

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

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

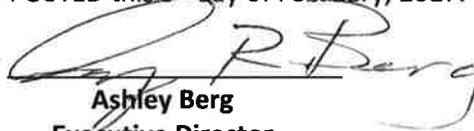
Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

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

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

DATED AND POSTED this 3rd day of February, 2017.

By


Ashley Berg
Executive Director

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, February 13, 2017
Regular Session
9:00 AM**

**1616 W. Adams, Suite 170
Phoenix, Arizona 85007**

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

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

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

Monday, February 13, 2017

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Call to the Public

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

E. Arizona State Board of Education– Presentation on the A-F Accountability System, Dr. Karol Schmidt, Executive Director

F. Arizona Charter Schools Association Update - Presentation on charters changing lives story and an update on A-F, the New Charter Application, and using data to drive policy- Dr. Ildi Laczko-Kerr, Chief Academic Officer

G. A for Arizona - Presentation on Western School of Science and Technology: A Challenge Foundation Academy - Peter Boyle, Founding School Director

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

I. Executive Director's Report - Introduction to the agenda items and discussion and possible action:

1. Recognition of Jake Logan for his service as a Board member.
2. Status of charters with previous and/or on-going board actions: Bradley Academy of Excellence, Inc., Global Renaissance Academy of Distinguished Education, Hillcrest Academy, Inc., StarShine Academy, StrengthBuilding Partners
3. Board Member Retreat

J. Consent Agenda - All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.

1. Consideration to approve charter holder amendment requests for the following:
 - a. American Leadership Academy, Inc. - change program of instruction
 - b. Phoenix Collegiate Academy Elementary, LLC - increase instructional days
 - c. Phoenix Collegiate Academy High, LLC - increase instructional days
2. Consideration to approve the voluntary surrender agreement for Global Renaissance Academy of Distinguished Education

K. Charter Amendment - Discussion and possible action on the Grade Levels Change to Charter Amendment Request submitted by Scottsdale Country Day School.

L. Compliance Matters - The Board will receive information to determine whether evidence exists that StarShine Academy continues to breach one or more provisions of its charter contract and state law regarding failure to timely submit the fiscal year ending June 30, 2016 annual financial audit in accordance with A.R.S. § 15-183(E)(6).

If the Board determines that a breach remains, the Board may take action as it deems appropriate or necessary under state law, which may include issuing a notice of intent to revoke the charter pursuant to A.R.S. § 15-183(I).

- M. New Charter Application for 2018-2019** - Discussion and consideration of modifications to the New Charter Application and processes for the 2018-2019 application cycle.
- N. Summary of Current Events, Future Meeting Dates and Items for Future Agendas** - The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.
- O. Adjournment**



Arizona Charter Schools Association Update

Dr. Ildi Laczko-Kerr, Chief Academic Officer

February 2017 | 12439 N. 32nd St. | Phoenix, AZ 85032



MARY ELLEN'S STORY

*charters
changing lives*

EXPANDED OPPORTUNITIES FOR AN CHARTER STUDENT-TURNED-TEACHER

Mary Ellen Lee knows firsthand about the flexibility and innovation that have become a hallmark of charter schools. Lee is the daughter of a charter school principal, a product of choice as a charter school student, and now is an innovative charter teacher who provides her students with the same high quality education she had as a child.

www.azcharters.org/charters-changing-lives





NEW CHARTER APPLICATION

COLLABORATION WITH THE CHARTER BOARD AND THE FIELD

- ✓ Actively coached and provide feedback to dozens of teams over the last seven years.
- ✓ The biggest sticking point: curriculum samples.
- ✓ The Association worked collaborate with Board staff to update curriculum samples that would translate well into the classroom.
- ✓ 2017-18 New Charter Application recommendations will now have a meaningful impact on charter operation.

A-F

COLLABORATION WITH THE STATE BOARD AND THE FIELD

- Our work guided by our 2017 Policy Positions – created from stakeholder feedback and vetted and approved by our Advisory Council and Board of Directors.
- Our primary goal is to ensure the accountability system reflects the impact teachers and leaders have on students rather than the demographics of their schools.
- We are one of the few charter voices on the technical advisory committee, and are working make sure all of our diverse charter schools across the state are represented.

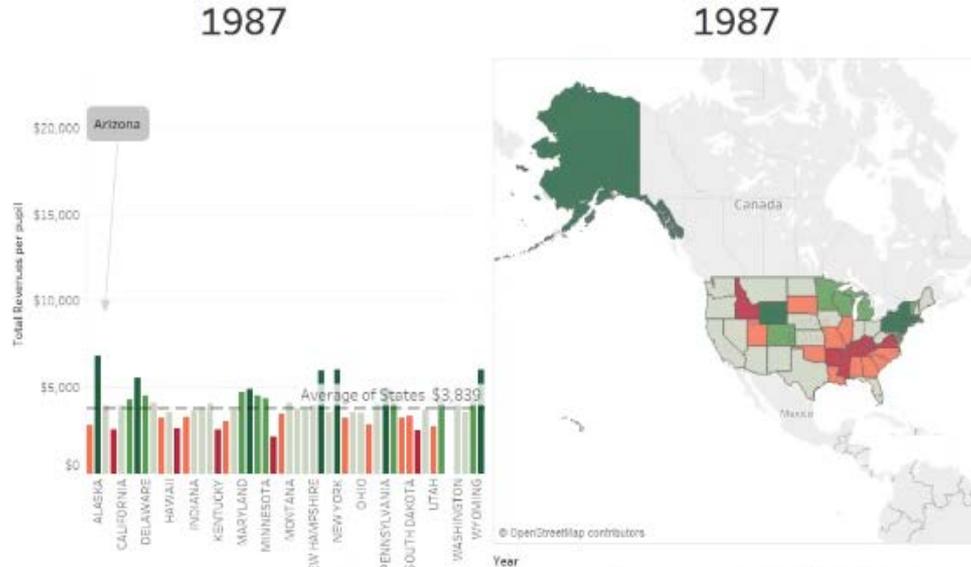
Center for Student Achievement Blog

Arizona Funding



Per Pupil Funding by Year and State

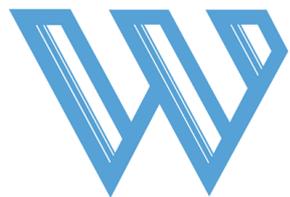
Total revenues per student are the total revenues from all sources divided by the fall membership as reported in the state finance file.
Source: CCD National Public Education Financial Survey





QUESTIONS?

January 2017 | 12439 N. 32nd St. | Phoenix, AZ 85032



WESTERN SCHOOL *of*
SCIENCE AND TECHNOLOGY

A Challenge Foundation ✦ Academy

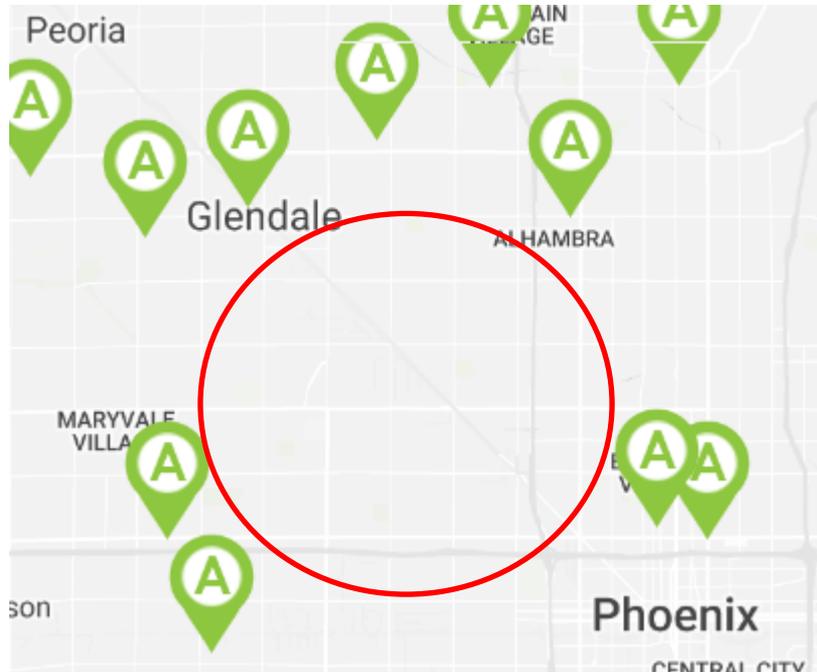
A For Arizona

February 13, 2017

Welcome to Maryvale

2013:
75,000
students

0 A-rated
High
Schools



Mission

Western School of Science and Technology: A Challenge Foundation Academy exists to transform Maryvale by improving low-income west Phoenix students' opportunities for advancement in the new, global, technological economy by providing the needed preparation for the academic rigors of college graduation leading to career success.

Vision

1st “A”-Rated High School in Maryvale

History

- January 2014: Western: CFA charter approved
- August 2014: Western: CFA Opened
- April 2015: Educating Excellence Award
- May 2015: Becomes Highest-Performing High School in Maryvale (3 consecutive years)
- October 2016: Receives Full Accreditation

Profile

- 430 students in grades 7-11
- First graduating seniors next year
- 98% Hispanic/Latino
- 94% free/reduced lunch

Results

- 84% of students meet individual growth goals
- 2.0 years' average growth in reading and math
- 100% teacher retention
- 95% student and family retention
- 53-79% ELL reclassification

Program

- Advanced Placement
- STEM: coding, sustainability, entrepreneurship
- Career & Technical Education

Highlights



BRIGHT UP THE KNIGHT
It's Lit

[@asu_green](#) We can save millions of gallons of water annually! [#goxeriscaping](#) [#sustyschool](#) [#savetheplanet](#) [#climatechange](#) [#sustainability](#)



Thank You!

Peter Boyle

Founding School Director

pboyle@wsst.school

**Arizona State Board for Charter Schools
On-going Board Actions as of January 30, 2017**

Withholding					
Charter Holder Name	Date of Board Action	Violation	Notes	Status of Corrective Action Plan	Date issue, if unresolved, will come back before the Board
Bradley Academy of Excellence, Inc.	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 	Audit received 1/23/17. Withholding returned with February payment.		1/10/17
StrengthBuilding Partners	11/21/16	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2016 audit 	Audit received 1/27/17. Withholding to be returned with March payment.		1/10/17

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
Hillcrest Academy, Inc.	9/12/16	<ul style="list-style-type: none"> Failure to provide educational services to students Receipt and failure to return State funds to which it was not entitled Failure to retain student records as prescribed by the Arizona State Library, Archives and Public Records Division of the Arizona State Secretary of State's office 	Hearing before an OAH administrative law judge set for December 15, 2016.	<p>The matter is set for a prehearing conference on November 14, 2016, and for revocation hearing on December 15, 2016.</p> <p>The charter revocation hearing was continued to February 22, 2017.</p>

Status of Board Requested Reports/Site Visits

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

Other Matters

Charter Holder Name	Date of Board Action	Status
Global Renaissance Academy of Distinguished Education	11/21/16	<p>The Board found the charter holder in noncompliance with state law and its charter contract for its failure to submit the fiscal year 2016 audit and acknowledged that had the bankruptcy filing not prevented it, the Board would have withheld 10% of the charter holder's monthly state aid apportionment until the fiscal year 2016 audit reporting package is submitted to the Board.</p> <p>On November 28, 2016, the charter holder notified Board staff of its intent to surrender its charter effective January 4, 2017 and close its school due to declining enrollment. The last day of instruction provided by the charter holder was December 16, 2016, which was the last day of school before winter break. After the Arizona Department of Education determined that the charter holder had not received more state equalization assistance in fiscal year 2017 than it was entitled to, Board staff provided the charter holder with a surrender agreement on December 23, 2016. The surrender agreement includes a provision identifying that the charter holder failed to submit its fiscal year 2016 audit to the Board.</p>
StarShine Academy	11/21/16	The Board found the charter holder in noncompliance with state law and its charter contract for its failure to submit the fiscal year 2016 audit and acknowledged that had the bankruptcy filing not prevented it, the Board would have withheld 10% of the charter holder's monthly state aid apportionment until the fiscal year 2016 audit reporting package is submitted to the Board.

Failing Schools

Charter Holder Name	Date of Board Action	Terms	Status

Civil Penalties

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

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
American Leadership Academy,
Inc.

CTDS:
07-87-25-000

Mailing Address:
19935 E Chandler Heights
Queen Creek, AZ 85142

[View detailed info](#)

Representative

Name:
Glenn Way

Phone Number:
480-600-1028

Fax Number:
480-988-3212

Downloads

 [Download all files](#)

Description of changes

Change From:

Classical education philosophy; Covey leadership program, Singapore Mathematics, Spalding Writing Road to Reading & Shurley English

Change To:

Traditional education philosophy; RAISE leadership program, Saxon mathematics (K-12); Core Knowledge Language Arts (K-5) & Elements of Literature (6-12)

Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. — [Download File](#)

Performance Management Plan Narrative — [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Glenn Way 11/23/2016

AMERICAN LEADERSHIP
ACADEMY

MINUTES

Of a meeting of the Governing Board of
American Leadership Academy, Inc.

held at
19935 E Chandler Heights Rd
Queen Creek, AZ 85142
On November 22, 2016
4:00PM

A. Roll Call

Glenn Way – Absent (Arrived late)
Paul Sinclair – Present
Jeremy Christensen – Present
Richard Moss – Present
Dal Zemp - Absent

B. Invocation

C. Call to Public:

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. §38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

D. Discussion & potential adoption of an updated Program of Instruction.

A proposal to officially modify the school's program of instruction was discussed. Following discussion, Jeremy Christensen made the motion to adopt the updated program of instruction, as presented, and authorize school staff to submit the appropriate notification to the state. Paul Sinclair seconded the motion and it passed unanimously.

E. Discussion and potential adoption of an Entrepreneurship Course.

Brent McArthur, CEO of ALA made a presentation on the development of an Entrepreneurship Course to be offered at the High School and petitioned the inclusion of the course in the approved course catalogue for semester two of this school year forward. Jeremy Christensen made the motion to approve the inclusion of an Entrepreneurship Course at the High School grade levels.

F. Discussion and potential approval of financing for the Ironwood Campus.

Paul Sinclair made the motion to authorize school staff to seek financing for the Ironwood campus and enter into a long-term facility lease or purchase on said facility. Jeremy Christensen seconded the motion and it passed unanimously.

G. Discussion and potential modification of the Formal Teacher Evaluation protocol for American Leadership Academy.

Jeremy Christensen made the motion to amend American Leadership Academy's formal teacher evaluation protocol as proposed. Richard Moss seconded the motion and it passed unanimously.

H. Adjournment

Glenn Way made the motion to adjourn, Richard Moss seconded and the motion passed unanimously.

AMERICAN LEADERSHIP ACADEMY

American Leadership Academy Program of Instruction

Introduction

Since ALA's inception in 2009, significant improvements have been made to the Program of Instruction using student performance data. Programs and methodologies have been selected that research and/or internal ALA achievement data has demonstrated to be best practice or highly effective. In the following narrative, a description of the proposed changes will be provided along with rationale to support each area of improvement.

Educational Philosophy

ALA has previously identified as a classical school and after further refinement of ALA's mission to, "Provide the best educational experience to as many students as possible," ALA's executive leadership team believes that it is crucial to more accurately define ALA's educational philosophy. ALA believes that the best educational experience prepares students for life and allows for each student to realize their full potential. To this end, ALA's approach to education is one that is traditional in nature with an emphasis on rigor in the core subjects, personal leadership as well as a full complement of elective and extracurricular activities to prepare students for college and career. The instructional delivery methods, programs & resources that ALA has selected aim to develop students that demonstrate excellence in the areas of competency and character.

Instructional Delivery

As confirmed by the work of Mike Schmoker in his book, *Results Now*, instruction is the single most important factor to student achievement. To improve the instructional delivery across American Leadership Academy (ALA), the research-based Elements of Effective Lessons (EEL) outline will be implemented explicitly in all classrooms starting in January of FY 17. By using the EEL outline, the teacher's instruction is guided by the learning objective and the teacher frequently checks for understanding to ensure mastery prior to introducing new content or skills.

In addition to the EEL outline, teachers will also be provided with nine effective instructional strategies as described by Robert Marzano in the book, *Classroom Instruction that Works*. Researchers at Mid-continent Research for Education and Learning (McREL) identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels with upwards of 45 percentile points¹. After reviewing the meta-analysis associated with these nine strategies, American

¹ Taken from: http://www.at-udl.com/library_bkup/DATA/Misc%20PDF's/whatworks.pdf

Leadership Academy's Chief Academic Officer is promoting the use of these strategies in all classrooms to improve student performance beginning in FY 2017. The strategies include:

- Identifying similarities and differences
 - The research associated with this strategy demonstrates that the ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a simpler way. Using this strategy, teachers at ALA will provide students the opportunity to compare, contrast, classify, and create metaphors, analogies, and non-linguistic or graphic representations. With the consistent use of this strategy, a 45 percentile point gain can be seen in student achievement data.²
- Summarizing and note taking
 - The research associated with this strategy demonstrates that overall comprehension is improved when the teacher asks students to analyze a subject by determining what is essential and then re-stating what has been learned in their own words. This requires for students to delete or substitute information while keeping intact the essential elements of the information presented. Teachers at ALA will provide explicit instruction in the Cornell method of note taking beginning in 4th grade. With the consistent use of this strategy, a 34 percentile point gain can be seen in student achievement data.³
- Reinforcing effort and providing recognition
 - The research associated with this strategy demonstrates that teachers must understand the connection between effort and achievement. Using this strategy, teachers at ALA will maintain high expectations for students and provide praise to students that is specific and relates to the learning objective. With the consistent use of this strategy, a 29 percentile point gain can be seen in student achievement data.⁴
- Homework and practice
 - The research associated with this strategy demonstrates that homework provides students with the opportunity to extend their learning outside of the classroom. To effectively implement this strategy, teachers at ALA will ensure that all assigned homework is clearly explained and that it can be completed independently. Additionally, feedback will be given on all homework assigned. With the consistent use of this strategy, a 28 percentile point gain can be seen in student achievement data.⁵
- Nonlinguistic representations

² Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

³ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

⁴ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

⁵ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

- The research associated with this strategy demonstrates that knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the greater the achievement. At ALA, students will be given frequent opportunities to create graphic representations, models, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. An example of the use of this strategy at ALA includes the use of individual white boards to elicit student responses throughout the lesson in a whole group setting. With the consistent use of this strategy, a 27 percentile point gain can be seen in student achievement data. ⁶
- Cooperative learning
 - The research associated with this strategy demonstrates that the planned and purposeful assignment of students into cooperative groups yields a positive effect on overall learning. To effectively utilize this strategy, cooperative groups at ALA will be utilized when it clearly supports the overall learning objective and when clear roles and responsibilities are provided to each student to maximize the collaboration. An example of the use of this strategy includes Think-Pair-Share where students are paired with 1-3 peers to produce a response to a question or reinforce the learning objective. With the consistent use of this strategy, a 23 percentile point gain can be seen in student achievement data. ⁷
- Setting objectives and providing feedback
 - The research associated with this strategy demonstrates that setting objectives provides students with a direction for their learning. With the use of the EEL outline, daily lesson objectives are a clear expectation and feedback is provided to students in relation to their mastery of each objective. With the consistent use of this strategy, a 23 percentile point gain can be seen in student achievement data. ⁸
- Generating and testing hypotheses
 - The research associated with this strategy demonstrates that students should generate, explain, test, and defend hypotheses using both inductive and deductive strategies through problem solving & investigation. At ALA, these strategies will be heavily embedded into science and mathematics instruction. With the consistent use of this strategy, a 23 percentile point gain can be seen in student achievement data. ⁹
- Cues, questions, and advance organizers
 - The research associated with this strategy demonstrates that cues, questioning and advance organizers help students use what they already know about a topic to enhance further learning. At ALA, teachers will engage

⁶ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

⁷ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

⁸ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

⁹ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

students in activities and discussions along the full range of the Depth of Knowledge continuum while spending the majority of their instruction in the second domain where students are expected to engage beyond simple recall and reproduction. With the consistent use of this strategy, a 22 percentile point gain can be seen in student achievement data.¹⁰

Curriculum Overview

Since ALA's inception, the Core Knowledge Sequence has provided the grade level scope & sequence for ALA's curriculum maps in grades K-8. Use of the Core Knowledge Sequence has demonstrated positive effects on student achievement across the United States and in a variety of settings.¹¹ State standards as well as AP, ACT, SAT and dual enrollment requirements provide the outline for all courses in grades 9-12. ALA has selected the following K-12 programs based on their alignment to the Sequence, state standards and for their ability to prepare students for college and career:

Saxon Mathematics (K-12)

Currently, Saxon mathematics is the program used to deliver instruction in grades K-8, Algebra 1, Geometry & Algebra 2. Saxon mathematics has been utilized by ALA since 2009. Saxon was initially selected by ALA, along with Singapore mathematics, as they were both recommended by the Core Knowledge Foundation. However, feedback from parents and staff, along with student performance data, caused the leadership team to move away from Singapore mathematics and fully implement Saxon as a K-12 stand-alone program as it was intended. Additionally, research from the U.S Department of Education (Institute of Education Sciences) has demonstrated that Saxon has a positive effect on student performance¹² amongst diverse student populations while Singapore mathematics does not have this same level of positive independent research. Saxon math is built on the premise that students learn best when instruction is incremental and explicit, previously learned concepts are continually reviewed, and assessment is frequent and cumulative. At each grade level, math concepts are introduced, reviewed, and practiced over time in order to move students from understanding to fluency.¹³

In preparation for the full implementation of Saxon, a comprehensive analysis of the newly adopted Arizona state standards in 2013 helped the leadership team identify a need to teach Saxon mathematics one grade level ahead for all students in grades K-2. In grades 3-6, it was recently decided to provide instruction on or above grade level according to each campus' student performance data for those grades. The decision to provide school level autonomy for grades 3-6 was made after a successful pilot of on-grade level instruction for

¹⁰ Taken from: http://springdalehms.sharpschool.net/UserFiles/Servers/Server_2944282/Image/Marzano.pdf

¹¹ Taken from: http://www.coreknowledge.org/mimik/mimik_uploads/documents/106/How%20Do%20We%20Know%20This%20Works.pdf

¹² Taken from: <http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/447>

¹³ Taken from: <http://ies.ed.gov/ncee/wwc/EvidenceSnapshot/447>

6th grade students at ALA's San Tan Valley campus during the 2015-2016 school year where an overall increase was seen in student performance. Students in grades 7-12 will be placed in mathematics courses based upon performance on entrance exams and historical achievement data. Students in grades 7-12 may receive above grade level content through honors/AP courses.

Language Arts (K-5)

CKLA has been selected to replace ALA's previous elementary language arts programs: Spalding & Shurley. Core Knowledge Language Arts (CKLA) was released for grades K-5 during the summer of 2016 and was adopted by ALA at this time due to its alignment to the Core Knowledge Sequence and Arizona state standards. Additionally, CKLA is a stand-alone, comprehensive language arts program and provides for more cohesive instruction across reading and writing. Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA out-performed their peers in 10 comparison schools on measures of reading, science, and social studies. The schools that participated in the pilot were diverse given that the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%.¹⁴ At ALA, CKLA is currently taught on grade level with daily enrichment opportunities for high performing students.

Language Arts (6-12)

The Elements of Literature replaces Shurley English as ALA's middle school language arts program and comes as ALA's first formal literature anthology program for grades 9-12. Elements of Literature was selected for grades 6-8 due to its alignment to the literature and content outlined in the Core Knowledge Sequence as well as its coherent, rigorous approach to instruction in reading, writing and grammar as called for by the Arizona state standards. In addition to the reasons already stated, Elements of Literature was also selected for grades 6-12 to ensure consistency in content across multiple classrooms and campuses. Elements of Literature is taught on grade level with enrichment opportunities provided through honors, AP, and college level courses.

Core Knowledge Literature (K-8)

To further enrich the CKLA and Elements of Literature programs, classic novels have been added to the language arts curriculum maps for the use of literature studies. Literature studies are used to enrich and promote rigor through the reading of above grade level text and analytic writing activities.

Social Studies (K-12)

¹⁴ Taken from: <http://www.coreknowledge.org/ckla-research-basis>

As the first word indicates in the name of the school, American Leadership Academy has a love for our great country and believes that all students must understand their duties as a citizen of the United States of America to establish the foundation for responsible citizenship. As a part of this belief, ALA will ensure that students are provided with in-depth instruction in U.S as well as Arizona history.

American Leadership Academy is currently utilizing Pearson's Core Knowledge History & Geography resources to deliver content during social studies in grade K-6. The Core Knowledge Foundation is currently working to develop a new history program, and this will be adopted and implemented by ALA upon its release due to its alignment to the Core Knowledge Sequence and Arizona state standards¹⁵. Primary source documents are the foundation for the middle school & high school social studies curriculum with Document-Based Question (DBQ) activities used to promote rigor. Each DBQ activity require students to analyze several pieces of source material and develop an essay in response to the question provided. DBQ activities were selected as a key element to ALA's 7-12 social studies program because of their integral role in developing a student's ability to research, analyze & persuade. DBQ activities are an integral part of AP history exams as well as college-level coursework. Students in grades 9-12 can receive college level history instruction through ALA's chosen AP history courses.

Science (K-12)

Science Fusion has been selected to deliver the content prescribed in the Core Knowledge Sequence as well as current science state standards in the K-8 grade levels. Science Fusion is also fully aligned to the Next Generation Science Standards and provides students with daily hands-on investigation-based activities as well as leveled readers and write-in student editions to support literacy across all subjects. Additionally, Science Fusion has been chosen because of its additional emphasis in the areas of mathematics, engineering, & technology. Given that ALA has an elective high school STEM program & diploma, it is crucial that students in grades K-8 have a firm foundation in science, including the areas of mathematics, engineering & technology. Science curriculum in grades 9-12 varies based upon the course and is selected according to its alignment with state standards, AP, SAT, ACT and/or dual enrollment requirements. Students can receive college level science instruction through ALA's chosen AP science courses.

Assessments

To assess the effectiveness of ALA's instruction & curriculum, the following assessments are utilized:

- Galileo (Formative & Summative Standards- Based Benchmarks; Grades K-12)
- DIBELS (Formative & Summative Benchmarks- Early Literacy Skills; Grades K-6)

¹⁵ Taken from: <http://books.coreknowledge.org/home.php?cat=357>

- Curriculum-Based (Formative & Summative; Grades K-12)

ALA is currently in the process of developing common, summative writing benchmark assessments for grades K-12 to measure student's writing skills using the Six Traits of Writing rubric for non- tested grades and the AzMerit Writing rubric for tested grades. ALA plans to provide professional development to all teachers on the scoring of writing using the previously mentioned rubrics and will score the first writing benchmarks in December of 2016. In future years, the frequency of these assessments will be no less than three times per year (beginning, middle and end of year). The results from the writing benchmarks will be utilized to improve writing instruction and overall rigor.

RAISE Leadership Curriculum (K-12)

As previously stated, ALA strives to provide an educational experience that allows for all students to realize their full potential by building their competency and character. Starting in FY 17, American Leadership Academy will implement its own leadership curriculum founded upon ALA's key values: respect, accountability, integrity, service and excellence. RAISE has assembled the most powerful leadership principles from human development experts such as Dr. Stephen R. Covey, James Kouzes, Barry Posner, Chris Brady, Jim Collins, Napoleon Hill, John Maxwell, Werner Ehrhard, the Arbinger Institute and many others.

Each Wednesday, students will participate in a leadership lesson based on the value of the month as follows: August-Respect; September-Accountability; October-Integrity; November-Service; December- Excellence. The sequence of these values-based leadership lessons will repeat during the second semester starting in January. Students will record their experiences, their goals and academic achievements in a leadership portfolio that ALA has provided for each student. Students will be encouraged to apply these values to their academic experience, but more importantly, will make commitments to use them as leaders in their home and community. Research has demonstrated that an emphasis on both academics and character education allows for higher student achievement than schools who focus on academics alone¹⁶.

¹⁶ Taken from:

<https://books.google.com/books?hl=en&lr=&id=p2EAs0SGJpKc&oi=fnd&pg=PA19&dq=character+education+impacts+on+achievement&ots=4-eW-JPbL2&sig=fvu1LJHKwYF5kQ6U6k8o3l08rj8#v=onepage&q&f=false>



Arizona State
Board for
Charter Schools



Dashboard Alerts Bulletin Board Charter Holders DMS Email Tasks Search Reports Help Other

Instructional Days Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
Elementary, LLC

CTDS:
07-82-67-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040

> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

[Download all files](#)

Contractual Days

181

To
184

Fiscal Year Effective Date
2017

Type of Change
Permanent Change

Attachment

Board Minutes – [Download File](#)

School Calendar – [Download File](#)

Daily Instructional Schedule – [Download File](#)

Narrative – [Download File](#)

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Rachel Bennett- Yanof 01/07/2017



Phoenix Collegiate Academy Elementary

Minutes

Board Meeting

Date and Time Thursday October 6, 2016 at 9:40 AM

Location 4445 S 12th St Phoenix, AZ 85040

Board Members Present J. Miller, M. Zimmerman (remote), T. Reveles

Board Members Absent

Non Voting Members Present A. Patel

Guests Present M. Koehler

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

M. Zimmerman called a meeting of the board of trustees of Phoenix Collegiate Academy Elementary to order on Thursday Oct 6, 2016 @ 9:51 AM at 4445 S 12th St Phoenix, AZ 85040.

C.Approve Minutes

M. Zimmerman made a motion to approve minutes. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

II. Governance

A.Procurement

M. Zimmerman made a motion to approve submission of procurement exemption. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

B.USFRCS

M. Zimmerman made a motion to approve of submission of USFRCS exemption. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

C.Instructional Days Ammendment

M. Zimmerman made a motion to Request to update the number of instructional days provided annually at Phoenix Collegiate Academy Elementary to match the Phoenix Collegiate Academy Elementary Calendar and the Arizona Department of Education - School Finance Calendar. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

D.Governing Member

M. Zimmerman made a motion to copy from other agenda. J. Miller seconded the motion. The board VOTED unanimously to approve the motion.

III. Closing Items

A.Adjourn Meeting

T. Reveles made a motion to adjourn the meeting. J. Miller seconded the motion. The board VOTED unanimously to approve the motion. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:56 AM.

Respectfully Submitted, T. Reveles



2016-2017 SCHOOL CALENDAR

Elementary
 40 E Hidalgo
 Phoenix AZ 85040
 602-492-1722
 pcaES@phxca.org

Middle
 5610 S Central Ave
 Phoenix AZ 85040
 602-551-6594
 pcaMS@phxca.org

High
 4445 S 12th St
 Phoenix AZ 85040
 602-842-1722
 pcaHS@phxca.org

JULY 2016						
S	M	T	W	T	F	S
					I	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-22 New Teacher PD
 25-29 All Teacher PD

AUGUST 2016						
S	M	T	W	T	F	S
	I	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 First Day of School

SEPTEMBER 2016						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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5 Labor Day

OCTOBER 2016						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 End Quarter 1
 10-14 Fall Break
 17 Professional Development
 21&24 Parent Conferences

NOVEMBER 2016						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veteran's Day
 23-26 Thanksgiving Break

DECEMBER 2016						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 End of Quarter 2
 26-30 Winter Break

JANUARY 2017						
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8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

1 New Year's Day
 9 Professional Development
 13&17 Parent Conferences
 16 Martin Luther King Jr Day

FEBRUARY 2017						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 President's Day

MARCH 2017						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

10 End of Quarter 3
 13-17 Spring Break
 20 Professional Development
 24&27 Parent Conferences
 31 Cesar Chavez Day

APRIL 2017						
S	M	T	W	T	F	S
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MAY 2017						
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21	22	23	24	25	26	27
28	29	30	31			

26 Last Day
 29 Memorial Day

JUNE 2017						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 First Day of Summer Academy
 23 Last Day of Summer Academy

■ First and Last Day of Classes for Students ■ Parent Conferences ■ No School- Professional Development ■ No School- Holiday

:35-:40
 :40-:45
 :45-:50
 :50-:55
 :55-10
 10-10:05
 :05-:10
 :10-:15
 :15-:20
 :20-:25
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 :40-:45
 :45-:50
 :50-:55
 :55-12
 12-12:05
 :05-:10
 :10-:15

ELA	Math	ELA	Math	Break	Break	ELA	Math	Math
				Science/SS	Science/SS			
Lunch Recess	Lunch Recess	Recess Lunch	Recess Lunch	Math Intervention	Math Intervention	Literacy Rotation	Literacy Rotation	Literacy Rotation
Literacy Rotations	Literacy Rotations	Literacy Rotations	Literacy Rotations	Lunch Recess	Recess Lunch	Recess Lunch	Recess Lunch	Recess Lunch

:15-:20
 :20-:25
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 2-2:05
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 :10-:15
 :15-:20
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 :25-:30
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 :40-:45
 :45-:50

				Math	Math	Literacy Rotation	Literacy Rotation	Literacy Rotation
Break	Break	Break	Break					
				Break	Break			
Math Intervention	Math Intervention	Math Intervention	Math Intervention	Buddy Reading Break!	Buddy Reading Break!	Math Intervention	Math Intervention	Math Intervention
						Break	Break	Break
Science/SS	Science/SS	Science/SS	Science/SS	ELA	ELA	Science	SS	SS
						Transition	Transition	Transition
						SS	Science	Science

Phoenix Collegiate Academy Elementary

Our decision to move from 181 days of instruction to 184 days was based on the fact that the majority of the students who enter PCA Elementary are dramatically behind in their education and therefore need more time to learn and catch up with their peers. This change allows us to have more dedicated instructional hours. Under State Law, we are required to have 180 days of instruction and having 184 days of instruction exceeds this legal requirement. See below for a per grade comparison of many instructional hours PCA Elementary has versus State Legal requirements. This charter school operates as a stand alone district with it's own charter contract and unique district identification; therefore, the change in instructional days (in this amendment request) only applies to this school.

	PCA Elementary	vs.	State Legal Requirement
Grade K	975		356
Grade 1	975		712
Grade 2	1009		712
Grade 3	1009		712
Grade 4	1009		890

Timeline:

The board approved this change October 6, 2016. However, we implemented this change at the start of the 2016-17 school year.

Instructional Days Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Collegiate Academy
High, LLC

CTDS:
07-82-77-000

Mailing Address:
5610 South Central Avenue
Phoenix, AZ 85040
> [View detailed info](#)

Representative

Name:
Rachel Bennett- Yanof

Phone Number:
480-213-1301

Fax Number:
602-268-9911

Downloads

 [Download all files](#)

Contractual Days

181

To
184

Fiscal Year Effective Date
2017

Type of Change
Permanent Change

Attachment

Board Minutes –  [Download File](#)

School Calendar –  [Download File](#)

Daily Instructional Schedule –  [Download File](#)

Narrative –  [Download File](#)

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Rachel Bennett- Yanof 01/07/2017

Phoenix Collegiate Academy High

Minutes

Board Meeting

Date and Time Thursday October 6, 2016 at 9:35 AM

Location 4445 S 12th St Phoenix, AZ 85040

Board Members Present J. Miller, M. Zimmerman, T. Reveles

Board Members Absent None

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Miller called a meeting of the board of trustees of Phoenix Collegiate Academy High to order on Thursday Oct 6, 2016 @ 9:45 AM at 4445 S 12th St Phoenix, AZ 85040.

C. Approve Minutes

J. Miller made a motion to approve minutes. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

II. Governance

A. Procurement

J. Miller made a motion to request exemption from procurement law. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

B. USFRCS

M. Zimmerman made a motion to request exemption from USFRCS and in turn adopt an accounting policy consistent with the sample accounting policy provided by the ASBCS. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

C. Instructional Days Amendment

J. Miller made a motion to approve an update to the number of instructional days provided annually at Phoenix Collegiate Academy High from 181 to 184. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

D. Governing Member

J. Miller made a motion to conform ASBCS and ACC membership by removing Rachel Bennett-Yanof from ACC. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting

J. Miller made a motion to adjourn the meeting. T. Reveles seconded the motion. The board VOTED unanimously to approve the motion. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:51 AM.

Respectfully Submitted, J. Miller



2016-2017 SCHOOL CALENDAR

Elementary
 40 E Hidalgo
 Phoenix AZ 85040
 602-492-1722
 pcaES@phxca.org

Middle
 5610 S Central Ave
 Phoenix AZ 85040
 602-551-6594
 pcaMS@phxca.org

High
 4445 S 12th St
 Phoenix AZ 85040
 602-842-1722
 pcaHS@phxca.org

JULY 2016						
S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-22 New Teacher PD
 25-29 All Teacher PD

AUGUST 2016						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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1 First Day of School

SEPTEMBER 2016						
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5 Labor Day

OCTOBER 2016						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 End Quarter 1
 10-14 Fall Break
 17 Professional Development
 21&24 Parent Conferences

NOVEMBER 2016						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veteran's Day
 23-26 Thanksgiving Break

DECEMBER 2016						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 End of Quarter 2
 26-30 Winter Break

JANUARY 2017						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day
 9 Professional Development
 13&17 Parent Conferences
 16 Martin Luther King Jr Day

FEBRUARY 2017						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 President's Day

MARCH 2017						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

10 End of Quarter 3
 13-17 Spring Break
 20 Professional Development
 24&27 Parent Conferences
 31 Cesar Chavez Day

APRIL 2017						
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MAY 2017						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

26 Last Day
 29 Memorial Day

JUNE 2017						
S	M	T	W	T	F	S
				I	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5 First Day of Summer Academy
 23 Last Day of Summer Academy

■ First and Last Day of Classes for Students ■ Parent Conferences ■ No School- Professional Development ■ No School- Holiday



PHOENIX Collegiate ACADEMY

A SEAMLESS PATH TO COLLEGE

Class Period Schedules | 2016-17 School Year
 PHOENIX *Collegiate* ACADEMY HIGH SCHOOL

Monday – Thursday Schedule

<u>Start – End Time</u>	<u>Class Period/Event</u>	<u>Instructional Time</u>	
7:20 – 7:40	Arrival & Breakfast	n/a	
7:40 – 8:41	Period 1	61 minutes	
8:45 – 9:46	Period 2	61 minutes	
9:50 – 10:51	Period 3	61 minutes	
10:51 – 10:55	Announcements	n/a	
10:55 – 10:56	Lunch & Advisory	n/a	
10:55 – 11:26	A Lunch	11:30 – 11:56	B Advisory
11:00 – 11:26	A Advisory	11:26 – 11:56	B Lunch
12:00 – 1:01	Period 4	61 minutes	
1:05 – 2:06	Period 5	61 minutes	
2:10 – 3:10	Period 6	60 minutes	
		365 minutes	

Friday Schedule

<u>Start – End Time</u>	<u>Class Period/Event</u>	<u>Instructional Time</u>
7:20 – 7:40	Arrival & Breakfast	n/a
7:40 – 8:28	Period 1	48 minutes
8:32 – 9:20	Period 2	48 minutes
9:24 – 10:12	Period 3	48 minutes
10:16 – 11:04	Period 4	48 minutes
11:04 – 11:08	Announcements	n/a
11:08 – 11:46	Lunch	n/a
11:50 – 12:38	Period 5	48 minutes
12:42 – 1:30	Period 6	48 minutes
		288 minutes

* Note:



Phoenix Collegiate Academy High School Master Schedule by Department

As of Date: 12/14/2016

Year: 2016-2017
Report: MST414

Staff Name	FTE	Room	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Department: Elective											
Loveall		Univ of Texas			Strat Rdg 1						
Ressel		ASU		Soc Entre 1							
Department: English											
Hart		Oregon State Univ		ELA 10 1	ELA 10 1	Contemp Lit 1	Contemp Lit 1	AP Lang 1			
Loveall		Univ of Texas		ELA 09 1			ELA 09 1	AP Lit 1			
Department: Fine Arts											
Nieto		PHX IDA Science		Art 1	Art 1	Art 5	Art 5	Art 5	Art 5		
Department: Foreign Language											
Glenn		Office				Span I 1					
Wolfchief		Univ of Wyoming		Span II 1	AP Span Lang 1	Span IV 1	Span II 1	Span II 1			
Department: Mathematics											
Glenn		Office									
Stermon		Cal-Poly		Alg II 1	Alg II 1	Geom 1	Stat 1		Alg II 1		
Winfield		Univ of Michigan		Alg II 1	Alg 1 2	Geom 1	Math Foundation		Alg 1 1		
				Pre-Calc 1	Alg 1 1	AP Calc A/B 1					
				Math Foundation							
Department: None											
Allen		ON Media Arts									
Hart		Oregon State Univ									
Loveall		Univ of Texas									
Nieto		PHX IDA Science									
Radarian		ASU STEM Lab									
Robb		MCMS									
Stermon		Cal-Poly									
Straight		Univ of Chicago									
Winfield		Univ of Michigan									
Wolfchief		Univ of Wyoming									
Department: Science											
Allen		ON Media Arts									
Radarian		ASU STEM Lab		Chem 1	Anat Phys 1	Ecol 1		Ecol 1	Anat Phys 1		
				Bio 1	AP Envir Sci 1	Bio 1		Bio 1	AP Envir Sci 1		
Department: Social Studies											
Glenn		Office									
Robb		MCMS		World Hist 2		US Hist 1	APUSH 1	US Hist 1	US Gov 1		
Straight		Univ of Chicago		World Hist 1		World Hist 1	AP Euro Hist 1	Euro Hist 1	World Hist 1		

Phoenix Collegiate Academy High

Our decision to move from 181 days of instruction to 184 days was based on the fact that the majority of the students who enter PCA High are dramatically behind in their education and therefore need more time to learn and catch up with their peers. This change allows us to have more dedicated instructional hours. Under State Law, we are required to have 180 days of instruction and having 184 days of instruction exceeds this legal requirement. See below for a per grade comparison of the instructional hours at PCA High vs. State Legal Requirements. This charter school operates as a stand alone district with it's own charter contract and unique district identification; therefore, the change in instructional days (in this amendment request) only applies to this school.

	PCA High	vs.	State Legal Requirement
Grade 9	1074		900
Grade 10	1074		900
Grade 11	1074		900
Grade 12	1074		900

Timeline:

The board approved this change October 6, 2016. However, we implemented this change at the start of the 2016-17 school year.

AGENDA ITEM: Surrender Agreement – Global Renaissance Academy of Distinguished Education

Issue

Global Renaissance Academy of Distinguished Education has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

Global Renaissance Academy of Distinguished Education (“Charter Operator”) operated Grand Canyon College Preparatory Charter School serving grades 6 through 12. In November 2016, the charter representative notified the Board of the Charter Operator’s intent to surrender the charter and close the school mid-year due to declining enrollment. The school’s last day of instruction was December 16, 2016.

According to information provided by the charter representative, parents and students have been notified of the closure and were provided assistance in enrolling in other schools. The Charter Operator has delivered the school’s student educational records to the Board’s offices.

The Charter Operator’s failure to submit its fiscal year 2016 audit reporting package to the Board has been identified in the Surrender Agreement.

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

Board Option

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Voluntary Surrender and Charter Termination Agreement for Global Renaissance Academy of Distinguished Education.

Appendix A

VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT

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

RECITALS

1. The Charter Operator operates Grand Canyon College Preparatory Charter School (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a renewal charter contract (“Charter”) executed on February 8, 2012 between the Charter Operator and the Board.
3. David Gordon is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.
4. In November 2016, the Charter Operator notified the Board of its intent to surrender the Charter and close the School mid-year due to declining enrollment.
5. For the 2016-2017 school year, the Arizona Department of Education (“Department”) determined that the Charter Operator provided 88 days of instruction. The Charter Operator’s CHAR64-1 “Equalization Assistance Payment Schedule Detail FY 2016-2017” report indicates the Charter Operator has not been overpaid.
6. On November 21, 2016, the Board found the Charter Operator in noncompliance with state law and its Charter for the Charter Operator’s failure to submit its fiscal year 2016 audit reporting package to the Board as required by A.R.S. §§ 15-183(E)(6) and 15-914 by the November

15, 2016 deadline. To date, the Charter Operator has failed to submit its fiscal year 2016 audit reporting package.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on January 4, 2017 for the purpose of further performance.
2. The Board accepts the surrender of the Charter for the operation of the School.
3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective 11:59 p.m. on January 4, 2017 for the purpose of further performance.
4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective as of 11:59 p.m. on January 4, 2017 upon its approval and execution by the authorized representatives of the Charter Operator and the Board.
5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.
6. No later than January 3, 2017, the Charter Operator shall deliver a complete copy of each student's educational record to the student's parent or legal guardian for each student enrolled in the School in the 2016-2017 school year.
7. The Board and the Charter Operator agree that the Board shall become the custodian of the School's student records. No later than January 4, 2017, the Charter Operator shall deliver to the Board the School's student records organized either alphabetically or by school year in lidded boxes and maintained in accordance with the Student Records Retention Schedule provided by the

Arizona State Library and Archives division of the Arizona Secretary of State's Office and shall also provide a complete list of the students whose records have been delivered to the Board.

8. The Charter Operator has submitted all requisite student level data for its receipt of state equalization funding for the 2016-2017 school year to the Department through the Arizona Education Data Standards ("AzEDS") system in the manner directed by the Department.

9. The Charter Operator is permitted to receive Classroom Site Funds for the 2016-2017 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

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

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

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

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

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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

GLOBAL RENAISSANCE ACADEMY OF DISTINGUISHED EDUCATION



By: David Gordon
Charter Representative, Global Renaissance Academy of Distinguished Education
Date: 1/2/17

COPY emailed this
3 day of February, 2017 to:

David Gordon
Global Renaissance Academy of Distinguished Education
grandcanyonprep@aol.com

By _____



Grade Level Change
Amendment

Recommendation Report

Amendment Request for Scottsdale Country Day School

FEBRUARY 13, 2017

AGENDA ITEM: Grade Level Change Amendment Request—Scottsdale Country Day School

Request and Eligibility

Scottsdale Country Day School (“the Charter Holder”) submitted an expansion amendment request on November 7, 2016 to add grades 7 and 8 to the charter contract, beginning in FY 2018.

The Charter Holder was granted a charter in 2013, which is currently approved for grades K–6, and operates one school: Scottsdale Country Day School (“the School”).

School Name	Month/Year Open	Location	Grade Levels Served	Current Status	FY2017 40 th Day ADM
Scottsdale Country Day School	July 2013	Scottsdale	K–6	Open	118.977

The Board’s academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. There has been a moratorium on letter grades until school year 2016-2017; therefore, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, the School has not been designated for school improvement in FY 2017 and is therefore eligible to submit an expansion request.

As stated in Board policy, prior to an expansion request being considered by the Board, staff conducts a compliance check. The Charter Holder was found to be in compliance when the compliance check was completed according to staff’s amendment request process. Subsequent to this compliance check, the Charter Holder’s fiscal year 2016 audit was reviewed. On January 19, 2017, staff notified the Charter Holder that a corrective action plan is required because the audit included a qualified auditor’s opinion on the financial statements. The deadline for submitting the corrective action plan is February 21, 2017.

The Charter Holder meets the Board’s Operational Performance Expectations.

I. Staff Recommendation

At its August 8, 2016 meeting, the Board approved staff recommendation criteria for all expansion requests. A Charter Holder must meet all criteria for the request to receive a staff recommendation for expansion.

The Grade Level Change Amendment Request submitted by the Charter Holder **meets 3 of the 6 criteria** required to receive a staff recommendation under the guidelines set forth in the request instructions. Details regarding items that met are provided in Appendix A. Staff Recommendation Criteria Chart. The table below provides an analysis of the information reviewed by staff regarding the 3 criteria the Charter Holder did not meet.

Staff Recommendation Criteria	Analysis
Rating of “Meets” on the Financial Performance Dashboard in the most recent year	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Previous grade level cohorts are at capacity or could fill enrollment for new grades requested	According to the Charter Holder’s contract, the teacher to student ratio is 20:1. The enrollment matrix submitted by the Charter Holder in November 2016, indicates student enrollment for 5 th grade was 8 students and 7 students in 6 th grade. As of January 12, 2017, the Arizona Department of Education (“ADE”) school finance reports indicate average daily membership (“ADM”) of 9.058 for 5 th grade and 8.5 for 6 th grade. Based on these enrollment numbers and a classroom size of 20 students, neither 5 th nor 6 th grade are at capacity nor sufficient to fill enrollment for the new grades being requested for FY 2018.



	The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will result in all grade levels at capacity by FY 2019. The narrative states that applications for over 180 students have been received for the 2017/2018 school year. This would be an increase of 62 students from the current year. ADM data from ADE shows an increase of 48 students from FY 2016 to FY 2017. A comparable increase in enrollment for the FY 2018 and the addition of 7 th and 8 th grade classrooms could result in enrollment near the projected 180 students by FY 2019.
ADM is within 85% of current enrollment cap	<p>The Charter Holder currently serves 120 students, according to ADE school finance. The current enrollment cap is 220. The Charter Holder is within 55% of its current enrollment cap.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap in FY 2019.</p>

II. Request Summary and Analysis

Summaries of the documentation and narrative provided by the Charter Holder are accompanied by Board staff's analysis to demonstrate how the Charter Holder has met the substantive requirements for this request.

Rationale

The narrative provided states that current families will be able to continue their education at the School for two more years and are in favor of this increase. The addition of grades 7 and 8 allows the School to provide what the Charter Holder describes as a “rigorous and well-rounded academic program to students in a nurturing, structured environment” for both current and new students for an additional two grade levels.

Board Minutes

The submitted minutes indicate that on August 8, 2016, the Charter Holder’s Board of Directors unanimously approved the addition of grades 7 and 8 for the 2017–18 school year.

Staffing Plan

The Staffing Plan provided by the Charter Holder indicates a plan to recruit, hire, and train additional instructional staff to provide sufficient support for the new grade levels. According to its narrative, the School will hire four additional staff members: one 1st grade teacher, one 6th grade teacher, one 7th grade teacher, and one 8th grade teacher. The 7th and 8th grade teachers will fill the positions for the new grades. The 1st grade teacher is needed as there will be an additional 1st grade classroom in FY 2018. The 6th grade teacher will be needed as there will be a designated 6th grade class in FY 2018, in comparison to the combination 5th/6th grade classroom for FY 2017. The completed Staffing Chart submitted with the request can be found in Appendix B. Amendment Request Materials.

Enrollment Targets

The enrollment targets, as described in the narrative, are consistent with the enrollment tables provided below. The Charter Holder has demonstrated a plan for meeting these targets. The narrative provided states that “As of January 2017, SCDS has received applications from over 180 students for the 2017/18 school year.” Reaching this enrollment target would result in Kindergarten through 4th grade to be at capacity or near capacity (20 students per class) for FY 2018. Fourth grade students will move to 5th grade in FY 2018 bringing 5th grade to capacity. The Charter Holder estimates that 6th grade will be at 15 students, 7th grade at 10 students, and 8th grade at 10 students for FY 2018, but reach full capacity in FY 2019. Kindergarten will decrease to one classroom for FY 2019, but 1st grade will increase to two classrooms (as the previous year’s kindergarten students are promoted). Additionally, 2nd grade will increase to two classrooms (as the previous year’s first graders are promoted). For FY 2020, the School will have one Kindergarten, one 1st grade, two 2nd grade, and two 3rd grade classrooms. The Charter Holder anticipates reaching its enrollment cap of 220 in FY 2019.



Table 1: Current and Target Student Enrollment by Year

School Name: Scottsdale Country Day School				
Grade Level	Number of Students			
	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	37	40	20	20
1 st	18	40	40	20
2 nd	19	20	40	40
3 rd	20	20	20	40
4 th	19	20	20	20
5 th	8	20	20	20
6 th	7	15	20	20
7 th		10	20	20
8 th		10	20	20
9 th				
10 th				
11 th				
12 th				
Total Enrollment	128	195	220	220

Concrete Resources

The narrative demonstrates that the Charter Holder has considered the resource needs for implementing the request. Teacher salaries are estimated at \$180,000. New curriculum and support materials for an increase in 1st, 6th, 7th, and 8th grade students would cost approximately \$22,000. Approximately \$1,200 will be allocated to new teacher training purposes. Galileo assessment materials are estimated at \$480. These resources would be needed to accommodate the addition of the 7th and 8th grade classrooms, as well as the additional 1st and 6th grade classrooms addressed in the Enrollment Matrix for FY 2018.

Promotion Criteria

The promotion criteria narrative describes the current criteria in place to determine if students have demonstrated mastery of core content. The narrative provided indicates that students must be performing at 80% or higher on standards-based summative assessments, and pass AzMERIT. For grade levels not tested by AzMERIT, students are required to score 80% or higher on Galileo assessments in order to be promoted.

III. Academic Performance & School Choices

The School received a letter grade of C for FY 2014 and is located in Scottsdale near Shea Boulevard and North 56th Street. The following information identifies additional schools within a five-mile radius of the School and the academic performance of those schools.

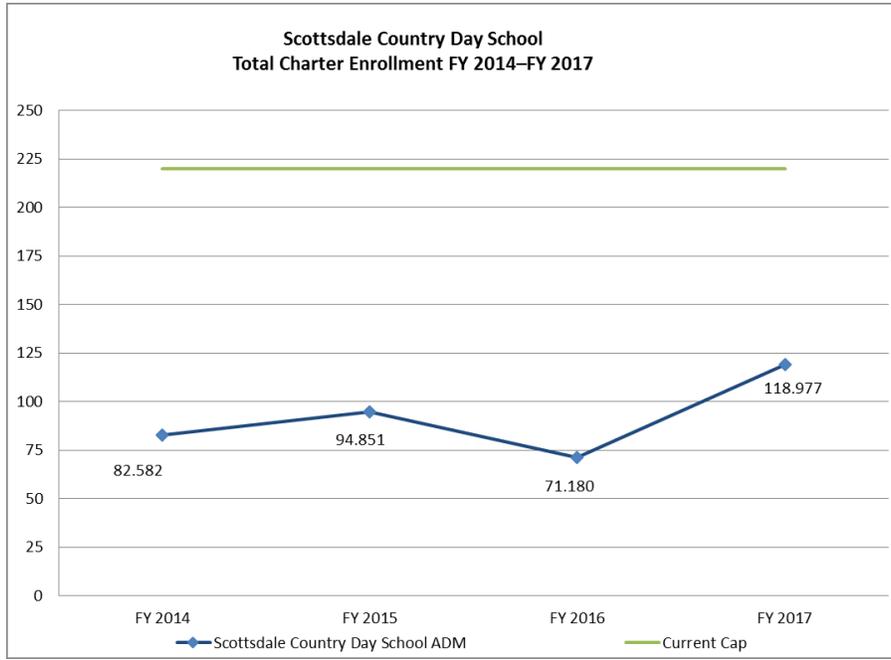
There are 11 schools that received an A–F letter grade in 2014 serving 7th and 8th grades within a five-mile radius of the School. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE in 2014. The table identifies if those schools scored above average on the AzMERIT, had higher scores than those of the School, and the number of schools that are charter schools.

2014 Letter Grade	Scottsdale Country Day School			2016 AzMERIT ELA 73%	2016 AzMERIT Math 73%	Charter Schools
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	
A	6	6	6	2	2	5
B	3	3	3	0	0	2
C	2	1	0	0	0	0

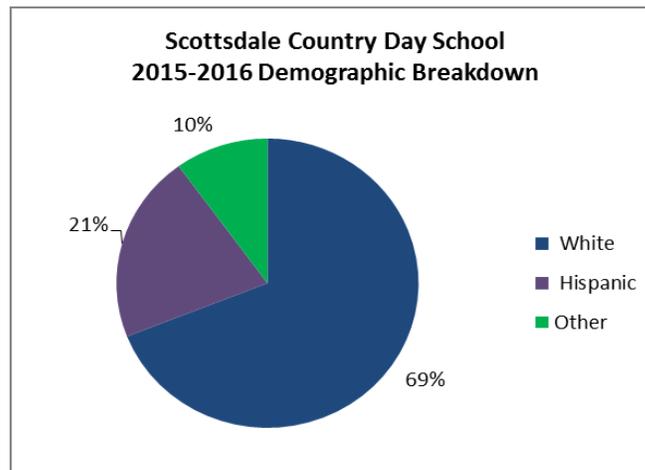


IV. Enrollment and Demographic Data

The enrollment cap for the Charter Holder is 220. The table below shows ADM for the Charter Holder based on 100th day ADM for fiscal years 2014–2016, and 40th Day ADM for FY 2017.



The demographic data for the Charter Holder from the 2015–2016 fiscal year is represented in the chart below.¹



No data was available for the percentage of students served by the School in the 2015–2016 fiscal year who are classified as students eligible for Free or Reduced Price Lunch (“FRL”), English Language Learners (“ELL”), or are classified as students with disabilities.²

¹ Information provided by the Research and Evaluation division of the ADE.

² Information provided by the Research and Evaluation division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



V. Board Options

Option 1: The Board may approve the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add grades 7 and 8 to the charter contract of Scottsdale Country Day School beginning in FY 2018.

Option 2: The Board may deny the Grade Level Change to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grades 7 and 8 to the charter contract of Scottsdale Country Day School, for the reasons that: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A
STAFF RECOMMENDATION
CRITERIA CHART

Staff Recommendation Criteria Chart

Grade Level Change to Charter Amendment Request

Staff Recommendation Criteria	Satisfies Criteria	Justification/Summary
In operation for three years	<input checked="" type="checkbox"/>	The Charter Holder has been in operation for 4 years.
Rating of “Meets” on the Operational Performance Dashboard in the most recent year	<input checked="" type="checkbox"/>	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2016.
Rating of “Meets” on the Financial Performance Dashboard in the most recent year	<input type="checkbox"/>	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested	<input type="checkbox"/>	<p>According to the Charter Holder’s contract, the teacher to student ratio is 20:1. The enrollment matrix submitted by the Charter Holder in November 2016, indicates student enrollment for 5th grade was 8 students and 7 students in 6th grade. As of January 12, 2017, the Arizona Department of Education (“ADE”) school finance reports indicate average daily membership (“ADM”) of 9.058 for 5th grade and 8.5 for 6th grade. Based on these enrollment numbers and a classroom size of 20 students, neither 5th nor 6th grade are at capacity nor sufficient to fill enrollment for the new grades being requested for FY 2018.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will result in all grade levels at capacity by FY 2019. The narrative states that applications for over 180 students have been received for the 2017/2018 school year. This would be an increase of 62 students from the current year. ADM data from ADE shows an increase of 48 students from FY 2016 to FY 2017. A comparable increase in enrollment for the FY 2018 and the addition of 7th and 8th grade classrooms could result in enrollment near the projected 180 students by FY 2019.</p>
ADM is within 85% of current enrollment cap	<input type="checkbox"/>	<p>The Charter Holder currently serves 120 students, according to ADE school finance. The current enrollment cap is 220. The Charter Holder is within 55% of its current enrollment cap.</p> <p>The projected enrollment provided by the Charter Holder in the Enrollment Matrix indicates an enrollment increase that will meet the enrollment cap in FY 2019.</p>
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location; <u>or</u> the proposed school offers a unique program of instruction within a five-mile radius of the target area.	<input checked="" type="checkbox"/>	<p>The Charter Holder had a passing score of 73% in both Math and ELA on the FY 2016 AzMERIT.</p> <p>Only 2 of the 16 schools serving grades 7-8 in a five-mile radius had a greater percentage of students receiving passing scores in Math and Reading on the FY 2016 AZMERIT.</p>

APPENDIX B

AMENDMENT REQUEST MATERIALS



Arizona State
Board for
Charter Schools



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

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
 Scottsdale Country Day School
CTDS:
 07-82-43-000

Mailing Address:
 4322 East Mulberry Drive
 Phoenix, AZ 85018
[View detailed info](#)

Representative

Name:
 Steve Prahcharov
Phone Number:

Downloads

[Download all files](#)

Current Grade Levels

Current Grade Levels Served

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

New Grade Levels

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

New Grade Levels Served

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

Curriculum Samples

- [Download File](#) — 7th Grade Writing Curriculum Sample
- [Download File](#) — 8th Grade Writing Curriculum Sample
- [Download File](#) — 7th Grade Reading Curriculum Sample
- [Download File](#) — 8th Grade Reading Curriculum Sample
- [Download File](#) — 7th Grade Math Curriculum Sample

 [Download File](#) — 8th Grade Math Curriculum Sample

 [Download File](#) — 8th Grade Science Curriculum Sample

Effective Date

08/07/2017

Attachments

Board Minutes

 [Download File](#) — August 2016 SCDS board minutes approving application to add grades 7 & 8

Narrative —  [Download File](#)

Additional Information

 [Download File](#) — Enrollment Matrix

 [Download File](#) — Staffing Chart

Signature

Charter Representative Signature

Steve Prahcharov 10/20/2016



Scottsdale Country Day School

Minutes of Meeting of the Board of Directors

August 8, 2016 - 4:00 p.m.

10460 North 56th Street, Scottsdale AZ 85253

Office of Steve Prahcharov

1. Call to order

The Meeting of the SCDS Board of Directors was called to order at 4:02 p.m. by Board of Director Kathy Prahcharov.

2. Roll Call

Kathy Prahcharov took roll call with the following board members present: Steve Prahcharov, Kathy Prahcharov, Mary Alpaugh (telephonically) and Robert Hill (telephonically). Board member Heidi Ungar was not present and there were no members of the public present.

3. Approval of Agenda

Steve Prahcharov moved to approve the agenda of the Board of Directors; seconded by Kathy Prahcharov. The motion carried unanimously.

4. Approvals of Minutes from Last Meeting

Steve Prahcharov moved to approve the minutes for the June 24, 2016 meeting of the Board of Directors; seconded by Robert Hill. The motion passed unanimously.

5. Limited Call to Public

There were no members of the public present.

6. Discussion and Action Items

a. Declaration of curriculum aligned to standards. Approve the outlined curriculum aligned to standards.

The Governing Board of the Scottsdale Country Day School District/Charter affirms that it has adopted a curriculum that is aligned with the Arizona Academic Standards, including Arizona's Common Core Standards, and adopted an educator evaluation system that is aligned with the Arizona State Board of Education adopted framework, all associated educator evaluation legislations and assesses whether teachers are integrating the Standards into their instructional practices. These policies are in effect for the 2016-2017 school year.

Steve Prahcharov moved to approve the declaration of curriculum alignment to standards; seconded by Robert Hill. The motion passed unanimously.

b. Contracts

Vote to approve the employee contracts issued during the summer

Kathy Prahcharov made a recommendation to approve the employee contracts for Renee Gallegos, Emily Tanner, Amberlie Soderberg, and Bridget Larkman. Robert Hill made a motion to approve which was seconded by Mary Alpaugh. The motion passed unanimously.



Scottsdale Country Day School

c. Jr. High Charter Application

Kathy Prahcharov made a recommendation to submit a Jr. High Charter Application to add grades 7 and 8 for the 2017/2018 school year. Steve Prahcharov made a motion to approve a Jr. High Charter Application to add grades 7 and 8 for the 2017/2018 school year which was seconded by Robert Hill. The motion passed unanimously.

7. Principal's Report

a. Enrollment

Steve Prahcharov reported the breakdown of student enrollment. No vote necessary report stands as is.

KG- 20 students

KG #2- 18 students

1st- 17 students

2nd – 18 students

3rd – 20 students

4th – 17 students

5th & 6th – 13 students

2) Financial Report

a. P&L

Kathy Prahcharov reviewed the P&L report. Report stands as is and no vote was necessary.

3) Announcements/Adjournment

Steve Prahcharov recommended changing the next scheduled meeting date to October 4, 2016 at 4 p.m. due to break. Kathy Prahcharov moved to change the meeting to Oct. 4th at 4pm; seconded by Robert Hill. The motion passed unanimously. Steve Prahcharov moved to adjourn the meeting; seconded by Robert Hill. The motion passed unanimously. The meeting was adjourned at 4:35 p.m.

Minutes prepared by:

Kathy Prahcharov

Date Posted: ___8/29/16_____ Time Posted: ___2:01am_____

Posted By: Kathy Prahcharov, Director of Operations, SCDS

Scottsdale Country Day School
Narrative for Adding Grades 7 and 8

1) Describe the rationale for the increase in grade levels served.

Scottsdale Country Day School (SCDS) is a K-6 Charter school in its 4th year of operation, currently serving 128 students. SCDS was founded and operated for 2 years as a private school prior to this from 2011-2013. The SCDS Board recently voted to apply with the Arizona Charter Board for an extension of grades to serve students in grades 7 and 8 for the 2017/18 school year and beyond.

The last 2 years of AIMS and AzMerit Standardized test scores highlight the tremendous work and progress that is happening at Scottsdale Country Day School.

The 2015 AIMS and AzMerit test scores rank Scottsdale Country Day School extremely high, when compared to all other schools in Arizona as being in the:

Top 1% of all AZ schools for Math with an 83% pass rate (Arizona average – 40%)

Top 5% of all AZ schools for ELA with a 67% pass rate (Arizona average – 38%)

Top 1% of all AZ schools for Science with a 100% pass rate (Arizona average – 59%)

Scottsdale Country Day School also outperformed the Charter School average pass rate for 2015 by 39% in math and 22% in ELA.

The 2016 AIMS and AzMerit test scores rank Scottsdale Country Day School very high, when compared to all other schools in Arizona as being in the:

Top 5% of all AZ schools for Math with a 73% pass rate (Arizona average – 44%)

Top 5% of all AZ schools for ELA with a 73% pass rate (Arizona average – 38%)

Top 1% of all AZ schools for Science with a 100% pass rate (Arizona average – 65%)

Scottsdale Country Day School also outperformed the Charter School average pass rate for 2016 by 20% in math and 29% in ELA. These results are testament to the outstanding work that is being done at SCDS, and which will be done for grades 7 and 8 if successful with this application.

Scottsdale Country Day School has made great progress thus far and the latest state test scores from the 2014/15 and 2015/16 school year support this. By adding grades 7 & 8, more families can receive a great education at SCDS and our current families may continue all the way through 8th grade. This will bolster the enrollment at SCDS by approximately 15% overall. Current SCDS families are very much in favor of adding 7th and 8th grade and there are unused classrooms in the current building occupied by SCDS to accommodate this expansion.

It is the mission and educational philosophy of SCDS to provide a rigorous and well-rounded academic program to students in a nurturing, structured environment. By adding grades 7 and 8, students will be able to serve its current student population for an additional 2 years as well as bringing in new students to benefit from the excellent service which SCDS provides.

The existing methods of instruction currently used at SCDS will prepare students to be successful in the next grade level, which will serve potential new 7th and 8th graders. As stated above, the standardized test scores for student at SCDS were significantly higher than the state averages, which is testament to the excellent work being done by the staff at SCDS.

2) Provide a detailed staffing plan consistent with each Staffing Chart submitted this request. Describe how administrative, instructional, and non-instructional staff will be:

Only two additional staff members need to be hired for the 2017/18 school year to accommodate the addition of 7th and 8th grade. These would be for instructional staff for a 7th grade teaching position and an 8th grade teaching position. No additional administrative or non-instructional staff would need to be hired to accommodate the addition of 7th and 8th grade. However, 2 additional teachers would be required to be hired due to the increase in projected enrollment for the 2017/18 year and beyond. This would be an extra 1st grade teacher as there will be two 1st grade classes in the 2017/18 school year, and a 6th grade teacher as the 5th and 6th graders will be separated for the 2017/18 school year whereas they are currently combined into one class with one teacher.

Advertisements would be placed for these job opportunities, once approval is granted from the Charter Board to add grades 7 and 8. Once resumes were received the Principal, Executive Director, and lead teachers would select appropriate candidates for interview.

Interviews would then be conducted by the Principal, Executive Director, and lead teachers to determine suitable candidates. Once suitable candidates were discovered, each candidate would then be required to teach a designated lesson to students while being observed by the Principal, Executive Director, and lead teachers. Once successful candidates passes this selection process, a job offer will be presented. Any teacher hired will need to be Highly Qualified per the Highly Qualified federal guidelines.

Training will be given to the newly recruited teachers by the Executive Director and professional development classes offered by the Arizona Charter Association.

3) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.

With a current enrollment of 128 students, SCDS is confident that the overall enrollment will continue to grow with wait lists now established. As of January 2017, SCDS has received applications from over 180 students for the 2017/18 school year. K-4th grade for the 2016/17

school year are either on a wait list or have 1 space available. This should result in 20 students (SCDS Maximum per class) per each of these classes for 2017/18 school year and beyond. Kindergarten tours for the 2017/18 school year are very popular thus far with 30+ families having already toured, so the 2 Kindergarten classes should be full again for 2017/18 school year.

The 4th grade has 19 students this school year which leads into our 5th grade for next year which should also be full at 20 students. 6th, 7th, and 8th grade for the 2017/18 school year have been estimated at 15, 10, and 10 respectively as it is not anticipated these grades will be full until the 2018/19 school year.

SCDS will have two KG and two 1st grade classes for the 2017/18 school year. For the 2018/19 school year, SCDS will have one KG class, two 1st grade classes, and two 2nd grade classes. For the 2019/20 school year SCDS will have one KG class, one 1st grade class, two 2nd grade classes, and two 3rd grade classes.

Per the enrollment matrix, SCDS anticipates being at 220 students for the 2018/19 and 2019/2020 school years which is the cap for the SCDS Charter.

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

To hire a 7th and 8th grade teacher

Approximately \$600 would be needed for training purposes for the new teachers to be hired. This would cover professional development costs to the Arizona Charter Association Educator summit held each year in July.

Approximately \$7,000 would be needed for new curriculum and support materials for the 7th and 8th grade students. This would allow for purchase of new textbooks for math, ELA, science, and social studies. Teaching materials for setting up the classroom would also be in this budget.

Approximately \$160 would be needed for assessment materials with Galileo for the new 7th and 8th grade students. This is currently priced at \$8 per student and with 20 students is equal to \$160.

Approximately \$90,000 would be needed to hire the 2 new teachers for 7th and 8th grade. This would cover salaries, benefits, and taxes. This would be equivalent to \$39,000 per salary, \$3,000 for benefits, and \$3,000 for taxes.

These concrete resources needed would be funded by the additional income generated by adding 20 7th and 8th grade students. This extra income through State Equalization, 301 monies,

and local revenue would be approximately \$140,000. After the costs are deducted from the extra income, there would be an additional \$42,000 left over.

To hire a 1st and 6th grade teacher

Approximately \$600 would be needed for training purposes for the new teachers to be hired. This would cover professional development costs to the Arizona Charter Association Educator summit held each year in July.

Approximately \$15,000 would be needed for new curriculum and support materials for the 1st and 6th grade students. This would allow for purchase of new textbooks for math, ELA, science, and social studies. Teaching materials for setting up the classroom would also be in this budget.

Approximately \$320 would be needed for assessment materials with Galileo for the new 1st and 6th grade students. This is currently priced at \$8 per student and with 40 students is equal to \$320.

Approximately \$90,000 would be needed to hire the 2 new teachers for 1st and 6th grade. This would cover salaries, benefits, and taxes. This would be equivalent to \$39,000 per salary, \$3,000 for benefits, and \$3,000 for taxes.

These concrete resources needed would be funded by the additional income generated by adding 30 1st and 6th grade students. This extra income through State Equalization, 301 monies, and local revenue would be approximately \$210,000. After the costs are deducted from the extra income, there would be an additional \$104,080 left over.

5) Present clear criteria for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.

Students must be performing at 80% or higher on summative assessments conducted throughout the school year and achieve a passing score on the Arizona AIMS and/or AZmerit standardized tests. Students not tested by the State of Arizona will need to show a passing score of 80% or higher on the Galileo assessments which are conducted at SCDS throughout the school year.

Students entering SCDS for the first time may also be asked to take a placement test using Galileo Assessments to help determine the correct grade level placement.



Arizona State Board for Charter Schools

Enrollment Matrix

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

Directions*:

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

School Name: Scottsdale Country Day School				
Grade Level	Number of Students			
	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	37	40	20	20
1 st	18	40	40	20
2 nd	19	20	40	40
3 rd	20	20	20	40
4 th	19	20	20	20
5 th	8	20	20	20
6 th	7	15	20	20
7 th		10	20	20
8 th		10	20	20
9 th				
10 th				
11 th				
12 th				
Total Enrollment	128	195	220	220

For the 2017/18 school year, FY18, and beyond, the numbers are projected based on being approved for the addition of 7th and 8th grade.

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



Arizona State Board for Charter Schools Staffing Chart

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

Directions*:

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

School Name: Scottsdale Country Day School				
Position	Number of Staff Members			
	Current— FY17	Anticipated— FY18	Anticipated— FY19	Anticipated— FY20
Administration	2	2	2	2
Teachers/Instructional Staff				
Kindergarten	2	2	1	1
1 st	1	2	2	1
2 nd	1	1	2	2
3 rd	1	1	1	2
4 th	1	1	1	1
5 th	0.5	1	1	1
6 th	0.5	1	1	1
7 th	0	1	1	1
8 th	0	1	1	1
9 th	0	0	0	0
10 th	0	0	0	0
11 th	0	0	0	0
12 th	0	0	0	0
Specialty Staff (Music, Art, PE, etc.)	5	5	5	5
Special Education	1	1	1	1
Paraprofessional	0	0	0	0
Additional Staff				
List title: Office Staff	1	1	1	1
List title: _____				
List title: _____				
List title: _____				
Total Number of Staff Members	16	20	20	20

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

Leadership Staffing Chart

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

Directions:

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

School Name: Scottsdale Country Day School				
Title	Leadership Team			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	Steve Prahcharov	Steve Prahcharov	Steve Prahcharov	Steve Prahcharov
Executive Director	Kathy Prahcharov	Kathy Prahcharov	Kathy Prahcharov	Kathy Prahcharov
7 th Grade Lead	N/A	TBD	TBD	TBD
8 th Grade Lead	N/A	TBD	TBD	TBD

Curriculum Sample for 7th Grade Math

Grade Level	7	Content Area	Math
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Teacher’s Edition Glencoe Math book, Course 2, Volume 2 Student Edition, Course 2, Volume 2 Math Notebook Pencil Quiz Answer Key		

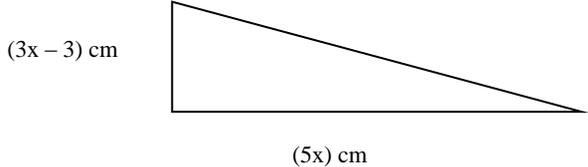
***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they are going to learn how to apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.</p> <p>The teacher poses the essential question, "how can you use numbers and symbols to represent mathematical ideas?" The teacher tells the students that at the end of this chapter, they will know how to answer this question and demonstrate how to answer it.</p> <p>The teacher writes "Distributive Property" on the board and says, "you have all hear of this term before, but we are going to learn how to use it to evaluate expressions." The teacher continues, "Distributive Property states that to multiply a sum or difference by a number, multiply each term inside the parentheses by the number outside the parentheses." The teacher writes the following expressions on the board:</p> <p style="margin-left: 40px;">a. $4(6 + 2) = 4 \cdot 6 + 4 \cdot 2$ b. $2(x + 2) = 2x + 4$</p> <p>The teacher explains to the students how the distributive property is used. The teacher models this by drawing arrows to show what two numbers are being multiplied. "In the first example, 4 is multiplied by 6 and 4 is multiplied by 2. In the second example, 2 is multiplied by x and 2 is multiplied by 2." The teacher tells the students, "these expressions are equivalent expressions because no matter what x is, the expressions have the same value."</p> <p>Next, the teacher tells the students to take out their math notebooks. The teacher writes the following expressions on the board and says, "for each expression, use the Distributive Property to rewrite each expression."</p> <p style="margin-left: 40px;">1) $4(x + 7)$ 2) $6(p - 5)$ 3) $5(-3x + 7y)$ 4) $8(m + 3n)$</p>	<p>Students listen to the teacher's introduction.</p> <p>Students listen to the essential question for this chapter.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions.</p>

	<p>5) $10(w - 4)$</p> <p>The teacher walks around the classroom and guides where needed. The teacher calls on students to show their work on the board.</p> <p>The teacher highlights that this method can be turned into a real-world mathematical problem. For example, "A sports club rents dirt bikes for \$37.50 each. Find the total cost for the club to rent 20 bikes." Using the Distributive Property, the teacher writes:</p> <p>Step 1: $20(\\$37.00 + \\$0.50)$ Step 2: $20(\\$37.00) + 20(\\$0.50)$ Step 3: $\\$740.00 + \\10.00 Step 3: $\\$750.00$</p> <p>Students are told to write in their notebooks a real-world mathematical problem for each of the 5 previous equations. Students are also told to do the guided practice, pg. 378, in their math textbooks.</p>	<p>Students ask for help if needed. Students show their work on the board.</p> <p>Students write in their notebooks a real-world mathematical problem for each of the 5 previous equations. This allows the teacher to check for understanding and mastery of the standard.</p> <p>Students do the guided practice in their math textbooks.</p>
2	<p>The teacher states, "Today we will learn how to simplify algebraic expressions."</p> <p>The teacher tells the students to open their math book to page 388. The teacher reads the section titled, "Identify Parts of an Expression." Next, the teacher writes the following on the board:</p> <p>$-4x + 12 + x$</p> <p>The teacher points out the parts of this expression:</p> <ul style="list-style-type: none"> • terms: $-4x, 12, x$ • like terms: $-4x, x$ • coefficients: $-4, 12, 1$ • Constants: 12 <p>The teacher writes the following on the board:</p> <ul style="list-style-type: none"> • $9y - 4 - 11y + 7$ • $3x + 2 - 10 - 3x$ <p>The teachers says, "identify the parts of these expressions and list them just as I did in the example."</p> <p>The teacher tells the students, "an algebraic expression is in simplest form if it has no like terms and no parentheses." The teacher reminds students to use the Distributive Property to combine like terms.</p> <p>The teacher writes the following on the board:</p>	<p>Student's listen to the teacher's introduction.</p> <p>Students listen to the teacher's instructions.</p> <p>Students write the expressions in the math notebook and identify the parts of each expression.</p> <p>Students listen to teacher's instructions.</p>

	<p>1) $4z - z$ 2) $6 - 3n + 3n$ 3) $2g - 3 + 11 - 8g$ 4) $4y + y$ 5) $7x - 2 - 7x + 6$</p> <p>The teacher tells the students to write these expressions down in the math notebook and simplify. Students are also told to do the guided practice on pg. 390 in their math textbooks.</p>	<p>Students listen to teacher's instructions.</p> <p>Students write the expressions in their math notebook and simplify. Students also do the guided practice in their math textbooks.</p>								
<p>3</p>	<p>The teacher states, "today we will learn how to add and subtract linear expressions."</p> <p>The teacher tells the students to open their math textbook to page 396. The teacher reads the definition of a linear expression: "A linear expression is an algebraic expression in which the variable is raised to the first power."</p> <p>The teacher shows the students examples by making the following table:</p> <table border="1" data-bbox="216 789 1075 943"> <thead> <tr> <th>Linear Expressions</th> <th>Nonlinear Expressions</th> </tr> </thead> <tbody> <tr> <td>$5x$</td> <td>$5x^2$</td> </tr> <tr> <td>$3x + 2$</td> <td>$3x^3$</td> </tr> <tr> <td>$x - 7$</td> <td>$x^4 - 7$</td> </tr> </tbody> </table> <p>The teacher writes the following expressions on the board:</p> <p>1) $(3x - 5) + (2x - 3)$ 2) $(2x - 4) + (3x - 7)$ 3) $(5x - 9) - (2x - 7)$ 4) $(6x - 10) - (2x - 8)$</p> <p>The teacher instructs the students to write these linear expressions in the math notebook and simplify by adding or subtracting. The teacher walks around the classroom to guide where needed. The teacher calls on students to show their work on the board.</p> <p>The teacher poses the following challenge question: "Write a linear expression in simplest form to represent the perimeter of the triangle. Find the perimeter if the value of x is 5 centimeters."</p>	Linear Expressions	Nonlinear Expressions	$5x$	$5x^2$	$3x + 2$	$3x^3$	$x - 7$	$x^4 - 7$	<p>Students listen to teacher's instructions.</p> <p>Students open their math textbooks and follow along with the teacher's instructions.</p> <p>Students copy the table down in their math notebook.</p> <p>Students listen to the teacher's instructions.</p> <p>Students write the expressions in the math notebook and simplify by adding or subtracting. Students ask for guidance if needed. Students volunteer to show their work on the board.</p> <p>Students solve the challenge question in their math notebooks.</p>
Linear Expressions	Nonlinear Expressions									
$5x$	$5x^2$									
$3x + 2$	$3x^3$									
$x - 7$	$x^4 - 7$									

$$2x + 9) \text{ cm}$$

	 <p>The teacher guides students where needed. The teacher asks for student volunteers to solve the problem on the board. The teacher tells students to do the guided practice on pgs. 398 & 406.</p>	<p>Students ask for guidance if needed. Students volunteer to show their work on the board. Students do the guided practice on pgs. 398 and 406.</p>
4	<p>The teacher states, "Today we will learn how to factor linear equations." The teacher reminds the students that factoring is using the GCF. The teacher tells the students, "a monomial is a number, variable, or a product of a number and one or more variables." The teacher continues, "we will find the GCF of two monomials." a. $4x, 12x$ b. $18a, 20ab$ c. $12cd, 36cd$</p> <p>The teacher explains, "to find the GCF we need to write the prime factorization of each pair of monomials." The teacher writes on the board: $4x = 2 \cdot 2 \cdot x$ and $12x = 2 \cdot 2 \cdot 3 \cdot x$ The teacher says, "the GCF of $4x$ and $12x$ is $2 \cdot 2 \cdot x$ or $4x$."</p> <p>The teacher tells students to open their math textbook to pg. 416 and do the "got it?" problems. The teacher also tells them to do the guided practice on pg. 418 in their math textbook. The teacher walks around the classroom and guides where needed.</p>	<p>Students listen to the teacher's instructions.</p> <p>Students find the GCF of the monomials listed.</p> <p>Students do the "got it?" problems and guided practice in their math textbooks. Students ask for guidance if needed.</p>
5	<p>The teacher will instruct the students to take an assessment, individually, on what they learned in class during the past few math lessons. The teacher passes out the test. The teacher collects the tests when students are finished.</p>	<p>Students will take the assessment to show competency in applying properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>

Summative Assessment Item 1 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

1. $3(2y + 4z)$
2. $-8(a + b)$
3. $(2b + 8)5$
4. $10(5g + 2h - 3) - 4(3g - 4h + 2)$
5. $3(4x - 5) + 4(2x + 6)$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

1. $6y + 12z$
2. $-8a - 8b$
3. $10b + 40$
4. $38g + 36h - 38$
5. $20x + 9$

Mastery is an acceptable score

Total Points = /5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 2 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

- 1) $-8(2a - 3b) - 5(6b - 4a)$
- 2) $(-x + 10) + (-3x + 6)$
- 3) $(4x + 10) - (-3x + 5)$
- 4) Find GCF of $40x, 60x$
- 5) Find GCF of $54gh, 72g$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

- 1) $4a - 6b$
- 2) $-4x + 16$
- 3) $7x + 5$
- 4) $20x$
- 5) $18g$

Mastery is an acceptable score

Total Points = _____/5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 3 (7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.)

1) Amelia bought roast beef for \$6.85 per pound. Find the total cost if Amelia bought 4 pounds of roast beef. Justify your answer by using the Distributive Property.

2) At a concert, you buy some T-shirts for \$15.00 each and same number of CDs for \$9.50 each. Write an expression in simplest form that represents the total amount spend.

3) The angle measures of a triangle are $(x - 7)^\circ$, $(x)^\circ$, and $(3x + 2)^\circ$. Write an expression in simplest form to represent all of the measures of the angles of the triangle.

4) The area of a rectangular dance floor is $(4x - 8)$ square units. Factor $4x - 8$ to find possible dimensions of the dance floor.

Mastery is an acceptable score

Total Points = _____/8

Points	Percentage
8/8	100% *mastery
7/8	88 %*mastery
6/8	75%
5/8	63%
4/8	50%

Question 1 = 2 points;
Question 2 = 2 points;
Question 3 = 2 points;
Question 4 = 2 points;
1 point for correct answer and 1 point for correct calculations for each question.

Curriculum Sample for 7th Grade Reading

Grade Level	7	Content Area	Reading
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 7 th Grade Student Edition; Collections, 7 th Grade Teacher Edition; Assessment; Paper, pencil		

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.																				
1	<p>The teacher explains to the students that they are going to learn how to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims. The teacher writes this on the board and asks students to identify its meaning.</p> <p>The teacher explains to the students that they must determine what the main part of the particular section is about, what claims are made within the section, and which of the claims are supported with reasons and evidence that is relevant and sufficient.</p> <p>The teacher writes the following on the board, “When American Michael Phelps won his eighth gold medal at the Beijing Olympics, it was the first time in history that it had been done. The event was broadcast on national television and was a remarkable achievement by Michael Phelps and one in which his family was very proud.” The teacher then asks the students to read the passage to themselves to trace and evaluate the argument and specific claims, assessing whether the reasoning is sound and the evidence is relevant and sufficient. Students work individually. <i>The teacher tells the students that in order for an arguments reasoning to be sound, it must be valid and factually correct.</i></p> <p>When the students are finished, the teacher explains that they will now discuss the passage as a group. The teacher asks, “What is the argument in the text?”</p> <p>The teacher then asks, “What are the specific claims made in the text?” The teacher then tells the students to copy the following table from the board and complete it.</p> <table border="1" data-bbox="216 1279 1079 1474"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Is the reasoning sound?</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Argument	Claims	Type of Evidence (Fact or Opinion)	Is the reasoning sound?	Relevant and Sufficient?						<p>The students listen and raise their hands to share their feelings on this.</p> <p>The students listen to the teacher.</p> <p>As the students work on this, the teacher circulates and offers assistance where necessary.</p> <p>The students listen and answer that the argument is a man from America that won eight gold Olympic medals.</p> <p>The students answer that the specific claims made in the text are that Michael Phelps won his eighth gold medal, it was a remarkable achievement, and that his family was very proud.</p> <p>Students copy the table from the board and complete it.</p> <table border="1" data-bbox="1108 1214 2001 1474"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Reasoning Sound?</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr> <td>A man from America winning a lot of gold Olympic</td> <td>Won eight gold Olympic medals.</td> <td>YES</td> <td>Fact – The event was broadcast on national television.</td> <td>YES</td> </tr> </tbody> </table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?	A man from America winning a lot of gold Olympic	Won eight gold Olympic medals.	YES	Fact – The event was broadcast on national television.	YES
Argument	Claims	Type of Evidence (Fact or Opinion)	Is the reasoning sound?	Relevant and Sufficient?																		
Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																		
A man from America winning a lot of gold Olympic	Won eight gold Olympic medals.	YES	Fact – The event was broadcast on national television.	YES																		

The teacher discusses the table and allows students the opportunity to show their understanding of the given standard.

medals.				
	Remarkable Achievement	YES	Fact – This had never been done before. He was the first man to win this many Olympic gold medals.	YES
	His family was proud of him.	NO	Opinion – We don't really know how his family felt.	NO

Students listen and answer questions while participating in the class discussion.

2

At the start of lesson 2, the teacher tells the students that they will continue with their studies that will allow them to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims.

The teacher tells the students that they will be reading an editorial titled, “Ship of Fools.” The teacher explains to the students that an editorial is an opinion piece that appears in the part of a newspaper that has other opinions. *The teacher reminds students that an opinion is a statement of belief or feeling. It is not a fact. The teacher also reminds students that a fact is a statement that can be proved. Facts can be used to support a person’s opinions.* The teacher explains to the students that there are many examples throughout the editorial of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher selects students to read 1 – 2 paragraphs each, switching the students, for pages 24 – 26.

After reading page 24, the teacher asks the students to trace the argument and the specific claims.

The teacher will then ask the students to identify the claims in the argument that have reasons to support them.

The teacher then writes a passage on the board from page 24. “Here’s a proposed rule of thumb: any record that requires more than 10 syllables to explain does not need to be broken.” The teacher asks the students if this argument and claim is supported with any reasons. The teacher asks if this statement can stop records from being broken. The students are then told to

Students listen to the teacher and ask questions if necessary.

The students read and follow along.

The students will know or be guided to answer that the argument is an introduction to Abby Sunderland’s six month voyage around the world.

The students will know or be guided to answering that the claim the writer is making is that letting Abby go on her solo voyage was a foolish and dangerous decision by Abby’s parents. The writer gives reasons, such as the danger the rescue workers were exposed to and talks about the “uninspiring” image of Abby alone surrounded by threatening waves.

The students listen to the teacher, discuss this, and then write the passage, answering the teacher’s questions. The teacher circulates during this time and

	<p>copy the passage into their book and then write a paragraph explaining the argument, its claims, and the lack of evidence and reasons that make it relevant and sufficient to support the claim.</p> <p>The teacher then tells students to come up with 2 other examples of claims that are supported by reasons and evidence and 2 that are not, using the following table.</p> <table border="1" data-bbox="214 358 1073 688"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Reasoning Sound?</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>The teacher circulates, checking for understanding and then holds a class discussion on the students' findings.</p>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																					<p>asks the students to explain what they are writing and why in order to check for understanding of and progress on the required standard.</p> <p>The students use the table to follow the teacher's directions.</p> <table border="1" data-bbox="1100 261 1963 591"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Reasoning Sound?</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																				
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<p>3</p>	<p>The teacher introduces lesson 3 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.</p> <p>The teacher and students read page 25, taking turns to read. The teacher writes on the board, "Choose a detail from page 25 that supports the writers claim that society has a certain responsibility to intercede in situations like Abby's." The teacher tells the students to write this down in their book and answer it independently. Once finished, the students are told to get a partner, compare their work, and discuss their findings.</p> <p>The students are then told to complete the table which they started in the last lesson. The teacher then tells the students to work individually and identify 2 other examples of claims that are supported by reasons and evidence and 2 that are not, for page 25 using the table.</p> <table border="1" data-bbox="214 1304 1073 1466"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Reasoning Sound?</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?											<p>The students listen and ask questions accordingly. The students take out their notes from the previous lessons.</p> <p>The students first work independently to answer the question and then with a partner. The teacher circulates and talks with students about their answers and checks for understanding of the given standard.</p> <p>The students use the table to follow the teacher's directions.</p> <table border="1" data-bbox="1100 1304 1963 1466"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Reasoning Sound?</th> <th>Type of Evidence (Fact or Opinion)</th> <th>Relevant and Sufficient?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																														
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Argument	Claims	Reasoning Sound?	Type of Evidence (Fact or Opinion)	Relevant and Sufficient?																																																

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	<p>The teacher then circulates, checking for understanding and then holds a class discussion on the students’ findings.</p> <p>A discussion takes place with the teacher and students talking about: How well does the writer support the reasons and arguments? Why does the writer include a reason or some evidence to support a claim? Why should the reasons or evidence the writer uses to support a claim be relevant and/or sufficient? Why does the author choose not to include any reasons or evidence to support a claim?</p>	<p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding.</p> <p>The students listen to the teacher, discuss the answers as a group, and then write down the answer to the questions.</p>																														
4	<p>After recapping the lessons so far on tracing and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims, the teacher and students read the final page of the editorial together, page 26.</p> <p>The teacher tells the students to discuss with a partner the details that show why Abby’s voyage around the world should not be seen as heroic. The teacher tells the students to look for evidence and reasons that may support this argument and claim. The teacher tells the students that writers may make counterarguments to respond to different opinions. The teacher tells students to reread lines 63 – 69 on page 26 and cite a counterargument to some people’s opinion that Abby was a hero.</p> <p>The teacher explains to the students that they will now complete their table for the last page of the book. After completing their table, students are told to write an explanation for each claim as to why it is or why it is not supported with evidence and/or reasons that are relevant and sufficient in the text. The teacher summarizes the lessons by giving examples of the arguments and claims in the text, which ones were supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.</p>	<p>The students listen to the recap and then read along with the teacher.</p> <p>The students work with a partner to discuss the activity.</p> <p>The students complete their table individually and then write their explanations for each claim as to why it is or is not supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.</p> <p>The students listen and ask/answer questions where appropriate.</p>																														
5	<p>The teacher explains to the students that they will now be tested to see how well they can explain how an author uses sound reasoning and evidence that is relevant and sufficient to support particular points in a text. The teacher and students read the story, “Finding Your Everest,” by Robert Medina. The teacher gives the students a “Quiz” to complete individually and determine their understanding and master of the given standard per the outlined scoring</p>	<p>The students and teacher read, “Finding Your Everest,” by Robert Medina.</p> <p>The students then complete the “Quiz” individually by writing their answers on the quiz sheet.</p>																														

section.	
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Summative Assessment Item 1 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). **Mastery is set at 80% but students must score 2/2 on the sound reasoning section and 4/4 on the relevant and sufficient section while amassing the overall required 80% to show mastery.**

Read the story, “Finding Your Everest,” by Robert Medina and complete the following table for questions 1 – 4 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1-2, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant and sufficient.

1) On page 13, find the claims, determine if the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
	A			
	B			

2) For question 1 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
	A) Between the ages of 10 and 15, Jordan climbed the highest mountain on every continent. (1 pt.)	YES (1 pt.)	Fact – The parents climbed with him and documented the adventure. (1 pt.)	YES (1 pt.)
	B) Jordan’s father was taken by surprise when his son firmly announced his intention to climb “the seven summits.” (1 pt.)	NO (1 pt.)	Opinion – We do not really know what Jordan’s father was feeling. (1 pt.)	NO (1 pt.)

2) Claim A is relevant and sufficient because it states how young he is and at this age he is still under his parents’ care. Claim B is not relevant and sufficient because we don’t really know what his father was feeling. (2 points)

Total: _____/10

Points	Percentage	Mastery is set at 80% (8/10) but students must score 2/2 on the sound reasoning section and 4/4 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
8	80 *mastery	
9	90 *mastery	
10	100 *mastery	

Summative Assessment Item 2 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). **Mastery is set at 80% but students must score 2/2 on the sound reasoning section and 3/3 on the relevant and sufficient section while amassing the overall required 80% to show mastery.**

Read the story, "Finding Your Everest," by Robert Medina and complete the following table for questions 1 – 2 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a "fact" or "opinion." In the last column, state whether the evidence is relevant and sufficient.

1) On page 14, trace the argument, find the claims, determine if the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1)	A			
	B			

2) For question 1 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1) Teach your kids to think big and things will happen (1 pt.)	A) Jordan's father began training his son so that he could understand what mountaineering was. (1 pt.)	YES (1 pt.)	Fact – Practiced carrying packs on long treks. (1 pt.)	YES (1 pt.)
	B) Jordan's father pushed him to want to climb. (1 pt.)	NO (1 pt.)	Opinion – We don't really know if he pushed or encouraged. (1 pt.)	

2) Claim A is relevant and sufficient because it states that the father started training his son to climb, at a young age. Claim B is not relevant and sufficient because we don't really know if the father pushed Jordan to climb. (2 points)

Total: _____/10

Points	Percentage	Mastery is set at 80% (8/10) but students must score 2/2 on the sound reasoning section and 3/3 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
8	80 *mastery	
9	90 *mastery	
10	100 *mastery	

Summative Assessment Item 3 (7.RI.8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).

Read the story, "Finding Your Everest," by Robert Medina and complete the following table for questions 1 – 3 to determine whether you can trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

For questions 1 – 2, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column, write whether the reasoning was sound. In the fourth column, write the type of evidence and whether it is a "fact" or "opinion." In the last column, state whether the evidence is relevant and sufficient.

- 1) On page 15, trace the argument, find the claims, find whether the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.
- 2) On page 16, trace the argument, find the claims, find whether the reasoning is sound, find the type of evidence supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1)	A			
	B			
2)	A			
	B			

3) For question 2 above, explain why one claim is relevant & sufficient in supporting the argument & why the other claim is not relevant & sufficient in supporting the argument.

Answer Key:

Argument	Claims	Reasoning Sound?	Type of Evidence (Fact of Opinion)	Relevant and Sufficient?
1) There are many risks involved for a 13 year-old boy. (1 pt.)	A) He does not have the cognitive ability to make life-and-death decisions or to truly understand what his signing on for. (1 pt.)	YES (1 pt.)	Fact – Dr. Michael Bradley of the NIH noted this. (1 pt.)	YES (1 pt.)
	B) It is just a publicity stunt and not worth the risk. (1 pt.)	NO (1 pt.)	Opinion – We don’t really know if it’s a publicity stunt for Jordan. (1 pt.)	NO (1 pt.)
2) Encouraging young people to pursue their dreams. (1 pt.)	A) Find Your Everest is Jordan’s mission in getting young people active and healthy. (1 pt.)	YES (1 pt.)	Fact – Documented travel and climbs with other young people. (1 pt.)	YES (1 pt.)
	B) Life is short so you should do as much as possible. (1 pt.)	NO (1 pt.)	Opinion – We don’t really know how long our lives are. (1 pt.)	NO (1 pt.)

3) Claim A is relevant and sufficient because a qualified doctor confirmed the risks for young boys. Claim B is not relevant and sufficient because we don’t know the real reasons behind wanting to climb. It may not be a publicity stunt to Jordan and his family. (2 points)

Total: _____/20

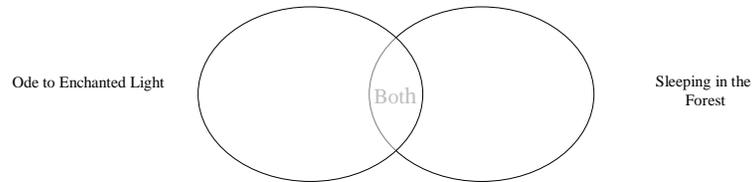
Points	Percentage	Mastery is set at 80% (16/20) but students must score 4/4 on the sound reasoning section and 6/6 on the relevant and sufficient section while amassing the overall required 80% to show mastery.
16	80 *mastery	
17	85 *mastery	
18	90 *mastery	
19	95 *mastery	
20	100 *mastery	

Curriculum Sample for 7th Grade Writing

Grade Level	7	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	<p>(7.W.2) <u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p> <ol style="list-style-type: none"> a. (M) <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. (M) <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 7 th Grade Student Edition Collections, 7 th Grade Teacher Edition Copies of Poems: “Problems with Hurricanes” by Victor Hernandez Cruz and “Tornado at Talladega” by Gwendolyn Brooks, “IF” by Rudyard Kipling and “Nothing Gold Can Stay” by Robert Frost, “Still I Rise” by Maya Angelou and “Mother to Son” by Langston Hughes Venn Diagram Worksheet (copy for each student) Internet access, laptops, iPads Paper, pencil		

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher writes the following on the board, "What makes a great poetry analysis?"</p> <p>The teacher instructs students to discuss the characteristics of a successful poetry analysis. Using Collections, Unit 3, p. 179, ask volunteers to read what makes a successful poetry analysis. The teacher reminds students that when you analyze a poem, you look at its different parts to understand the poem's meaning and to appreciate the poet's craft. The teacher explains to students how having the checklist on p. 179 helps remind writers of the key elements in a successful poetry analysis, and when they write their papers they should include all the key elements.</p> <p>The teacher instructs students to work in pairs and utilize the classroom laptops to access the Internet, to research further characteristics of a well-written poetry analysis.</p> <p>When finished, teacher instructs students to share any new characteristics with the entire class.</p> <p>Teacher explains to students to focus on using appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, the teacher explains how the topic should be introduced clearly, with a preview of what is to follow. Teacher also demonstrates how students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>	<p>Students will discuss the characteristics of a successful poetry analysis. Using Collections, Unit 3, p. 179, students volunteer to read what makes a successful poetry analysis.</p> <p>Students participate in whole group discussion.</p> <p>Students are to work in pairs and utilize the classroom laptops to access the internet, to research further characteristics of a well-written poetry analysis. When finished, students will share any new characteristics with the entire class.</p> <p>Students take notes as the teacher is explaining this and are then given time to discuss their notes/teacher's lesson with a partner to highlight and support the key details needed when writing their piece.</p>
2	<p>The teacher instructs students to reread each poem, "Ode to Enchanted Light" and "Sleeping in the Forest." The teacher instructs the students to jot down stylistic elements of each poem as they read. The teacher tells the students to look at the questions on p. 179 to help them identify the stylistic elements of each poem.</p> <p>The teacher tells students to use the following academic vocabulary words when sharing ideas:</p> <ul style="list-style-type: none"> • affect, element, ensure, participate, specify <p>The teacher hands out a Venn Diagram worksheet to the students. The teacher</p>	<p>Students reread each poem, "Ode to Enchanted Light" and "Sleeping in the Forest." As the students read, they will jot down stylistic elements of each poem. The students will use the questions on p. 179 to help them identify the stylistic elements of each poem.</p> <p>Students use the academic vocabulary when sharing ideas.</p>

instructs the students that they will fill out the Venn Diagram to compare and contrast elements of each poet's style.



The teacher instructs the students to do the following after they have completed the Venn Diagram:

- Use a compare/contrast structure, and arrange your ideas in order of importance.
- Support your ideas with evidence, including details and quotations from the poems.

The teacher tells students that this will help make their analysis clear.

The teacher writes the following on the board, "What is a controlling idea?" The teacher tells the students that a controlling idea identifies the main points of your analysis. It states what you want to say about the topic. The teacher also tells the students that a good controlling idea engages the reader's curiosity and lets the reader know what is to follow.

The teacher has the students consider their purpose and audience. The teacher tells the students to think about who their audience is as they prepare to write. The teacher reminds students that the purpose is to share ideas about the effects of each poet's stylistic elements.

Teacher tells the students to focus on using appropriate transitions to create

Students fill out the Venn Diagram worksheet. Students then arrange their ideas in order of importance and highlight evidence in each poem that supports their ideas.

Students ponder the question, "What is a controlling idea?" Students participate in a class discussion on what a controlling idea is.

Students consider who their audience is by answering the following questions:

- How will you support your ideas so they appeal to readers who might have different views?
- What will people who haven't read the poems need to know?

When completing the activities in this lesson, students focus on how the poems use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, students should write about and discuss how the poems introduce the topic clearly, previewing what is to follow for this writing lesson.

Students work independently to complete the tasks set by the teacher. In particular students will be addressing how they will introduce a topic clearly, with a preview in the introduction of what is to follow. Students will also need to focus on using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Students also work with a partner on organizing their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.

Students are given the opportunity to present their ideas and rationales for writing this way to the rest of the class, with full group discussions to follow.

	cohesion and to clarify the relationships among ideas and concepts. In addition, teacher tells the students how they students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.	
3	<p>The teacher instructs the students that they will be starting their first drafts of the poetry analysis. The teacher suggests to the students that they use their graphic organizers as a guide for writing the drafts of their analyses.</p> <p>The teacher reminds students to use separate paragraphs for each of their main points to make their analyses easier to understand.</p> <p>The teacher instructs the students to use the checklist on p. 180 – 181.</p> <p>In addition, the focus on the analysis should be focus on how the authors use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, teacher reinforces to the students and recaps the work form the previous lesson for how the students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>	<p>Students listen to the teachers instructions.</p> <p>Students get paper and a pencil to start their drafts. Students use their graphic organizers as a guide for writing their drafts.</p> <p>Students are completing the analysis on how the authors use appropriate transitions to create cohesion and organizing their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect.</p>
4	<p>The teacher instructs the students that they will be revising their drafts. The teacher pairs the students up and each pair will review each other’s analysis, performing peer editing.</p> <p>The teacher instructs the students to use the checklist on p. 181 as they read their peers analysis. The teacher tells the students that the checklist will determine whether their analysis is effective.</p> <p>The teacher reminds students that they don’t have to worry about every little grammatical detail as they begin to revise. The teacher tells them to focus on improving the content, organization, and style of their analyses first, and then they can correct grammar, spelling, and punctuation as they prepare the final version of their analyses.</p>	<p>Students listen to the teachers instructions.</p> <p>Students read their partners analysis and give feedback using the checklist on p. 181, using peer editing.</p> <p>Students work in pairs to perform the final editing and review process. A full class discussion will address and student questions or concerns and will highlight the essential areas that need to be included such as using appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts. In addition, teacher reinforces to the students and recaps the work form the previous lesson for how the students should organize their ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect.</p>
5	<p>The teacher tells the students that they will be writing their final drafts. The teacher guides and helps where needed as this is a formative assessment.</p>	<p>Students write their final draft and may seek assistance from the teacher when needed to help them address the areas of the standard they need to master.</p>
6	<p>The teacher tells the students they will be sharing analyses in small groups.</p> <ul style="list-style-type: none"> The teacher divides the class into small groups of four students. The teacher gives the following instructions to each group: Take turns reading your analyses aloud. Then discuss the most interesting insights each analysis offers. 	<p>Students share their analysis with their peer group.</p> <p>Students discuss the most interesting insights each analysis offers.</p> <p>Students discuss any key areas addressed or nor addressed per the requirements of the standard.</p>
S.A.	<p>The teacher instructs the students to read the “Seventh Grade Writing Assignment.” Teacher continues, “Do the best you can writing a poetry analysis on the two poems provided using all of the skills you learned throughout the week. Good luck!”</p>	<p>Students write a poetry analysis on the two poems provided.</p> <p>Students turn in papers.</p>

Summative Assessment Item 1 - Read “Problems with Hurricanes” by Victor Hernandez Cruz and “Tornado at Talladega” by Gwendolyn Brooks. Write a poetry analysis using both poems. Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/ Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	
Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 2

Read “IF” by Rudyard Kipling and “Nothing Gold Can Stay” by Robert Frost. Write a poetry analysis. Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	

Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 3 - Read “Still I Rise” by Maya Angelou and “Mother to Son” by Langston Hughes. Write a poetry analysis. Use the checklist below to guide your writing: Use the checklist below to guide your writing:

- You may use classroom materials as well as classroom computers to obtain information and for producing charts, graphs, tables etc.
- Write a 5-6 paragraph, 5 – 6 sentences per paragraph, poetry analysis on the poems.
- Use appropriate transitions to create cohesion, previewing what is to follow and clarify the relationships among ideas and concepts.
- Introduce the topic clearly, previewing what is to follow using correct formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.
- Conveys your ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (mastery level of 90 % or higher). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/ Level
	3	2	1	0	
Writing	Text is informative/explanatory and examines the topic all of the time	Text is informative/explanatory and examines the topic most of the time	Text is informative/explanatory and examines the topic some of the time	Text is not informative/explanatory and does not examines the topic	
Transitions	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts all of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts most of the time	Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts some of the time	Appropriate transitions are not used, making the literary analysis difficult to understand with no cohesion present.	
Organization	Introduces the topic very clearly, previewing what is to follow.	Introduces the topic with some clarity and some previewing of what is to follow.	Introduces the topic with some clarity but with no previewing of what is to follow.	The topic is not introduced and there is no previewing of what is to follow.	
Organization	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout all of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout most of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and/or cause/effect is evident throughout only some of the time.	Organizing of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and /or cause/effect is not evident.	
Language and Vocabulary	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some of the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Formatting, graphing, and multimedia.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension all of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension most of the time.	Includes formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension some of the time.	Does not include formatting (headings), graphics (charts, tables), and multimedia when useful to aiding comprehension.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Curriculum Sample for 8th Grade Math

Grade Level	8	Content Area	Math
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Teacher’s Edition Glencoe Math book, Course 3, Volume 1 Student Edition, Course 3, Volume 1 Math Notebook Pencil Quiz Answer Key		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.																								
1	<p>The teacher explains to the students that they are going to learn how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p> <p>The teacher poses the essential question, "Why is it helpful to write numbers in different ways?" The teacher tells the students that at the end of this chapter, they will know how to answer this question and demonstrate how to answer it.</p> <p>The teacher says, "A product of repeated factors can be expressed as a <i>power</i>, that is, using an exponent and a base. Powers are read in a certain way." The teacher shows the following table:</p> <table border="1" data-bbox="216 724 884 1086" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Read and Write Powers</th> </tr> <tr> <th style="text-align: center;">Power</th> <th style="text-align: center;">Words</th> <th style="text-align: center;">Factors</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3^1</td> <td style="text-align: center;">3 to the first power</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">3^2</td> <td style="text-align: center;">3 to the second power</td> <td style="text-align: center;">$3 \bullet 3$</td> </tr> <tr> <td style="text-align: center;">3^3</td> <td style="text-align: center;">3 to the third power</td> <td style="text-align: center;">$3 \bullet 3 \bullet 3$</td> </tr> <tr> <td style="text-align: center;">3^4</td> <td style="text-align: center;">3 to the fourth power</td> <td style="text-align: center;">$3 \bullet 3 \bullet 3 \bullet 3$</td> </tr> <tr> <td style="text-align: center;">\vdots</td> <td style="text-align: center;">\vdots</td> <td style="text-align: center;">\vdots</td> </tr> <tr> <td style="text-align: center;">3^n</td> <td style="text-align: center;">3 to the <i>n</i>th power or 3 to the <i>n</i>th</td> <td style="text-align: center;">$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$</td> </tr> </tbody> </table> <p>The teacher says, "in 2^4, the number 2 is the base (the common factor) and the number 4 is the exponent (how many times the base is used as a factor).</p> <p>The teacher gives the students the following expressions and tells them to write them in their math notebook. The teacher tells them to write each expression using exponents.</p> <ol style="list-style-type: none"> 1) $\frac{1}{2} \bullet \frac{1}{2} \bullet \frac{1}{2} \bullet \frac{1}{2}$ 2) $4 \bullet 4 \bullet 4 \bullet 5 \bullet 5$ 3) $m \bullet m \bullet n \bullet n \bullet m$ 	Read and Write Powers			Power	Words	Factors	3^1	3 to the first power	3	3^2	3 to the second power	$3 \bullet 3$	3^3	3 to the third power	$3 \bullet 3 \bullet 3$	3^4	3 to the fourth power	$3 \bullet 3 \bullet 3 \bullet 3$	\vdots	\vdots	\vdots	3^n	3 to the <i>n</i> th power or 3 to the <i>n</i> th	$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$	<p>Students listen to the teacher's introduction.</p> <p>Students listen to the essential question for this chapter.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's explanation.</p> <p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions using exponents.</p>
Read and Write Powers																										
Power	Words	Factors																								
3^1	3 to the first power	3																								
3^2	3 to the second power	$3 \bullet 3$																								
3^3	3 to the third power	$3 \bullet 3 \bullet 3$																								
3^4	3 to the fourth power	$3 \bullet 3 \bullet 3 \bullet 3$																								
\vdots	\vdots	\vdots																								
3^n	3 to the <i>n</i> th power or 3 to the <i>n</i> th	$\underbrace{3 \bullet 3 \bullet 3 \bullet \dots \bullet 3}_{n \text{ factors}}$																								

	<p>The teacher gives the students more expressions and tells them to evaluate them in their math notebook.</p> <ol style="list-style-type: none"> 1) 4^4 2) $(-2)^6$ 3) $(\frac{1}{5})^3$ <p>The teacher highlights that this method can be turned into a real-world mathematical problem. For example, "A school basketball court has an area of $2^3 \cdot 3 \cdot 5^2 \cdot 7$ square feet. What is the area of a school basketball court?" The teacher tells the students to solve this equation. The teacher then asks for volunteers to demonstrate how they solved it, on the board.</p> <p>The teacher tells the students to do the guided practice on pg. 18 in the math textbook.</p>	<p>Students listen to the teacher's instructions. Students take out their math notebooks and write the expressions down. Students evaluate the expressions using exponents.</p> <p>Students write in their notebooks a real-world mathematical problem for each of the 3 previous equations. This allows the teacher to check for understanding and mastery of the standard.</p> <p>Students do the guided practice in their math textbooks.</p>
2	<p>The teacher states, "Today we will learn how to multiply and divide monomials."</p> <p>The teacher says, "The key concept in today's lesson is: to multiply powers with the same base, add their exponents."</p> $2^4 \cdot 2^3 = 2^7$ <p>The teacher says, "A monomial is a number, a variable, or a product of a number and one or more variables. You can use the Laws of Exponents to simplify monomials. If you look at the example, you will notice that the sum of the original exponents is the exponent in the final product."</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <ol style="list-style-type: none"> 1) $5^2 \cdot 5$ 2) $c^3 \cdot c^5$ 3) $9^3 \cdot 9^2$ 4) $a^3 \cdot a^2$ 5) $-3x^2 \cdot 4x^5$ <p>The teacher says, "Now that you know how to multiply powers, you need to learn how to divide powers. To divide powers with the same base, subtract their exponents."</p> $\frac{3^7}{3^3} = 3^{7-3} \text{ or } 3^4$	<p>Student's listen to the teacher's introduction.</p> <p>Students listen to the teacher's instructions.</p> <p>Students write the problems in their math notebooks and simplify.</p> <p>Students listen to teacher's instructions.</p>

	<p>2) $(4p^3)^4$</p> <p>3) $(-2m^7n^6)^5$</p> <p>4) $(6x^5y^{11})^4$</p> <p>5) $(-5w^2z^8)^3$</p> <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board. The teacher tells the students to do the guided practice on pg. 34.</p>	<p>Students write the expressions in their math notebook and simplify.</p> <p>Students ask for guidance if needed.</p> <p>Students do the guided practice on pgs. 398 and 406.</p>
4	<p>The teacher states, "Today we are going to learn to write and evaluate expressions using negative exponents."</p> <p>The teacher tells the class, "Any nonzero number to the zero power is 1. Any nonzero number to the negative power is the multiplicative inverse of its nth power." Examples: $5^0 = 1$ $7^{-3} = \frac{1}{7} \cdot \frac{1}{7} \cdot \frac{1}{7}$ or $\frac{1}{7^3}$ $\frac{1}{5^2} = 5^{-2}$</p> <p>The teacher gives the students five problems to simplify, in their math notebooks.</p> <p>1) $\frac{1}{8^5}$</p> <p>2) $\frac{1}{c^5}$</p> <p>3) $3^{-8} \cdot 3^2$</p> <p>4) $n^9 \cdot n^{-4}$</p> <p>5) $\frac{11^2}{11^4}$</p> <p>The teacher walks around the classroom and guides where needed. The teacher goes over the problems on the board. The teacher tells the students to do the guided practice on pg. 46.</p>	<p>Students listen to the teacher's instructions.</p> <p>Students write and simplify the five problems in their math notebook.</p> <p>Students ask for guidance if needed. Students do the guided practice on pg. 46.</p>
5	<p>The teacher will instruct the students to take an assessment, individually, on what they learned in class during the past few math lessons.</p> <p>The teacher passes out the test.</p> <p>The teacher collects the tests when students are finished.</p>	<p>Students will take the assessment to show competency and knowledge in applying the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</p>

Summative Assessment Item 1 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

Directions: Please solve all problems to demonstrate that you know how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

1. $s \cdot (7) \cdot s \cdot (7) \cdot (7)$
2. $(-\frac{5}{6})(-\frac{5}{6})(-\frac{5}{6})$
3. $(c^3 + d^4)^2 - (c + d^3)$, if $c = -1$ and $d = 2$
4. $(3x^8)(5x)$
5. $\frac{h^7}{h^6}$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

1. $7^3 \cdot s^2$
2. $(-\frac{5}{6})^3$
3. 224
4. $15x^9$
5. h^1 or h

Mastery is an acceptable score

Total Points = _____/5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 2 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

Directions: Please solve all problems to demonstrate that you know how to apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.

- 1) $(8w^4)(-w^7)$
- 2) $(2^2)^7$
- 3) $(z^{11})^5$
- 4) 6^{-8}
- 5) $(-10)^{-4}$

Answer Key

There are 5 points total possible on the assessment; 4 points or higher = mastery.

- 1) $6. -8w^{11}$
- 2) 2^{14}
- 3) z^{55}
- 4) $\frac{1}{6^8}$
- 5) $\frac{1}{10,000}$

Mastery is an acceptable score

Total Points = /5

Points	Percentage
5/5	100% *mastery
4/5	80%*mastery
3/5	60%
2/5	40%
1/5	20%

Question 1 = 1 point;
Question 2 = 1 point;
Question 3 = 1 point;
Question 4 = 1 point;
Question 5 = 1 point;

Summative Assessment Item 3 (8.EE.1 – Know and apply the properties of integer exponents to generate equivalent numerical expressions).

- 1) Interstate 70 stretches almost $2^3 \cdot 5^2 \cdot 11$ miles across the United States. About how many miles long is Interstate 70?
- 2) One meter is 10^3 times longer than one millimeter. One kilometer is 10^6 times longer than one millimeter. How many times longer is one kilometer than one meter?
- 3) A shipping box is in the shape of a cube. Each side measures $3c^6d^2$ inches. Express the volume of the cube as a monomial.
- 4) A blood cell has a diameter of about 5^{-5} inches. Write 5^{-5} using positive exponents.

Answer Key

There are 8 points total possible on the assessment; 7 points or higher = mastery.

- 1) 2,200 miles
- 2) 10^3
- 3) $27c^{18}d^6$
- 4) $\frac{1}{5^5}$

Mastery is an acceptable score

Total Points = _____/8

Points	Percentage
8/8	100% *mastery
7/8	88 %*mastery
6/8	75%
5/8	63%
4/8	50%

Question 1 = 2 points;
Question 2 = 2 points;
Question 3 = 2 points;
Question 4 = 2 points;
1 point for correct answer and 1 point for correct calculations for each question.

Curriculum Sample for 8th Grade Reading

Grade Level	8	Content Area	Reading
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 8 th Grade Student Edition; Collections, 8 th Grade Teacher Edition; Assessment; Paper, pencil		

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they are going to learn how to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. The teacher writes this on the board and asks students to identify its meaning.</p> <p>The teacher explains to the students that they must determine what the main part of the particular section is about, what claims are made within the section, and which of the claims are supported with reasons and evidence that is relevant and sufficient, and recognize which evidence is irrelevant, if any.</p> <p>The teacher tells the students that they will be reading an article titled, “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens,” by Allison Aubrey. The teacher explains to the students that there are many examples throughout the article of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher instructs the students to point out any irrelevant information. The teacher selects students to read 1 paragraph each, switching the students, for pages 256 – 257.</p> <p>After reading page 256, the teacher asks the students to trace the argument and the specific claims.</p> <p>The teacher will then ask the students to identify the reasoning used in the argument. The teacher tells the students that there are 2 types of reasoning: deductive and inductive. The teacher writes the following definitions on the board: <i>Deductive reasoning begins with a general statement and then presents a specific situation and provides facts and evidence toward a logical conclusion. Inductive Reasoning starts with observations, examples, and facts and moves toward a conclusion.</i></p>	<p>The students listen and raise their hands to share their feelings on this.</p> <p>The students listen to the teacher.</p> <p>The students read and follow along.</p> <p>The students will know or be guided to answer that the argument is “tougher state licensing laws have led to a decrease in fatal accidents, at least among 16-year-olds, but have caused other issues in the licensing process.”</p> <p>The students will know or be guided to answering that the type of reasoning the author is using is inductive. Students will know or be guided to respond that the author presents observations, “they don’t have to jump through hoops”; examples, “they can opt out of driver’s ed”; and facts, “they are not subject to nighttime driving restrictions,” to reach the conclusion that teens are waiting until they are old enough to get a license without restrictions.”</p>

	<p>The teacher then writes a passage on the board from page 256. “Although tougher licensing laws have led to fewer deaths for 16-year-old drivers, fatal crashes involving 18-year-old drivers have increased.” The teacher asks the students if this argument and claim is supported with any reasons, and if so, is it relevant and sufficient? The students are then told to copy the passage into their book and then write a paragraph explaining the argument, its claims, and the lack of evidence and reasons that make it relevant and sufficient to support the claim.</p> <p>The teacher tells the students that they are going to organize their information in the table below.</p> <table border="1" data-bbox="214 521 1003 883"> <thead> <tr> <th data-bbox="214 521 403 683">Argument</th> <th data-bbox="403 521 583 683">Claims</th> <th data-bbox="583 521 793 683">Type of Reasoning (Inductive or Deductive)</th> <th data-bbox="793 521 1003 683">Evidence is Relevant and Sufficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="214 683 403 781"></td> <td data-bbox="403 683 583 781"></td> <td data-bbox="583 683 793 781"></td> <td data-bbox="793 683 1003 781"></td> </tr> <tr> <td data-bbox="214 781 403 883"></td> <td data-bbox="403 781 583 883"></td> <td data-bbox="583 781 793 883"></td> <td data-bbox="793 781 1003 883"></td> </tr> </tbody> </table> <p>The teacher discusses the table and allows students the opportunity to show their understanding of the given standard.</p>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient									<p>The students listen to the teacher, discuss this, and then write the passage, answering the teacher’s questions. The teacher circulates during this time and asks the students to explain what they are writing and why in order to check for understanding of and progress on the required standard.</p> <p>Students fill in the table below with the information they have thus far.</p> <table border="1" data-bbox="1100 461 1892 823"> <thead> <tr> <th data-bbox="1100 461 1289 623">Argument</th> <th data-bbox="1289 461 1472 623">Claims</th> <th data-bbox="1472 461 1682 623">Type of Reasoning (Inductive or Deductive)</th> <th data-bbox="1682 461 1892 623">Evidence is Relevant and Sufficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="1100 623 1289 721"></td> <td data-bbox="1289 623 1472 721"></td> <td data-bbox="1472 623 1682 721"></td> <td data-bbox="1682 623 1892 721"></td> </tr> <tr> <td data-bbox="1100 721 1289 823"></td> <td data-bbox="1289 721 1472 823"></td> <td data-bbox="1472 721 1682 823"></td> <td data-bbox="1682 721 1892 823"></td> </tr> </tbody> </table> <p>After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient								
Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient																							
Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient																							
<p>2</p>	<p>The teacher introduces lesson 2 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.</p> <p>The teacher and students read page 257, taking turns to read. The teacher writes on the board, “Choose a detail from page 257 that supports the authors claim that, “tougher state licensing laws have led to a decrease in fatal accidents, at least among 16-year-olds, but have caused other issues in the licensing process.” The teacher tells the students to find the type of reasoning the author is using. The teacher tells the students to write this down in their book and answer it independently. Once finished, the students are told to get a partner,</p>	<p>The students listen and ask questions accordingly. The students take out their notes from the previous lessons.</p> <p>The students first work independently to answer the question and then with a partner. The students will know or be guided to answering that the type of reasoning the author is using is deductive. Students will know or be guided to respond that the author’s first statement is a fact, and the next is a situation being considered; the last sentence is a conclusion. The students will know or be guided to answering that the reasoning supports the author’s claim because it includes a quotation from an expert to explain why more 18-year-olds are involved in fatal crashes.</p>																								

compare their work, and discuss their findings.

The students are then told to complete the table which they started in the last lesson. The teacher then tells the students to work individually and identify 2 other examples of claims that are supported by reasons and evidence and 2 that are not, for page 256 – 257 using the table.

Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient

The teacher then circulates, checking for understanding and then holds a class discussion on the students’ findings.

A discussion takes place with the teacher and students talking about:

- How well does the writer support the reasons and arguments?
- Why does the writer include a reason or some evidence to support a claim?
- Why should the reasons or evidence the writer uses to support a claim be relevant and/or sufficient?
- Why does the author choose not to include any reasons or evidence to support a claim?
- Does the author use irrelevant evidence?

The teacher circulates and talks with students about their answers and checks for understanding of the given standard.

The students use the table to follow the teacher’s directions.

Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient

After completing the table, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding.

The students listen to the teacher, discuss the answers as a group, and then write down the answer to the questions.

3

The teacher introduces lesson 3 by reminding the students of the standard they are learning and by recapping some of the main concepts thus far. The teacher reminds students of the arguments and claims they found and whether they were supported or not with relevant and sufficient reasons and/or evidence. The teacher asks students to take out their notes from the previous lessons.

The students listen and ask questions accordingly. The students take out their notes from the previous lessons.

	<p>The teacher tells the class that they are going to read the article, “Is 16 Too Young to Drive a Car?” The teacher explains to the students that there are many examples throughout the article of specific claims being made in the text that are supported with reasons and evidence that are relevant and sufficient, and others that are not. The teacher instructs the students to point out any irrelevant information. The teacher selects students to read 2 – 3 paragraphs each, switching the students, for pages 247 – 254.</p> <p>After reading page the article, the teacher asks the students to trace the argument and the specific claims found throughout. The teacher will then ask the students to identify the claims in the argument that have reasons to support them. The teacher assigns partners for this assignment.</p> <p>The teacher tells the students to fill out the table below with the information they find.</p> <table border="1" data-bbox="216 721 1003 1084"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Type of Reasoning (Inductive or Deductive)</th> <th>Evidence is Relevant and Sufficient</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient									<p>The students listen to the teacher’s instructions.</p> <p>The students first work with a partner to answer the question. The teacher circulates and talks with students about their answers and checks for understanding of the given standard.</p> <p>The students use the table to follow the teacher’s directions.</p> <table border="1" data-bbox="1104 699 1892 1062"> <thead> <tr> <th>Argument</th> <th>Claims</th> <th>Type of Reasoning (Inductive or Deductive)</th> <th>Evidence is Relevant and Sufficient</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Argument	Claims	Type of Reasoning (Inductive or Deductive)	Evidence is Relevant and Sufficient								
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<p>4</p>	<p>After recapping the lessons so far on delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced, the teacher and students go over the author’s conclusion of the article.</p> <p>The teacher explains to the students that they will now complete their table for the last page of the book. After completing their table, students are told to write an explanation for each claim as to why it is or why it is not supported with evidence and/or reasons that are relevant and sufficient in the text. The teacher summarizes the lessons by giving</p>	<p>The students listen to the recap and to the teacher’s instructions.</p> <p>The students complete the final table individually and then write their explanations for each claim as to why it is or is not supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text. They also list any irrelevant evidence.</p>																								

	examples of the arguments and claims in the text, which ones were supported by and which ones were not supported by reasons and/or evidence that is relevant and sufficient in the text.	The students listen and ask/answer questions where appropriate.
S.A.	The teacher explains to the students that they will now be tested to see how well they can explain how an author uses reasons and evidence that are relevant and sufficient to support particular points in a text. The teacher and students read the editorial, "Teens at Work." The teacher gives the students a "Quiz" to complete individually and determine their understanding and master of the given standard per the outlined scoring section.	The students and teacher read, "Teens at Work." The students then complete the "Quiz" individually by writing their answers on the quiz sheet.

Summative Assessment Item 1 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).

Read the story, "Teens at Work," and complete the following table for question 1 to determine whether you can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

For questions 1, complete the table with the argument and 2 claims. Claim A should be supported by evidence and Claim B should have not been supported in the text. In the third column write the type of evidence and whether it is a "fact" or "opinion." In the last column, state whether the evidence is relevant and sufficient.

1) On page 422 delineate and evaluate the argument, find the claims, find the type of reasoning supporting the claims, and whether the reasoning is relevant and sufficient.

Argument	Claims	Evidence	Relevant and Sufficient?
1)	A		
	B		

Answer Key:

Argument	Claims	Evidence	Relevant and Sufficient?
1) National unemployment rate for teens is high. (1 pt.)	A) Lawmakers must create more jobs for teens. (1 pt.)	Unemployment for 16 – 19-year olds is 24.4 percent (1 pt.)	Relevant (1 pt.)
	B) Too much position-filling at newer generations' expense is detrimental long term. (1 pt.)	NO EVIDENCE (1 pt.)	Irrelevant (1 pt.)

Total: _____/7

Points	Percentage	Students scoring a minimum of 6/7 will be judged to have mastered the standard.
5	7	
6	85 *mastery	
7	100 *mastery	

Summative Assessment Item 2 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).

Read the story, “Teens at Work,” and complete the following table for questions 1 – 2 to determine whether you can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

For questions 1, complete the table with the argument & 2 claims. Claim A should be supported by evidence & Claim B should have not been supported in the text. In the third column write the type of evidence & whether it is a “fact” or “opinion.” In the last column, state whether the evidence is relevant & sufficient.

1) On page 423, delineate and evaluate the argument, find the claims, find the type of reasoning supporting the claims, and whether the evidence is relevant and sufficient.

Argument	Claims	Evidence	Relevant and Sufficient?
1)	A		
	B		

Answer Key:

Argument	Claims	Evidence	Relevant and Sufficient?
1) Teens choosing work over other school or sports activities. (1 pt.)	A) Youths who want discretionary money must instead request finances from mom, dad or guardians. (1 pt.)	Studies have shown that entire families can suffer when wages are not available for older kids. (1 pt.)	Relevant (1 pt.)
	B) Early part-time work is important in developing a person’s life-long career prospects. (1 pt.)	NO EVIDENCE (1 pt.)	Irrelevant(1 pt.)

Total: _____/7

Points	Percentage	Students scoring a minimum of 6/7 will be judged to have mastered the standard.
5	71	
6	85 *mastery	
7	100 *mastery	

Summative Assessment Item 3 (8.RI.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. *Students will use their answers from Summative Assessments 1 & 2 to complete this*).

- 1) From your table in summative assessment 1, explain why one claim is relevant and sufficient in supporting the argument and why the other claim is not relevant and sufficient in supporting the argument. Explain why the type of reasoning used is important in supporting the claim (4 points).
- 2) From your table in summative assessment 2, explain why one claim is relevant and sufficient in supporting the argument and why the other claim is not relevant and sufficient in supporting the argument. Explain why the type of reasoning used is important in supporting the claim (4 points).

Answer Key

- 1) Claim A is relevant and sufficient because the author uses statistics to show factual information. Claim B is not relevant because there are no statistics that show it is detrimental long term. The type of reasoning used to support this claim is deductive reasoning. The author started with a general statement on national unemployment, and then presented a specific situation, and provided facts and evidence toward a logical conclusion, such as from the U.S. Bureau of Labor Statistics. (4 points)
- 2) Claim A is relevant and sufficient because the author uses studies that show how families have suffered when their teen was not working. Claim B is not relevant because there is no evidence or studies on whether early work is important in developing a person’s life-long career prospects. This is the author’s opinion. The type of reasoning used to support this claim is inductive reasoning. The author started with observations on families suffering, and then presented studies found that show that families can suffer when older kids do not work. (4 points)

Total: _____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Curriculum Sample for 8th Grade Science

Grade Level	8	Content Area	Science
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	<p>Concept 2: Motion and Forces Understand the relationship between force and motion.</p> <p>Strand 5: Physical Science PO 1. Demonstrate velocity as the rate of change of position over time.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	<p>Science Fusion Student Edition, Teacher Edition, and Lab Manual</p> <p>Materials for all labs: ball, safety goggles, balance, wood board, books, clay, film canister lids, stopwatch, straw, string, toothpicks, ruler, scissors, calculator, marble, meter sticks, masking tape</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher explains to the students that they will learn how to “demonstrate velocity as the rate of change of position over time.” The teacher explains to the students that to do that, they are going to analyze how distance, time, and speed are related. The teacher writes this on the board as the “essential question.” The teacher instructs students to turn to page 4 in their Science Fusion workbook and underline the essential question.</p> <p>The teacher instructs the students to complete questions 1 – 3 on page 5. The teacher discusses student answers to the questions and uses this to assess their understanding of speed and motion. The teacher writes the following terms on the board: <i>position, reference point, motion, speed, vector, velocity, acceleration, and centripetal acceleration</i>. The teacher explains that these are the key vocabulary words that they will learn throughout the four lessons. The teacher gives each student a blank sheet of paper and directs them to make a Key-Term FoldNote with eight tabs. The teacher explains to the students that on the outside of each tab, they write a vocabulary term; underneath, they write the term’s definition as it is learned.</p> <p>The teacher asks, <i>How can you describe the location of an object?</i> The teacher instructs students to look at page 6 in their workbook. The teacher calls on students to read aloud. The teacher points out that you need two pieces of information: a position and a reference point. The teacher has students underline this in their workbook. The teacher then asks the students to read the section about positions and reference points. The teacher instructs the students to write the definitions of the two terms in their FoldNote.</p> <p>When the students are finished, the teacher asks, <i>If someone gives you a location in relation to a reference point, will you be able to find that location?</i> The teacher listens to student answers. The teacher then</p>	<p>Students listen and underline the essential question in their workbook.</p> <p>Students listen and follow directions to complete questions 1 – 3 on page 5. Students make a Key-Term FoldNote (students have made these before and understand how to make one). <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p> <p>Students listen and turn to page 6 in their workbook. Students volunteer to read aloud. Students underline in the workbook. Students read the sections about positions and reference points. Students write the definitions of the two terms in their FoldNote.</p> <p>Students respond to teachers questions. <i>Sample answer to first question: It depends on how well you know the reference point. Sample answer to second question: It is easy to leave out a turn, or forget to</i></p>

	<p>asks, <i>Has someone ever given you directions that you thought were clear, but then got lost? Why do you think this happens?</i> The teacher listens to student answers.</p> <p>The teacher instructs students to answer questions 5 – 7 in their book to practice using position and reference point. The teacher then instructs students to look at the map on page 7. The teacher asks the following questions: <i>From the Information Booth, how would you get to the closest place to eat? Without going back the way you just came, how do you get to the nearest restroom? How do you get to the carousel from the entrance to the Red Panda house?</i></p> <p>The teacher informs the students that they will be doing a “quick lab” titled, “Investigate Changing Positions.” The teacher hands out the lab worksheet. The teacher assigns lab partners for this lab. The teacher reminds students to review all safety cautions and icons before beginning this lab. The teacher reminds students to use caution when walking and throwing a ball.</p> <p>The teacher tells students that they will investigate how a change in your reference point affects how a ball appears to move. The teacher goes over the instructions of the lab: <i>First, you will toss the ball to yourself while you are walking. Then, you’ll stay in one place and watch your partner toss the ball while they are walking.</i> The teacher models an appropriate throw while walking forward. The teacher instructs students to complete the lab worksheet, starting with procedure 1 and continuing through all procedures on worksheet.</p>	<p><i>describe a reference point. Someone following directions might miss a reference point, especially if it is dark.</i></p> <p>Students answer questions 5 – 7 in their book. The students use the map to respond to the questions. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard. Sample answer to first question: <i>Go east two blocks, south one block, and east two more blocks.</i> Sample answer to second question: <i>Go three blocks north and two blocks east.</i> Sample answer to third question: <i>Go two blocks west, one block south, and then one block west.</i></p> <p>Students listen to instructions.</p> <p>Students listen and watch as the teacher models an appropriate throw. Students participate in the lab and complete the procedures in the order on the lab worksheet.</p>
2	<p>At the start of lesson 2, the teacher tells the students that they will continue their lesson on how to “demonstrate velocity as the rate of change of position over time.”</p> <p>The teacher instructs students to turn to page 8 in their book. The teacher asks for volunteers to read, “What is Motion?” The teacher instructs students to write the definition of “motion” in their FoldNote. The teacher tells the students, <i>that an object that is not moving in relation to one reference point might be moving in relation to a different reference point because a reference point can also move.</i> The teacher encourages students to imagine that they are seated on an airplane</p>	<p>Students listen to the teacher and ask questions if necessary.</p> <p>Students turn to page 8 in their book and volunteer to read “What is Motion?” Students write the definition of “motion” in their FoldNote. Students will listen to the teacher and imagine they are on an airplane. Sample student responses to imagery: <i>Reference point: the cockpit of the plane; no, I am not moving in relation to the cockpit of the plane. Reference point: the school; yes, I am moving in relation to the school.</i></p>

	<p>with their seat belts on during a flight. The teacher then them to pick different reference points and discuss whether they are moving in relation to that reference point.</p> <p>The teacher asks for volunteers to read, “What is Speed?” on pages 9 and 10. The teacher instructs students to write the definition of “speed” in their FoldNote. The teacher explains that <i>speed is a rate, that is, a measure of how one quantity (distance) changes compared with another (time)</i>. The teacher explains that there are many other types of rates that we use in our everyday lives. The teacher encourages students to think of other types of rates. The teacher instructs students to answer questions 8 – 11 in book.</p> <p>The teacher models how average speed is calculated: by dividing the distance an object travels by the time it takes to cover the distance. Speed is shown in the formula as the letter <i>s</i>, distance as the letter <i>d</i>, and the time as the letter <i>t</i>. <i>average speed = distance/time; s = d/t</i> The teacher explains that they will practice calculating average speed by completing “Do the Math” on page 10.</p> <p>The teacher instructs students to turn to page 15 in their book. The teacher asks for volunteers to read, “What is Velocity?” The teacher instructs students to write the definition of “vector” and “velocity” in their FoldNote. The teacher reiterates that <i>because velocity includes direction, it is possible for two objects to have the same speed but different velocities</i>. The teacher uses the example of the chair lift on page 15. The teacher instructs students to complete the Venn diagram for “speed and velocity” on page 15.</p>	<p>Students volunteer to read, “What is Speed?” on pages 9 and 10. Students write the definition of “speed” in their FoldNote. Students listen to the teacher and respond with examples of other types of rates. Sample answers: <i>Heart rate or pulse is a measure of the number of heartbeats per minute; fuel efficiency of cars is measured in miles per gallon</i>. Students answer questions 8 – 11 in book. <i>The teacher circulates and offers assistance where necessary</i>. After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p> <p>Students practice calculating average speed. <i>The teacher circulates and offers assistance where necessary</i>.</p> <p>Students volunteer to read, “What is Velocity?” on page 15. Students write the definition of “vector” and “velocity” in their FoldNote. Students complete the Venn diagram on page 15. <i>The teacher circulates and offers assistance where necessary</i>. After completing the Venn diagram, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>
3	<p>After recapping the lessons so far on how distance, time, and speed are related, the teacher instructs the students that they will complete a S.T.E.M. Lab titled, “Investigate Average Speed.” The teacher will hand out the lab worksheets pgs. 13 – 15. The teacher will explain the lab. <i>In this lab, you will build a simple model car. You will then race your car against a classmate’s car and record the time it took for each car to travel a certain distance. These measurements will help you compute the average speed of your car (and your classmate’s). As you design your procedures, keep in mind that the car design should be the only variable you test; this means that all other variables, including slope and</i></p>	<p>Students will listen to instructions of the S.T.E.M. lab. The students will complete the lab following the procedures on the lab worksheets pgs. 13 – 15. <i>The teacher circulates and offers assistance where necessary</i>. After completing the S.T.E.M. lab, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>

	<p><i>distance, should be the same for each trial.</i> The teacher will remind students of safety cautions.</p>	
4	<p>The teacher introduces lesson 4 by asking the question, “How does motion change?” The teacher instructs students to turn to page 20 in their book and complete questions 1 – 3. After discussing their answers to the questions, the teacher instructs the students to look at the image on page 20. The teacher asks the following: <i>Based on what you already know about speed and velocity, (1) what can you determine about the people on the roller coaster? (2) What does acceleration mean to you? (3) Do the people on this roller coaster speed up? (4) Do the people on this roller coaster slow down?</i> The teacher explains that <i>slowing down is a type of acceleration too, and that they will learn more about this type of acceleration in this lesson.</i></p> <p>The teacher instructs students to turn to page 22 in their book. The teacher asks for volunteers to read, “Getting Up to Speed.” The teacher instructs students to write the definition of “acceleration” in their FoldNote.</p> <p>The teacher models how average acceleration is calculated on page 23: average acceleration = $\frac{\text{final velocity} - \text{starting velocity}}{\text{time}}$ $a = \frac{V_2 - V_1}{t}$</p> <p>The teacher will tell students that acceleration is measured in meters per second squared (m/s^2). The teacher will instruct students to complete questions 7 and 8 to practice calculating average acceleration.</p> <p>The teacher instructs students to turn to page 24 in their book. The teacher asks for volunteers to read, “What a Drag.” The teacher instructs students to write the definition of “centripetal acceleration” in their FoldNote. The teacher instructs students to complete questions 9 – 11 on pages 24 and 25.</p>	<p>Students turn to page 20 and answer questions 1 – 3. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard. Students volunteer to answer questions about speed and velocity. Sample answer to first question: <i>Their direction changes as they go down and then up, so their velocity changes. Their speed probably also changes. They probably go faster when they are going down and slower when they are going up.</i> Sample answer to second question: <i>It means speeding up.</i> Sample answer to third question: <i>Yes, when they go downhill.</i> Sample answer to fourth question: <i>Yes, when they go uphill.</i></p> <p>Students volunteer to read “Getting up to Speed” on page 22. Students write the definition of “acceleration” in their FoldNote. Students follow along on page 23 and practice calculating average acceleration by doing questions 7 and 8.</p> <p>Students volunteer to read “What a Drag” on pages 24 and 25. Students write the definition of “centripetal acceleration” in their FoldNote. Students complete questions 9 – 11 on pages 24 and 25. <i>The teacher circulates and offers assistance where necessary.</i> After completing the questions, the students offer their answers to the group and discuss their findings. This allows the teacher the opportunity to check for understanding of the standard.</p>
S.A.	<p>The teacher explains to the students that they will now be tested to show that they can demonstrate velocity as the rate of change of position over time. The teacher gives the students the assessment to determine their understanding and mastery of the given standard per outlined in the scoring section.</p>	<p>Students complete the assessment by writing their answers on the assessment sheet.</p>

Summative Assessment Item 1 – Demonstrate velocity as the rate of change of position over time.

For questions 1 – 4 fill in each blank with the term that best completes the following sentences. For questions 5-8, answer the questions in the space provided. Each question is worth 1 point.

1. The _____ of an object describes the speed and the direction in which it is going.
2. _____ is a measure of how far something moves in a given amount of time.
3. The _____ is a location to which you compare other locations.
4. _____ describes the location of an object.

Short answer:

5. What information do you need to describe an objects location?

6. How would decreasing the time it takes you to run a certain distance affect your speed?

7. Juan lives 100 m away from Bill. What is Juan’s average speed if he reaches Bill’s home in 50 s?

8. What do you need to know to describe the velocity of an object?

Answer Key:

1. velocity
2. speed
3. reference point
4. position
5. An objects location is described using a position and a reference point.
6. It would increase your speed.
7. 2 m/s
8. distance, time, and direction

Total: _____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Summative Assessment Item 2 - Demonstrate velocity as the rate of change of position over time. Answer questions 1-8 in the space provided. Each question is worth 1 point.

Do the Math Question:

A runner completed a 100-meter race with a time of 13.75 seconds. What was her average speed?

Complete the following:

1. What do you know? _____
2. What do you want to find out? _____
3. Draw and label a sketch:

4. Write the formula: _____
5. Substitute into the formula: _____
6. Calculate and simplify: _____
7. Check that your units agree: _____
8. Answer: _____

Answer Key:

1. distance = 100 m; time = 13.75 s
2. average speed
3. Sketches should include both the distance and time given in the problem
4. $s = d/t$
5. $s = 100 \text{ m}/13.75 \text{ s}$
6. $s = 100 \text{ m}/13.75 \text{ s} = 7.27 \text{ m/s}$
7. Units is m/s. Unit of speed is distance/time. Units agree.
8. 7.27 m/s

Total: _____/8

Points	Percentage	Students scoring a minimum of 7/8 will be judged to have mastered the standard.
6	75	
7	88 *mastery	
8	100 *mastery	

Summative Assessment Item 3 – Demonstrate velocity as the rate of change of position over time. For questions 1 – 4 fill in each blank with the term that best completes the following sentences. For questions 5-10, answer the questions in the space provided. Each question is worth 1 point.

1. Acceleration is a change in _____.
2. _____ occurs when an object travels in a curved path.
3. A decrease in the magnitude of velocity is called _____.
4. An increase in the magnitude of velocity is called _____.

Short Answer:

5. The units for acceleration are _____.
6. In the equation $a = \frac{V_2 - V_1}{t}$, what do V_2 and V_1 represent? _____.
7. What is the acceleration experienced by a car that takes 10 s to reach 27 m/s from rest? _____.
8. Acceleration can be a change in speed or _____.
9. A helicopter flying west begins experiencing an acceleration of 3 m/s^2 east. Will the magnitude of its velocity increase or decrease?
10. Describe a situation when you might travel at a high velocity, but with low acceleration.

Answer Key:

1. velocity
2. centripetal acceleration
3. negative acceleration
4. positive acceleration
5. meters per second squared, or m/s^2
6. V_1 is the starting velocity, V_2 is the final velocity
7. 2.7 m/s^2
8. direction
9. decrease
10. Student work will vary; example: traveling in a car at 60 miles per hour without slowing down or speeding up.

Total: _____/10

Points	Percentage	Students scoring a minimum of 8/10 will be judged to have mastered the standard.
8	80 *mastery	
9	90 *mastery	
10	100 *mastery	

Curriculum Sample for 8th Grade Writing

Grade Level	8	Content Area	Writing
Course Title (grades 9-12 Only)	N/A		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities. Students will also use a cooperative learning method.		
Standard Number* and Description <i>The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area, one is clearly identified as the focus for review by having (M) before the Standard number.</i>	<p>(8.W.2) <u>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p> <ol style="list-style-type: none"> a. (M) <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u> b. (M) <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Collections, 8 th Grade Student Edition Collections, 8 th Grade Teacher Edition Copy of “The Whistle” by Anne Estevis Graphic Organizer (copy for each student) Internet access, laptops, iPads Paper, pencil		

**Standard Number: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

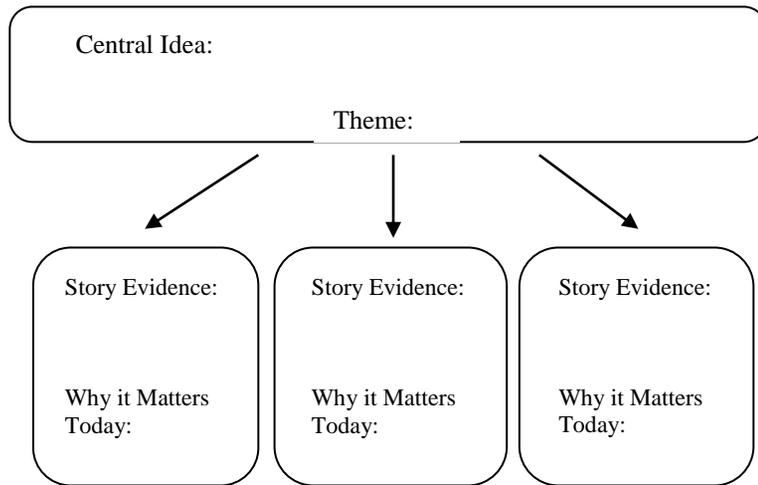
Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>The teacher writes on the board, “What makes a great literary analysis?”</p> <p>The teacher instructs students to discuss the characteristics of a successful literary analysis. Using Collections, Unit 4, p. 269, ask volunteers to read what makes a successful literary analysis. The teacher reminds students that literary analysis will use evidence from the text to support the main points a writer wants to make. The teacher explains to students how having the checklist on p. 269 helps remind writers of the key elements in a successful literary analysis, and when they write their papers they should include all the key elements.</p> <p>The teacher instructs students to work in pairs and utilize the classroom laptops to access the Internet, to research further characteristics of a well-written literary analysis. When finished, teacher instructs students to share any new characteristics with the entire class.</p> <p>Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students will discuss the characteristics of a successful literary analysis. Using Collections, Unit 4, p. 269, students volunteer to read what makes a successful literary analysis.</p> <p>Students participate in whole group discussion.</p> <p>Students are to work in pairs and utilize the classroom laptops to access the internet, to research further characteristics of a well-written literary analysis. When finished, students will share any new characteristics with the entire class.</p> <p>Students engage in a class discussion of how to organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Students are presented with a list of 10 facts from a story they read in their textbook earlier in the year and are asked to select the 5 most relevant facts.</p>
2	<p>The teacher instructs students to reread, “Marigolds,” p. 213 – 224, to review the lesson or theme that stands out to them.</p> <p>The teacher guides students through the planning checklist on p. 269.</p> <p>The teacher tells students to take notes, while they read, about evidence from the text that reveals the story’s theme and to look for clues that represent ideas and feelings.</p> <p>Teacher discusses with students how they should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students reread, “Marigolds,” p. 213 – 224.</p> <p>Students use the checklist on p. 269 to help guide their reading.</p> <p>Students take notes, while they read, about evidence from the text that reveal’s the story’s theme and to look for clues that represent ideas and feelings.</p> <p>Students ask for guidance from the teacher when needed.</p>

3

The teacher instructs the students to make 2 columns on a piece of paper. The teacher instructs the students to label one column "Marigold's Theme" and the other column "Modern Trends/Teens." The teacher opens a discussion on how the two topics are connected. The teacher asks students to find evidence in the text to support their claim.

After this activity, the teacher tells students to think about their readers and what they need to know to understand and appreciate their literary analysis. Remind students that even though this story was set in the 1930's, many adolescents today can recognize something of themselves in Lizbeth's feelings or actions.

The teacher hands out the following graphic organizer.



The teacher gives instructions on how to fill in the map. The teacher tells students that this will help show how different aspects of the story might resonate with modern teenagers.

The teacher circulates the room and helps where needed.

Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.

Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.

Students will make 2 columns on a piece of paper. They will label one column, "Marigold's Theme" and the other column "Modern Trends/Teens."

Students will participate in the discussion on how the two topics are connected.

Students will listen to the teacher's instructions.

Students will use the graphic organizer to help plan their writing.

Students ask the teacher for guidance if needed.

Students will focus on:

- Organizes ideas, concepts, and information using definitions
- Organizes ideas, concepts, and information using classification.
- Organizes ideas, concepts, and information using comparison/contrast.
- Organizes ideas, concepts, and information using cause/effect.
- Organizes ideas, concepts, and information into broader categories and include formatting, multimedia and graphics.
- Uses concrete details and quotations for examples
- Develops the topic with relevant, well-chosen facts and definitions.

4	<p>The teacher instructs students to begin writing the first draft of their literary analysis. The teacher tells students to use the checklist on p. 270 to help guide their writing.</p> <p>The teacher tells students that writers often come up with new ideas about a topic when they begin writing. It may be helpful to incorporate any new ideas into their graphic organizer to help guide the writing of their drafts. The teacher explains that this will help clarify how these new ideas fit with the organization students have created and make their drafts flow more logically. Teacher highlights students should organize ideas, concepts, and information into broader categories when writing their piece.</p> <p>Teacher further demonstrates that when students are using relevant facts for their writing, the facts should be well-chosen and highly relevant to the writing piece.</p>	<p>Students begin writing the first drafts of their literary analysis. They use the checklist on p. 270 to help guide their writing.</p> <p>Students add any new ideas to their graphic organizers.</p> <p>Students ask for guidance if needed.</p>
5	<p>The teacher pairs students to review their drafts. The teacher writes the following points to check, on the board:</p> <ul style="list-style-type: none"> • Examine your central idea to decide whether it clearly represents the focus you have chosen. • Review the flow of ideas in your analysis to be sure the organization is clear and logical. • Check whether you have introduced the topic clearly and organized ideas, concepts, and information into broader categories. • Evaluate whether your conclusion restates your main points and offers insight about the theme’s relevance. • Check to see if you have developed the topic with relevant, well-chosen facts. 	<p>Students work in pairs to revise each other’s drafts.</p> <p>Students use the points on the board, to check that their partner has covered each one.</p> <p>Students then make revisions to their writing based on the feedback and discussions.</p>
6	<p>The teacher tells the students that they will be writing their final drafts. The teacher guides and helps where needed. The teacher calls on students to share their literary analysis to their classmates.</p>	<p>Students write their final draft.</p> <p>Students share their analysis with their peer group.</p> <p>Students discuss the most interesting insights each analysis offers.</p>
S.A.	<p>The teacher instructs the students to read the “Eighth Grade Writing Assignment.” Teacher continues, “Do the best you can writing a literary analysis on the story provided, using all of the skills you learned throughout the week. Good luck!”</p>	<p>Students write a literary analysis on the story provided.</p> <p>Students turn in papers.</p>

Summative Assessment Item 1 - Read “The Whistle” by Anne Estevis. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/Level
	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
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16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 2 Read “The Adventures of Tom Sawyer” by Mark Twain on p395. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

Criteria/Skills	Scores				Score/Level
	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of	

	of the time.	of the time.	some the time.	relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					___/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

Summative Assessment Item 3 Read “The Drummer Boy of Shiloh” by Ray Bradbury on p167. Write an informative/explanatory text using the checklist below to guide your writing.

- Write a 5 – 7 paragraph, 6 – 7 sentences per paragraph, informative/explanatory text on the poem.
- Write a literary analysis that organizes your ideas, concepts, and information into broader categories.
- Develop the topic with quotations, or other information and examples.
- Develop the topic with concrete details.
- Organize your ideas, concepts, and information which includes formatting, multimedia and graphics to aid comprehension.
- Develops the topic with definitions.
- Develops the topic with relevant, well-chosen facts.
- **Answer Key/Scoring Rubric:** Students will be graded out of 9 points on the Eighth Grade Writing Assessment Rubric. Students must score 8/9 points to demonstrate mastery (mastery level of 80 % or higher).

Answer Key/Scoring Rubric: Students will be graded out of 18 points on the Seventh Grade Writing Assessment Rubric. Students must score 17/18 points to demonstrate mastery (**mastery level of 90 % or higher**). In the rubric, a score of 0 or 1 is failing that section. A score of 2 is passing and a score of 3 is mastering that section. A student may achieve only one score in the 2 section, with all others in the 3 section to be considered as mastering this standard. Therefore mastery can be achieved with six 3 scores or five 3 scores and one 2 score.

	Scores	Score/Level
--	--------	-------------

Criteria/Skills	3	2	1	0	
Writing	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic all of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic most of the time	Introduces the topic clearly, previewing what is to follow and text is informative/explanatory and examining the topic some of the time	Does not introduce the topic clearly, previewing what is to follow and text is not informative/explanatory and does not examines the topic	
Organization	Organizes ideas, concepts, and information into broader categories all of the time.	Organizes ideas, concepts, and information into broader categories most of the time.	Organizes ideas, concepts, and information into broader categories all some the time.	Does not organizes ideas, concepts, and information into broader categories rarely.	
Organization	Develops the topic with relevant quotations, or other information and examples all of the time.	Develops the topic with relevant quotations, or other information and examples most of the time.	Develops the topic with relevant quotations, or other information and examples some the time.	Does not develop the topic with relevant quotations, or other information and examples.	
Writing	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content all of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content most of the time.	Conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content some the time.	Does not conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Organization	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension all of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension most of the time.	Organizes ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension some the time.	Does not organize ideas, concepts, and information which includes formatting, multimedia and graphics when useful to aid comprehension.	
Writing	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts all of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts most of the time.	Develops the topic with relevant definitions, concrete details and relevant, well-chosen facts some the time.	Does not develop the topic with relevant definitions, concrete details and relevant, well-chosen facts.	
					__/18

Points	Percentage	Points	Percentage	Students scoring a minimum of 17/18 will be judged to have mastered the standard.
16	89	18	100 *mastery	
17	94 *mastery			

AGENDA ITEM: Compliance Matters – StarShine Academy**Issue**

StarShine Academy (“StarShine”) has not yet submitted its fiscal year 2016 audit reporting package (“audit”) to the Board. In November, the Board found StarShine in noncompliance with state law and its charter contract, but was unable to withhold funds because the charter holder had filed for bankruptcy protection. The bankruptcy filing does not preclude the Board from issuing a notice of intent to revoke the charter.

Board Policy

In accordance with the Board’s [Policy Statement on Board Notification of Six Months of Non-compliance](#), staff is to bring charter holders having state equalization assistance withheld for failure to timely submit their annual financial statement and compliance audits to the Board for consideration of an issuance of a Notice of Intent to Revoke the charter after two months of withholding.

StarShine Academy

StarShine operates one school with the same name, serving grades K-12 in Phoenix. For fiscal year 2017, StarShine’s 40th day ADM is 156.423.¹ StarShine’s academic performance and performance under the Board’s operational and financial performance frameworks has been included in Appendix A: Additional Background Information.

Fiscal Year 2016 Audit

On November 21, 2016, the Board passed a motion finding StarShine in noncompliance with state law and its charter contract for failure to submit its fiscal year 2016 audit. On November 21st, an email describing the Board’s action was sent to StarShine. The November 21st email also included the following: “The motion further indicated that had the bankruptcy filing not prevented it, the Board would have withheld 10% of StarShine Academy’s monthly state aid apportionment until the fiscal year 2016 audit was submitted to the Board.”

At the January meeting, StarShine indicated the bankruptcy filing requires additional reporting, as well as some additional complications, which have slowed up the processing of the audit. StarShine stated it was on track to complete the audit by January 30, 2017. On February 2, 2017, StarShine’s auditor indicated that fieldwork was just about done. He anticipated the audit will be completed by February 8th.

Audit Submission History

Having reviewed the charter holder’s prior compliance with submitting its audits, Board staff found StarShine timely submitted its audits for fiscal years 2011 through 2014. StarShine submitted its fiscal year 2015 audit about two months late. Due to the bankruptcy filing, the Board was unable to withhold funds, but the Board did make a finding of noncompliance.

¹ StarShine’s ADM for fiscal years 2012 through 2016 has been provided in Appendix A: Additional Background Information.

Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke StarShine Academy's charter contract. Staff recommends the following language: The information contained in the audit is one of the primary means the Board has to meet its statutory oversight and administrative responsibilities for the schools it sponsors. Although this is a matter that could be quickly corrected, it represents a material breach of the charter contract. Therefore, I move to issue a Notice of Intent to Revoke the charter contract of StarShine Academy for failing to timely submit the fiscal year 2016 audit reporting package as required by A.R.S. §15-183(E)(6), A.R.S. §15-914 and the charter contract.

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

Option 2: The Board may decide to take no further action at this time and direct staff to bring this matter back to the Board at its March 2017 meeting for further consideration should StarShine Academy still not have submitted its fiscal year 2016 audit.²

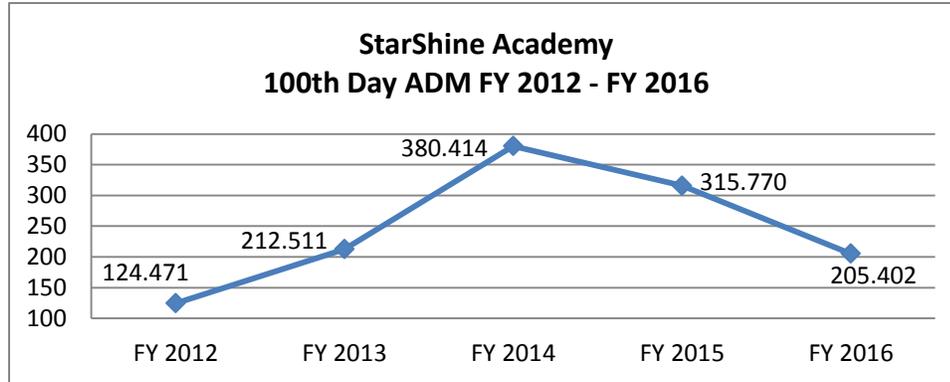
² Under this option, the Board's previous finding of noncompliance would continue to be in effect.

APPENDIX A:

ADDITIONAL BACKGROUND INFORMATION

I. Average Daily Membership

The graph below shows StarShine’s 100th day average daily membership (ADM) for fiscal years 2012 through 2016. For fiscal year 2017, StarShine’s 40th day ADM is 156.423.



II. Academic Performance

The Board’s academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. There has been a moratorium on letter grades until school year 2016-2017; therefore, the Board has not calculated overall ratings for fiscal years 2015 and 2016. As it relates to school improvement, the school operated by StarShine (“School”) has been designated for school improvement in fiscal year 2017.

The School received a letter grade of D-ALT for fiscal year 2014 and is currently not designated as an alternative school by the Arizona Department of Education.

The School’s fiscal year 2016 AzMERIT data is below, along with the State averages:

2016 AzMERIT ELA 6%	2016 AzMERIT Math <2%
State Average ELA (35%)	State Average Math (35%)

III. Financial Performance Dashboard

Financial Performance

StarShine Academy

Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
Going Concern	No	Meets	Yes	Falls Far Below
Unrestricted Days Liquidity	20.97	Does Not Meet	1.39	Falls Far Below
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	(\$1,217,279)	Does Not Meet	(\$803,396)	Does Not Meet
Fixed Charge Coverage Ratio	(0.01)	Does Not Meet	0.39	Does Not Meet
Cash Flow (3-Year Cumulative)	\$94,573	Meets	(\$75,598)	Does Not Meet

Cash Flow Detail by Fiscal Year

	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$29,784	\$126,514	(\$61,725)	(\$231,896)	\$29,784	\$126,514

Does Not Meet Board’s Financial Performance Expectations

IV. Operational Performance Dashboard

Operational Performance Dashboard			
Click on any of the measures below to see more information.			
Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	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?	Does Not Meet	Does Not Meet	--
Timely Submission	Yes	No	No - Not Yet Submitted
Audit Opinion	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	Financial Record Retention	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	AFR Filing	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	ADE ADM Audit
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	--
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	Does Not Meet	--
Timely Submissions	Audit CAP	Complaint Response	School Improvement Plan
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	Heightened Academic Monitoring	Finding of Noncompliance to Withhold 10%	Finding of Noncompliance to Withhold 10%
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	Does Not Meet	--
Arizona Corporation Commission	No issue identified	Audit CAP	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	AFR Filing (Audit Repeat)	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	Funds Garnished	Funds Garnished	--
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: 2016-12-08 10:39:06



FEBRUARY 13, 2017

New Charter Application
Revisions for 2018-2019

AGENDA ITEM: Revisions to the New Charter Application

Issue

Consideration of the New Charter Application Subcommittee recommendations for revisions to the New Charter Application for the 2018-2019 cycle (attached).

Statutory Provisions

A.R.S. §15-183 requires a charter school sponsor to post on the sponsor’s website the “application, application process and application time frames”. The law further requires that the application adopted by the sponsor include a detailed educational, business and operational plan and any other materials required by the sponsor.

Additionally, Arizona Administrative Code R7-5-201, Application for a New Charter states, “By March 31 of each year, the Board shall approve and make available online at its web site an application for a new charter for a specified annual application cycle.”

Background

As part of the new charter application process, during the month of December, staff begins updating the new charter application to reflect the upcoming cycle. Typically, technical changes are made to provide clarity and transparency to the instructions and are based on feedback from stakeholders. The proposed revisions to the New Charter Application for 2018-2019 include substantive changes that were designed to eliminate redundancy and overly burdensome components while maintain the necessary detail and rigor to ensure high quality applications. Additionally, feedback received from applicants that came before the Board in December, the Arizona Charter Association, the Department’s Arizona Charter Schools Program, and the Technical Review Panel were considered in the proposed revisions.

There are two areas of substantive changes that have been incorporated into this revision:

- In order for the Board to assess the applicant’s critical and strategic thinking as it relates to specific areas of operation (i.e. promotion/retention, enrollment, governance, etc.), the instructions and criteria include specific language to address the applicant’s capacity of their understanding of the requirements of the new charter application and describe how the applicant will execute the critical components of their charter aligned to their mission and vision.
- Curriculum Sample templates have been replaced by Instructional Analysis documents. These documents are intended to provide the Board an in-depth demonstration of the applicant’s capacity to implement instruction aligned to Arizona standards and in a manner consistent with their mission and vision. An applicant is asked to provide a response for standards within grade level bands in reading, writing, math, and science, which will minimize the quantity of responses for this section.

Grades served	K-2	3-5	6-8	9-12
Instructional Analysis	<i>1st grade Reading 1st grade Writing 2nd grade Math</i>	<i>4th grade Reading 4th grade Writing 4th grade Science 5th grade Math</i>	<i>7th grade Math 8th grade Reading 8th grade Writing 8th grade Science</i>	<i>High School Science High School Algebra II 11th grade Reading 11th grade Writing</i>

Subcommittee Meeting Materials

The materials listed below are attached and were provided to the New Charter Application Subcommittee for review and discussion in its consideration of a recommendation:

- A table that addresses the substantive changes by section.
- A document addressing the implementation plan if the application is approved.
- A draft New Charter Application for discussion with substantive revisions.



Board Options

Option 1: I move to approve the revisions to the New Charter Application for the 2018-2019 cycle as recommended by the New Charter Application Subcommittee and included in this staff report.

Option 2: I move to approve the revisions as presented today with the incorporation of the modifications discussed (provide specific information as necessary).

Option 3: Request the Subcommittee further consider modification to the New Charter Application for the 2018-2019 cycle related to (provide a specific charge for the Subcommittee) and bring a recommendation back to the full Board.

New Charter Application Revisions

The table provides the proposed substantive changes to sections of a plan and the rationale for the change. The proposed changes described below are intended to reduce administrative workload while providing the Applicant sufficient opportunity to demonstrate the capacity to design and implement a plan for operating a school to serve the target population. Overall, criteria require applicants to provide clear and comprehensive descriptions in narrative responses. Requiring this level of detail in the written responses is intended to reduce the amount of time spent by the Technical Review Panel during the capacity interview asking for further clarification to responses and allowing for discussion of the practical implementation and evaluation of the Applicant’s capacity to implement the plan as described in the charter application.

A common attribute for the application being considered is clarifying and aligning the language between the “*Applicant Instructions*” and the “*Evaluation Criteria*”.

Education Plan Section	Change
A.1 Educational Philosophy	Clarified minimum expectations and requires a more detailed response to how the philosophical approach is aligned to how students will learn and what the teacher’s role is. Criteria includes alignment to the mission and describing the rationale for improving pupil achievement.
A.2 Target Population	Clarified minimum expectations and requires the applicant to describe what the “identified” needs are of the community they intend to serve.
A.3 Program of Instruction	Clarified minimum expectations and requires applicant to provide their rationale for the selected program, and how the program supports improving pupil achievement.
A.3.1 Mastery and Promotion	Clarified criteria language to focus the response on describing a comprehensive plan for assessing mastery and promotion that includes the school’s criteria. In addition, to provide a rationale for those criteria.
A.3.2 Course Offerings and Graduation Requirements	Clarified criteria language to focus the response on describing a comprehensive plan for awarding course credit that includes the school’s criteria. In addition, to provide a rationale for the criteria that demonstrates the student’s capacity to pass the end of course State assessments.
A.4 School Calendar and Weekly Schedule	Removed criteria d. referring to an Alternative Calendar. The Alternative Calendar is no longer an option.
A.5 Academic Systems Plan	Revised instructions and criteria to reflect student data only on “Percent Passing”. In addition, the tables in the criteria have been reformatted for clarity. Cost and Budget Line item was removed from this section because these are already discussed in the budget narratives.
A.6 Instructional Analysis	Curriculum Samples were replaced with Instructional Analysis. The number of documents was reduced from 3 per grade level served, to 3-4 per grade span served. Grade spans include K-2, 3-5, 6-8, and 9-12. The instructional analysis is designed to allow the applicant to demonstrate capacity to identify essential skills and knowledge in a specific standard, describe how instruction aligned with the educational philosophy and how program of instruction will be used to develop skills and knowledge. Other components address how student progress and mastery are assessed, and the Applicant’s process for providing support to students that do not make progress and/or master the standard. This differs from the curriculum samples that were more closely aligned to a lesson plan format that required detailed description of instructional content and student activities over a series of lessons.



Operational Plan Section	Rationale
B.1 Applicant Entity	Combined item d. and f. due to similarity of items to eliminate a response that in most cases would have been redundant.
B.2 Governing Body	Moved b. to a. to establish responsibilities of governing body as primary focus of this section. Expanded response for c. to also include how governing body composition is qualified to fulfill responsibilities and support the Applicant’s mission. Expanded response for d. to connect process with governing body responsibilities so that Applicant has opportunity to clearly articulate its understanding of governing body responsibilities and capacity to identify individuals/characteristics that have the experience and knowledge to fulfill those responsibilities
B.3 Management and Operation	Moved criteria pertaining to enrollment to section C.2. Marketing & Student Enrollment because enrollment is the logical follow-up to the advertising and promotion plan. Expanded response to a. to require an organizational chart and narrative that addresses each position in the chart rather than just a list of the roles and responsibilities.
B.3.1 Education Service Providers	Split criterion a. into two parts – a narrative description and data demonstrating success with the target population. Also added component to demonstrate how the Education Service Provider supports the mission and program of instruction.
B.3.2 Contracted Services	Clarified minimum expectations and added “and/or experience” to allow Applicant opportunity to demonstrate capacity to identify qualified personnel or service providers. Revised wording for clarity.
Business Plan Section	Rationale
C.1 Facilities Acquisition	Moved timeframe to be the first criterion because the timeframe provides a general overview of the full plan that is described in further detail in the remaining criteria. This sequence provides a logical progression.
C.2 Marketing and Student Enrollment	Moved timeframe to be the first criterion (see C.1). Revised to clarify that purpose of plan is to meet the projected enrollment numbers for the target population. Enrollment is separate and expanded to allow Application to clearly articulate components in the enrollment process separately and distinct from the admission/registration process.
C.3 Personnel	Revised criterion a. to incorporate requirements similar to contracted services regarding minimum qualifications and/or experience. Added to allow Applicant opportunity to demonstrate capacity in identifying quality staff. Revised b. to focus on description of how staffing plan will result in implementation of program of instruction and operation of school. Added item d. to address how qualifications and proposed salaries are adequate to implement the program of instruction.
C.4 Start-Up Budget Template C.5 Three-Year Operational Budget Template	“SAIS” was changed to “SIS” (student information system) in the budget templates to reflect changes made to the Arizona Educational Learning and Accountability System.

Timeline for the New Charter Application 2018-2019 Process

The table below provides an overview of the timeframe and implementation stages of the process.

Timeframe	Process Stage
February 13	Application considered and approved by the Board
February 14	Application posted on website (<i>18 weeks prior to the due date</i>).
Mid-March	New Charter Application Workshop
Late March	Online Technical Assistance videos posted on ASBCS website
May 17	Soft deadline date (<i>26 days prior to the due date</i>).
June 22	Administrative completeness review notifications for application packages submitted prior to the soft deadline date.
June 23	Application package due date
Early July	Administrative completeness review notification
Late August	Substantive completeness review notification
Mid-September	Revised application package due
Mid-October	2 nd Substantive completeness review notification
Early November	Capacity Interviews
January 2018	Board Decisions



Application for a New Charter

2018-2019 School Year Application Cycle

Arizona State Board for Charter Schools

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Phoenix, AZ 85007

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Introduction

The mission statement of the Arizona State Board for Charter Schools (“Board”, “ASBCS”) is: *“To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.”*

Pursuant to A.R.S. §15-181, charter schools were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils.

The Board follows the procedures set forth in A.R.S. §15-183 and §15-183.01, and Arizona Administrative Code (“Rule, A.A.C.”) regarding the annual Application for a New Charter cycle. A copy of the statutes relating to the Board’s application process may be found at <http://www.azleg.gov/arsDetail/?title=15>. A copy of the Rules relating to the Board’s application process is on file with the Arizona Secretary of State and can be accessed through the Arizona Secretary of State’s website at http://apps.azsos.gov/public_services/Title_07/7-05.pdf.

The Board approved the 2018-2019 application on MONTH XX, 2017. The final deadline for submission of the application package is **June 23, 2017 at 11:59 p.m.** There are no extensions or exceptions to the deadline.

Complete application packages will be accepted in electronic form only, unless the application is completed through the alternative submission process (see page 14). Electronic submission of new charter application packages must be submitted online through a web-based application wizard on the ASBCS Online database located at <http://online.asbcs.az.gov>.

An Overview of the Application Process

Instructions and Evaluation

The specific instructions and evaluation criteria for each component of the application are included and detailed within the section listed in the Table of Contents. In addition to being scored for content, the application package will also be evaluated for readability. Special instructions for the completion of the forms are provided within each template.

Prospective Applicant Online Technical Assistance is available on the Board’s website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

Prospective Applicants should be aware that, if approved, they will not be eligible to add grades, enrollment cap, or new schools to the charter contract until, at the earliest, the third year of operation. Ensure that the plans included in the application package represent a sustainable business model, and that the grades served and enrollment cap requested represent the full extent of the Applicant’s expansion plans for the first three years of operation. Details on eligibility to submit expansion requests are available on the Board’s website at <https://asbcs.az.gov/school-resources/amendment-notification> under “Changes to an Existing Charter”.

Submission

Application packages submitted online through a web-based application wizard on the ASBCS Online database will be accepted until the deadline of **Friday, June 23, 2017 at 11:59 p.m.** For details, refer to the **Submission Process** on page 9.

Application Processing Fee

An application processing fee (“Fee”) is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier’s check (“Check”) made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (to the mailing address: ASBCS, P.O. Box 18328, Phoenix, AZ 85009), FedEx/UPS (to the physical address: 1616 W. Adams St. Suite 170, Phoenix, AZ, 85007) or hand delivery to the Board office **during regular office hours** on or before the submission deadline of **Friday, June 23, 2017**. Failure to timely submit the Fee will result in the application package being deemed administratively incomplete. Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the *2018–2019 New Charter Application Fee* form and include the form with the Fee. All Checks shall be deposited within five days of submission.

- If an Applicant's application processing fee payment to the Board is dishonored for any reason including an insufficient funds check:
 - The application package shall be deemed administratively incomplete, and
 - The Applicant shall use a cashier's check to pay the application processing fee for any application package submitted to the Board by the Applicant at any later date.
- If an application package is found to be administratively incomplete, and the Applicant paid the application processing fee, the fee shall be refunded to the Applicant. The application processing fee refund shall be mailed by U.S. Postal Service regular mail to the authorized representative at the address provided in the application package.
- If an application package is found to be administratively complete, the application processing fee shall become non-refundable.

Administrative Completeness

Board staff confirms whether the application package contains all components required by statute, rule, and application instructions, and that the Fee has been timely received. An administratively complete application package must follow formatting requirements described on page 10 and 11, adhere to the page limitation, if identified, in each section and contain:

1. Complete information for each application component, including:
 - Cover Page (Information must be consistent with the contents of the application package),
 - Title Page (Information must be consistent with the contents of the application package), and
 - Target Population Page (Information must be consistent with the contents of the application package);

2. All narrative sections, required exhibits and forms;
3. All necessary information for completing a Background, Fingerprint, and Credit Check report for each Authorized Representative and Principal, including a valid Arizona Fingerprint Clearance Card (“FCC”) and verification of coursework (if applicable);
4. Confirmed availability of start-up funds as listed in the application package and the completed Verifiable Proof of Secured Funds (“VPSF”) form;
5. Instructional Analysis documents submitted on the approved template, identifying the Required Standard (Reading, Writing and Math)/Performance Objective (Science), and following the criteria for administrative completeness found on pages 29–30.
6. Required documents completely filled out, and submitted on the application form and/or template, approved for the 2018-2019 fiscal year.

By March 31 of each year, the Board approves and makes available online at its web site an application for a new charter for a specified fiscal year. On MONTH XX, 2017 the Board approved the application for a new charter for the 2018–2019 application cycle, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content, format and sequence. An application package submitted for a new charter is not administratively complete if it contains modifications to the content, format or sequence of the templates or forms or if it contains templates or forms that were approved for use in a prior fiscal year.

Failure to meet the criteria above will result in the application package being deemed administratively incomplete. The application will be evaluated based on the information that is included in the application package when it is submitted. Applicants will receive written notification of the deficiencies not more than 25 business days after the submission of the application package and processing fee. If the application is deemed administratively incomplete, the Applicant’s file will be closed.

The Applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the submission deadline of **June 23, 2017** at 11:59 p.m. has not passed.

Pursuant to Rule, an Applicant who believes that their application package was erroneously designated as administratively incomplete may submit a written request for reconsideration to the Board within 10 days of the date of notice.

Additionally, an Applicant who submits an application package prior to May 17, 2017 will receive notification of administrative completeness prior to the deadline date which gives the Applicant an opportunity to correct deficiencies identified in the initial administrative completeness check and resubmit an application package by the deadline of Friday, June 23, 2017.

Substantive Completeness

Upon determination that an application package is administratively complete, the Technical Review Panel (“TRP”) will score the application package using the evaluation criteria. Staff will complete the Background, Fingerprint, and Credit Check as part of the substantive review.

A substantively complete application package meets the following scoring requirements:

- ✓ No evaluation area receives a score of Falls Below the Criteria; and
- ✓ No more than one evaluation area in each section is scored as Approaches the Criteria; and
- ✓ 95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the Meets level.

Substantively Incomplete Preliminary Application Package

Each Applicant whose application package fails to meet the scoring requirements will receive written notification of the deficiencies, including a copy of the scoring rubric completed by the TRP. An Applicant with a substantively incomplete preliminary application package then has three options for continuing in the application process:

- The Applicant may use the information provided in the scoring rubric as technical assistance to improve the application package, and resubmit within 20 days of notification for review by TRP members, or
- Within 20 days of notification, the Applicant may submit a written request that the preliminary application package be considered by the Board without revision, or
- Within 20 days of notification, the Applicant may submit a written request that the preliminary application package be withdrawn.

If a revised application package or letter has not been submitted within 20 days of notification, the Applicant's file will be closed.

Revisions to the application package may not include changes to the composition of the Applicant. The Background Information Sheet and the Affidavit, Disclosure, and Consent for Background and Credit Check should not be included in the revised application package unless the Applicant is specifically requested to provide new documents by Board staff.

Substantively Incomplete Revised Application Package

Each Applicant whose revised application package fails to meet the scoring requirements will receive written notification of the Board's intent to close the file. This notification will include a copy of the scoring rubric completed by the TRP. To continue in the application process, within 20 days of notification, the Applicant must submit a written request that the substantively incomplete revised application package be considered by the Board, or the Applicant's file will be closed.

Background Check, VPSF, and Due Diligence Process

Board staff will conduct a background and credit check of each principal and authorized representative of the Applicant, confirm each possesses a valid FCC, confirm availability of start-up funds, and conduct a due diligence process relating to current or former charter operations of the Applicant, any principal or authorized representative of the Applicant, or an Education Service Provider. If issues arise from the information obtained during the background and credit checks of any principal or authorized representative, the Board staff shall, in writing, notify the pertinent person of the issues and he/she will have the opportunity to present a written response clarifying the information. Information obtained and

communications conducted during this process shall be considered by the Board in making its decision on whether to grant or deny a charter.

In-Person Interview

Upon determination that a preliminary or revised application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team must make themselves available for an in-person interview to:

- ✓ Demonstrate a thorough understanding of the Educational Plan, Operational Plan, and Business Plan presented in the written application package, and
- ✓ Demonstrate the capacity to implement a plan to operate a high-quality charter school, and
- ✓ Address any issues that arise during the due diligence process relating to current or former charter operations of the Applicant, any Officer, Director, Member, or Partner, or an Education Service Provider.

Board Consideration

A substantively complete application package, or a substantively incomplete application package with timely submission of a written request for consideration, is eligible to be forwarded to the Board for consideration. Board members will be provided with:

- The application package;
- A link to the audio recording of the in-person interview;
- The scoring rubric completed by the TRP;
- A report prepared by Board staff including:
 - TRP analysis of the quality of the application package, summary of the in-person interview, and analysis of Applicant capacity;
 - Staff's analysis of information regarding the academic, operational, and financial performance of any charter authorized by the Board and operated by an Applicant, any principal of the applicant, or an Education Service Provider;
 - Information regarding the results of the Applicant's background, fingerprint, and credit checks; and
 - Information regarding the due diligence check of current or former charter operations.

Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

The Board will follow the requirements of statute and rule in determining whether to approve the charter.

Timeframes

Timeframe	Process Stage
Application Soft Deadline <i>May 17, 2017</i>	An Applicant who submits an application package by the soft deadline will receive notification of administrative completeness (within 25 business days of submission) prior to the deadline date, which gives the Applicant an opportunity to correct deficiencies and resubmit by the hard deadline.
Application Due <i>June 23, 2017</i>	The application package is due June 23, 2017 at 11:59 p.m. There are no extensions or exceptions to the deadline.
Administrative Review <i>Completed within 25 Business Days of submission</i>	<p>Staff will confirm that the application package meets the administrative completeness requirements identified in Rule and the application instructions.</p> <p>Administratively incomplete applications will be closed.</p> <p>Administratively complete applications will continue to the substantive review process.</p>
Preliminary Substantive Review <i>Completed by late August</i>	<p>The Technical Review Panel will score the application package using the evaluation criteria. Staff will complete the Background, Fingerprint, and Credit Check.</p> <p>An Applicant whose package meets the scoring requirements will be deemed substantively complete and move forward to the applicant interview.</p> <p>An Applicant whose package fails to meet the scoring requirements will receive written notification of the deficiencies.</p>
Resubmission of Application Package <i>Within 20 Business Days of Notification</i>	An Applicant may use the information provided in the scoring rubric or technical assistance provided in the preliminary substantive review notification to improve the application package, and resubmit the package to the Board.
Applicant Interview <i>Early November</i>	Upon determination that an application package is substantively complete, or upon receipt of a written request for a substantively incomplete application package to be considered by the Board, members of the Applicant team must make themselves available for an in-person interview.
Board Consideration <i>December</i>	Applicants will be notified of the date of the Board's consideration and how to access the information provided to the Board. Authorized Representatives and Principals of the Applicant will be provided an opportunity to address the Board, and should be in attendance to answer questions from the Board. No new documents from the Applicant may be added to the application package or distributed to the Board at the Board meeting.

Submission Process

All new charter applications must be submitted using the ASBCS Online system or completed according to the requirements of the Alternative Submission Process.

Creating a New Charter Applicant Account

An Authorized Representative of the Applicant must create a login on the system.

From the website of the ASBCS (<http://asbcs.az.gov>), click **ASBCS Online** under “Helpful Links”. From here you can **Login** or **Register**. If the Authorized Representative already has an account with the ASBCS Online system, he or she must use it to create the new application. If the Authorized Representative does not have an account, click **Register**.

Enter the First Name, Last Name, Date of Birth, and Last 4 Digits of SSN for the Authorized Representative, then click **Register**. If this information has not already been entered in the system, it will open a new window called **Create a New Charter Applicant Account**. Fill out the fields as specified on the webpage.

- **Email Address:** The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.
- **Applicant Name:** This is the name of the entity applying for the charter. (i.e., public body, private person or private organization). Only use an individual’s name if that individual is applying as a Sole Proprietorship.
- **School Name:** This is the proposed name for the new school.

The **Username** for the account will be the email address of the Authorized Representative.

Once you click **Complete Registration**, the ASBCS Online system will send an email with a **verification code and link** to the email address provided by the Authorized Representative. Open the email and click the link, or copy and paste the link into a browser window. This will take you to the ASBCS Online Login screen. This will also generate a second email, which contains a **temporary password**.

Return to the Login screen and enter your User ID, which is the Authorized Representative’s email address, and the temporary password. The system will immediately ask you to **Change Password**. Enter the temporary password in **Current Password**, and choose a **New Password**, which you will enter twice.

Creating an Application

Upon login to the ASBCS Online system, the home page is called the **Dashboard**. Under the heading **Create Application**, click **Create Application**.

Inputting Data into the Application Wizard

The Application Wizard on the ASBCS Online system has six parts (Cover Page, Title Page, Target Population, A: Educational Plan, B: Operational Plan, C: Business Plan), which may be completed in any order. The instructions below are given in the order they appear in the Table of Contents.

Cover Page

The Application Agreement Information must be signed by a designated Authorized Representative of the Applicant entity. Use the password of the account which created the application to sign the form. If the name connected with the password used for the signature is not an Authorized Representative, the application package will be deemed Administratively Incomplete.

Title Page

Uploading and Saving Files

The Title Page and parts A (Educational Plan), B (Operational Plan), and C (Business Plan) require the attachment of files generated outside the application wizard. Before uploading and saving a document, ensure that the file meets all evaluation criteria, is thoroughly proofread, and contains accurate information.

- **In sections allowing only a single document:** Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Once the file path and name appears in the box, click **Save and Continue**. The file name will be changed to reflect the section title. Once saved, click **View uploaded file** to ensure that the correct file was uploaded. To revise the file before submitting, upload and save again – the previous version will be automatically removed.
- **In sections allowing multiple document uploads:** Many sections require multiple documents to be uploaded. In these sections, for each document, click **Add a New Attachment**. Click on **Browse**. A window will open allowing you to select the file on your computer. Click on the file and click **Open**. Write a **Brief Description** of the file in the box (e.g.: 4th Grade Reading, Bylaws). Once the file path and name appears in the box, click **Add Attachment**. Click **Save and Continue**, at which point the file name will be modified, with a prefix at the beginning and a number at the end. Once saved, click **View/download file** to ensure that the correct file was uploaded. To revise a document before submitting, click **remove** to delete the old one before uploading the new one.

Note: Once you click **Open**, the file will be saved to your browser, NOT to the ASBCS Online system. You must click **Save and Continue** to transfer the file to the ASBCS Online system. Files uploaded but not saved may Timeout, and will need to be uploaded again.

Formatting Requirements

All documents uploaded to the ASBCS Online System must follow the following formatting requirements:

- The ASBCS Online System uploads only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

A.1 Educational Philosophy

Charter Prep, Inc.

Page 2 of 4

- Fonts must be no less than **11 point**.

- The application calls for many official documents to be scanned and uploaded. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives or attachments. Information contained in a link to an external document or website will not be considered in the evaluation of the application package.

Once files have been uploaded and saved, view each one to confirm it is the document and version you wish to submit. Once the application package is submitted, individual documents may not be substituted. If you discover an error after submission and before the deadline, you may withdraw the old application and start a new application. No documents may be added to an application package after the deadline.

Incompletely or incorrectly submitted application packages will be deemed Administratively Incomplete.

Title Page Data Fields

Some of the fields on this page may be pre-populated by information entered during the registration process.

- **Applicant Name:** This is the name of the entity applying for the charter. This may be a public body, private person or private organization. Only use an individual's name if that individual is applying as a Sole Proprietorship.
- **Charter School Name:** This is the proposed name for the new school.
- **Authorized Representative:** An individual with the power to bind an applicant contractually according to the Applicant's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.

Click '**Add Authorized Representative,**' and a dialog box will come up asking for the **last four digits of the SSN**, and **Date of Birth**. Once entered, the dialog box will expand, with fields to enter the Authorized Representative's **First Name**, **Last Name**, and **Email Address**. The email address provided in this section will be used by Board staff for all written notification and official communication with the Applicant. The Board and staff may only communicate with those designated as Authorized Representatives in this application.

For each Authorized Representative, upload **legible scanned copies** of the following documents. If the Authorized Representative is a current Charter Representative or Principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office (charterschoolboard@asbcs.az.gov) with a request for confirmation. Upload a confirmation email into these fields:

- **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for all Authorized Representatives.
- **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check form must be completely and accurately filled out, signed, and notarized.

- **Background Information Sheet:** The attached Background Information Sheet must be completely and accurately filled out.
- **Resume:** A current resume (2-page maximum) is required.
- **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.

Once information for at least one Authorized Representative has been entered, click **Save and Continue** at the bottom of the page.

- **Authorized Representative Mailing Address:** This address will be used for all official mail from the Board.
- **County:** The name of the Arizona county in which the proposed school will be located.
- **Day Time Phone:** Provide a number at which Board staff may reach an Authorized Representative during business hours.
- **Fax:** Optional.
- **Form of Organization:** List the type of entity applying for the charter, which must be consistent with the Applicant Entity documents submitted in the Operational Plan (e.g., Nonprofit Corporation, For-Profit Corporation, Partnership, Sole Proprietorship, Government Entity, Tribal Entity).
- **Educational Service Provider (“ESP”):** All Applicants are asked to declare whether they intend to contract with or have a governance relationship with an ESP. See Terms to Know.
- **Principal Background Information:** For each principal (officer, member, director, and partner) of the Applicant entity, you must provide the following background documents. The list of principals in this section must be consistent with the amended Articles of Incorporation, Articles of Organization, or most recent annual report filing with the Arizona Corporation Commission submitted in the Operational Plan. If a principal is a current Charter Representative or principal of an operating charter, and you believe current information is already on file with the ASBCS, email the Board office (charterschoolboard@asbcs.az.gov) with a request for confirmation. Upload a confirmation email into the fields for each appropriate principal.
 - **Fingerprint Clearance Card:** A valid Fingerprint Clearance Card, issued by the Arizona Department of Public Safety, is required for each principal (officer, member, director, and partner) of the Applicant entity.
 - **Affidavit:** The attached Affidavit, Disclosure, and Consent for Background and Credit Check for must be completely and accurately filled out, signed, and notarized.
 - **Background Information Sheet:** The attached Background Information Sheet must be completely and accurately filled out.
 - **Resume:** A current resume (2-page maximum) is required.

- **Verification of Coursework/Degree:** If a postsecondary degree is noted on the Background Information Sheet and Resume, the Applicant must provide scanned copies of transcripts from the granting institution, or an official, watermarked, report from the National Student Clearinghouse® (<http://www.studentclearinghouse.org>). These documents must be uploaded with the application package.
- **School Governing Body:** Identify the type and name of members of the proposed School Governing Body as per A.R.S. §15-183(E)(8). If you do not know the names of your governing body members, use the name field to indicate the number of each type of member.

Target Population Page

- **Mission Statement:** Provide a statement describing the mission of the proposed school.
- **Grades Served:** Check the box of all grades to be taught. The grades should reflect the Applicant's expansion plans for the first three years of operation.
- **Enrollment Cap:** The number of students to be served by the proposed school, consistent with the personnel, budget, and facilities documentation provided in the Business Plan. This number should reflect the Applicant's expansion plans for the first three years of operation.
- **School Calendar:** Schools may have Standard or Extended School Year calendars (see Terms to Know). Ensure that this selection is supported in Section A.4.
- **Instructional Days:** The number of days of instruction proposed in Section A.4.
- **Target Start Date:** The proposed first day of school.

Alternative Submission Process

As an alternative to an application submission using the ASBCS Online system, an Applicant may submit the application package in the form of electronic files on a flash drive, using the Alternative Submission Process. An Applicant may notify the Board of its intent to submit an application using the Alternative Submission Process by submitting a signed, notarized ***Waiver of Online Submission of Application for New Charter*** (“Waiver”) to the Board office. The Waiver must be **received no later than close of business on Friday, May 1, 2017**. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

Within ten (10) days of the Board’s receipt of the Waiver, Board staff will send an Acknowledgement of Timely Receipt email, including Alternative Submission forms, to the email address of the Applicant provided on the Waiver. If Board staff notifies the Applicant that the Waiver was not received by the Waiver deadline, the Applicant may submit an application using the ASBCS Online system.

An Applicant who submits a timely Waiver waives the right to have the Board consider any application package submitted online for the current application cycle (2018–2019). No application package will be accepted through the Alternative Submission Process unless a Waiver has been received by the Waiver deadline and acknowledged as timely by Board staff. An application submitted using the Alternative Submission Process will undergo the same administrative and substantive review process described on pages 4–6.

The Alternative Submission Process requires the Applicant to submit a complete application package, saved on a flash drive, to the Board office. **This submission must be received no later than close of business on June 2, 2017**. The flash drive must be delivered in a protected package (e.g., bubble wrapped) by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007. Any application package submitted using the Alternative Submission Process and not received by the close of business on June 2, 2017 will not be accepted and processed.

A complete application package submitted through the Alternative Submission Process must:

- Include all required narrative sections, exhibits, and attachments, with clearly labeled file names;
- Include completed Alternative Submission forms;
- Follow the formatting requirements specified below;
- Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff confirming that staff has been timely notified that the Applicant will be using the Alternative Submission Process; and
- Be received on a clearly labeled flash drive by the Board office no later than close of business, Friday, June 2, 2017.

Prospective Applicants should be aware that, if approved, they will not be eligible to add grades, enrollment cap, or new schools to the charter contract until, at the earliest, the third year of operation. Ensure the plans included in the application package represent a sustainable business model, and that the grades served and enrollment cap represent the full extent of the Applicant’s expansion plans for the first three years of operation. Details on eligibility to submit expansion requests are available on the

Board's website at Board's website at <https://asbcs.az.gov/school-resources/amendment-notification> under "Changes to an Existing Charter".

Application Processing Fee for Alternative Submission

An application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to *Arizona State Board for Charter Schools*, with the name of the Applicant printed on the front, must be received via U.S. mail (to the mailing address: ASBCS, P.O. Box 18328, Phoenix, AZ 85009), FedEx or UPS (to the physical address: 1616 W. Adams St. Suite 170, Phoenix, AZ 85007), or hand delivery to the Board office **during regular office hours** on or before the submission deadline of **Friday, June 2, 2017**. Any Applicant remitting payment via U.S. mail or FedEx/UPS must complete the *2018-2019 New Charter Application Fee* form and include the form with the Fee.

Failure to timely submit the Fee will result in the application being deemed administratively incomplete. The Check will be held until the completion of the Administrative Review.

Formatting Requirements for Alternative Submission

All documents submitted through the Alternative Submission Process will be uploaded to the ASBCS Online System by Board staff and must follow the following formatting requirements:

- Include only files of the following file types: .doc, .docx, .xls, .xlsx, .pdf.
- Files must be saved using the section number and name/exhibit name as the filename (e.g., *C.3 Personnel; A.6 4th Grade Reading; B.1 Bylaws*).
- Each document must have a **Footer** including the document title, the name of the Applicant, the page number, and the total number of pages in the document. For example:

A.1 Educational Philosophy

Charter Prep, Inc.

Page 2 of 4

- Fonts must be no less than **11 point**.
- The application calls for many official documents to be scanned. Scanned documents must be no less than 100% of the original size. Scanned documents are not required to have the footer described above.
- All required information must be included in the narratives or attachments. Information contained in a link to an external document or website will not be considered in the evaluation of the application package.
- The flash drive used for submission must be clearly labeled with the Applicant name, both physically (Applicant name written on or attached to the outside of the flash drive) and electronically (rename the flash drive with the name of the Applicant using the computer operating system).

Application Agreement Information

An Authorized Representative of the Applicant entity must electronically sign the following agreement prior to submitting the application package. Should the application package be signed by someone other than an Authorized Representative, the application package will be deemed Administratively Incomplete.

Cover Page

I certify all information contained in this application package is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete application packages will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

The Applicant acknowledges that the Principals are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to, and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("Board") within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the new charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational instruction no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Signature of Authorized Representative
(electronic)

A. Educational Plan

The Educational Plan should define the plan for providing a learning environment that will improve pupil achievement in the target population (A.R.S. § 15-181) to include what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience with respect to educational climate, structure, assessment, and outcomes.

Sections:

- A.1 Educational Philosophy
- A.2 Target Population
- A.3 Program of Instruction
 - A.3.1 Mastery and Promotion*
 - A.3.2 Course Offerings and Graduation Requirements*
- A.4 School Calendar and Weekly Schedule
- A.5 Academic Systems Plan
- A.6 Instructional Analysis

* Denotes a section required of only certain applicants.

For additional guidance refer to the OTA titled, "Educational Plan Part 1" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

Educational Plan

A.1 Educational Philosophy

Applicant Instructions

Provide a clear and comprehensive overview of the school's educational philosophy that describes how students will learn and what the teacher's role in that learning will be. Describe its alignment with the elements of the program of instruction and the mission statement. Include related research and/or experience that clearly support why the Applicant has chosen to use this philosophical approach to improve pupil achievement in the target population.

Evaluation Criteria

A response that meets the standard will:

- a) Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.
- b) Incorporate the elements fundamental to the school's program of instruction and mission statement.
- c) Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.
- d) Ensure the Mission Statement on the Target Population Page is consistent with the narrative.

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Educational Plan

A.2 Target Population

Applicant Instructions

Describe the anticipated student population to include a comprehensive overview of the students and community the school intends to serve. Explain how the program of instruction will address the identified needs of the target population, to include class size and teacher-student ratios, by improving pupil achievement and providing educational choice.

Evaluation Criteria

A response that meets the standard will:

- a) Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.
- b) Present an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice.
- c) Describe the class size and teacher- student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice.

Educational Plan

A.3 Program of Instruction

(8 page maximum)

Applicant Instructions

Provide a clear, comprehensive and cohesive overview of the Program of Instruction to include curricula, methods of instruction, and methods of assessment that support the educational philosophy and improve pupil achievement in the target population.

Evaluation Criteria

A response that meets the standard will:

- a) Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.
- b) Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.
- c) Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.
- d) Ensure the Program of Instruction is consistent with the Academic Systems Plan.

Educational Plan

A.3.1 Mastery and Promotion

Applicant Instructions

Select the statement that is applicable and proceed as directed:

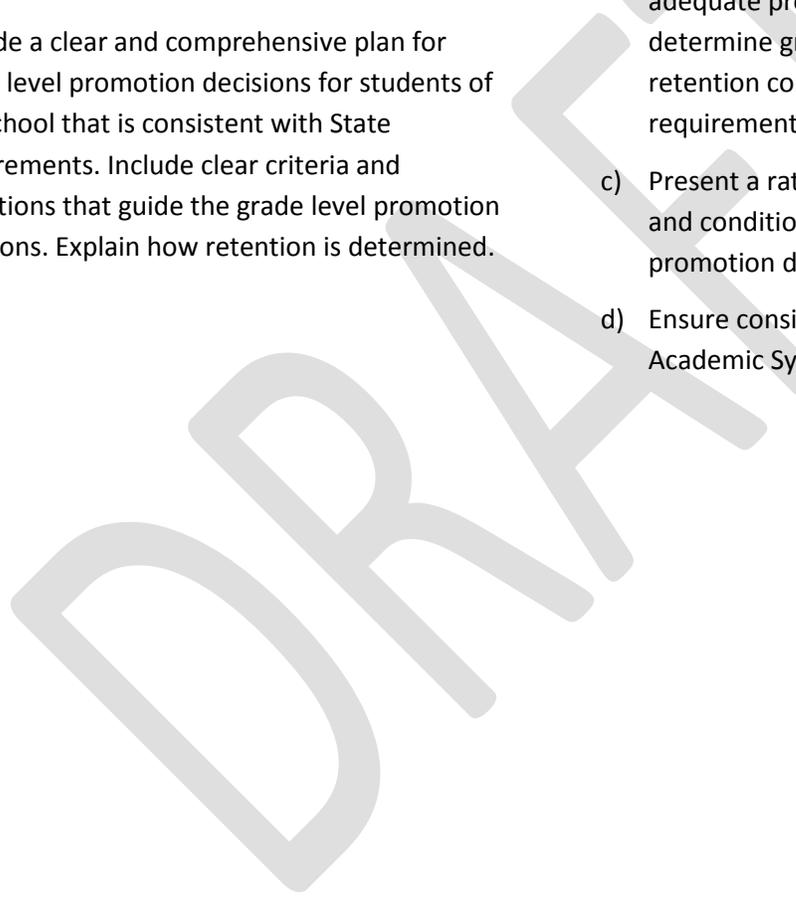
- This Applicant will serve any grade 8 or lower. *Complete this section.*
- This Applicant will not serve any grade below 9. *Skip this section.*

Provide a clear and comprehensive plan for grade level promotion decisions for students of the school that is consistent with State requirements. Include clear criteria and conditions that guide the grade level promotion decisions. Explain how retention is determined.

Evaluation Criteria

A response that meets the standard will:

- a) Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- b) Describe a comprehensive viable and adequate process the school will use to determine grade level promotion and retention consistent with State requirements.
- c) Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
- d) Ensure consistency with Area II of the Academic Systems Plan.



Educational Plan

A.3.2 Course Offerings and Graduation Requirements

(6 page maximum)

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- This Applicant will serve any grade 9 or above. *Complete this section.*
- This Applicant will not serve any grade above 8. *Skip this section.*

Provide a clear and comprehensive plan for awarding course credit for students of the school. Include clear criteria and conditions that guide how course credit is awarded and how it demonstrates the student's capacity to pass the end of course State assessments.

Describe the school's course offerings and graduation requirements.

Required Exhibit

- Menu of course offerings

Evaluation Criteria

A response that meets the standard will:

- Identify graduation requirements for the school that will meet State requirements.
- Describe a comprehensive viable and adequate process that includes clear and criteria and conditions for awarding course credit.
- Provide a rationale for the selected criteria and conditions for awarding course credit and how it demonstrates the student's capacity to pass the end of course State assessments.
- Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrating alignment to the Program of Instruction.
- Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.

Educational Plan

A.4 School Calendar and Weekly Schedule*Applicant Instructions*

Present the school calendar that shows the total number of days the school will be in session, early-release days, scheduled holidays and additional days off.

In addition, provide the proposed weekly schedule that shows hours/minutes of instruction per week for each grade level served. Include the length of day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject. Explain how the weekly schedule supports improving pupil achievement in the target population.

Required Exhibit

- Calendar consistent with the type selected on the Title Page and compliant with minimum requirements of number of school days per year as described in relevant statute.
- Weekly Schedule listing daily instructional minutes dedicated to each core content area for each grade level.

Evaluation Criteria

A response that meets the standard will:

- a) Clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended).
- b) Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.
- c) Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.

Educational Plan

A.5 Academic Systems Plan*Applicant Instructions*

New charter Applicants must submit an Academic Systems Plan (“ASP”) as a part of the Educational Plan section of the application. The ASP is for the purpose of ensuring the school’s essential systems are in place and appropriate for providing a quality education for each student it serves through the creation of a comprehensive, sufficiently detailed and implementable plan in the Areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. It is also intended to focus the school on meeting the Board’s Academic Performance Expectations.

If the application package is approved by the Board and the Applicant is awarded a charter, the application package, including the ASP, become a part of the charter contract.

The Applicant will prepare and submit a plan consisting of action steps for all Areas outlined in the ASP. The ASP will be completed using the template provided by the Board. For each action step, the Applicant must provide a description of the process for implementing each action step, person(s) responsible, frequency and/or timing, and evidence of implementation, as described in the evaluation criteria. Only one completed ASP will be required. The following components constitute an ASP:

- **Baseline** – Identify the current academic performance level of the target population in Percent Passing in Math and in Reading.
- **Establishing Predicted Target:** To determine the Predicted measure, gather data regarding academic performance of the target population in similar or comparison schools.
- **Narrative for setting baseline figures** – A description of what data and assumptions are used in determining the baseline levels for Percent Passing in Math and in Reading. This may include, for example, listing the schools from which the proposed school expects to draw its population, citing their scores, and describing how the calculations were set up.
- **Action Steps** – Identify specific actions or tasks that contribute to each system for each Area.
- **Person(s) Responsible** – Identify the title/role/position of the individual(s) that are responsible for completing each action step.
- **Frequency and/or Timing** – Provide the frequency (i.e. weekly, monthly, every other Wednesday) and timing (i.e. two days after benchmarking testing, within 48 hours of completing a classroom observation) for the completion of each action step.
- **Evidence of Implementation** – List documentation that will serve as evidence of the completion of the action step. Evidence must be able to demonstrate completion of all components of the action step.
- **Process for Implementing Action Step** – Include a description of the fundamental elements for each action step including any information that is collected, reviewed, or created. Include any criteria used for making decisions, and any external technical guidance support that will be utilized for the completion of the action. Essential details will answer all what, where, and how questions required to enable implementation of each action step as described in the evaluation criteria.

Instructions for Completing an ASP

1. View the Online Technical Assistance (“OTA”) presentation on completing an ASP titled, “Educational Plan Part 2 Academic Systems Plan” available on the Board’s website at <https://asbcs.az.gov/applicant-resources> under *Online Technical Assistance*. The OTA presents a set of guiding questions that will help you understand the scope and depth required for an acceptable ASP.
2. Review the evaluation criteria below, starting with criteria a and b in determining baseline figures, followed by c through f regarding the elements for each Area, then criteria g through j addressing elements of the action steps, in order to understand the criteria by which the ASP will be evaluated.
3. Download a copy of the ASP Template from the New Application links on the ASBCS Online system and complete it according to steps 4–11.
4. Use available academic performance data to determine the baseline performance levels of the incoming students from the target population and list them in the Baseline and Predicted Target section for Math and Reading.
5. Provide a description of the basis for setting predicted baseline figures in the Narrative section.

Steps 6–11 should be completed separately for each Area of the ASP.

6. Outline the process(es) that will be implemented by the Applicant for each element of each Area (e.g., the process for adopting curriculum), including elements that address subgroup populations (Free and Reduced Lunch, English Language Learners, students with disabilities, and students in the bottom 25%).
7. Break the processes into discreet, sequential action steps and identify the fundamental elements for each action step which answer the questions of what, where, and how.
8. Identify the frequency and/or timing, person(s) responsible, and documents that will be generated through the process(es) that will serve as evidence of implementation.
9. Present the action steps on the ASP Template in the appropriate column, followed by the person(s) responsible, frequency and/or timing, evidence of implementation, and process for implementing each action step.
10. Once complete, review the ASP against the evaluation criteria to ensure that all elements have been adequately addressed. Thorough and sufficiently detailed responses will describe processes that respond to and address each of the Area components through clearly described actions steps, process for implementing each action step, person(s) responsible, frequency and/or timing, and documentation to serve as evidence for each action step.

Required Exhibits

- Academic Systems Plan (ASP)

Evaluation Criteria

An **ASP** that meets the standard will:

- a) Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2
- b) Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.
- c) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):

i.	Adoption of curriculum aligned to Arizona State standards to include:
	<ul style="list-style-type: none"> • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State standards.
ii.	Implementation of curriculum to include
	<ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard.
iv.	Revision of curriculum to include:
	<ul style="list-style-type: none"> • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum.
v.	Adaptation to address the curriculum needs of subgroup populations by:
	<ul style="list-style-type: none"> • ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.

d) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):

i.	Developing the assessment system to include:
	<ul style="list-style-type: none"> • creating a data collection system that involves both formative and summative assessments, • ensuring the assessment system is aligned to the curriculum, and • the instructional methodology/program.
ii.	Analyzing assessment data to include:
	<ul style="list-style-type: none"> • students are performing, • whether instructional methodology and curriculum are meeting the needs of all students, and • what adjustments are made when methodology and/or curriculum are not meeting student needs.
iii.	Adapted to meet the needs of subgroups by:
	<ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
iv.	Year to Year comparison to:
	<ul style="list-style-type: none"> • determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency, and • determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.

e) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):

i.	Monitoring instruction to include:
	<ul style="list-style-type: none"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations.
ii.	Evaluating instructional practices to include:
	<ul style="list-style-type: none"> integrating curriculum into instruction consistently, and implementing the curriculum with fidelity to the design of the curriculum and program of instruction.
iii.	Evaluation of curriculum to include:
	<ul style="list-style-type: none"> gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers.
iv.	Adapted to meet the needs of subgroups.
	<ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.
v.	Providing feedback that develops the quality of teaching and standards integration
	<ul style="list-style-type: none"> analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual instructional staff member on their quality of teaching and standards integration.

f) Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):

i.	Developing the professional development plan to include:
	<ul style="list-style-type: none"> determining what PD topics will be covered throughout the year, and deciding what data and analysis will be utilized to make those decisions.
ii.	Supporting high quality implementation to include:
	<ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support, and allocating resources such as time, space and the necessary material items required for implementation.
iii.	Monitoring implementation and follow-up to include:
	<ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation.
iv.	Adapted to meet the needs of subgroups
	<ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups.

- g) Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.
- h) Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step.
- i) Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).
- j) Be consistent with all sections of the application package.

For additional guidance refer to the OTA titled, "Educational Plan Part 2 Academic Systems Plan" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

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Educational Plan

A.6 Instructional Analysis

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction in Reading, Writing, Mathematics, and Science aligned to their Program of Instruction and the Arizona State Standards.

Each instructional analysis addresses a single content area and grade level and will be evaluated using the criteria described on page 29-30.

Required Exhibits

- Instructional Analysis documents consistent with the table below. These documents are based on the grades served as identified on the Target Population page. Instructional analysis is not required for each grade served, but is based on the grade span range.

Example: A charter school serving grades K through 3 will be required to submit the instructional analysis documents required for the K–2 and 3–5 grade spans.

Grades served include:	K-2 grade span	3-5 grade span	6-8 grade span	9-12 grade span
Instructional Analysis required for:	1 st grade Reading 1 st grade Writing 2 nd grade Math	4 th grade Reading 4 th grade Writing 4 th grade Science 5 th grade Math	7 th grade Math 8 th grade Reading 8 th grade Writing 8 th grade Science	High School Science High School Algebra II 11 th grade Reading 11 th grade Writing

Criteria for Administrative Completeness – An administratively complete instructional analysis will:

- I. Contain the following information in the Instructional Analysis Template approved for use in the 2018-2019 application cycle:
 - i. Learning Targets
 - ii. Prior Knowledge
 - iii. Instructional Plan
 - iv. Instruction
 - v. Formative Assessment
 - vi. Summative Assessment
 - vii. Remediation
- II. Ensure that fonts are no less than 10 point.

Evaluation Criteria – An instructional analysis document that meets the standard will:

- a) Identify what students must know and be able to do to demonstrate mastery of the Required Standard.
- b) List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.

- c) Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.
- d) Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.
- e) List criteria for determining whether students have met each of the learning targets.
- f) Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.
- g) Describe the processes available to provide support to students that do not meet the learning targets.

For additional guidance refer to the OTA titled, "Educational Plan Part 3 Instructional Analysis" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

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Required Standards:

The standards listed below are provided in the Instructional Analysis Templates to be completed by the Applicant. Instructional Analysis must be completed based on the grade levels identified on the Title Page. If the Applicant intends to serve any grades within the grade spans (K-2, 3-5, 6-8, 9-12) Instructional Analysis Templates must be completed for the standards identified for that grade span.

K–2 grade span

1 st Grade Reading	1.RI.2 Identify the main topic and retell key details of a text.
1 st Grade Writing	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2 nd Grade Math	2.NBT.B.7 Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.

3–5 grade span

4 th Grade Reading	RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4 th Grade Writing	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4 th Grade Science	S1.C3.PO 2 Formulate conclusions based upon identified trends in data.
5 th Grade Math	5.NF.B.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.

6–8 grade span

7 th Grade Math	7.SP.C.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
8 th Grade Reading	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8 th Grade Writing	8.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
8 th Grade Science	S1.C3.PO2 Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).

9–12 grade span

High School Science	S1.C3.PO4 Evaluate the design of an investigation to identify possible sources of procedural error, including: <ul style="list-style-type: none"> • sample size • trials • controls • analyses
High School Algebra II	A2.S-CP.B.6 Use Bayes Rule to find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
11 th Grade Reading	11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.
11 th Grade Writing	11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

B. Operational Plan

The Operational Plan should provide an understanding of how the Applicant and school will operate, beginning with its management and governance. It should present a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationship with key stakeholders.

Sections:

- B.1 Applicant Entity
- B.2 School Governing Body
- B.3 Management & Operation
 - B.3.1 Education Service Providers *
 - B.3.2 Contracted Services

* Denotes section required only of certain applicants

For additional guidance refer to the OTA titled, "Operational and Business Plans" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

Operational Plan

B.1 Applicant Entity*Applicant Instructions*

Describe the entity that is applying for the charter, its history, current operations, and the decision to operate a charter school. Identify all Principals (officer, director, member, and partner) and authorized representative(s), describing each individual's role within the entity.

Required Exhibits

- Legal documentation establishing entity
 - For Corporation, provide a copy of the Articles of Incorporation as they appear on file with the Arizona Corporation Commission along with any amendments to the Articles, a copy of the most recent Annual Report, documentation of director or officer changes since submission of Annual Report and a copy of current Corporate Bylaws.
 - For Partnership/LLC, provide a copy of Articles of Organization as they appear on file with the Arizona Corporation Commission and a copy of current and signed Partnership Agreement/Operating Agreement.
 - For Sole Proprietorship, provide a copy of a complete application for Registration of Trade Name or Certificate of Registration.
 - For Government or Tribal Entity, provide documentation authorizing the entity to operate a charter. Also, provide documentation establishing the structure and method of governance and accountability for the operation of the charter school.
- If an out-of-state entity, complete application for Authority to Conduct Affairs in Arizona, issued by the Arizona Corporation Commission.
- Organizational Chart
- Signed minutes or resolution of intent to apply for a charter

Evaluation Criteria

A response that meets the standard will:

- a) Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.
- b) Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.
- c) Clearly describe any subsidiary relationship of the Applicant entity to another organization.
- d) Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement.
- e) Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan.
- f) Be consistent with the background information provided for each individual.
- g) Ensure consistency with information listed on Title Page.
- h) Ensure consistency with the contents of the application package.
- i) Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws.

Operational Plan

B.2 School Governing Body

Applicant Instructions

Describe the key components of the proposed composition of the governing body, specifically outlining the roles and responsibilities of the governing body members as per A.R.S. §15-183 (E)(8). Describe any role the school governing body will have beyond the statutory minimum.

Evaluation Criteria

A response that meets the standard will:

- a) Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).
- b) Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.
- c) Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.
- d) Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.
- e) Be consistent with all sections of the application package.

Operational Plan

B.3 Management & Operation*Applicant Instructions*

Clearly describe the organizational structure of the school and its day-to-day operation. Provide a clear and comprehensive operational plan of the management roles and responsibilities of key administrators. Describe the critical skills and/or experience that will be necessary for fulfillment of these responsibilities.

Evaluation Criteria

A response that meets the standard will:

- a) Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.
- b) Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas:
 - i. Instruction,
 - ii. Curriculum and Assessment (mandated State testing),
 - iii. Staff Development,
 - iv. Financial Management,
 - v. Contracted Services,
 - vi. Personnel,
 - vii. Grants Management, and
 - viii. Student Information System (SIS).
- c) Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.
- d) Be consistent with all sections of the application package.

Operational Plan

B.3.1 Education Service Providers

All applicants are asked to declare whether they intend to contract with or have a governance relationship with an education service provider (“ESP”). See Terms to Know.

Applicant Instructions

Select the statement that is applicable and proceed as directed:

- We intend to have a governance relationship with a CMO. Continue with the completion of this section.
- We intend to contract with an EMO. Continue with the completion of this section.
- We do not intend to contract with or have a governance relationship with an education service provider. Skip this section.

If the Applicant expects to contract with or have a governance relationship with an ESP, discuss the Applicant’s decision to work with the ESP, in general, and the selected ESP, in particular. Describe the planned relationship between the Applicant and ESP.

Required Exhibits

- Background information on the ESP including relevant performance data for all other schools that the ESP has managed.
- A list of all other schools managed by the ESP, the state in which the schools are located, and contact information for the schools and their authorizers.
- The service agreement as executed between the Applicant and the ESP (or template version if not yet executed).

Evaluation Criteria

A response that meets the standard will:

- a) Present a detailed explanation of how contracting with or having a governance relationship with the ESP:
 - allows the Applicant to fulfill its mission and implement its program of instruction, and
 - meets the identified needs of the target population including improving pupil achievement.
- b) Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP’s success in implementing the program of instruction and improving pupil achievement in a comparable population.
- c) Provide a clear description of the services to be provided by the ESP consistent with the service agreement.
- d) (CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1
- e) (EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school’s mission and program.
- f) (EMOs only) Describe the Applicant’s performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.
- g) (EMOs only) Describe the ESP’s roles and responsibilities in relation to the Applicant consistent with the service agreement.
- h) Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.

Operational Plan

B.3.2 Contracted Services

Applicant Instructions

Identify all areas, if any, which may require the Applicant to seek ongoing outside expertise (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.).

Evaluation Criteria

A response that meets the standard will:

- a) Delineate all areas, for which the Applicant plans to contract with a service provider.
- b) Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.
- c) Provide clear and specific sources for costs of each listed contracted service.
- d) Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.
- e) Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.

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C. Business Plan

The Business Plan should provide an understanding of how the Applicant intends to develop and manage the school's financial operations to ensure a secured facility, appropriate personnel, and necessary instructional and operational resources to open and sustainably operate a school.

Sections:

- C.1 Facilities Acquisition
- C.2 Marketing and Student Enrollment
- C.3 Personnel
- C.4 Start-Up Budget
- C.5 Three-Year Operational Budget

For additional guidance refer to the OTA titled, "Operational and Business Plans" available on the Board's website at <https://asbcs.az.gov/applicant-resources> under Online Technical Assistance.

Business Plan

C.1 Facilities Acquisition*Applicant Instructions*

Describe the facility necessary to implement the program described in the application package. Discuss all arrangements for securing a facility.

Describe the process for ensuring the facility is ready for a timely commencement of operations.

Describe costs associated with securing a facility and obtaining educational occupancy.

Required Exhibit

- Layout of Space

Evaluation Criteria

A response that meets the standard will:

- Identify a timeframe for securing an appropriate facility consistent with the start-up date of the school identified on the Target Population Page.
- Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students as identified throughout the application package.
- Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.

Or

Provide details of an already acquired facility, purchased land or a proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package.

- Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.
- Describe any financial arrangements that have been made for securing the facility.
- Ensure the Layout of Space is consistent with the narrative.
- Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.
- Be consistent with all sections of the application package.

Business Plan

C.2 Marketing and Student Enrollment*Applicant Instructions*

Provide a clear and comprehensive marketing plan sufficient to attract enough parents/students to meet the proposed number of students and state equalization assistance included in the Three-Year Operational Budget.

Describe the proposed enrollment practices for the school, as per A.R.S. §15-184. Explain the process used if enrollment requests exceed the capacity of the school's enrollment cap. Identify the documentation collected separately as part of the enrollment and registration processes.

Enrollment of students cannot begin until the charter contract is signed.

Evaluation Criteria

A response that meets the standard will:

- a) Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.
- b) Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.
- c) Provide clear and specific sources for costs associated with the marketing plan.
- d) Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three Year Operational Budget.
- e) Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.
- f) Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet
- g) Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.
- h) Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.

Business Plan

C.3 Personnel*Applicant Instructions*

Identify the personnel necessary to implement the program of instruction and operate the charter school as described. Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction.

Evaluation Criteria

A response that meets the standard will:

- a) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.
- b) Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including:
 - the grades and number of students to be served in each of the first three years of operation, and
 - the number of each type of instructional and non-instructional personnel each year.
- c) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.
- d) Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.
- e) Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.

Business Plan

C.4 Start-Up Budget*Applicant Instructions*

Provide a viable and adequate budget to cover expenses that will occur in the start-up process, before state equalization revenue is received.

Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs.

Required Exhibits

- Start-Up Budget Template
- Start-Up Budget Assumptions

Required Exhibits (to be uploaded and saved into the Verifiable Proof of Secured Funds Field)

- Verifiable Proof of Secured Funds form for each source of revenue
- Documentation to support any agreement, donation, or loan that supports the budget.

Evaluation Criteria

A response that meets the standard will:

- a) List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.
- b) List expenditures to cover the start-up plans described in the application package.
- c) Demonstrate through the assumptions that the amounts listed are viable and adequate.
- d) Ensure revenues cover expenditures.
- e) Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.
- f) Be consistent with all sections of the application package.

Business Plan

C.5 Three Year Operational Budget*Applicant Instructions*

Provide a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population, as described in A.2 as detailed in the Projected Revenue Calculator. Provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs.

Required Exhibits

- Three Year Operational Budget Template
- Projected Revenue Calculator for Years 1, 2, & 3
- Three Year Operational Budget Assumptions

Evaluation Criteria

A response that meets the standard will:

- a) List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.
- b) Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.
- c) (If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.
- d) Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.
- e) Demonstrate through the assumptions that the amounts listed are viable and adequate.
- f) If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.
- g) Ensure revenues cover expenditures.
- h) Be consistent with all sections of the application package.

Checklist

Ensure you have completed all these steps before submitting your application package via the ASBCS Online System.

<input type="checkbox"/>	Read and electronically signed the “Application Agreement Information” form
<input type="checkbox"/>	Completed “Title Page” section
<input type="checkbox"/>	Completed “Target Population” section
<input type="checkbox"/>	Completed “A. 1 Educational Philosophy” section
<input type="checkbox"/>	Completed “A.2 Target Population” section
<input type="checkbox"/>	Completed “A.3 Program of Instruction” section
<input type="checkbox"/>	Completed “A.3.1 Mastery and Promotion” section (<i>only if serving grades K–8</i>)
<input type="checkbox"/>	Completed “A.3.2 Course Offerings and Graduation Requirements” section and Required Exhibit, (<i>if serving grades 9-12</i>)
<input type="checkbox"/>	Completed “A.4 School Calendar and Weekly Schedule” section and Required Exhibits
<input type="checkbox"/>	Completed “A.5 Academic Systems Plan” section and Required Exhibit
<input type="checkbox"/>	Completed “A.6 Instructional Analysis” section and Required Exhibits, including applicable grade spans
<input type="checkbox"/>	Completed “B.1 Applicant Entity” section including legal documentation establishing entity
<input type="checkbox"/>	Completed “B.2 School Governing Body” section
<input type="checkbox"/>	Completed “B.3 Management & Operation” section
<input type="checkbox"/>	Completed “B.3.1 Education Service Providers” section (<i>only if applicable</i>) including Required Exhibits
<input type="checkbox"/>	Completed “B.3.2 Contracted Services” section
<input type="checkbox"/>	Completed “C.1 Facilities Acquisition” section, including layout of space.
<input type="checkbox"/>	Completed “C.2 Marketing and Student Enrollment” section
<input type="checkbox"/>	Completed “C.3 Personnel” section
<input type="checkbox"/>	Completed “C.4 Start-Up Budget” section, including Required Exhibits
<input type="checkbox"/>	Completed “C.5 Three Year Operational Budget” section, including Required Exhibits

Appendices

A. Terms to Know

B. Forms

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A. Terms to Know

- **Academic Systems Plan: (“ASP”)** The school’s strategic plan for creating and implementing integrated systems using data in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development.
- **Associated Schools:** A school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.
- **Authorized Representative:** An individual with the power to bind an applicant contractually according to the applicant's Articles of Incorporation, operating agreement, or by-laws. This individual will be the primary point-of-contact for communications regarding the application.
- **Board:** The Arizona State Board for Charter Schools (“Board”, “ASBCS”).
- **Board’s Academic Performance Expectations:** A Charter Holder meets the Board’s academic performance expectations if all schools operated by the Charter Holder receive an Overall Rating of “Meets Standard”, “Above Standard” or “Exceeds Standard” in the most recent fiscal year that State achievement profiles are available as measured by the Academic Performance Framework, which is described in the *Academic Performance Framework and Guidance*, available on <https://asbcs.az.gov/school-resources/academic-performance> under “Performance Expectations”.
- **Charter:** A legally binding contract between the Arizona State Board for Charter Schools and an approved Applicant. A sample may be viewed at <https://asbcs.az.gov/applicant-resources> under “Sample New Charter Contract”.
- **Day:** A business day.
- **Education Service Provider (“ESP”):** Any number of organizations that contract with or have a governance relationship with the Applicant entity to provide comprehensive services. The major types of ESPs that serve charter schools are education management organizations (“EMOs”) and charter management organizations (“CMOs”). For the purposes of this application:
 - An ESP is considered a CMO if it has a governance relationship with the Applicant in which the Applicant is a subsidiary of the ESP, the Applicant board has members that are members or employees of the ESP, and/or the ESP has ultimate executive authority over the Applicant, including the power to appoint board members and/or close the school.
 - An ESP is considered an EMO if it will contractually provide operations and management to the Applicant, but the Applicant chooses the affiliation and is independent of the ESP.
- **Fingerprint Clearance Card (“FCC”):** A card issued by the Arizona Department of Public Safety and valid at the time of submission of the preliminary application package.

For a Principal or Authorized Representative with a valid Fingerprint Clearance Card (“FCC”) that will expire during the substantive review process, a copy of the FCC renewal application must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated, prior to expiration of the FCC. Upon issuance of the renewed FCC, a copy must be submitted by email to charterschoolboard@asbcs.az.gov, with the Applicant name indicated.

- **Governing Body:** Responsible for the policy decisions of the school, as described in A.R.S. § 15-183 (E) (8).
- **Layout of Space:** A floor plan of the facility(ies) clearly indicating internal building dimensions that demonstrates an appropriate facility for implementation of the Program of Instruction.
- **Legal Document Establishing Entity:** Must be a filing with the Arizona Corporation Commission, unless otherwise described, establishing that the entity applying for the charter has authority to do business in Arizona. If this document refers to an entity domiciled outside Arizona, the application must also include documents on file with the domicile state, as amended.
- **Principal:** Any officer, director, partner, or member of the corporate board of the entity applying for a charter at the time of submission of the application package.
- **Required Standard:** The specific Standard from Arizona State Standards - English Language Arts and Mathematics, or specific Performance Objective from the Arizona Science Standard identified in the application to be used in the Instructional Analysis for a given grade level and content area.
- **School Calendar:** A school may choose two types of school calendars, as set by statute. Instruction must begin on or after July 1 and end no later than June 30.
 - **Standard:** A standard calendar, as described by A.R.S. § 15-341.01, consists of a traditional school calendar of one session per day meeting 4-5 days per week, or
 - **Extended:** An extended calendar, as described by A.R.S. § 15-902.04, provides two hundred days of instruction, with the annual instructional hours increased by 10%.
- **Section:** A numbered subdivision of the application, including narrative sections (e.g., A.3.2 Course Offerings and Graduation Requirements, C.4 Start-Up Budget).
- **State Equalization:** The per-pupil funding provided by the State.
- **Sufficiently Qualified:** The Board's determination that an Applicant's knowledge, experience, qualifications, current and prior charter compliance, capacity, personal and professional background, and creditworthiness indicate an ability to implement a charter and operate a charter school in accordance with federal and state law and the performance expectations established by the Board.
- **Technical Assistance:** General or specific assistance from Board staff, either written or verbal, and including Online Technical Assistance ("OTA") and scoring rubrics provided by the Technical Review Panel. (First found in Application Overview.)
- **Technical Review Panel ("TRP"):** Individuals approved by the Executive Director of the Board who use their expertise in charter school development, curriculum, and finance to assist the Executive Director by conducting a preliminary evaluation of an application package.

B. Forms

On Month ##, 2017, the Board approved the New Charter Application, which includes templates and forms designated by the Board. Templates and forms must not be altered from the approved content. A new charter application package may be deemed Administratively Incomplete if it contains modifications to the content, format, or sequence of the templates or forms, or if it contains templates or forms that were approved for use in a prior fiscal year.

This appendix provides the forms that are required for the application. Each individual section identifies which of these specific forms is required to be included with the application package.

- *Refer to the Formatting Requirements when creating, saving, and uploading files.*

The following forms are included in this section:

- **New Charter Application Fee**

An application processing fee (“Fee”) of \$6,500, in the form of a single personal check or cashier’s check made payable to Arizona State Board for Charter Schools, is required to complete the submission of a new charter application package. Any Applicant remitting payment of the Fee via U.S. mail (to ASBCS, P.O. Box 18328, Phoenix, AZ 85009) or FedEx/UPS (to 1616 W. Adams St. Suite 170, Phoenix, AZ 85007) must complete this form and include it in the mailing envelope with the Fee.

- **Verifiable Proof of Secured Funds**

For each source of funding listed on the Start-Up Budget, the Consent to Verify the Availability of Funds form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). The form may be duplicated as necessary, scanned and uploaded into the ASBCS online application wizard.

- **Affidavit, Disclosure and Consent for Background and Credit Check**

An Affidavit, Disclosure, and Consent for Background and Credit Check must be completed for each Authorized Representative or Principal listed in the application package. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and uploaded into the ASBCS online application wizard.

- **Background Information Sheet**

Both pages of the Background Information Sheet must be completed for each Authorized Representative or Principal listed in the application package. Information included on the Background Information Sheet must be consistent with that found on the résumé and transcripts. The form may be duplicated as necessary, scanned, and uploaded into the ASBCS online application wizard.

- **Waiver of Online Submission of Application for a New Charter**

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be received by the ASBCS office no later than close of business, Friday, May 1, 2017. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

- **Academic Systems Plan (“ASP”) Template**

Use the ASP template to thoroughly detail the school’s strategic plan for creating and implementing integrated systems using data in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development.

- **Instructional Analysis Templates**

Applicants must submit instructional analysis documents to demonstrate capacity to provide quality instruction. For each grade span served, ensure the appropriate documents are provided, as indicated on page 31–32 of the Application. A sample of the ASP template is provided in this appendix. However, a fillable word document is available on the ASBCS online application wizard.

- **Start-up Budget Template**

Provide a budget to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens). A sample of the Start-up Budget Template is provided in this appendix. However, a fillable Excel template is available on the ASBCS online application wizard.

- **Three-Year Operational Budget Template**

Applicants must submit a viable and adequate budget to cover expenses projected to occur during the first three years of operation. Ensure that state equalization revenue is consistent with the number and demographics of the target population.

- **Projected Revenue Calculator**

Provide a Projected Revenue Calculator that demonstrates the projected revenue of the school, as determined by the projected student counts. The numbers in this form are generated based on formulas from the Auditor General’s Office.

2018-2019 New Charter Application Fee

Instructions: An application processing fee ("Fee") of \$6,500, in the form of a single personal check or cashier's check made payable to *Arizona State Board for Charter Schools*, is required to complete the submission of a new charter application package. Any Applicant remitting payment of the Fee via U.S. mail (to ASBCS, P.O. Box 18328, Phoenix, AZ 85009) or FedEx/UPS (to 1616 W. Adams St. Suite 170, Phoenix, AZ 85007) must complete this form and include it in the mailing envelope with the Fee.

Date: _____

New Charter Applicant Name: _____

Authorized Representative Name: _____

Contact Phone Number: _____

Email Address: _____

Check Number: _____ Amount: \$ _____

Account Holder Name: _____

Verifiable Proof of Secured Funds

Instructions

For each source of funding the Applicant is listing on the Start-Up Budget, the Consent to Verify the Availability of Funds form is to be completed and signed by the financial institution and account holder (or authorized signer for an organizational account). Availability of these funds will be confirmed at the time of the Administrative Completeness Check, and again before the application package is forwarded to the Board for consideration.

One signed original form is required to be uploaded for each individual/organizational account contributing to the start-up funds for the Applicant. This form may be copied as necessary.

If these funds are in the form of a grant or loan from an organization, this form must be accompanied by an official letter, on letterhead and signed by an officer of the organization, specifying the amount and terms of the grant or loan.

If these funds are a personal loan or gift from an individual or individuals not listed in the application package as a charter principal or authorized representative, this form must be accompanied by a signed, notarized letter from the individual(s) specifying the amount and terms of the gift or loan.

An application package that does not have all sources of start-up funding accounted for with these forms will be deemed Administratively Incomplete.

Verifiable Proof of Secured Funds

Applicant Name: _____

Financial Institution: _____ Branch: _____

Financial Institution Contact Name (Account Manager): _____

Address: _____

Phone Number _____ Email: _____

Account Holder Type: Individual Joint Organization

Account Holder Name(s): _____

If organizational account: name, position, and contact number of authorized signer: _____

Account Type: Checking Savings Other (description): _____

Last four numbers of account #: _____ Minimum Funds Available for Start-Up: \$ _____

By signing below, the Account Holder verifies that the funds identified above are available on the date of signing, and authorizes staff of the Arizona State Board of Charter Schools to verify with the financial institution that the Minimum Funds Available for Start-Up listed above are available immediately prior to the Board's consideration of the new charter application package submitted by the Applicant.

Printed name of Account Holder or Authorized Signer Account Holder/Authorized Signature Date

Printed name of second Account Holder (joint account) Account Holder Signature Date

By signing below, the Account Manager verifies:

- 1. that the funds identified above are available on the date of signing, and*
- 2. that presentation of this form, signed by the Account Holder, will be sufficient documentation for future verification of the same amount when requested by staff of the Arizona State Board of Charter Schools, which will occur prior to March 1, 2018.*

Printed name of Account Manager Account Manager Signature Date

This form may be duplicated as necessary.

Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Authorized Representative and Principal listed in the application package. Duplicate as needed and print each form separately. Have each form signed and dated by the Authorized Representative or Principal and notarized.

Name of Applicant Organization: _____

Name: _____ Social Security Number*: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Date of Birth: _____ Place of Birth: _____

With signature below, permission is hereby granted to complete the background and credit check of the individual above.

Please check the appropriate answer to each question below.

<p>1. Have you ever been convicted of or pled “no contest” for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving sale, distribution or transportation of, offer to sell, transport or distribute marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-705, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>3. Have you ever declared bankruptcy? Please give details on a separate signed, notarized and dated sheet.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>

I DO SOLEMNLY SWEAR OR AFFIRM THAT THE FOREGOING INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS TO DENY THE APPLICATION SUBMITTED BY THE ABOVE LISTED APPLICANT.

Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature _____ My Commission Expires _____

*Disclosure of your social security number is voluntary and is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182(E) in order to verify the information supplied in your application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of the application.

Background Information Sheet

Provide the following information for each Authorized Representative and Principal listed in the application package. This form may be duplicated as many times as necessary.

Full Name (First, Middle, Last)		Other Names Used (Maiden names, AKA, etc.)	
Social Security Number (xxx-xx-xxxx)*		Date of Birth (Month/Day/Year)	
Residential Address			
City	State	Zip	Phone Number
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address			

List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.

City	State	Zip Code	From Mo/Yr	To Mo/Yr

* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182€ in order to verify the information supplied in your charter application package and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclosure your social security number may, however, result in a denial of your charter application or amendment.

Continue on Page 2

Background Information Sheet, Page 2

Name of Individual (Authorized Representative/Principal): _____

*If applicable, list the **highest-level** post-secondary institution attended and degree earned or coursework/certification completed. If no post-secondary education is indicated on your resume, write N/A in "Institution Name".*

Institution Name	Dates Attended	Degree Earned	Major
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List the last FIVE YEARS of employment. List and describe any gaps in employment within the last five years.

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	

Duplicate and add employment fields as necessary.

Waiver of Online Submission of Application for New Charter

To use the Alternate Submission Process described in the application, complete, sign, and notarize this Waiver. The completed Waiver must be **received** by the ASBCS office no later than close of business, Friday, May 1, 2017. The Waiver must be delivered by hand delivery, FedEx or UPS to the ASBCS office at 1616 W. Adams St., Suite 170, Phoenix, AZ, 85007.

Name of Applicant: _____

Name of Authorized Representative: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email Address: _____

Initial each section below to indicate acceptance of the terms of the Waiver.

1. I understand that an original of this waiver, signed by an Authorized Representative of the Applicant and notarized, must be received by the Arizona State Board for Charter Schools (ASBCS) office no later than close of business, Friday, May 1, 2017 , for the application package to qualify for submission through the Alternative Submission Process.	_____ <i>Initial to indicate acceptance.</i>
2. I understand that by submitting this waiver, the Applicant waives the right to have any application package submitted by the Applicant through the ASBCS Online system considered by the ASBCS during the current application cycle (2018-2019).	_____ <i>Initial to indicate acceptance.</i>
3. I understand that by using the Alternative Submission Process, the deadline for the receipt of my application package by the office of the ASBCS is close of business, Friday, June 2, 2017 .	_____ <i>Initial to indicate acceptance.</i>
4. I understand that the Alternative Submission of my application package must: <ul style="list-style-type: none"> • Include all required narrative sections, exhibits, and attachments, with clearly labeled file names, • Include completed Alternative Submission forms, • Follow all formatting requirements specified in the instructions, • Include a copy of the Acknowledgement of Timely Receipt email from ASBCS staff, and • Be received on a clearly labeled flash drive by the ASBCS office no later than close of business, Friday, June 2, 2017. 	_____ <i>Initial to indicate acceptance.</i>
5. I understand that an application processing fee ("Fee") is required to complete the submission of a new charter application package. The fee of \$6,500, in the form of a single personal check or cashier's check ("Check") made payable to <i>Arizona State Board for Charter Schools</i> , with the name of the Applicant printed on the front, must be received via hand delivery, FedEx or UPS to the Board office (1616 W. Adams St. Suite 170, Phoenix, AZ 85007) during regular office hours on or before the submission deadline of Friday, June 2, 2017 .	_____ <i>Initial to indicate acceptance.</i>
6. I understand that should the complete application package and Fee not be received by the ASBCS office by close of business on Friday, June 2, 2017 , the Applicant's application package will not be processed.	_____ <i>Initial to indicate acceptance.</i>

I do solemnly swear or affirm that the foregoing information provided by me for the above listed Applicant is true and correct.

Applicant Authorized Representative's Signature _____

Notary: Subscribed and sworn before me this _____ day of _____ Year _____

County of _____ State of _____

Notary Public Signature _____ My Commission Expires _____

Academic Systems Plan Template

Applicant Name: _____

Duration of the Plan: Begins July 1 and continues for two years

	Baseline (current performance of target population)	Predicted Target (expected performance in Year 1)
Math		
Reading		

Narrative for setting baseline figures

Describe the basis for setting baseline figures for math and reading that align with the proposed target population.

AREA I: Elements of a Comprehensive Curriculum System

Complete the plan for each of the five sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive curriculum system:

- i. adoption of curriculum aligned to Arizona State Standards;
- ii. implementation of curriculum;
- iii. evaluation of curriculum
- iv. revision of curriculum; and
- v. adaptation to address the curriculum needs of subgroup populations.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA II: Elements of a Comprehensive Assessment System

Complete the plan for each of the four sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive assessment system to assess student performance:

- i. developing the assessment system;
- ii. analyzing assessment data;
- iii. adapted to meet the needs of subgroups; and
- iv. year to year comparison.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA III: Monitoring Instruction

Complete the plan for each of the five sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive system for monitoring instruction:

- i. monitoring instruction;
- ii. evaluating instructional practices;
- iii. evaluation of curriculum;
- iv. adapted to meet the needs of subgroups; and
- v. providing feedback that develops the quality of teaching and standards integration.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

AREA IV: Professional Development

Complete the plan for each of the four sections. Provide **sufficiently detailed** and **implementable action steps** that address each of the following elements of a comprehensive professional development system:

- i. identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;
- ii. identifying and providing professional development that supports teachers of subgroup populations;
- iii. supporting high quality implementation of the strategies learned in professional development; and
- iv. providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development.

For each Action Step you add, ensure all fields have been completed.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Process for Implementing Action Step			

Instructional Analysis Template

Instructional Analysis for Grade 1 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 1.RI.2</p>	<p>Identify the main topic and retell key details of a text.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 1 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 1.W.3</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 2 Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 2.NBT.B.7</p>	<p>Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	

<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 4 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 4.RI.1</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 4 in Science

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: S1.C3.PO 2</p>	<p>Formulate conclusions based upon identified trends in data.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 4 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 4.W.2</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	

<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 5 in Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 5.NF.B.5</p>	<p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy</p>	

<p>that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 7 in Math

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 7.SP.C.6</p>	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

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Instructional Analysis Template

Instructional Analysis for Grade 8 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 8.RI.8</p>	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 8 in Science

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: S1.C3.PO2</p>	<p>Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 8 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 8.W.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	

<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Algebra II

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: A2.S-CP.B.6</p>	<p>Use Bayes Rule to find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

DRAFT

Instructional Analysis Template

Instructional Analysis for Grade 11 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 11-12.RI.2</p>	<p>Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	

<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

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Instructional Analysis Template

Instructional Analysis for Grade 11 in Writing

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: 11-12.W.2</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful for comprehension.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy</p>	

<p>that are incorporated into Instruction.</p>	
<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

Instructional Analysis Template

Instructional Analysis for High School Science

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

<p>Required Standard: S1.C3.PO4</p>	<p>Evaluate the design of an investigation to identify possible sources of procedural error, including:</p> <ul style="list-style-type: none"> • sample size • trials • controls • analyses
<p>1. Learning Targets Identify what students must know and be able to do to demonstrate mastery of the Required Standard.</p>	
<p>2. Prior Knowledge List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.</p>	
<p>3. Instructional Plan Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.</p>	
<p>4. Instruction Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.</p>	

<p>5. Formative Assessment List criteria for determining whether students have met each of the learning targets.</p>	
<p>6. Summative Assessment Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.</p>	
<p>7. Remediation Describe the processes available to provide support to students that do not meet the learning targets.</p>	

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Budget Templates

C.4 Start-Up Budget - 2018-2019 Cycle

2018-2019 Cycle

Applicant Name: _____

<i>Provide Assumptions by Line</i>					
Inception to August 1 of Opening Year					
START-UP REVENUE				Total \$	Timeframe for Acquisition
Secured Funds - Private Donations					
Secured Funds - Loans					
Secured Funds - Other					
Total Start-up Revenue				\$	
Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as	# of FTE Staff	@ Salary	Required Employer Contributions per FTE	Total \$	Timeframe for Acquisition
Salaries					
Director/Principal				\$ -	
Teacher-Regular Education				\$ -	
Teacher-Special Education				\$ -	
Clerical				\$ -	
Bookkeeper/Finance				\$ -	
Custodial/Maintenance				\$ -	
Other				\$ -	
Employee Benefits					
Employee Insurance (if providing)					
Office Supplies (Paper, Postage, etc.)					
Instructional Consumables					
Membership Dues, Registrations, & Travel					
Contracted Services: AIS					
Contracted Services: Special Education					
Curriculum & Resource Materials					
Library Resources/Software					
SIS Software					
Other					
Total Administration, Instruction, & Support				\$ -	

C.4 Start-Up Budget - 2018-2019 Cycle

Operations & Maintenance (O&M) EXPENDITURES (add lines as necessary)	Total \$	Timeframe for Acquisition
Supplies		
Marketing/Advertising		
Contracted Services: O&M		
Building Rent/Lease/Loan		
Building & Improvements		
Land & Improvements		
Fees/Permits		
Property/Casualty Insurance		
Liability Insurance		
Utilities (Electric, Gas, Water, Waste)		
Phone/Communications/Internet Connectivity		
Student Furniture & Equipment		
Office Furniture & Equipment		
Student Technology Equipment		
Office Technology Equipment		
Other Leases (Security, Copiers, etc.)		
Loan Repayment		
Other		
Total Operations & Maintenance	\$ -	
Total Expenditures	\$ -	
Total Start-up Revenues	\$ -	
Budget Balance (= Revenues - Expenditures)	\$ -	

C.5 Three-Year Operational Budget – 2018-2019 Cycle

Applicant Name: _____

<i>Provide Assumptions by Line</i>												
	First Year				Second Year				Third Year			
STUDENT COUNT (at full enrollment)												
Number of Students (Budget based on)												
% of Full Enrollment Budget Based On			#DIV/0!				#DIV/0!					#DIV/0!
CARRYOVER (Balance from Start-Up Budget in year 1 of previous year)												
REVENUE			\$ Amount				\$ Amount					\$ Amount
State Funding (Equalization Assistance)												
Secured Funds - Private Donations												
Secured Funds - Loans												
Secured Funds - Other												
Total Revenue			\$ -				\$ -					\$ -
Administration, Instruction, & Support (AIS) EXPENDITURES	# of Staff	@ Salary	Req. Coat.	Total	# of Staff	@ Salary	Req. Coat.	Total	# of Staff	@ Salary	Req. Coat.	Total
<i>(add lines as necessary)</i>												
Salaries												
Director/Principal												
Teacher-Regular Education												
Teacher-Special Education												
Instructional Assistants-Regular Education												
Instructional Assistants-Special Education												
Clerical												
Bookkeeper/Finance												
Custodial/Maintenance												
Other												
Other												
Employee Benefits												
Employee Insurance (if applicable)												
Office Supplies (Paper, Postage, etc.)												
Instructional Consumables												
Membership Dues, Registrations, & Travel												
Contracted Services (AIS)												
Contracted Services (Special Education)												
Curriculum & Resource Materials												
Library Resources/Software												
SIS Software												
Auditor Fees												
Other												
Total Administration, Instruction, & Support				\$ -				\$ -				\$ -

Budget Templates

Operations & Maintenance (O&M)				Total				Total				Total
EXPENDITURES												
<i>(add lines as necessary)</i>												
Supplies												
Marketing/Advertising												
Contracted Services - O&M												
Building Rent/Lease/Loan												
Building & Improvements												
Land & Improvements												
Fees/Permits												
Property/Casualty Insurance												
Liability Insurance												
Utilities (Electric, Gas, Water, Waste)												
Phone/Communications/Internet Connectivity												
Transportation												
Food Service												
Student Furniture & Other Equipment												
Office Furniture & Other Equipment												
Student Technology Equipment												
Office Technology Equipment												
Other Leases (Security, Copiers, etc.)												
Loan Repayment												\$
Other												\$
Total Operations & Maintenance				\$ -				\$ -				\$ -
Total Expenditures				\$ -				\$ -				\$ -
Total Revenues				\$ -				\$ -				
Budget Balance (=Revenues-Expenditures)				\$ -				\$ -				\$ -



Projected Revenue Calculator

2018-2019 Application for New Charter

Arizona State Board for Charter Schools

Projected Revenue Calculator

A. Enter Estimated Student Counts	Year 1	Year 2	Year 3
Kinder			
Grades 1-3			
Grades 4-8			
Grades 9-12			
Total	0	0	0
B. Will you have a 200 Day Calendar?	No	No	No
C. Enter Estimated Student Count Add-On Numbers*			
Hearing Impairment			
ELL (English Learners)			
MD-R, A-R, and SID-R			
MD-SC, A-SC, and SID-SC			
Multiple Disabilities Severe Sensory Impairment			
Orthopedic Impairment (Resource)			
Orthopedic Impairment (Self-Contained)			
DD, ED, MIID, SLD, SLI, and OHI			
Emotionally Disabled (Private)			
Moderate Intellectual Disability			
Visual Impairment			
D. Estimated Equalization Revenue	\$ -	\$ -	\$ -

Projected Revenue Calculator

K-12 STUDENT COUNT	K-8	9-12
Student Count Grades 1-12	0	0
Student Count Kinder	0	
Adjusted Student Count	= 0	= 0
SUPPORT LEVEL WEIGHTS		
TO BE USED FOR:	K-8	9-12
Adjusted Student Count 0.001-99.999		
Support Level Weight (2)	1.399	1.559
Adjusted Student Count 100.000-499.999		
Student Count Constant	500.000	500.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0003	x 0.0004
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.278	+ 1.398
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 500.000-599.999		
Student Count Constant	600.000	600.000
Adjusted Student Count	- 0	- 0
Difference	= 0.000	= 0.000
Weight Adjustment Factor	x 0.0012	x 0.0013
Support Level Weight Increase	= 0	= 0
Support Level Weight Constant	+ 1.158	+ 1.268
Support Level Weight (2)	= 0	= 0
Adjusted Student Count 600.000 or More		
Support Level Weight	1.158	1.268

Weighted Student Count

1. K-3 (1)
2. 4-8
3. 9-12
4. Total Student Count
5. Total Add-On Count
6. Total Weighted Student Count

Student Count	Support Level Weight x (from W.S. A)	Weighted Student Count
0.000	x 0.100	= 0.000
0.000	x 0.000	= 0.000
0.000	x 0.000	= 0.000
0.000		0.000

Base Level Amount (2)

- Increase for 200 Days of Instruction
- Adjusted Base Level Amount
- Total Weighted Student Count
- Base Support Level

	\$	3,635.64
+	\$	0.00
=	\$	3,635.64
x		0.000
=	\$	0

Total Student Count (1)

- Additional Assistance per Student Count
- Additional Assistance
- Total Additional Assistance

	K-8	9-12
	0	0
x \$	\$ 1,752.10	x \$ 2,042.04
\$	-	\$ -

Total Equalization Assistar = \$ -

(1) Support Level Weight for K-3 includes student count add-ons for K-3 and K-3 Reading
 (2) Includes Additional Inflation Amopunt (Laws 2015, Ch. 8, §34)

Student Count Add-Ons

1. Hearing Impairment	0.000	x	4.771	=	0.000
3. ELL (English Learners)	0.000	x	0.115	=	0.000
4. MD-R, A-R, and SID-R	0.000	x	6.024	=	0.000
5. MD-SC, A-SC, and SID-SC	0.000	x	5.833	=	0.000
6. Multiple Disabilities Severe Sensory Impair	0.000	x	7.947	=	0.000
7. Orthopedic Impairment (Resource)	0.000	x	3.158	=	0.000
8. Orthopedic Impairment (Self-Contained)	0.000	x	6.773	=	0.000
9. DD, ED, MIID, SLD, SLI, and OHI	0.000	x	0.003	=	0.000
10. Emotionally Disabled (Private)	0.000	x	4.822	=	0.000
11. Moderate Intellectual Disability	0.000	x	4.421	=	0.000
12. Visual Impairment	0.000	x	4.806	=	0.000
13. Total Add-On Count	0.000				0.000