

Arizona State Board for Charter Schools
Arizona State Board of Education
1700 W. Washington St., Room 164, Phoenix, AZ 85007
(602) 364-3080 Fax (602) 364-3089
www.asbcs.az.gov

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

RECEIVED

DEC 27 2010

(Charter Holder Name) Liberty Arts Academy Public Charter Elementary School (CTDS) 078571000

(Charter Holder Mailing Address) 3015 S. Power Road

(City, State) Mesa, AZ (Zip) 85212

(Charter Representative's Name) William Coats

(Phone Number) 480.830.3444 (Fax Number) 480.830.4335

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

Adding grade levels served for charter

Included are the following:

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

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

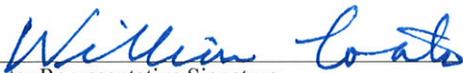
- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Liberty Art Academy Public Charter Elementary School (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: K thru 7th Grade

TO SERVING GRADES: K thru 8th Grade

In witness whereof, Charter Holder has signed this contract amendment as of this 8th day of December, 2010, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of ____, 20__, to take effect at such time as it is signed by both parties.



Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools



Arizona: 7878 N. 16th Street • Suite 150 • Phoenix, Arizona 85020 • Tel: 602.953.2933 • Fax: 602.953.0831

MINUTES OF PUBLIC MEETING OF THE GOVERNING BODY OF:

- EL DORADO PUBLIC CHARTER HIGH SCHOOL
- MAYA PUBLIC CHARTER HIGH SCHOOL
- SKYVIEW PUBLIC CHARTER HIGH SCHOOL
- SUMMIT PUBLIC CHARTER HIGH SCHOOL
- TEMPE ACCELERATED PUBLIC CHARTER HIGH SCHOOL
- AND
- GILBERT ARTS ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
- LIBERTY ARTS ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
- LEONA ADVANCED VIRTUAL ACADEMY
- SOUTH POINTE PUBLIC CHARTER JUNIOR HIGH SCHOOL
- SOUTH POINTE PUBLIC CHARTER ELEMENTARY SCHOOL
- VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
- VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER MIDDLE SCHOOL

Was convened on: Wednesday, December 8, 2010

TIME: 3:00 p.m.

LOCATION: 7878 N. 16TH STREET, SUITE 150, PHOENIX, ARIZONA 85020

- 1.0 CALL TO ORDER 3:00 p.m.
- 2.0 PRESENT AT THE MEETING William Coats, Governing Body President

MINUTES – The following matters were discussed, considered and decided at the meeting

- 3.0 CALL TO THE PUBLIC A call was made to the public to discuss items on the agenda. No members of the public were present.

4.0 REVIEW OF THE AGENDA

5.0 Old Business

- 5.1 **Approval of Minutes** - Minutes from the September 15, 2010 governing body meeting were presented. A motion to approve the minutes was duly made and seconded. The motion was approved by the governing body.

6.0 New Business

- 6.1 **Revised SY 2010-11 Budgets For:**
 - EL DORADO PUBLIC CHARTER HIGH SCHOOL
 - MAYA PUBLIC CHARTER HIGH SCHOOL
 - SKYVIEW PUBLIC CHARTER HIGH SCHOOL
 - SUMMIT PUBLIC CHARTER HIGH SCHOOL
 - TEMPE ACCELERATED PUBLIC CHARTER HIGH SCHOOL
 - GILBERT ARTS ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
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 - SOUTH POINTE PUBLIC CHARTER ELEMENTARY
 - SOUTH POINTE PUBLIC CHARTER JUNIOR HIGH SCHOOL
 - VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER ELEMENTARY SCHOOL
 - VISTA GROVE PREPARATORY ACADEMY PUBLIC CHARTER MIDDLE SCHOOL

Florida: 6915 SW 57 Ave. • Suite 228 • Coral Gables, FL 33143 • Tel: 305.667.2720 • Fax: 305.667.2744

Michigan: 4660 S. Hagadorn Rd. • Suite 500 • East Lansing, MI 48823 • Tel: 517.333.9030 • Fax: 517.333.4559

Ohio: 2740 W. Central Ave. • Toledo, OH 43606 • Tel: 419.475.3786 • Fax: 419.475.6048

The revised SY 2010-11 budgets were presented. A motion to approve the budgets was duly made and seconded. The motion was approved by the governing body.

Charter Holder Status Amendment Request – Change in entity name of the charter holder

From: North View Public Charter High school

To: Mission Heights Preparatory Public Charter High School

The amendment request was presented. A motion to approve the amendment request was duly made and seconded. The motion was approved by the governing body.

School Name Change Notification Request – Change in School Name

From: North View Public Charter High School

To: Mission Height Preparatory Public Charter High School

The notification request was presented. A motion to approve the notification request was duly made and seconded. The motion was approved by the governing body.

Adding Grade Levels to Charter Amendment Request

School Name: Liberty Arts Academy

From: K thru 7th Grade

To: K thru 8th Grade

The amendment request was presented. A motion to approve the amendment request was duly made and seconded. The motion was approved by the governing body.

Site Specific Change in Grades Served Notification Request

School Name: Liberty Arts Academy

From: K thru 7th Grade

To: K thru 8th Grade

The notification request was presented. A motion to approve the notification request was duly made and seconded. The motion was approved by the governing body.

Structured Recess Policy

Discussion

Mary Berg, Vice President of Academic Support Services discussed the structured recess policy with the governing body.

The Next Meeting of the governing body is scheduled for Wednesday, May 4, 2011 at 3:00 p.m. at 7878 N. 16th Street, Suite 150, Phoenix, AZ 85020

There being no further business to discuss, the meeting was duly adjourned at approximately 3:30 p.m.

William Orata

7.0 BOARD MEMBERS

8.0 ADJOURNMENT

WILLIAM ORATA - GOVERNING BODY PRESIDENT

Rationale for adding an additional grade:

In the 2010-2011 school year Liberty Arts Academy added a seventh grade as the parents of sixth grade students wanted their students to be able to remain at Liberty for their seventh grade year. The parents mentioned that they valued the focus on academics and the fact that the school was small with smaller than the average class sizes for the surrounding area. Last year the parents also wanted a guarantee that we would expand to eighth grade for the 2011-2012 school year.

Most of the current seventh grade students will remain at with Leona Group and continue on to high school for grades 9 to 12. At this current juncture we have a gap of a year and no place to send these students for eighth grade. The parents are requesting that we add an eighth grade so that their students can smoothly transition directly from a K-8 program at Liberty Arts Academy to either Desert Hills High School serving grades 9 to 12 or another high school of their choice.

The addition of eighth grade is consistent with our mission, philosophy and methods of instruction of this charter as we are based on creating a learning community where students become lifelong learners. With an extra year at the eighth grade we feel that the work we do to create students with a love for learning, an appreciation of the arts and involved community citizens will help to ground our students in the final year before they transition to high school.

Enrollment Capacity:

Liberty Arts Academy has an enrollment cap of 375. We are currently serving grades K-7 and have an approximate enrollment of 170 students. We have the capacity both in numbers and space to add an eighth grade.

Our **mission** is as follows:

Liberty Arts Academy will create a quality learning environment in which students are engaged in meaningful, academically challenging curriculum. Our environment is one which instills accountability and which fosters respect and social responsibility. We are committed to promoting lifelong learning, shared goals with parents and students, positive community relationships and an appreciation for the arts.

Our **educational philosophy** is as follows:

The Leona Group strives to successfully educate every student by implementing the Effective Schools model, a research-based and data-driven model of school improvement, and also by focusing instruction on the new "three R's of education": Rigor, Relevance and Relationships. The Leona Group works to provide students a safe, nurturing and respectful learning environment while maintaining high standards of instruction that encourage mastery of content, critical-thinking and the real-world application of knowledge. The overarching goal is to improve

student learning and achievement in core subject areas, while maintaining a keen focus on educating the *whole* child – academically, socially and behaviorally.

Research, conducted by Ron Edmonds, Dr. Lawrence Lezotte, and others has produced convincing evidence that schools must establish, implement and maintain several internal systems in order to be successful. Over the past 30 years, there has been a plethora of research centered on effective schools and what effective schools do to ensure student achievement. Much of this research has been incorporated into seven correlates, as Edmonds and Lezotte coined them. They include a clear, focused mission, a safe and orderly environment, high expectations for all students, effective instructional leadership, the opportunity to learn, frequent monitoring of student progress and positive home-school relations.

As research has consistently proven, all seven of these correlates, working in tandem within a school environment, can and will produce high student achievement. The Liberty Arts Academy will be dedicated to these principles. Every procedure, policy, system, and decision will be made with these correlates in mind.

The educational philosophy regarding rigor and relevance, as supported by the research conducted by the International Center for Leadership in Education, will be incorporated. It is not enough for students simply to acquire knowledge and skills; they must be able to apply them in real-world situations. To that end, the Liberty Arts Academy will provide students various outlets for expressing their growing knowledge and help them apply the skills and processes they have learned. To accomplish this, proven programs will be implemented that provide students learning application opportunities beyond the walls of the classroom and/or school building.

Our methods of instruction:

The Leona Group recognizes that every child learns differently and at different rates; therefore every child at the Liberty Arts Academy will receive the personalized attention needed to reach his or her fullest potential. A full array of differentiated instructional strategies, accommodations, modifications, and the implementation of the Responses to Intervention (RTI) model are utilized in classrooms to reach and teach every child. Students thrive with this tiered approach and parents quickly witness the results.

Developmentally appropriate practice is utilized as part of the Liberty Arts Academy's strategy for reaching and teaching each child. This approach to education focuses on the child as a developing human being and lifelong learner. Developmentally appropriate practice recognizes the child as an active participant in the learning process; a participant who constructs meaning and knowledge through interaction with peers, friends and family, materials and environment. Classroom teachers serve as active facilitators who help children derive meaning from the various activities and interactions encountered throughout the day.

As an active facilitator, the classroom teacher frequently surveys students for interests in particular topics. The teacher then uses these topics as springboards for lessons and plans that integrate state standards, benchmarks and grade-level content expectations. Teachers

continuously assess students in an effort to adjust curriculum as needed. This process allows teachers to provide interventions when difficulties are identified, or to accelerate progress when the student has little trouble with concept mastery.

Children learn best when they have real materials they can manipulate. Through direct sensory involvement with their environment, students learn about topics that are personally meaningful and interesting. Maintaining student interest develops the student's investment in long-term education and growth. When the educational program design is responsive to the individual needs of the learner, acknowledges the context of realistic developmental expectations and promotes meaningful learning experiences, all children benefit.

The school targets a general elementary school population with a variety of methods of instruction and assessment with illustrated effectiveness in order to ensure mastery of standards for all students. This includes cooperative learning, differentiated instruction, the integration of technology, and hands-on activities.

Technology will be integrated for instructional planning, instructional delivery, assessment, monitoring student progress, and communicating information to parents. Data from Galileo benchmark testing will be utilized to drive instruction at the class level as well as to aide in prescriptive remediation at the individual student level.

The language arts curriculum will be advanced through use of a standards-based program including both textbook and internet interactive text. Mechanics of language will be taught in conjunction with composition skills. The six trait writing rubric will be utilized both as an instructional tool and a rubric for evaluation.

Published mathematics programs aligned to Arizona Academic Standards will be implemented. Math instruction will include cooperative learning, direct instruction, self-monitoring, and daily review and practice.

Science instruction will also be based on a published program in alignment with Arizona Academic Standards. Instructional strategies will be based on an extensive and interactive hands-on approach.

Social studies programs will also be standards-based. As with other subject areas, cooperative learning groups, direct instruction, self-monitoring, and real world application will be instructional strategies incorporated to attain student mastery of performance objectives.

A school wide assessment plan will include a cycle of: pre testing when students start new units/concepts to guide the planning of the unit/concept instruction, daily informal assessments to adjust classroom instruction, summative assessments to ensure content mastery, and benchmark testing to ensure progress towards state standards mastery. The need for re-teaching or remediation will be determined based on the above mentioned data. Content area mastery is set at 70% for all subjects with tutoring and remediation available for students not

meeting 70%. Content areas are aligned to the Arizona Academic Standards. The letter grade-equivalent of mastery is as follows:

A = 90-100% = Exceeds

B = 80-89% = Meets

C = 70-79% = Meets

D = 60-69% = Approaches

F = 59% and below = Falls Far Below

Our remediation plan:

Remediation will occur when a student is found to meet any of the following criteria: has not mastered previous grade level content, unable to obtain mastery on a particular skill, or is at risk as measured by benchmark assessments.

Teachers are available on campus before and after school to provide tutoring, remediation opportunities and additional time on task according to individual student need.

If a student is found to be behind grade level in either math or reading, the staff will do a multiple-criterion assessment of the student's skill needs and may refer the student to the school's Response to Intervention program. In this program, students receive specific, needs-based, supplementary assistance on basic academic skills in language arts and/or math. This may occur before school, after school, and during school based on student need. The school's Response to Intervention program will be taught by a highly qualified reading or math teacher, and who has received additional training in the research based intervention that is being utilized.

Our promotion and retention plan:

Grade promotion and retention will be determined by multiple criteria which may include the following: standards-based assessment data, social/emotional growth, attendance, evidence of a disability, ELL status. All parents/guardians will be notified throughout the year on their student's performance in all of the above mentioned areas. Proficiency levels for content mastery in all academic subject areas will be:

E = 90-100% = Exceeds

M = 70-89% = Meets

A = 60-69% = Approaches

F = 59% and below= Falls Far Below

Students who fall far below in content mastery in multiple academic subject areas may be considered for retention. At the end of the year, a culminating meeting is held with parents/guardians of those students at risk of failure to discuss possible retention. If/when parents/guardians decline the recommendation of retention of their student, the student will be promoted with the continued opportunity of tutoring as well as continued placement in the school's Response to Intervention program. Parents/guardians will also be encouraged to enroll their student in a summer school academic enrichment program.

Special Emphasis:

This charter does not have a special emphasis.

Implementation Timeline:

Fall 2010: Surveyed parents to determine if need existed for the addition of an eighth grade class

Winter 2010: Based on the interest and need for an eighth apply to ASBCS for the addition of eighth grade

Spring of 2011: Marketing plan designed to include the addition of eighth grade

Summer 2011: Recruit and hire a teacher for the eighth grade class

Fall 2011: School opens serving grades K-8