implemented in this area.

Detailed information regarding the Academic Systems Review is provided in Appendix E. Academic Systems Review Reports.

Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

I move to approve the charter renewal application package and grant a renewal contract to Educational Impact, Inc.

Option 2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal performance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Educational Impact, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A
RENEWAL APPLICATION

Renewal Application—Educational Impact, Inc.

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership

 [Download File](#) — EDUCATIONAL IMPACT, INC._Renewal_Organizational Membership Response

Charter Holder's Financial Sustainability

 [Download File](#) — EDUCATIONAL IMPACT INC_Renewal_Financial Performance Response

Renewal Assurances

Renewal Assurance and Understanding

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

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

By signing below, the Charter Holder understands that:

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

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

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

Charter Representative Signature

MaryAnn Penczar 03/21/2017

RECEIVED

MAR 21 2017

COPY

ARIZONA CORP. COMMISSION
CORPORATIONS DIVISION

DO NOT WRITE ABOVE THIS LINE; RESERVED FOR ACC USE ONLY.

OFFICER/DIRECTOR/SHAREHOLDER CHANGE

Read the Instructions C017i

1. ENTITY NAME – give the exact name of the corporation as currently shown in A.C.C. records:
EDUCATIONAL IMPACT INC.

2. A.C.C. FILE NUMBER: 10725134

Find A.C.C. file number on the upper corner of filed documents OR on our website at: <http://www.azcc.gov/Divisions/Corporations>

CHECK THE BOX NEXT TO EACH CHANGE BEING MADE AND COMPLETE THE REQUESTED INFORMATION FOR THAT CHANGE.

3. OFFICER CHANGE – FOR OFFICERS CURRENTLY SHOWN IN A.C.C. RECORDS - list the name of each officer being changed as it is currently shown in A.C.C. records, and below that provide any new information for that officer (new name and/or address), then check all boxes that apply to indicate the change being made for that officer. FOR NEW OFFICERS - list the name in the NEW Name blank, list the address, and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	
Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	

Officers continued

Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as officer	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove officer	

4. **DIRECTOR CHANGE** – FOR DIRECTORS CURRENTLY SHOWN IN A.C.C. RECORDS - list the name of each director being changed as it is currently shown in A.C.C. records, and below that provide any new information for that director (new name and/or address), then check all boxes that apply to indicate the change being made for that director. FOR NEW DIRECTORS – list the name in the NEW Name blank, list the address, and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records			Name currently shown in ACC records		
John T. Penczar			V. Earl Doran		
NEW Name			NEW Name		
5491 N. Stonehouse Place			18201 E. Marsh Station Road		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
Tucson	AZ	85750	Vail	AZ	85641
City	State or Province	Zip	City	State or Province	Zip
UNITED STATES			UNITED STATES		
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
March 10, 2017			March 10, 2017		
<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	

Name currently shown in ACC records			Name currently shown in ACC records		
Gary Best					
NEW Name			NEW Name		
3419 E. Glenn, #3					
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
Tucson	AZ	85716	City	State or Province	Zip
City	State or Province	Zip	City	State or Province	Zip
UNITED STATES					
Country			Country		
Date taking office (optional)		Officer title	Date taking office (optional)		Officer title
March 10, 2017					
<input type="checkbox"/> Address change	<input checked="" type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	

Directors continued

Name currently shown in ACC records			Name currently shown in ACC records		
NEW Name			NEW Name		
Address 1			Address 1		
Address 2 (optional)			Address 2 (optional)		
City	State or Province	Zip	City	State or Province	Zip
Country			Country		
Date taking office (optional)			Date taking office (optional)		
Officer title			Officer title		
<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director		<input type="checkbox"/> Address change	<input type="checkbox"/> Add as director	
<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director		<input type="checkbox"/> Name change	<input type="checkbox"/> Remove director	

5. SHAREHOLDER CHANGE – FOR SHAREHOLDERS CURRENTLY SHOWN IN A.C.C. RECORDS – list the name of each shareholder being changed as it is currently shown in A.C.C. records, and below that provide the new name, if any, for that shareholder, then check a box to indicate the change being made for that shareholder. FOR NEW SHAREHOLDERS – list the name in the NEW Name blank and check the appropriate box. If more space is needed, use another Officer/Director/Shareholder Change form.

Name currently shown in ACC records		Name currently shown in ACC records	
NEW Name		NEW Name	
<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder	<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder
	<input type="checkbox"/> Remove shareholder		<input type="checkbox"/> Remove shareholder
Name currently shown in ACC records		Name currently shown in ACC records	
NEW Name		NEW Name	
<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder	<input type="checkbox"/> Name change	<input type="checkbox"/> Add as shareholder
	<input type="checkbox"/> Remove shareholder		<input type="checkbox"/> Remove shareholder

SIGNATURE – see *Instructions C017i* for who is authorized to make changes:

By checking the box marked "I accept" below, I acknowledge *under penalty of perjury* that this document together with any attachments is submitted in compliance with Arizona law.

I ACCEPT

Mary Ann Penczar
Signature

Mary Ann Penczar
Printed Name

3/10/2017
Date

REQUIRED – check only one:

<input type="checkbox"/> I am the Chairman of the Board of Directors of the corporation filing this document.	<input checked="" type="checkbox"/> I am a duly-authorized Officer of the corporation filing this document.	<input type="checkbox"/> I am a duly authorized bankruptcy trustee , receiver, or other court-appointed fiduciary for the corporation filing this document.
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Filing Fee: None (regular processing)
Expedited processing – add \$35.00 to filing fee.
All fees are nonrefundable – see Instructions.

Mail: Arizona Corporation Commission - Corporate Filings Section
1300 W. Washington St., Phoenix, Arizona 85007
Fax: 602-542-4100

Please be advised that A.C.C. forms reflect only the **minimum** provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.

All documents filed with the Arizona Corporation Commission are **public record** and are open for public inspection. If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date: 05/10/2017 Report Type: Renewal

Charter Contract Information

[Hide Section](#)

Charter Corporate Name: Educational Impact, Inc.

Charter CTDS: 10-87-17-000 Charter Entity ID: 81123

Charter Status: Open Contract Effective Date: 06/23/2003

Number of Schools: 2 Contractual Days:

- Academy Adventures Elementary School : 180
- Adventure School: 180

Charter Grade Configuration: K-5

FY Charter Opened: 2004 Contract Expiration Date: 06/22/2018

Charter Granted: 02/10/2003 Charter Signed: 06/23/2003

Corp. Type For Profit Charter Enrollment Cap 400

Charter Contact Information

[Hide Section](#)

Mailing Address: 1950 East Placita Sin Nombre
Tucson, AZ 85718 Website: —

Phone: 602-821-6900 Fax: 520-721-4472

Mission Statement: Academy Adventures Primary School maintains and nurtures an educational environment where all stakeholders (students, parents and staff) recognize and build on their strengths.

Charter Representatives: Name: Email: FCC Expiration Date:

1.) Ms. MaryAnn Penczar maryann@academyadventures.com —

Academic Performance - Academy Adventures Elementary School

[Hide Section](#)

School Name: Academy Adventures Elementary School School CTDS: 10-87-17-101

School Entity ID: 81124 Charter Entity ID: 81123

School Status: Open School Open Date: 08/18/2003

Physical Address: 3902 North Flowing Wells Road
Tucson, AZ 85705 Website: —

Phone: 520-407-1200 Fax: 520-407-1201

Grade Levels Served: K-5 FY 2014 100th Day ADM: 88.367

Academic Performance Per Fiscal Year

[Hide Section](#)

Academy Adventures Elementary School

	2012 Small Elementary School (K-5)			2013 Small Elementary School (K to 5)			2014 Traditional Elementary School (K to 5)		
	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth									

1a. SGP	Math	37	50	25	43.5	50	12.5	37	50	25	
	Reading	33	25	25	35	50	12.5	42	50	25	
1b. SGP Bottom 25%	Math	NR	0	0	60.5	75	12.5	NR	0	0	
	Reading	NR	0	0	24	25	12.5	NR	0	0	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	34 / 50.4	50	7.5	26.4 / 50.9	25	7.5	31.2 / 65.1	25	11.25	
	Reading	48 / 66.2	50	7.5	43.1 / 70.3	25	7.5	53.1 / 77.7	25	11.25	
2b. Composite School Comparison	Math	-16.3	25	7.5	-19.7	25	7.5	-40.4	25	11.25	
	Reading	-15.9	25	7.5	-19.6	25	7.5	-28.6	25	11.25	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup SPED	Math	14 / 25.2	50	7.5	14.3 / 27.8	50	7.5	NR	0	0	
	Reading	21 / 31.5	50	7.5	28.6 / 40.7	50	7.5	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		D	25	5	D	25	5	F	25	5	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		38.75			100	41.25			100	37.5	

Academic Performance - Adventure School

[Hide Section](#)

School Name:	Adventure School	School CTDS:	10-87-17-102
School Entity ID:	87415	Charter Entity ID:	81123
School Status:	Open	School Open Date:	08/01/2005
Physical Address:	5757 E. Pima Street Tucson, AZ 85712	Website:	—
Phone:	520-296-0656	Fax:	520-721-4472
Grade Levels Served:	K-5	FY 2014 100th Day ADM:	95.415

Academic Performance Per Fiscal Year

[Hide Section](#)

Adventure School

		2012 Small Elementary School (K-4)			2013 Small Elementary School (K to 5)			2014 Traditional Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	71.5	100	25	68	100	12.5	65.5	75	25
	Reading	64.5	75	25	53	75	12.5	59.5	75	25
1b. SGP Bottom 25%	Math	NR	0	0	79	100	12.5	NR	0	0
	Reading	NR	0	0	43.5	50	12.5	NR	0	0

2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	72 / 51.9	75	11.25	72.1 / 51.5	75	7.5	76.3 / 65.5	75	11.25
	Reading	78 / 65.7	75	11.25	82.4 / 69.2	75	7.5	81.6 / 77.8	75	11.25
2b. Composite School Comparison	Math	16.3	100	11.25	19	100	7.5	-1.6	50	11.25
	Reading	9.1	75	11.25	12.1	75	7.5	-6	50	11.25
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	36.4 / 28.1	75	7.5	NR	0	0
	Reading	NR	0	0	27.3 / 40.2	50	7.5	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	A	100	5	A	100	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		84.06			79.38			70.62		

Academic Performance - Academy Adventures Mid-town

[Hide Section](#)

School Name:	Academy Adventures Mid-town	School CTDS:	10-87-17-103
School Entity ID:	89474	Charter Entity ID:	81123
School Status:	Never Opened	School Open Date:	07/01/2007
Physical Address:	825 E. Ft. Lowell Rd. Tucson, AZ 85719	Website:	—
Phone:	—	Fax:	—
Grade Levels Served:	K-5	FY ??? 100th Day ADM:	—

Academic Performance Per Fiscal Year

[Hide Section](#)

There are no Academic Performance Frameworks for this school.

Academic Performance - Adventure School (Member Campus)

[Hide Section](#)

School Name:	Adventure School	School CTDS:	10-87-17-102
School Entity ID:	87415	Charter Entity ID:	81123
School Status:	Open	School Open Date:	08/07/2014
Physical Address:	5801 East Pima Street Tucson, AZ 85712	Website:	—
Phone:	520-296-0656	Fax:	520-721-4472
Grade Levels Served:	K-5		

Academic Performance - Adventure School (Member Campus)

[Hide Section](#)

School Name:	Adventure School	School CTDS:	10-87-17-102
School Entity ID:	87415	Charter Entity ID:	81123
School Status:	Open	School Open Date:	08/02/2017
Physical Address:	6074 East Pima Street Tucson, AZ 85712	Website:	—
Phone:	520-296-0656	Fax:	520-721-4472
Grade Levels Served:	—		

Financial Performance

[Hide Section](#)

Charter Corporate Name:	Educational Impact, Inc.		
Charter CTDS:	10-87-17-000	Charter Entity ID:	81123
Charter Status:	Open	Contract Effective Date:	06/23/2003

Financial Performance

[Hide Section](#)

Educational Impact, Inc.

Fiscal Year 2015 Fiscal Year 2016

Near-Term Measures

	Fiscal Year 2015		Fiscal Year 2016	
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity <small><30, but ≥15: Does Not Meet <15: Falls Far Below</small>	43.77	Meets	30.50	Meets
Default	No	Meets	No	Meets

Sustainability Measures*

Net Income <small>≤0: Does Not Meet</small>	(\$9,002)	Does Not Meet	(\$41,791)	Does Not Meet		
Fixed Charge Coverage Ratio <small><1.10: Does Not Meet</small>	1.03	Does Not Meet	0.89	Does Not Meet		
Cash Flow (3-Year Cumulative) <small>Negative: Does Not Meet**</small>	\$157,343	Meets	\$13,541	Meets		
Cash Flow Detail by FY	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	\$51,534	\$14,811	\$90,998	(\$52,804)	\$51,534	\$14,811

Does Not Meet Board's Financial Performance Expectations

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

Operational Performance

[Hide Section](#)

Charter Corporate Name:	Educational Impact, Inc.		
Charter CTDS:	10-87-17-000	Charter Entity ID:	81123
Charter Status:	Open	Contract Effective Date:	06/23/2003

Operational Performance

[Hide Section](#)

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	Meets	--
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	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	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	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
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	--
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	Agreement to Restore Failing School	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	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-12-02 09:24:06

APPENDIX C

SUPPLEMENTED FINANCIAL RESPONSE

Financial Performance Response Evaluation Instrument

Charter Holder Name: Educational Impact, Inc.
Charter Holder Entity ID: 81123

Required for: Renewal
Audit Year: 2016

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. For each measure where the charter holder did not meet the target for the most recent audited fiscal year presented in the dashboard, Appendix C of the Financial Performance Framework requires the charter holder to answer three questions: 1) why did we not meet the measure's target in the audited fiscal year; 2) what specifically have we done to improve our performance so that it's possible to meet the measure's target in the next fiscal year or a subsequent fiscal year; and 3) what can we provide to support our explanations and analysis? A "Not Acceptable" evaluation means the response for that measure did not sufficiently address one or more of these questions. "Not Acceptable" answers may adversely affect the Board's decision regarding a charter holder's request.

Measure	Reason(s) for "Not Acceptable" Rating
1a. Going Concern Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1b. Unrestricted Days Liquidity Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1c. Default Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	



Measure	Reason(s) for "Not Acceptable" Rating
2a. Net Income Acceptable <input type="checkbox"/> Not Acceptable <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/>	<p>The charter holder states, "In 2015, EII had a reduction in FTEs of 9.5% (see Appendix C), while revenues from the state declined, expenses increased from 2014 to 2015. In 2016, EII had an additional decrease of 9% FTEs causing a further reduction in revenues, which even though operating expenses decreased, EII still showed a net loss." While these statements are generally true¹, they do not explain why the charter holder was unable to more closely align its expenses with its revenues in 2016. Had the charter holder provided further explanation for the 2016 net loss, along with supporting documentation, this would have been considered in Board staff's evaluation.</p>
2b. Cash Flow Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	<p>Addressed on Exhibit A Page 1 indicating Management's failure to produce and evaluate timely current financial information for proper monitoring. Management has brought its financials current to 4/30/17 and has produced Proforma Financial information to 6/30/17 for assurance that Financial Performance Measures will be met at 6/30/17 and going forward.</p>
2c. Fixed Charge Coverage Ratio Acceptable <input type="checkbox"/> Not Acceptable <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/>	<p>The charter holder identifies a relationship between its performance on this measure and its costs associated with salaries and related benefits and fixed obligations. While Appendix A on the surface appears to support the charter holder's assertion, amounts in the appendix related to salaries and benefits are not supported by the audited statements of operations, and consistent amounts are not used in the appendix for fixed obligations. The narrative mentions "aggregate" increases or decreases, but it is unclear how the charter holder came up with the "aggregate" amounts. With that said, the response generally addresses the effect increased lease costs and the 2016 net loss had on the ratio. Regarding facility lease costs, the response indicates the charter holder and landlord have agreed to reduce the monthly rent beginning with the May 2017 payment. According to the response, "These changes will be noted in a month to month lease document to be drawn up and approved by the tenant and landlord by the April 21, 2017, quarterly meeting." Appendix E projects fixed obligations to be \$209,430 for 2017, but it is unclear whether this amount includes only the base rent for the facilities or if it also includes the lease expense for equipment and furnishings. Had the charter holder identified what is included in the \$209,430 listed as fixed obligations for 2017, provided the approved month-to-month lease document referenced in the response, and fully explained and supported its 2016 net loss (see net income), this would have been considered in Board staff's evaluation.</p>

Addressed with Revised Exhibit A Page 1, Exhibit B Page 2 for agreement with the audit reports, Exhibit C Page 3-4 Proforma 6/30/17 financials and supporting documents: current financial information to 4/30/17 and renewed lease documents

The \$209,430 is now detailed on Exhibit B Page 2 and Exhibit C Page 4, as \$279,309.

Based on Appendix A and Appendix E, Board staff wanted to clarify the information used to calculate a charter holder's performance on this measure and to provide the amounts Board staff used for the 2016 ratio calculation. The ratio's numerator sums the charter holder's net income after tax [(\$41,791)], depreciation [\$13,001] and lease expense [\$254,333]². This total is then divided by the lease expense [\$254,333]. For the charter holder's calculation, the ratio's current portion of long-term debt and capital leases, interest expense and amortization are not applicable.

Addressed on Pages 1 & 2 noting addition of depreciation of \$13,001 previously excluded and detailing inclusion of both related and unrelated party obligations.

¹ Based on Arizona Department of Education reports and Appendix C, the charter holder's decline in average daily membership from 2014 to 2015 was closer to 5%.

² Board staff pulled the lease expense amount from the "Lease Expense" section of financial statement note 7.

Note 9 to the Audited Statements details both related and unrelated Lease Obligations and Note 7 details only related-party Lease Obligations.

SUPPORTING EXHIBITS FOR FINANCIAL PERFORMANCE NOT ACCEPTABLE RESPONSES 2a & 2c:

- Exhibit A Page 1 – Study of financial outcomes for Proforma June 30, 2017 to June 30, 2012. Comments and observations relating to the Losses and Compliance failures for 2016 and 2015 as they related to the Proforma 2017 and 2014 compliant years.
- Exhibit B Page 2 – grouping details for the major “aggregated” information on Exhibit A Page 1. This allows for identifying detail accounts included in the captions “Total Revenues”, “Salaries & Related Benefits”, and “Fixed Obligations”. These amounts were agreed to the audited 2016 financial statements without exception.
- Exhibit C Page 3-4 – This analysis combines actual completed & updated financial information through April 2017 with proforma information evaluated by management as being very close estimates for May and June 2017 to create a solid estimate of the financial and compliance status expected as of June 30, 2017.

Educational Impact, Inc.

Analysis of Operations and Compliance Ratios -
Net Income & Fixed Charge Coverage Requirements

PROFORMA -
See Exhibit C

The addition of two Equalization Payments in June has substantially improved the expected 6/30/17 Financial Outlook as demonstrated here. Also see Proforma Financials at Exhibit C Page 3-4.

	Year Ended		EXHIBIT A									
	June 30, 2017	2016	2015	2014	2013	2012	2011	2010	2009			
Combined Salaries & Fixed Obligations Ratios		69.4%	73.2%	67.6%	63.2%	63.3%	70.3%					
Total Revenues - see Exhibit A	\$ 1,317,946	100.0%	\$ 1,254,501	100.0%	\$ 1,337,911	100.0%	\$ 1,393,775	100.0%	\$ 1,211,020	100.0%	\$ 1,059,800	100.0%
Salaries & Related Benefits	635,046	48.2%	642,397	51.2%	624,408	46.7%	626,756	45.0%	521,974	43.1%	509,057	48.0%
Fixed Obligations	279,309	21.2%	275,334	21.9%	279,468	20.9%	253,467	18.2%	244,596	20.2%	235,690	22.2%
Other Operating Expenses	324,498	25.9%	378,561	30.2%	443,037	33.1%	444,623	31.9%	374,376	30.9%	340,705	32.1%
	1,238,853	98.8%	1,296,292	103.3%	1,346,913	100.7%	1,324,846	95.1%	1,140,946	94.2%	1,085,452	102.4%
Earnings Before Taxes & Interest (EBIT)	\$ 79,093		\$ (41,791)		\$ (9,002)		\$ 68,929		\$ 70,074		\$ (25,652)	
Depreciation Expense	13,001		13,001		16,502		13,491		16,053		16,764	
Fixed Related & Third Party Obligations - see Exhibit A	279,309		275,334		279,468		253,467		244,596		235,690	
EBIT+Total Fixed Obligations Before Tax	371,403		246,544		286,968		335,887		330,723		226,802	
Total Fixed Obligations Before Interest (Note 9 - Audited Financial Statements)	279,309		275,334		279,468		253,467		244,596		235,690	
FCCR	1.33		0.90		1.03		1.33		1.35		0.96	
Requirement	1.10		1.10		1.10		1.10		1.10		1.10	
Pass (Fail) margin	0.23		-0.20		-0.07		0.23		0.25		-0.14	
	Pass		(Fail)		(Fail)		Pass		Pass		(Fail)	
If Fail - FCCR w/\$1 EBIT	n/a		1.00		1.00		n/a		n/a		1.00	

Analysis of financial and school operating decisions - with respect to the Fixed Charge Coverage Ratio (FCCR) generated the following observations:

When the School's combined ratio for Salaries and Fixed Obligations approach 69% and Other Operating Expenses approach 30% this analysis indicates it is likely a loss will be realized and that the FCCR requirement will not be met. This was especially noted in 2016 in two significant areas of increased costs while experiencing decreasing State Equalization as follows: **1) the lease rate for related party School building was increased by \$28,244 (13%) for 2016 and 2015 as compared to the prior three years and, 2) Salaries & Benefits increased 6.2% and 1.7% in 2016 and 2015, respectively, from 2014 (51.2% and 46.7% for 2016 and 2015 compared to 45.0% for 2014).**

Observations: During Management's 2016 budget process, planning revenues were overestimated and Property Lease costs and Salaries & Related Benefits were not adjusted to align with the reduced expected actual revenues as they were identified/received during the year. Accordingly, by year end 2016 a loss of \$42k was realized. The root causes of this outcome are considered to be a combination of 1) a lack of preparing timely financial and operational information to make timely management decisions, 2) delays in performance of analysis of current economic trends and making real-time decisions necessary to assure alignment of revenues and expenses, 3) not modifying employment levels, related party lease commitments, or other expenses as necessary to comply with Net Income and FCCR Ratio requirements quarterly. **See attached current 3/31/2017 and 4/30/17 Financials indicating the Schools actions to accomplish timely reviews. Also, see EXHIBIT C for an updated Proforma financial analysis as of 6/30/17 indicating Management's expected compliance with all of the Financial Performance requirements FYE 6/30/17.**

The School's building lease obligation has been updated as a month-to-month related party short-term lease and therefore can be utilized for rent cost flexibility in any given year as needed to insure compliance with the Financial Performance requirements. **See attached updated related party lease agreement supporting this action item.**

Being aware of these relationships above when setting the operating budgets for upcoming school years will be an important planning tool in maintaining compliance with the various Financial Performance requirements. In addition, developing a conservative revenue budget when preparing the operating budget and making real-time adjustments based on current economic financial information will also provide a much greater likelihood of realizing compliance with both the FCCR and the Net Income compliance requirements. Timely financial information is a critical necessity in order to accomplish the needed monitoring and actions noted above.

Educational Impact, Inc.

Analysis of Operations and Compliance Ratios -
Net Income & Fixed Charge Coverage Requirements

PROFORMA -
See Exhibit C

EXHIBIT B

	Year Ended							
	June 30, 2017	2016	2015	2014	2013	2012		
TOTAL REVENUES:								
		Change in Equalization \$						
State Equalization - 4000	\$ 1,166,682	\$ 1,085,201	\$ 1,151,357	\$ 1,190,837	\$ 1,064,277	\$ 954,722		
State Tutoring Fund - 4010	-	2,400	3,569	5,380	-	-		
Tax Credit	-	-	2,952	-	-	-		
CSF - 4025	69,365	70,693	71,317	78,215	46,157	47,274		
Other Income - 8030	-	1,662	4,425	10	6,296	1,067		
Fund Raising - 4050	10,970	27,362	27,256	37,521	24,839	44,818		
Inst. Improvement Fund - 4060	4,917	6,663	7,001	7,408	6,803	6,239		
NII Student Lunch Fund - 4070	60,241	53,266	62,545	63,677	53,954	5,680		
Parent Lunch Program - 4075	5,771	7,254	7,490	10,727	8,694	-		
	\$ 1,317,946	\$ 1,254,501	\$ 1,337,912	\$ 1,393,775	\$ 1,211,020	\$ 1,059,800		
Total revenues % change year to year	5.06%	-6.23%	-4.01%	15.09%	14.27%			
SALARIES & RELATED BENEFITS:								
Salaries & wages - 6375	\$ 583,850	\$ 588,007	\$ 576,601	\$ 568,894	\$ 467,609	\$ 458,762		
Employee Insurance - 6110	46,856	39,852	35,540	43,533	43,366	40,532		
Payroll Fees - 6307	2,404	2,770	2,295	2,337	2,322	1,797		
Professional Education - 6320	1,936	11,768	9,972	11,992	8,677	7,966		
	\$ 635,046	\$ 642,397	\$ 624,408	\$ 626,756	\$ 521,974	\$ 509,057		
Total Salaries & Benefits % change year to year	-1.14%	2.88%	-0.37%	20.07%	2.54%			
FIXED OBLIGATIONS:								
Rental Equipment - 6360	\$ 8,639	\$ 12,278	\$ 8,844	\$ 10,940	\$ -	\$ -		
Related Party Rental - Equipment - 6360	4,025	4,025	4,025	4,025	-	-		
Related Party Lease Rental - Land & Building - 6365	249,645	250,308	250,308	222,064	222,064	222,064		
Property Tax on Rental Property - 6330	17,000	8,723	16,291	16,438	22,532	13,626		
	\$ 279,309	\$ 275,334	\$ 279,468	\$ 253,467	\$ 244,596	\$ 235,690		
Total Related and Third Party Fixed Obligations	1.44%	-1.48%	10.26%	3.63%	3.78%			
Note: Related Party leases - per Note 7 of the audited financial statements				\$ 254,333	\$ 254,333	\$ 226,089	\$ 222,064	\$ 222,064

Educational Impact Inc
Profit and Loss
 July 2016 - April 2017

Note - EII expects to receive two Equalization
 Payments in June 2017 which should equal \$190,248.

EXHIBIT C

	Actual - YTD 3/31/17	Actual - Month of 4/30/17	Proforma for 5/31/17	Proforma for 6/31/2017	Annual Proforma 7/1/16 - 6/30/17
Income					
4000 State Equalization	\$ 778,186.01	\$ 97,124.00	\$ 97,124.00	\$ 194,248.00	\$ 1,166,682.01
4025 Classroom Site Fund	50,964.80	12,737.00	-	5,663.00	69,364.80
4050 Fund Raising	9,307.00	1,663.00	-	-	10,970.00
4060 Instructional Improv. Fund	4,916.64	-	-	-	4,916.64
4070 Ntl School Lunch Program	42,821.40	6,666.00	5,377.00	5,377.00	60,241.40
4075 Parent lunch income	3,985.45	992.00	397.00	397.00	5,771.45
Total Income	890,181.30	119,182.00	102,898.00	205,685.00	1,317,946.30
Expenses					
6010 Advertising	294.14	-	-	-	294.14
6015 Attendance System Service	3,882.57	-	-	-	3,882.57
6020 Audit Services	17,893.60	-	-	-	17,893.60
6025 Bank Charges	12.00	-	-	-	12.00
6060 Custodial	11,668.69	1,953.00	1,953.00	1,953.00	17,527.69
6085 Donations	115.50	-	-	-	115.50
6090 Dues & Fees	2,384.94	325.00	325.00	325.00	3,359.94
6100 Electricity & Gas	13,243.06	1,797.00	1,797.00	1,797.00	18,634.06
6110 Employee Insurance	30,860.44	5,332.00	5,332.00	5,332.00	46,856.44
6125 Extracurricular activities	2,914.46	3,256.00	3,256.00	3,256.00	12,682.46
6155 Fundraising expenses	3,660.05	-	-	-	3,660.05
6160 General Supplies	16,044.84	533.00	533.00	533.00	17,643.84
6170 Instructional Aids	15,538.20	240.00	240.00	240.00	16,258.20
6180 Insurance other than Employee	8,000.00	-	-	-	8,000.00
6200 Interest Expense	105.85	-	-	-	105.85
6220 Internet Service	7,544.65	561.00	561.00	561.00	9,227.65
6250 Legal Services	0.00	1,299.30	1,299.30	1,299.30	3,897.90
6252 Lunch expenses	30,891.65	6,929.00	6,929.00	6,929.00	51,678.65
6295 Office Expense	1,724.23	54.00	54.00	54.00	1,886.23
6305 Payroll Tax expense	36,606.41	4,296.00	4,296.00	2,577.60	47,776.01
6307 Payroll Fees	1,512.90	297.00	297.00	297.00	2,403.90
6310 Postage	94.00	-	-	-	94.00
6320 Professional Education	1,341.82	198.00	198.00	198.00	1,935.82
6340 Purchased Professional Services	5,895.00	1,698.00	1,698.00	1,698.00	10,989.00
6360 Rental Equipment	9,326.79	726.00	726.00	1,885.00	12,663.79

Educational Impact Inc
Profit and Loss
 July 2016 - April 2017

**Note - EII expects to receive two Equalization
 Payments in June 2017 which should equal \$190,248.**

EXHIBIT C

	<u>Actual - YTD 3/31/17</u>	<u>Actual - Month of 4/30/17</u>	<u>Proforma for 5/31/17</u>	<u>Proforma for 6/31/2017</u>	<u>Annual Proforma 7/1/16 - 6/30/17</u>
6365 Rental Land/Building & Ppty Taxes	197,730.93	27,000.00	20,859.00	21,055.00	266,644.93
6370 Repairs & Maintenance-Building	12,119.49	1,862.00	1,862.00	1,862.00	17,705.49
6375 Salaries	442,630.93	54,315.00	54,315.00	32,589.00	583,849.93
6380 Security	390.00	-	-	-	390.00
6440 Support Services-School	1,105.00	-	-	-	1,105.00
6450 Support Services-Student	17,505.00	2,380.00	2,380.00	2,380.00	24,645.00
6460 Telephone	3,616.81	561.00	561.00	561.00	5,299.81
6490 Travel	11,310.00	-	-	-	11,310.00
6510 Water/Sewage	7,299.05	674.00	674.00	674.00	9,321.05
9998 Void	0.00	-	-	-	0.00
Total Expenses	915,263.00	114,987.00	108,846.00	86,756.60	1,225,852.60
Net Operating Income	(25,081.70)	4,195.00	(5,948.00)	118,928.40	92,093.70
Other Expenses					
6065 Depreciation	9,750.00	1,083.00	1,083.00	1,084.00	13,000.00
Total Other Expenses	9,750.00	1,083.00	1,083.00	1,084.00	13,000.00
Net Other Income	(9,750.00)	(1,083.00)	(1,083.00)	(1,084.00)	(13,000.00)
Net Income (Loss) for the period	\$ (34,831.70)	\$ 3,112.00	\$ (7,031.00)	\$ 117,844.40	\$ 79,093.70
Cumulative YTD Net Income (Loss)		\$ (31,719.70)	\$ (38,750.70)	\$ 79,093.70	\$ 79,093.70
Income Tax Considerations:					
Less: Federal NOL CF					(43,040.00)
Less: Estimated actual tax depreciation					(13,000.00)
Plus: Depreciation per book					13,000.00
Proforma Taxable Income FYE 6/30/17					\$ 36,053.70
Combined Federal and State taxes @ combined rate of 20% expected to be					\$ 7,210.74

Note: EII has updated its month-to-month lease to provide for rent relief if needed as determined by the Board of Directors in order to insure financial stability and compliance with ASBCS Financial Performance guidelines. A copy of the lease is included as an attachment to this response.

SUPPORTING DOCUMENTS FOR THIS RESPONSES AS FOLLOWS:

- UPDATED PROFIT AND LOSS STATEMENT FOR THE NINE MONTHS ENDED March 30, 2017
- UPDATED PROFIT AND LOSS STATEMENT FOR THE NINE MONTHS ENDED March 30, 2017
- UPDATED MONTH-TO-MONTH SCHOOL FACILITIES LEASE AGREEMENT

Educational Impact Inc
Profit and Loss
July 2016 - March 2017

	Total
Income	
4000 State Equalization	778,186.01
4025 Classroom Site Fund	50,964.80
4050 Fund Raising	9,307.00
4060 Instructional Improv. Fund	4,916.64
4070 Ntl School Lunch Program	42,821.40
4075 Parent lunch income	3,985.45
Total Income	\$ 890,181.30
Expenses	
6010 Advertising	294.14
6015 Attendance System Service	3,882.57
6020 Audit Services	17,893.60
6025 Bank Charges	12.00
6060 Custodial	11,668.69
6085 Donations	115.50
6090 Dues & Fees	2,384.94
6100 Electricity & Gas	13,243.06
6110 Employee Insurance	30,860.44
6125 Extracurricular activities	2,914.46
6155 Fundraising expenses	3,660.05
6160 General Supplies	16,044.84
6170 Instructional Aids	15,538.20
6180 Insurance other than Employee	8,000.00
6200 Interest Expense	105.85
6220 Internet Service	7,544.65
6252 Lunch expenses	30,891.65
6295 Office Expense	1,724.23
6305 Payroll Tax expense	36,606.41
6307 Payroll Fees	1,512.90
6310 Postage	94.00
6320 Professional Education	1,341.82
6340 Purchased Professional Services	5,895.00
6360 Rental Equipment	9,326.79
6365 Rental Land/Building	197,730.93
6370 Repairs & Maintenance-Building	12,119.49
6375 Salaries	442,630.93
6380 Security	390.00
6440 Support Services-School	1,105.00
6450 Support Services-Student	17,505.00
6460 Telephone	3,616.81
6490 Travel	11,310.00
6510 Water/Sewage	7,299.05
9998 Void	0.00
Total Expenses	\$ 915,263.00
Net Operating Income	-\$ 25,081.70
Other Expenses	
6065 Depreciation	9,750.00
Total Other Expenses	\$ 9,750.00
Net Other Income	-\$ 9,750.00
Net Income	-\$ 34,831.70

Educational Impact Inc

PROFIT AND LOSS

April 2017

	TOTAL
INCOME	
4000 State Equalization	97,123.80
4025 Classroom Site Fund	12,737.40
4050 Fund Raising	1,663.00
4070 Ntl School Lunch Program	6,666.14
4075 Parent lunch income	992.00
Total Income	\$119,182.34
EXPENSES	
6060 Custodial	1,953.21
6090 Dues & Fees	325.00
6100 Electricity & Gas	1,796.95
6110 Employee Insurance	5,332.20
6125 Extracurricular activities	3,255.50
6160 General Supplies	533.34
6170 Instructional Aids	239.54
6220 Internet Service	560.97
6250 Legal Services	1,299.30
6252 Lunch expenses	6,929.40
6295 Office Expense	53.98
6305 Payroll Tax expense	4,296.32
6307 Payroll Fees	296.65
6320 Professional Education	197.58
6330 Property Taxes	17,000.00
6340 Purchased Professional Services	1,698.00
6360 Rental Equipment	725.92
6370 Repairs & Maintenance-Building	1,861.99
6375 Salaries	54,314.72
6450 Support Services-Student	2,380.00
6460 Telephone	560.98
6510 Water/Sewage	673.59
Total Expenses	\$106,285.14
NET OPERATING INCOME	\$12,897.20
NET INCOME	\$12,897.20

REAL ESTATE LEASE

Date of Lease: 3/1/2017

Landlord: Academy Adventures, Inc.
1950 E. Placita Sin Nombre
Tucson, AZ 85718

Tenant: Educational Impact, Inc.
1950 E. Placita Sin Nombre
Tucson, AZ 85718

Lease Premises:

The building and grounds located at 1717 North McKinley, Tucson, Arizona 85712, 400 square feet at 5801 East Pima Street, Tucson, Arizona 85712, 5757 East Pima Street, Tucson, Arizona 85712, and 3902 North Flowing Wells Road, Tucson, Arizona 85705.

- 1. Lease Terms and Conditions:** Term of lease is for one (1) year, 3/1/17 through 6/30/2018. Base rent will be \$20,859 per calendar month payable by the 18th of each month. Landlord and Tenant agree that the monthly rent will be adjusted as needed to ensure compliance with the ASBCS fixed change coverage ratio. Late fee of 5% of the base rent if ten (10) days late. This is a triple net lease. Tenant is responsible for real estate and other applicable taxes, utilities, repairs and maintenance. Lease renewal is scheduled for each year during the month of June or earlier as agreed to by landlord and tenant.
- 2. Permitted Uses:** The premises are to be used for a charter school.
- 3. Base Rent:** \$20,859 per calendar month.
- 4. Liability Insurance:** Tenant shall maintain a policy of comprehensive public liability insurance, at tenant's expense, insuring landlord and tenant against liability arising out of ownership, use, occupancy, or maintenance of the property in the aggregate minimum amount of \$1,000,000. Tenant shall deliver a copy of such policy or certificate to the landlord.
- 5. Indemnity:** Tenant shall indemnify landlord against and hold landlord harmless from any and all costs, claims or liability arising from the tenant's use of the property, the conduct of tenants business or anything else done or permitted by the tenant to be done in or about the property, or any breach or default in the performance of the tenant's obligations under this lease. Tenant hereby assumes all risk of damage to property or injury to persons in or about the property arising from any cause, and tenant hereby waives all claims in respect thereof against landlord.

6. **Quiet Possession:** If tenant pays the rent and complies with all other terms of this lease, the tenant may occupy and enjoy the property for the full lease terms.
7. **Default:** Tenant shall be in material default under this lease if tenant abandons the property, fails to pay any rent or expenses when due, fails to perform any nonmonetary obligation under this lease, or the tenant makes a general assignment for the benefit of creditors. Landlord may terminate tenant's right to possession, maintain tenant's right to possession, or pursue any other right or remedy available to the landlord.
8. **Legal Proceedings:** Tenant shall reimburse landlord, upon demand, for any costs or expenses incurred by landlord in connection with any breach or default under this lease.
9. **Non-Discrimination:** Tenant promises, and it is a condition of the continuance of this lease, that there will be no discrimination against, or segregation of, any person or group of persons on the basis of race, color, sex, creed, national origin, sexual preference, or ancestry in the occupancy, tenure or use of the property or any portion thereof.

Signed On: 3/10/17

At: 6074 EPIMAST

Address: TUCSON AZ 85712

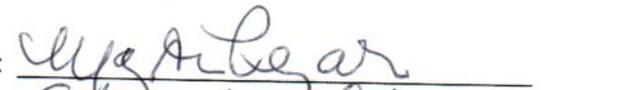
By: 

Its: "Landlord"

Signed On: March 10, 2017

At: 6074 E. Pima St

Address: TUCSON, AZ 85712

By: 

Its: Educational Impact, Inc
"Tenant"

**MINUTES OF PUBLIC MEETING
Of the
Educational Impact Board of Directors**

Location: Adventure Schools
6074 E. Pima Street
Tucson, AZ 85712

Date: Friday, March 10, 2017

Time: 11:30am

A meeting of the Educational Impact Board was convened at 11:36am on Friday, March 10, 2017 at Adventure Schools at 6074 E. Pima Street, Tucson, AZ 85712.

Members Present: MaryAnn Penczar
Gary Best
Jack Penczar
V. Earl Doran

Member Absent: None

Telephonically Present:

- I. Call to Order 11:36am
- II. Call to the public – No public comments were made.
- III. Motion was made by MaryAnn Penczar to approve the minutes of the December 1, 2016 board meeting minutes. The motion was seconded by Gary Best and subsequently passed unanimously.
- IV. Gary Best made the motion to approve that Educational Impact, Inc. to submit the renewal contract to the ASBSC and it passed unanimously.
- V. Gary Best motioned to approve the board to work with R and A CPA's to ensure financial compliance with the ASBCS. The motion was seconded by Earl Doran and subsequently passed unanimously.
- VI. Jack Penczar made the motion to design an amendment that will allow the school to request a reduction in rent to a base level to be determined for the next quarter. The motion was seconded by Earl Doran and passed unanimously.

VII. Jack Penczar made the motion to add the governing board members to the board of Educational Impact, Inc. The motion was seconded by Gary Best and the motion passed unanimously.

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VIII. Motion to adjourn the board meeting at 12:30pm.

Educational Impact, Inc. ("EII") – Charter Entity ID: 81123

Financial Performance Response to Sustainability Measure Non-Compliance

For the audit years ended June 30, 2015 and June 30, 2016

NARRATIVE REGARDING "FCCR" (FIXED CHARGED COVERED RATIO)

1) WHY DID EII NOT MEET THE MEASURE'S TARGET FOR 2016 AND 2015?

After preparation of a five-year financial analysis and related operational review (*see Appendix A*) we have concluded that the following financial and operational decisions and circumstances caused EII's compliance failure for the years 2016 and 2015:

- Revenues peaked for year 2014 at \$1.39m producing net income of \$69k, Salaries and Fixed Obligations were 56.7% of total expenses, and EII passed the FCCR requirement with a 1.38 ratio.
- For the two years 2016 and 2015 Full Time Equivalents ("FTEs") dropped (*see Appendix C*) and therefore revenues dropped by \$139k producing an aggregate revenue decrease of \$50k. Based on anticipated enrollment and adjustments in the educational program rents were increased. Increased rents along with copier and other leases produced an aggregate increase of approximately \$85k. Salary increases produced an aggregate increase of \$28k. These financial decisions/outcomes generated a cumulative negative impact to EBIT for 2016 and 2015 of \$163k (*see Appendix A*).
- In summary – the reason that EII failed the FCCR Compliance Ratio is due to the fact that: a) EII management failed to prepare budgets that contemplated FCCR compliance and, b) EII did not performed real-time financial planning & monitoring (at least quarterly) for the effects of the above financial changes upon EII's ability to maintain compliance with the Sustainability Measurement. This issue allowed the failure to occur both in 2015 and then again, to a much larger degree, in 2016.

2) WHAT HAS EII DONE TO IMPROVE OUR PERFORMANCE SO THAT IT'S POSSIBLE TO MEET THE TARGET IN THE CURRENT OR SUBSEQUENT FISCAL YEAR?

The management and Board of Directors ("BOD") realized the unfavorable progression above but not until it was too late to address the problem on a real-time basis. EII management now recognizes the significant priority for improved management of these Financial Performance requirements.

EII has engaged R&A CPAs to review EII's financial performance throughout the year using the corporate Policy & Procedure titled "*Financial Performance Compliance*" (*see Appendix B*). Establishing this process, approved by the BOD of EII is intended to assure timely evaluations of

Financial Performance and Annual Budget Planning with an eye toward quarterly detailed monitoring. If interim indications indicate a need for remedial action (*see the Performa example in Appendix E*) – the BOD would address corrective action and solutions at that time. The first meeting with R&A CPAs utilizing this policy will be held on April 21, 2017. In addition, EII management is preparing new building leases which will provide a base rent equal to the rents paid in 2013-2014. These new rent agreements will be drawn up and signed by the April 21, 2017, quarterly meeting (*see Appendix F*).

3) WHAT CAN EII PROVIDE TO SUPPORT OUR EXPLANATIONS AND ANALYSIS?

A copy of our adopted Policy & Procedure (“P&P”) titled “Financial Performance Compliance” and our “Analysis of Operations and Compliance Ratios” is attached (*see Appendix B*). You will note several steps in this P&P document designed to provide structure, documentation, and authorization for implementation of action plans to avoid future non-compliance and more effectively monitor EII’s finances and operations.

NARRATIVE REGARDING NET INCOME

1) WHY DID EII NOT MEET THE MEASURE’S TARGET FOR “NET INCOME” IN THE AUDITED FISCAL YEARS OF 2015 AND 2016?

In 2015, EII had a reduction in FTEs of 9.5% (*see Appendix C*), while revenues from the state declined, expenses increased from 2014 to 2015. In 2016, EII had an additional decrease of 9% FTEs causing a further reduction in revenues, which even though operating expenses decreased, EII still showed a net loss.

2) WHAT HAS EII DONE TO IMPROVE OUR PERFORMANCE SO THAT IT IS POSSIBLE TO MEET THE TARGET IN THE CURRENT OR SUBSEQUENT FISCAL YEAR?

Steps have been taking by EII during this year (SY2017) to improve net income performance by increasing enrollment 9.37% FTEs (*see Appendix C*) and the same Policy and Procedure adopted to correct the ratio for FCCR will be used to satisfy net income requirements (*see Appendix B*) with the first meeting to be held April 21, 2017.

3) WHAT CAN EII PROVIDE TO SUPPORT OUR EXPLANATION AND ANALYSIS?

Along with other documents attached as Appendices, the new Policy and Procedure regarding the Financial Performance Compliance is designed to meet the Boards sustainability measures (*see Appendix B*). Also, note the Board meeting and minutes that were held to discuss and adopt the policy (*see Appendix D*).

Appendix A

Educational Impact, Inc.

Analysis of Operations and Compliance with Net
Income & Fixed Charge Coverage Requirements

	<u>2016</u>		<u>2015</u>		<u>2014</u>		<u>2013</u>		<u>2012</u>	
Profits/Loss - Salaries & Fixed Obligations Ratios		68.1%		62.8%		56.7%		57.1%		64.4%
Total Revenues	\$ 1,254,501	100.0%	\$ 1,337,911	100.0%	\$ 1,393,775	100.0%	\$ 1,211,020	100.0%	\$ 1,059,800	100.0%
Salaries & Related Benefits	588,007	46.9%	576,601	43.1%	568,894	40.8%	469,931	38.8%	460,559	43.5%
Fixed Obligations	266,611	21.3%	263,177	19.7%	222,064	15.9%	222,064	18.3%	222,064	21.0%
Other Operating Expenses	441,678	35.2%	507,135	37.9%	533,888	38.3%	448,951	37.1%	402,829	38.0%
	1,296,296	103.3%	1,346,913	100.7%	1,324,846	95.1%	1,140,946	94.2%	1,085,452	102.4%
Earnings Before Taxes & Interest (EBIT)	(41,795)		(9,002)		68,929		70,074		(25,652)	
Property Taxes	8,723		16,291		16,438		17,636		13,626	
Fixed Charges (Leases)	266,611		263,177		222,064		222,064		222,064	
EBIT+Fixed Obligations Before Tax	233,539		270,466		307,431		309,774		210,038	
Fixed Obligations Before Interest	266,611		263,177		222,064		222,064		222,064	
FCCR	0.88		1.03		1.38		1.39		0.95	
Requirement	1.10		1.10		1.10		1.10		1.10	
Failure margin	-0.22		-0.07		0.28		0.29		-0.15	
	Fail		Fail		Pass		Pass		Fail	
If Fail - FCCR w/\$1 EBIT	1.03		1.06		n/a		n/a		1.06	

Analysis of operations with respect to the Fixed Charge Coverage Ratio (FCCR) generated the following observations:

When the School's combined ratio for Salaries and Fixed Obligations exceeds 60% it is likely a loss will be realized and that the FCCR requirement will not be met. This was especially noted in two significant areas of increased costs while experiencing flat tuition as follows: 1) the lease rate for School facilities increased approximately 20% for 2016 and 2015 to \$267k and \$263K as compared to \$222k for prior years and, 2) Salaries increased approximately 5% to a range of 47% to 43% for 2016 and 2015, from a range of 41% to 39% for 2014 and 2013. The Fixed property lease obligations are related party short-term leases and therefore there could be considerable flexibility in the amount of lease cost in a given year, which could be a planning tool to insure compliance with the FCCR requirement.

Being aware of these relationships when setting the operating budget for upcoming school years could be an important planning tool in maintaining compliance with the FCCR requirement. In addition, developing a conservative revenue budget when preparing the operating budget would also provide greater likelihood of realizing compliance with both the FCCR and the Net Income compliance requirements.

Appendix B

Educational Impact, Inc.

POLICY AND PROCEDURE

Title: Financial Performance Compliance	Document No. FA&CM Effective Date: March 1, 2017	Rev. Version 1.01
Department: Financial Administration & Compliance Management		Page: 2 of 4

1. POLICY:

EII seeks to maintain minimum Near-Term Measures and Sustainability Measures required by the Arizona State Board of Charter Schools as part of its compliance throughout the term of Charter Contract.

2. REFERENCES:

ASBCS – Financial Performance Framework and Guidance – “the Guidance”.

3. PURPOSE:

To ensure that EII routinely evaluates its financial and operational activities, evaluates its levels of compliance and any non-compliance, and identifies & implements appropriate corrective action plans as needed. Through timely evaluations and real-time action plans and solutions EII seeks to effectively monitor its near-term financial stability as well as its long-term financial sustainability.

4. SCOPE:

All financial & budget reporting. All Financial or Operational Performance measurements and compliance considerations.

Educational Impact, Inc.

POLICY AND PROCEDURE

Title: Financial Performance Compliance	Document No. FA&CM Effective Date: March 1, 2017	Rev. Version 1.01
Department: Financial Administration & Compliance Management		Page: 3 of 4

5. **RESPONSIBILITY:**

The Board of Directors and School Office Manager are responsible for *preparing/reviewing quarterly Balance Sheet and Income Statements of account and calculations of EBIT and Liquidity and FCCR ratios*. They are also responsible to perform a quarterly evaluation of EII's compliance with the ASBCS Financial and Operational Requirements and reviewing the reports/analysis produced from the procedures stated below and addressing non-compliance with a written action plan. They are also responsible in subsequent quarterly reviews to determine the status of prior quarter's non-compliance and to continue addressing, and document resolution of, any on-going non-compliance.

6. **PROCEDURES:**

Following is a detail list of procedures to be performed as part of complying with this P&P:

Set dates for quarterly BOD meetings and, as part of the agenda for those meetings, schedule time for evaluation of the "quarterly report of Financial and Operational Performance compliance" (example attached).

Prior to meeting - obtain complete quarterly financial statements ending for the month preceding the month before the meeting. Prepare calculation of EBIT and related additional necessary financial information. Determine if Salaries & Related Benefits, Fixed Obligations and Other Operating Expenses are within the approved budget.

Prior to the meeting - Using the information above prepare and update the "Analysis of Operations and Financial Compliance Requirements" worksheet. If non-compliance is noted for any of the Financial Performance measurements prepare analysis of the causes of the non-compliance and present possible action plans or remedial actions to correct the situation.

Educational Impact, Inc.

POLICY AND PROCEDURE

Title: Financial Performance Compliance	Document No. FA&CM Effective Date: March 1, 2017	Rev. Version 1.01
Department: Financial Administration & Compliance Management		Page: 4 of 4

6. PROCEDURES (continued):

Determine the % of Salaries & Fixed Obligations to Total Expenses. If the percentage is higher than 57% determine the required amount and duration of reduced discretionary rent will be necessary to remediate the threat of non-compliance persisting.

When preparing annual budgets insure that the % of Salaries & Fixed Obligations to Total Expenses is not higher than 57%. If it is determine the required amount and duration of reduced discretionary rent will be necessary to avoid budgeting expenditures that may create non-compliance with required Financial Performance ratios.

7. ATTACHMENTS & DOCUMENTATION:

A meeting package must be prepared with the following contents included it applicable:

- Copies of the financial statements and the Analysis of Operations and Financial Compliance Requirements.
- Minutes of the meeting documenting results of any non-compliance discovered and the proposed action plans to remediate the risk of continued non-compliance.
- *The minutes and Compliance Analysis document require BOD signatures acknowledging the matters discussed and agreed action plans.*

8. ADDITIONAL APPROVALS: None

Appendix C

District of Residence: 10-87-17 Educational Impact, Inc.

40th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	16.731	16.731	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	29.350	46.081	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	32.672	78.753	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	28.100	106.853	0.000	0.000	0.000	0.000	Name			Total	Non-AOI		
4	33.369	140.222	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities			0.000	0.000		
5	26.075	166.297	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On			106.853	106.853		
6	0.000	166.297	0.000	0.000	0.000	0.000	***Total K-UE			166.297	166.297		
7	0.000	166.297	0.000	0.000	0.000	0.000	****Total 9-12			0.000	0.000		
8	0.000	166.297	0.000	0.000	0.000	0.000	Total All Grades			166.297	166.297		
***UE	0.000	166.297	0.000	0.000	0.000	0.000							

100th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	17.049	17.049	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	30.670	47.720	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	31.493	79.212	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	28.334	107.546	0.000	0.000	0.000	0.000	Name			Total	Non-AOI		
4	32.795	140.341	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities			0.000	0.000		
5	26.760	167.101	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On			107.546	107.546		
6	0.000	167.101	0.000	0.000	0.000	0.000	***Total K-UE			167.101	167.101		
7	0.000	167.101	0.000	0.000	0.000	0.000	****Total 9-12			0.000	0.000		
8	0.000	167.101	0.000	0.000	0.000	0.000	Total All Grades			167.101	167.101		
***UE	0.000	167.101	0.000	0.000	0.000	0.000							

District of Residence: 10-87-17 Educational Impact, Inc.

40th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	16.938	16.938	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	28.175	45.113	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	27.425	72.538	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	31.000	103.538	0.000	0.000	0.000	0.000	Name		Total		Non-AOI		
4	27.213	130.751	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities		0.000	0.000			
5	24.000	154.751	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On		103.538	103.538			
6	0.000	154.751	0.000	0.000	0.000	0.000	***Total K-UE		154.751	154.751			
7	0.000	154.751	0.000	0.000	0.000	0.000	****Total 9-12		0.000	0.000			
8	0.000	154.751	0.000	0.000	0.000	0.000	Total All Grades		154.751	154.751			
***UE	0.000	154.751	0.000	0.000	0.000	0.000							

100th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	17.625	17.625	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	29.430	47.055	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	28.190	75.245	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	31.160	106.405	0.000	0.000	0.000	0.000	Name		Total		Non-AOI		
4	26.918	133.323	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities		0.000	0.000			
5	23.220	156.543	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On		106.405	106.405			
6	0.000	156.543	0.000	0.000	0.000	0.000	***Total K-UE		156.543	156.543			
7	0.000	156.543	0.000	0.000	0.000	0.000	****Total 9-12		0.000	0.000			
8	0.000	156.543	0.000	0.000	0.000	0.000	Total All Grades		156.543	156.543			
***UE	0.000	156.543	0.000	0.000	0.000	0.000							

District of Residence: 10-87-17 Educational Impact, Inc.

40th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	20.900	20.900	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	38.789	59.689	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	35.705	95.395	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	29.375	124.770	0.000	0.000	0.000	0.000	Name			Total	Non-AOI		
4	33.440	158.210	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities			0.000	0.000		
5	21.600	179.810	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On			124.770	124.770		
6	0.000	179.810	0.000	0.000	0.000	0.000	***Total K-UE			179.810	179.810		
7	0.000	179.810	0.000	0.000	0.000	0.000	****Total 9-12			0.000	0.000		
8	0.000	179.810	0.000	0.000	0.000	0.000	Total All Grades			179.810	179.810		
***UE	0.000	179.810	0.000	0.000	0.000	0.000							

100th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	20.595	20.595	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	38.023	58.618	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	34.291	92.908	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	29.610	122.518	0.000	0.000	0.000	0.000	Name			Total	Non-AOI		
4	31.045	153.564	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities			0.000	0.000		
5	21.239	174.802	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On			122.518	122.518		
6	0.000	174.802	0.000	0.000	0.000	0.000	***Total K-UE			174.802	174.802		
7	0.000	174.802	0.000	0.000	0.000	0.000	****Total 9-12			0.000	0.000		
8	0.000	174.802	0.000	0.000	0.000	0.000	Total All Grades			174.802	174.802		
***UE	0.000	174.802	0.000	0.000	0.000	0.000							

District of Residence: 10-87-17 Educational Impact, Inc.

40th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	24.988	24.988	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	40.471	65.458	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	43.625	109.083	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	35.100	144.183	0.000	0.000	0.000	0.000	Name		Total		Non-AOI		
4	22.950	167.133	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities		0.000	0.000			
5	18.950	186.083	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On		144.183	144.183			
6	0.000	186.083	0.000	0.000	0.000	0.000	***Total K-UE		186.083	186.083			
7	0.000	186.083	0.000	0.000	0.000	0.000	****Total 9-12		0.000	0.000			
8	0.000	186.083	0.000	0.000	0.000	0.000	Total All Grades		186.083	186.083			
***UE	0.000	186.083	0.000	0.000	0.000	0.000							

100th ADM

Grade	Non AOI		AOI FT		AOI PT		Grade	Non AOI		AOI FT		AOI PT	
	ADM	Cumulative	ADM	Cumulative	ADM	Cumulative		ADM	Cumulative	ADM	Cumulative	ADM	Cumulative
*PS	0.000	0.000	0.000	0.000	0.000	0.000	9	0.000	0.000	0.000	0.000	0.000	0.000
KG	24.410	24.410	0.000	0.000	0.000	0.000	10	0.000	0.000	0.000	0.000	0.000	0.000
1	40.344	64.754	0.000	0.000	0.000	0.000	11	0.000	0.000	0.000	0.000	0.000	0.000
2	41.597	106.351	0.000	0.000	0.000	0.000	****12	0.000	0.000	0.000	0.000	0.000	0.000
**3	35.781	142.132	0.000	0.000	0.000	0.000	Name		Total		Non-AOI		
4	22.780	164.912	0.000	0.000	0.000	0.000	*Total PreSchool with Disabilities		0.000	0.000			
5	18.870	183.782	0.000	0.000	0.000	0.000	** Total K-3 Group B Add-On		142.132	142.132			
6	0.000	183.782	0.000	0.000	0.000	0.000	***Total K-UE		183.782	183.782			
7	0.000	183.782	0.000	0.000	0.000	0.000	****Total 9-12		0.000	0.000			
8	0.000	183.782	0.000	0.000	0.000	0.000	Total All Grades		183.782	183.782			
***UE	0.000	183.782	0.000	0.000	0.000	0.000							

Appendix D

**Notice of Public Meeting
Of the
Educational Impact, Inc.**

Location: Adventure Schools
6074 E. Pima Street
Tucson, AZ 85712

Date: Friday, March 10, 2017

Time: 11:30am

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the Board of Educational Impact, Inc. and the general public that Educational Impact, Inc. will hold a regular board meeting, open to the public on Friday, March 10, 2017 at 11:30am at 6074 E. Pima Street, Tucson, AZ 85712

The Board may vote to go into executive session, which will not be open to the public, for any item listed on the agenda, for the purpose of discussing personnel matters (A.R.S. § 38-431.03 (A)(1)), consulting with Board attorneys, regarding pending or contemplated litigation (A.R.S. § 38-431.03 (A)(4)), or obtaining legal advice (A.R.S. § 38-431.03 (A)(3)).

All matters on the agenda may be discussed, considered and are subject to action by the Board.

The Agenda items for the meeting are as follows.

- I. Call to Order
- II. Approval of the December 1, 2016 board meeting minutes
- III. Discussion and approval to submit a contract renewal application to the ASBCS
- IV. Discussion and approval to work with R and A CPA's to become compliant with the ASBCS financial requirements
- V. Discussion and approval of a request to be made to landlord to allow for rent adjustments on quarterly basis
- VI. Discussion and approval to finalized the governing board by adding the members of the governing board to the directors of Educational Impact, Inc., the charter holder
- VII. Adjournment

A handwritten signature in black ink, appearing to read "Lygates", is located at the bottom right of the page.

MINUTES OF PUBLIC MEETING
Of the
Educational Impact Board of Directors

Location: Adventure Schools
6074 E. Pima Street
Tucson, AZ 85712

Date: Friday, March 10, 2017

Time: 11:30am

A meeting of the Educational Impact Board was convened at 11:36am on Friday, March 10, 2017 at Adventure Schools at 6074 E. Pima Street, Tucson, AZ 85712.

Members Present: MaryAnn Penczar
Gary Best
Jack Penczar
V. Earl Doran

Member Absent: None

Telephonically Present:

- I. Call to Order 11:36am
- II. Call to the public – No public comments were made.
- III. Motion was made by MaryAnn Penczar to approve the minutes of the December 1, 2016 board meeting minutes. The motion was seconded by Gary Best and subsequently passed unanimously.
- IV. Gary Best made the motioned to approve that Educational Impact, Inc. to submit the renewal contract to the ASBSC and it passed unanimously.
- V. Gary Best motioned to approve the board to work with R and A CPA's to ensure financial compliance with the ASBCS. The motion was seconded by Earl Doran and subsequently passed unanimously.
- VI. Jack Penczar made the motion to design an amendment that will allow the school to request a reduction in rent to a base level to be determined for the next quarter. The motion was seconded by Earl Doran and passed unanimously.

9

VII. Jack Penczar made the motion to add the governing board members to the board of Educational Impact, Inc. The motion was seconded by Gary Best and the motion passed unanimously.

VIII. Motion to adjourn the board meeting at 12:30pm.

A handwritten signature in cursive script, appearing to read "Gary Best", is located in the lower right quadrant of the page.

Appendix E

Educational Impact, Inc.

Analysis of Operations and Compliance Ratios -
Net Income & Fixed Charge Coverage Requirements

	Actual		Actual for Q1-16 and Q2-16				Proforma Estimates Only - See details Below				
	2016	2015	Sep-16 Q1-16	Dec-16 Q2-16	Mar-17 Q3-17	Jun-17 Q4-17					
Profit/Loss - Salaries & Fixed Obligations Ratio											
Total Revenues	\$ 1,254,501	\$ 1,337,911	175,366	540,087	1,015,087	1,250,000					
Salaries & Related Benefits	588,007	576,601	124,872	326,548	528,224	628,224					
Fixed Obligations	266,611	263,177	63,910	121,670	179,430	209,430					
Other Operating Expenses	441,678	507,135	38,997	125,890	300,890	400,890					
Total Expenses	1,296,296	1,346,913	227,780	574,109	1,008,544	1,238,544					
Earnings Before Taxes & Interest (EBIT)	(41,795)	(9,002)	(52,414)	(34,021)	6,543	11,456					
Property Taxes	8,723	16,291	0	0	0	16,000					
Fixed Charges (Leases)	266,611	263,177	63,910	121,670	179,430	209,430					
EBIT+Fixed Obligations Before Tax	233,539	270,466	11,497	87,649	185,973	236,886					
Fixed Obligations Before Interest	266,611	263,177	63,910	121,670	179,430	209,430					
FCCR	0.88	1.03	0.18	0.72	1.04	1.13					
Requirement	1.10	1.10	1.10	1.10	1.10	1.10					
Failure margin	-0.22	-0.07	-0.92	-0.38	-0.06	0.03					
Fail	Fail	Fail	Fail	Fail	Fail	Pass					
if Fail - FCCR w/\$1 EBIT	1.03	1.06	1.00	1.00	1.00	1.08					

Proforma Adjustments Assumptions Q3-17 & Q4-17

	Q3-17	Q4-17
Total Revenues	\$ 475,000	\$ 234,913
Salaries & Related Benefits	Cumm to Dec + Q2	Cumm Q3 + \$100,000
Fixed Obligations	Cumm to Dec + Q2	Cumm Q3+ \$30,000
Other Operating Expenses	Cumm to Dec + Q2	Cumm Q3+ \$100,000
Total Expenses	\$ 434,436	\$ 230,000

Appendix F

**PROJECTED TOTAL OF RENTS FOR SCHOOL PROPERTIES
OCCUPIED BY EDUCATIONAL IMPACT, INC. AS OF MAY 1, 2017**

Landlord and tenant agree that beginning with the May 2017 rent payments the total base for all rents will be \$18,054 a month, which over a twelve (12) month period will be \$216,648. At each quarterly financial compliance review between Educational Impact, Inc. and R&A CPAs, any necessary adjustments in the rent payment schedule for the next quarter to support compliance with the Charter Board's sustainability measure will be made. Should these adjustments result in changes in the base for the quarter those changes will either not need to be paid back to the landlord or rebated to the tenant.

These changes will be noted in a month to month lease document to be drawn up and approved by the tenant and landlord by the April 21, 2017, quarterly meeting.

APPENDIX D

FINANCIAL RESPONSE EVALUATION

Financial Performance Response Evaluation Instrument

Charter Holder Name: Educational Impact, Inc.
Charter Holder Entity ID: 81123

Required for: Renewal
Audit Year: 2016

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. For each measure where the charter holder did not meet the target for the most recent audited fiscal year presented in the dashboard, Appendix C of the Financial Performance Framework requires the charter holder to answer three questions: 1) why did we not meet the measure’s target in the audited fiscal year; 2) what specifically have we done to improve our performance so that it’s possible to meet the measure’s target in the next fiscal year or a subsequent fiscal year; and 3) what can we provide to support our explanations and analysis? A “Not Acceptable” evaluation means the response for that measure did not sufficiently address one or more of these questions. “Not Acceptable” answers may adversely affect the Board’s decision regarding a charter holder’s request.

Measure	Reason(s) for “Not Acceptable” Rating
1a. Going Concern Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1b. Unrestricted Days Liquidity Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1c. Default Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
2a. Net Income Acceptable <input checked="" type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input type="checkbox"/>	



Measure	Reason(s) for “Not Acceptable” Rating
2b. Cash Flow Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
2c. Fixed Charge Coverage Ratio Acceptable <input checked="" type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input type="checkbox"/>	<p>The charter holder identifies a relationship between its performance on this measure and its costs associated with salaries and related benefits and fixed obligations. While Appendix A on the surface appears to support the charter holder’s assertion, amounts in the appendix related to salaries and benefits are not supported by the audited statements of operations. For example, the response identifies “Salaries & Related Benefits” of \$642,397 for 2016 while the 2016 audit identifies “Salaries and related benefits” of \$689,902. With that said, the response addresses the effect increased lease costs and the 2016 net loss had on the ratio. Therefore, the charter holder received an acceptable rating.</p> <p>Please note in the calculation of its 2017 performance, the charter holder used its net income <u>before</u> tax when the financial framework uses net income <u>after</u> tax. This does not affect the charter holder’s assertion that it will meet this measure’s target in 2017.</p>



APPENDIX E

ACADEMIC SYSTEMS REVIEW REPORTS

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	Educational Impact, Inc.	School	Academy Adventures Elementary School
Charter Holder Entity ID	81123	Site Visit Date	April 25, 2017
Academic Systems Review due to: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No Issue	N/A
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
Other	No Issue	N/A

Program of Instruction

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

The Charter Holder’s program of instruction states that standards are introduced to students through direct instruction in a classroom setting, direct instruction in learning centers, and direct instruction through staff designed, self-paced center activities.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed kindergarten students engaged in center activities including a kinesthetic activity, technology, and a group working with the teacher. In the first and second grade combination class, half the class was receiving direct instruction from the teacher, and the other half was working independently on a worksheet. The third grade class and fourth and fifth grade combination class were both engaged in direct instruction as they sat at desks, followed by guided practice activities.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels
- ii. The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content areas
- iii. The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year

Evaluation of Documents

List of Document Names reviewed during site visit:

<p>i. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>The Superkids Correlation Document demonstrates alignment to standards and includes lessons in which each standard is taught. Superkids is used for grades K-2.</p> <p>Common Core Support Coach program is used in grades 3-5.</p> <p>Lesson plans include standards for the week as well as the content that will be taught and how it will be taught.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Correlation Document</p> <p>Common Core Support Coach</p> <p>Lesson Plans</p>
<p>ii. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>Superkids plans show the units that will be taught weekly for Language Arts. This includes the skills and content that will be taught within the unit.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Plans</p>
<p>iii. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>Superkids plans show the units that will be taught weekly for Language Arts. This includes the skills and content that will be taught within the unit.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Plans</p>
<p>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</p>	
<p>i. The school has a process for monitoring, evaluating, and reviewing curriculum, and described the timeframes for this process</p> <p>ii. The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</p> <p>iii. The school has a process that generates a plan of action based on findings</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PLC Meeting agenda for April 5, 2017 demonstrates that the focus was to use the curriculum evaluation rubric to review new science and social studies curriculum materials. Completed rubrics are not dated, but demonstrate that staff reviewed Common Core Support Coach, Envisions Math, ELA, science, and social studies materials.</p> <p>March agenda indicates that teachers are evaluating alignment between standards and objectives using a standards checklist. Standards documents show that standards were checked off and the coverage is indicated by which topic it is included in.</p> <p>Curriculum Analysis Meeting Notes show that teachers noted strengths, weaknesses, and gaps in curriculum.</p> <p>Anecdotal: Curriculum is reviewed officially at the end of each year. Curriculum maps and data are reviewed monthly in PLCs to contribute to this process. Lesson plan reviews and evaluations are also used as components of this process.</p>	<p>PLC Meeting Agenda for April 5, 2017</p> <p>Complete Curriculum Evaluation Rubrics</p> <p>PLC Meeting Agenda for March 1, 2017</p> <p>Standards Documents</p> <p>Curriculum Analysis and Assessment Meeting January 25, 2017 (Meeting Notes)</p>
<p>ii. Completed rubrics show that all staff members are using a specific evaluation rubric to participate in the process.</p>	<p>Complete Curriculum Evaluation Rubrics</p>

<p>iii. Curriculum Analysis Meeting Notes show that teachers noted strengths, weaknesses, and gaps in curriculum. Teachers also created bulleted action items based on the findings.</p>	<p>Curriculum Analysis and Assessment Meeting January 25, 2017 (Meeting Notes)</p>
<p>How is integration of the state academic standards into the teachers' instructional practices assessed?</p>	
<p>i. Documentation demonstrated that classroom observations are conducted, but full implementation and usage to confirm that standards aligned curriculum are integrated into instruction was not demonstrated by the provided documentation. Specific intervals for the process were described</p> <p>ii. The school consistently uses a tool to assess the integration of standards into instruction</p> <p>iii. The school described a process to use a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Lesson Plan Checklist shows that plans are evaluated for alignment to AZCCRS, objectives, lesson being taught, and assessment.</p> <p>Evaluator notes include a component to note the learning goal taught during the observation, the learning goal stated in the lesson plan, and the learning goal stated by the student. This aligns with the lesson plan checklist. However, completed observations do not show full use of this to confirm the alignment.</p> <p>Anecdotal: Classroom observations are intended to be done weekly, but are done at least monthly for each teacher.</p>	<p>Lesson Plan Checklist (SY 16-17) Informal Observation Evaluator Notes</p>
<p>ii. Lesson Plan Checklist shows that plans are evaluated for alignment to AZCCRS, objectives, lesson being taught, and assessment.</p>	<p>Lesson Plan Checklist (SY 16-17)</p>
<p>iii. Anecdotal: At the time of informal observations, teachers and administrators discuss what the data looks like, and determine if there is a need for adjustment to the pacing to allow teachers to cover standards and have students ready for the next school year. They also discuss whether foundational skills need more time and if other pieces could utilize less time.</p>	<p>No Documentation Provided</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p> <p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p> <p>iii. The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>

<p>i. Observation forms and The Rubric and Feedback Form are signed by the principal, demonstrating that she is responsible for all components of the teacher evaluation system.</p>	<p>Informal Observation Evaluator Notes Educational Impact: Observation Rubric and Feedback Form (blank and completed)</p>
<p>ii. Completed Observation Forms check off observed skills and provide evidence for each component. Additionally, these include commendations, suggestions to consider, and questions based on what was observed. These components all provide feedback to the teacher.</p>	<p>Informal Observation Evaluator Notes</p>
<p>iii. The Rubric and Feedback Form rates teachers on the four Domains. Teachers receive an overall rating for each domain and are provided ideas for refinement and professional growth.</p>	<p>Educational Impact: Observation Rubric and Feedback Form (blank and completed)</p>
<p>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</p>	
<p>i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels ii. The school is able to provide evidence of a process that uses assessment data to create a plan for instruction iii. The school has a process that clearly identifies who is responsible for evaluating student data iv. The school assessment plan identifies the types of data collected and periods of review for identified data</p>	
<p style="text-align: center;">Evaluation of Documents</p>	<p style="text-align: center;">List of Document Names reviewed during site visit:</p>
<p>i. Galileo reports were provided for ELA and Math. DIBELS reports were provided for 2nd and 3rd grade. Use of these assessments covers core content areas and grade levels.</p>	<p>Galileo Reports DIBELS Reports</p>
<p>ii. Calendar states that administration and teachers will meet with the SPED coordinator and intervention specialist to determine instructional needs of non-proficient students, ELL students, etc. Meeting notes include teacher reflections on data to determine where students are excelling and struggling and how intervention groups and sub-groups maintained and assessed, as well as what changes need to be made. This document also includes an action plan filled in by teachers.</p>	<p>Assessment Calendar Curriculum Analysis and Assessment Meeting (4/19/17)</p>
<p>iii. Assessment Calendar identifies the responsible parties. This includes principal, classroom teacher, intervention specialist, AZELLA test coordinator, Special Ed Coordinator, Speech and Language Pathologist, and Occupational Therapist. Agenda Focus says that teachers will spend the majority of their time coming up with an action plan for the next month on how to effectively implement curriculum, address student achievement gaps using data driven instruction, and alignment of lesson plans.</p>	<p>Assessment Calendar 4/19/17 Agenda</p>

<p>iv. Assessment Calendar includes dates for Galileo testing, as well as dates in which student progress will be formally evaluated.</p> <p>Galileo Student Growth and Achievement Report, Classroom Development Profile grid, and Individual Development Profile reports demonstrate the types of data that are collected for students and grade levels.</p>	<p>Assessment Calendar Galileo Reports</p>
<p>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</p>	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school described how the implementation of professional development is monitored</p> <p>iv. The school described a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. School PD Calendar indicates that PLCs occur weekly on Wednesdays.</p> <p>PLCs include agendas and sign in sheets. Documents for 11/9 specifically include an agenda focus of “find gaps in curriculum and assessment using curriculum maps, data, and determine resource needs”.</p>	<p>PD Calendar PLC agendas and sign-in sheets (11/30, 11/16, 11/9)</p>
<p>ii. PD includes Character Education, Classroom Management, and ELL accommodations, assessment, and professional development needs.</p> <p>ELL Accommodations notes demonstrate teacher notes on their ELL accommodations and differentiation included in their lesson plans, as well as some action items for the future.</p>	<p>Professional Development Feedback Forms Classroom Management Teacher Classroom Management Self-Reflection Inventory PLC sign-in sheet November 30, 2016 and ELL Accommodations notes</p>
<p>iii. Anecdotal: A training was conducted with Galileo that had a focus on the assignments teachers could create based on data from reports to create an intervention report. Then, teachers had “homework” to go and create formative assessments for their current point in the curriculum. At the next PD session, concerns were addressed and discussed. Administration looks for implementation in observations.</p>	<p>No documentation provided</p>
<p>iv. Anecdotal: PLCs compare pacing and look at data. This is used to determine what professional development might be needed. This becomes part of the reflection to determine if the previous PD was effective and what needs to be implemented moving forward. The data is used to determine if the training was a good fit.</p>	<p>No documentation provided</p>
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
<p>i. The school provides professional development activities that support implementation of the school’s program of instruction</p> <p>ii. The professional development provided is aligned to the curriculum</p>	

iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. February 8 sign-in demonstrates grade level collaboration on best practices regarding interventions and center learning.</p> <p>Feedback form indicates PD subject of “Learning Centers”. The synopsis written by teachers indicates that teachers met to discuss how centers are run, what works for them, and to discuss ideas structure, intervention, and behavior management.</p>	<p>PLC Meeting Sign-in February 8, 2017</p> <p>February 8, 2017 PLC Feedback Form</p>
<p>ii. Agenda focus includes “find gaps in curriculum and assessment using curriculum maps, data, and determine resource needs”.</p> <p>July Feedback forms indicate a PD subject of “Envisions 2.0”, the adopted math program. Synopses demonstrate that an overview was given, components were reviewed, RTI areas were covered, and teachers practiced with technology tools and supports.</p>	<p>11/9/16 Agenda Focus</p> <p>7/31/15 Professional Development Feedback Forms</p>
<p>iii. 11/16 Agenda Focus is a “Continuation and conclusion of teachers sharing and discussing best practices regarding classroom management and maintaining a positive learning environment”.</p> <p>11/9 Agenda Focus states that “Teachers discuss and share classroom management and best practices”</p> <p>February 8 sign-in demonstrates grade level collaboration on best practices regarding interventions and center learning.</p>	<p>11/16/16 Sign-in and Agenda Focus</p> <p>11/9/16 Agenda Focus</p> <p>PLC Meeting Sign-in February 8, 2017</p>
What types of professional development follow-up occur?	
<p>i. The school is able to provide evidence of follow-up activities conducted by leadership and/or staff</p> <p>ii. The school provides opportunities for feedback to be given regarding professional development</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. PD Feedback Forms show that after PD sessions, teachers write a general synopsis, personal thoughts, ideas they will implement, and resources needed for implementation.</p> <p>Before You Leave forms show that teachers record what they are excited about learning, something new they learned, and other reflections based on the training received.</p> <p>Self-Reflection Inventory shows that teachers rated themselves and then created future goals based on the training and self-ratings.</p>	<p>Professional Development Feedback Form</p> <p>Before You Leave form</p> <p>Incredible Years Teacher Classroom Management</p> <p>Self-Reflection Inventory Proactive Teacher Strategies</p>
<p>ii. PD Feedback Forms show that after PD sessions, teachers write a general synopsis, personal thoughts, ideas they will implement, and resources needed for implementation.</p>	<p>Professional Development Feedback Form</p>

Self-Reflection Inventory shows that teachers rated themselves and then created future goals based on the training and self-ratings.

Incredible Years Teacher Classroom Management
Self-Reflection Inventory Proactive Teacher
Strategies

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	Educational Impact, Inc.	School	Adventure School
Charter Holder Entity ID	81123	Site Visit Date	May 2, 2017
Academic Systems Review due to: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No Issue	N/A
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
Other	No Issue	N/A

Program of Instruction

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

The Charter Holder’s program of instruction states that standards are introduced to students through direct instruction in a classroom setting, direct instruction in learning centers, and direct instruction through staff designed, self-paced center activities.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed kindergarten students working in small group centers while some students completed Galileo testing. First grade students were receiving direct instruction to list facts from a non-fiction reading about animals. Second grade students were chorally reading, then popcorn reading a Superkids text. Fifth grade students were working in Common Core Support Coach Reading Comprehension workbooks and taking turns reading and completing accompanying tasks.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. **The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels**
- ii. **The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area**
- iii. **The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year**

Evaluation of Documents

List of Document Names reviewed during site visit:

<p>i. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>The Superkids Correlation document demonstrates alignment to standards and includes lessons in which each standard is taught. Superkids is used for grades K-2.</p> <p>Common Core Support Coach program is used in grades 3-5.</p> <p>Lesson plans include standards for the week as well as the content that will be taught and how it will be taught.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Correlation Document</p> <p>Common Core Support Coach</p> <p>Lesson Plans</p>
<p>ii. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>Superkids plans show the units that will be taught weekly for Language Arts. This includes the skills and content that will be taught within the unit.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Plans</p>
<p>iii. Envisions math teacher’s guides include standards alignment and content for each grade level.</p> <p>Superkids plans show the units that will be taught weekly for Language Arts. This includes the skills and content that will be taught within the unit.</p>	<p>Envisions Math Teacher’s Guides</p> <p>Superkids Plans</p>
<p>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</p>	
<p>i. The school has a process for monitoring, evaluating, and reviewing curriculum, and described the timeframes for this process</p> <p>ii. The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</p> <p>iii. The school has a process that generates a plan of action based on findings</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PLC Meeting agenda for April 5, 2017 demonstrates that the focus was to use the curriculum evaluation rubric to review new science and social studies curriculum materials. Completed rubrics are not dated, but demonstrate that staff reviewed Common Core Support Coach, Envisions Math, ELA, science, and social studies materials.</p> <p>March agenda indicates that teachers are evaluating alignment between standards and objectives using a standards checklist. Standards documents show that standards were checked off and the coverage is indicated by which topic it is included in.</p> <p>Curriculum Analysis Meeting Notes show that teachers noted strengths, weaknesses, and gaps in curriculum.</p> <p>Anecdotal: Curriculum is reviewed officially at the end of each year. Curriculum maps and data are reviewed monthly in PLCs to contribute to this process. Lesson plan reviews and evaluations are also used as components of this process.</p>	<p>PLC Meeting Agenda for April 5, 2017</p> <p>Complete Curriculum Evaluation Rubrics</p> <p>PLC Meeting Agenda for March 1, 2017</p> <p>Standards Documents</p> <p>Curriculum Analysis and Assessment Meeting January 25, 2017 (Meeting Notes)</p>
<p>ii. Completed rubrics show that all staff members are using a specific evaluation rubric to participate in the process.</p>	<p>Complete Curriculum Evaluation Rubrics</p>

<p>iii. Curriculum Analysis Meeting Notes show that teachers noted strengths, weaknesses, and gaps in curriculum. Teachers also created bulleted action items based on the findings.</p>	<p>Curriculum Analysis and Assessment Meeting January 25, 2017 (Meeting Notes)</p>
<p>How is integration of the state academic standards into the teachers' instructional practices assessed?</p>	
<p>i. Classroom observations are conducted to confirm standards aligned curriculum are integrated into instruction, and specific intervals for the process were described</p> <p>ii. The school consistently uses a tool to assess the integration of standards into instruction</p> <p>iii. The school consistently uses a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Lesson Plan Checklist shows that plans are evaluated for alignment to AZCCRS, objectives, lesson being taught, and assessment.</p> <p>Evaluator notes include a portion to note the learning goal taught during the observation, the learning goal stated in the lesson plan, and the learning goal stated by the student. This aligns with the lesson plan checklist.</p> <p>Anecdotal: Classroom observations are intended to be done weekly, but are done at least monthly for each teacher.</p>	<p>Lesson Plan Checklist (SY 16-17) Informal Observation Evaluator Notes</p>
<p>ii. Lesson Plan Checklist shows that plans are evaluated for alignment to AZCCRS, objectives, lesson being taught, and assessment.</p>	<p>Lesson Plan Checklist (SY 16-17)</p>
<p>iii. The standards checklist is used side by side with the curriculum map and lesson plans. These are cross referenced to ensure that what needs to be happening is happening.</p> <p>The curriculum notes are based on what is found in the standards checklist and explain what needs to be changed or added. The notes lead to action plans for instruction.</p> <p>Galileo grid (learned, ready now, ready later). These are color coded by teachers to determine where components are on the curriculum maps and how this will guide this instruction moving forward to adjust pacing for students.</p> <p>PLC Sign-ins demonstrate that administrators are at all sessions ensuring that these processes are occurring.</p>	<p>Standards Checklist Curriculum Notes based on Checklist Galileo Grid Sign-in Sheets for PLC</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p> <p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p>	

iii. The school is able to provide evidence that the evaluations of teacher performance include a final, summative component	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. Observation forms and The Rubric and Feedback Form are signed by the principal, demonstrating that she is responsible for all components of the teacher evaluation system.	Informal Observation Evaluator Notes Educational Impact: Observation Rubric and Feedback Form (blank and completed)
ii. Completed Observation Forms check off observed skills and provide evidence for each component. Additionally, these include commendations, suggestions to consider, and questions based on what was observed. These components all provide feedback to the teacher.	Informal Observation Evaluator Notes
iii. Rubric and Feedback Form rates teachers on the four Domains. Teachers receive an overall rating for each domain and are provided ideas for refinement and professional growth.	Educational Impact: Observation Rubric and Feedback Form (blank and completed)
Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?	
i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels	
ii. The school is able to provide evidence of a process that uses assessment data to create a plan for instruction	
iii. The school has a process that clearly identifies who is responsible for evaluating student data	
iv. The school assessment plan identifies the types of data collected and periods of review for identified data	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. Galileo reports were provided for ELA and Math. DIBELS reports were provided for 2 nd and 3 rd grade. Use of these assessments cover core content areas and grade levels.	Galileo Reports DIBELS Reports
ii. Calendar states that administration and teachers will meet with SPED coordinator and intervention specialist to determine instructional needs of non-proficient students, ELL students, etc. Meeting notes include teacher reflections on data to determine where students are excelling and struggling and how intervention groups and sub-groups maintained and assessed, as well as what changes need to be made. This document also includes an action plan filled in by teachers.	Assessment Calendar Curriculum Analysis and Assessment Meeting (4/19/17)
iii. Assessment Calendar identifies the responsible parties. This includes principal, classroom teacher, intervention specialist, AZELLA test coordinator, Special Ed Coordinator, Speech and Language Pathologist, and Occupational Therapist.	Assessment Calendar 4/19/17 Agenda

<p>Agenda Focus says that teachers will spend the majority of their time coming up with an action plan for the next month on how to effectively implement curriculum, address student achievement gaps using data driven instruction, and alignment of lesson plans.</p>	
<p>iv. Assessment Calendar includes dates for Galileo testing, as well as dates in which student progress will be formally evaluated.</p> <p>Galileo Student Growth and Achievement Report, Classroom Development Profile grid, and Individual Development Profile reports demonstrate the types of data that are collected for students and grade levels.</p>	<p>Assessment Calendar Galileo Reports</p>
<p>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</p>	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school is able to provide evidence of how the implementation of professional development is monitored</p> <p>iv. The school demonstrated part of a process and described a complete process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. School PD Calendar indicates that PLCs occur weekly on Wednesdays.</p> <p>PLCs include agendas and sign in sheets. Documents for 11/9 specifically include an agenda focus of “find gaps in curriculum and assessment using curriculum maps, data, and determine resource needs”.</p>	<p>PD Calendar PLC agendas and sign-in sheets (11/30, 11/16, 11/9)</p>
<p>ii. PD includes Character Education, Classroom Management, and ELL accommodations, assessment, and professional development needs.</p> <p>ELL Accommodations notes demonstrate teacher notes on their ELL accommodations and differentiation included in their lesson plans, as well as some action items for the future.</p>	<p>Professional Development Feedback Forms Classroom Management Teacher Classroom Management Self-Reflection Inventory PLC sign-in sheet November 30, 2016 and ELL Accommodations notes</p>
<p>iii. Implementation is monitored through walk-throughs. Administration sees teachers using the technology components of the Envisions math program. The kindergarten observation demonstrates that administration looked for usage of the technology components of the math program, as trained.</p>	<p>Completed Kindergarten Observation</p>
<p>iv. Chart shows scores for individual standards, and are color coded to demonstrate what standards need to be covered. Administration looked at charts and data to determine who needed additional PD or support. Coding is done after every quarter.</p>	<p>Color Coded Galileo Chart</p>

<p>Anecdotal: One teacher utilized this to determine which standards to focus on with students and to start interventions and after school tutoring. The PD was personalized for him to understand how to better use Galileo. The teacher’s scores demonstrated increases in Galileo scores from quarter to quarter.</p>	
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
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<p>ii. Agenda focus includes “find gaps in curriculum and assessment using curriculum maps, data, and determine resource needs”.</p> <p>July Feedback forms indicate a PD subject of “Envisions 2.0”, the adopted math program. Synopses demonstrate that an overview was given, components were reviewed, RTI areas were covered, and teachers practiced with technology tools and supports.</p>	<p>11/9/16 Agenda Focus 7/31/15 Professional Development Feedback Forms</p>
<p>iii. 11/16 Agenda Focus is a “Continuation and conclusion of teachers sharing and discussing best practices regarding classroom management and maintaining a positive learning environment”.</p> <p>11/9 Agenda Focus states that “Teachers discuss and share classroom management and best practices”</p> <p>February 8 sign-in demonstrates grade level collaboration on best practices regarding interventions and center learning.</p>	<p>11/16/16 Sign-in and Agenda Focus 11/9/16 Agenda Focus PLC Meeting Sign-in February 8, 2017</p>
<p>What types of professional development follow-up occur?</p>	
<p>i. The school is able to provide evidence of follow-up activities conducted by leadership and/or staff</p> <p>ii. The school provides opportunities for feedback to be given regarding professional development</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>

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