

**\*REVISED**

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

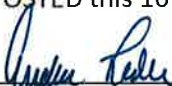
Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a special public meeting, open to the public as specified below. The Board reserves the right to change the 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 convene in executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board's attorneys concerning 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 16<sup>th</sup> day of March, 2018

By   
Andrea Leder

Assistant Director of Operations & Finance

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS  
Tuesday, March 20, 2018  
Special Session  
7:30 AM**

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

**The Board's meeting room is located in the State Land Department building.  
Access open parking east of the church on the southeast corner of 16<sup>th</sup> Avenue and Monroe and  
in the visitor parking on the northwest corner of 16<sup>th</sup> Avenue and Monroe.**

**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](http://asbcs.az.gov).**

March 20, 2018

**A. Roll Call**

**B. Life Skills Center of Arizona, Inc. - Discussion and possible action to accept, reject or modify the Findings of Fact, Conclusions of Law and Recommended Order of the Administrative Law Judge in regard to the Notice of Hearing on Breach of Consent Agreement and Revocation of Charter (No. 18F-RV-001-BCS).**

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

**C. \*StarShine Academy - Discussion and possible action to determine whether evidence exists that StarShine Academy is in noncompliance with its charter contract or state laws for its failure to comply with Paragraph 14 Section B and Section C of its renewal contract, failure to comply with financial record retention requirements under Arizona's Public Records Law and in accordance with the record retention schedule published by the Arizona State Library, Archives and Public Records, and failure to submit payroll reports and timely remit retirement contributions to the Arizona State Retirement System, and failure to timely bring the charter's instructional days into compliance pursuant to A.A.C. R7-5-505(G).**

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

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

**D. Charter Amendment – Discussion and possible action on the expansion amendment requests from the following charter holders:**

1. Flagstaff Arts and Leadership Academy, Inc. – Grade level change and increase enrollment cap
  - a. Executive Summary
  - b. Amendment Request and Support Materials
  - c. Required Documentation

**E. Adjournment**

## Life Skills Center of Arizona, Inc.

1. Administrative Law Judge Decision
2. Arizona State Board for Charter Schools Exhibits
3. Hearing Transcripts
4. Administrative Pleadings Record

# Administrative Law Judge Decision

1 **IN THE OFFICE OF ADMINISTRATIVE HEARINGS**

2  
3 Notice of Hearing on Breach of Consent  
Agreement and Revocation of Charter

**No. 18F-RV-001-BCS**

4  
5 Life Skills Center of Arizona, Inc.

**ADMINISTRATIVE LAW JUDGE  
DECISION**

6 **HEARING:** January 19, 2018 with the record held open until February 5, 2018

7 **APPEARANCES:** The Arizona State Board for Charter Schools was represented  
8 by Assistant Attorney General Kim Anderson. Robert Fox and D/Andrea Chapman  
9 appeared on behalf of Life Skills Center of Arizona, Inc.

10 **ADMINISTRATIVE LAW JUDGE:** Tammy L. Eigenheer

11  
12 **FINDINGS OF FACT**

13 1. The Arizona State Board for Charter Schools (Board) is authorized to  
14 execute charter contracts for the purpose of establishing charter schools in Arizona.

15 2. Life Skills Center of Arizona, Inc. (Life Skills) operates Life Skills Center of  
16 Arizona (School) pursuant to a renewal charter contract (Charter) executed on June 20,  
17 2017, between Life Skills and the Board.

18 3. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors Life Skills  
19 to operate one school site to serve students in grades 9 through 12.

20 4. A.R.S. § 15-183(E)(6) and A.R.S. § 15-914 require that Life Skills  
21 undergoes an annual financial and compliance audit, including the completion of a legal  
22 compliance questionnaire, by an independent certified public accountant (annual audit).

23 5. Life Skills' annual audit for each fiscal year is due to the Board by November  
24 15 of the following fiscal year.

25 6. Life Skills failed to timely submit its annual audit for the fiscal year ending  
26 June 30, 2013, and therefore, Life Skills was not in compliance with state law or with its  
27 charter.

28 7. Life Skills failed to timely submit its annual audit for the fiscal year ending  
29 June 30, 2014, and therefore, Life Skills was not in compliance with state law or with its  
30 charter.

1 8. Life Skills breached its charter and A.R.S. § 15-183(E)(6) and A.R.S. § 15-  
2 914 when it failed to timely submit its annual audit for fiscal years 2013 and 2014.

3 9. At its public meeting held on November 21, 2014, the Board passed a  
4 motion to submit a request to the Department to withhold ten percent of the monthly  
5 apportionment of state aid that would otherwise be due Life Skills and to issue a notice of  
6 intent to revoke Life Skills' charter.

7 10. Rather than proceeding with the charter revocation proceeding, the Board  
8 and Life Skills entered into a Consent Agreement.

9 11. In the Consent Agreement, Life Skills agreed to submit its annual audit for  
10 the fiscal year ending June 30, 2015, by November 15, 2015. Life Skills further agreed  
11 to submit its annual audit for subsequent fiscal years by November 15 of the following  
12 fiscal year.

13 12. In the Consent Agreement, Life Skills agreed that if it failed to comply with  
14 the terms and conditions of the Consent Agreement, the Board may, on no less than thirty  
15 calendar days' notice, hold a hearing at which time the Board will receive information to  
16 determine whether evidence exists that Life Skills failed to comply with the terms and  
17 conditions of the Consent Agreement.

18 13. In the Consent Agreement, Life Skills agreed that in the event that the Board  
19 determined that a breach of the Consent Agreement had occurred, the Board may revoke  
20 Life Skills' charter to operate the School and terminate its charter for breach of the  
21 Consent Agreement and the laws identified therein.

22 14. Life Skills' annual audit for the fiscal year ending June 30, 2017, was due to  
23 the Board by November 15, 2017.

24 15. At its public meeting held on November 21, 2017, the Board determined  
25 that Life Skills failed to timely submit its annual audit for the fiscal year ending June 30,  
26 2017. The Board passed a motion that under the terms of the Consent Agreement a  
27 hearing should be held to determine whether evidence existed that Life Skills failed to  
28 comply with the terms and conditions of the Consent Agreement.

29 16. The Board further passed a motion to submit a request to the Department  
30 to withhold ten percent of the monthly apportionment of state aid that would otherwise be  
due Life Skills until a complete fiscal year 2017 annual audit was submitted to the Board.







Arizona State Board for Charter Schools  
Exhibits

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS' EXHIBIT INDEX**

No. 18F-RV-001-BCS

**In the Matter of LIFE SKILLS CENTER OF ARIZONA, INC., an Arizona non-profit corporation, operating LIFE SKILLS OF ARIZONA, a charter school.**

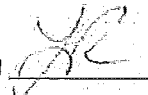
| <b>EXHIBIT</b> | <b>BATES #</b>        | <b>DESCRIPTION</b>   |
|----------------|-----------------------|--|
| <b>1</b>       | BCS 01<br>00001-00006 | Renewal Charter Contract executed June 13, 2017  |
| <b>2</b>       | BCS 02<br>00007-00010 | November 18, 2014 communication from Andrea Leder to Life Skills of Arizona regarding notice of late FY14 Audit                  |
| <b>3</b>       | BCS 03<br>00011-00013 | November 21, 2014 communication from Andrea Leder to Life Skills of Arizona regarding action taken by BCS due to late FY14 Audit |
| <b>4</b>       | BCS 04<br>00014       | November 24, 2014 communication from Jared Kittelson of Life Skills of Arizona to DeAnna Rowe regarding late FY 14 Audit         |
| <b>5</b>       | BCS 05<br>00015-00023 | Consent Agreement with Notice of December 3, 2014 BCS meeting and minutes  |
| <b>6</b>       | BCS 06<br>00024-00026 | November 16, 2016 communication from Andrea Leder to Dallen Timothy and Lisa Raderstorf regarding notice of late FY16 Audit      |
| <b>7</b>       | BCS 07<br>00027-00029 | November 16, 2017 communication from Andrea Leder to Lisa Raderstorf regarding notice of late FY17 Audit                         |
| <b>8</b>       | BCS 08<br>00030-00031 | November 16, 2017 communication between Chris Sivak and Andrea Leder regarding FY17 audit  |
| <b>9</b>       | BCS<br>00032-00036    | Life Skills' Request for Reconsideration and the Response  |

HB# 6761160

# EXHIBIT 1

Renewal Charter Contract  
Between  
Arizona State Board for Charter Schools  
And  
Life Skills Center of Arizona, Inc.

1. **Parties:** The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes ("A.R.S."), Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils.
  - A. This Charter is entered into between Life Skills Center of Arizona, Inc. ("Charter Holder") and the Arizona State Board for Charter Schools for the purpose of continuing the operation of a charter school as approved for renewal by the Arizona State Board for Charter Schools at the site(s) listed in Paragraph 6 of this Charter.
  - B. The person authorized to sign and act on behalf of the Arizona State Board for Charter Schools is the President of the Arizona State Board for Charter Schools or its Executive Director as the President's Designee.
  - C. The person authorized to sign on behalf of the Charter Holder is Dallen Timothy and Lisa Raderstorf ("Charter Representative").
  - D. The Charter Representative affirms as a condition of this Charter, that he/she is the above-described representative of the Charter Holder and has authority to enter into this Charter on behalf of the Charter Holder.
    - The Charter Holder must maintain a Charter Representative and provide current contact information to the Arizona State Board for Charter Schools.
    - The Arizona State Board for Charter Schools shall direct all communication with regard to this Charter to the Charter Representative.
    - The Charter Representative shall respond to written communication from the Arizona State Board for Charter Schools within the timeframe specified in the communication.
  - E. Neither party to this Charter is the employee or agent of the other party.
  - F. The Charter Representative further affirms that the Charter Holder is, and will remain, in good standing with the applicable regulatory body (e.g., for an Arizona Corporation, the Arizona Corporation Commission).
2. **Purpose:** The Charter Holder shall operate a charter school consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and this Charter; and shall be governed and managed in a financially prudent manner.
3. **Governance:**
  - A. The Charter Holder and its officers, directors, members, and partners have a duty of care for complying with the provisions of this Charter, all applicable laws, regulations, and reporting requirements.
  - B. The Charter Holder shall establish and maintain a governing body for the charter school that is responsible for the policy decisions of the charter school.



**4. Operation:**

- A. The Charter Holder shall be nonsectarian in its charter school programs, admission policies and employment practices and all other operations.
- B. The Charter Holder shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.
- C. The Charter Holder shall comply with applicable federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance.
- D. The Charter Holder shall maintain records to document daily pupil attendance and shall make such records available for inspection upon request of the Arizona State Board for Charter Schools and the Arizona Department of Education.
- E. The Charter Holder shall maintain student records in accordance with the Arizona State Library, Archives and Public Records Retention Schedules.
- F. If the Charter Holder receives federal grants funds, the Charter Holder shall timely submit financial and other reports required by the Arizona Department of Education for the Charter Holder's receipt of such funds.

**5. Applicable Law:** The material and services provided by this Charter Holder under this Charter shall comply with all applicable federal, state, and local laws and shall conform, in all respects, to the educational standards contained in its application and Charter. This Charter shall be governed and interpreted in accordance with the laws of the State of Arizona.

**6. Sites:** The Charter Holder shall provide educational services, including the delivery of instruction, at the following location(s):

Life Skills Center of Arizona (9<sup>th</sup>-12<sup>th</sup>)  
8123 North 35th Avenue, Suite 2  
Phoenix, AZ 85051

The Charter Holder shall maintain ownership, a lease, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all applicable federal, state and local health and safety standards and other applicable laws, regulations and rules.

**7. Term of Charter:** This Charter is effective upon the signing of both parties for a term of twenty (20) years commencing on July 1, 2017 and ending on June 30, 2037, except as otherwise provided in this Charter and by law. The Charter may be renewed for successive periods of twenty (20) years pursuant to law.

**8. Non-Availability of Funds:** Every payment obligation of the State of Arizona under this Charter is conditioned upon the availability of funds continuing to be appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Charter, the Arizona State Board for Charter Schools may terminate this Charter at the end of the period for which funds are available. No liability shall accrue to the Arizona State Board for Charter Schools, nor the State of Arizona, or any of its subdivisions, departments or divisions, in the event this provision is exercised, and neither the Arizona State Board for Charter Schools nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

9. **Charter Interpretation:**

- A. **Merger:** This Charter constitutes the entire agreement of the Parties. In the event of a conflict, the provisions of the Renewal Charter Contract control. Arizona Revised Statutes, Arizona State Board for Charter School policies, and administrative rules and regulations, which may be amended from time to time during the course of the Charter, are incorporated into this Charter, along with any amendments which may occur during the term of the Charter, by this reference.
- B. **Waiver:** Either party's failure to insist on strict performance of any term or condition of the Charter shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.
- C. **Severability:** The provisions of this Charter are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition of the Charter.
- D. **Assignment:** Neither party may assign or transfer any right or interest in this Charter unless authorized by law. No assignment, transfer or delegation of any duty of the Charter Holder shall be made without prior written permission of the Arizona State Board for Charter Schools.

10. **Amendments to the Charter and Changes to the Charter Holder:**

- A. This Charter may be amended or modified by mutual agreement, in writing, of the parties. Charter amendments and modifications requiring prior written approval by the Arizona State Board for Charter Schools shall be posted on its website as an Amendment or Notification Request. The Charter Holder shall not take action or implement the modification requested in the amendment or notification until approved by the Arizona State Board for Charter Schools. All amendment and notification requests shall be submitted pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools. Charter modifications that are not posted on the website may be implemented without the approval of the Arizona State Board for Charter Schools. A technological problem or failure that temporarily prevents the use of all or part of the website does not preclude the Charter Holder from complying with this paragraph.
- B. Any change in the ownership of the Charter Holder, change in the name of the Charter Holder, or change in officers, directors, members or partners of the Charter Holder must be submitted to the Arizona State Board for Charter Schools pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.

11. **Insurance:** The Charter Holder shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

**Waiver of Rights:** The Charter Holder and its insurers providing the required coverage shall waive all rights of recovery against the State of Arizona and the Arizona State Board for Charter Schools and the Department of Education, their agents, officials, assignees and employees.

12. **Indemnification and Acknowledgements:** The Charter Holder shall indemnify, defend, save and hold harmless the Arizona State Board for Charter Schools, the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the Charter Holder or any of its owners, officers,

directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such Charter Holder to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree that is applicable to the Charter Holder. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the Charter Holder from and against any and all claims. It is agreed that the Charter Holder will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. In consideration of the award of this Charter, the Charter Holder agrees to waive all rights of subrogation against the State of Arizona, its officers, officials, agents and employees for losses arising from the work performed by the Charter Holder for the State of Arizona.


- A. The parties acknowledge that neither the Arizona State Board for Charter Schools, the State of Arizona, or its agencies, boards, commissions or divisions are liable for the debts or financial obligations of a charter school or persons or entities that operate charter schools.
- B. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority.

**13. Academic Performance Indicators and Evaluation:** The Charter Holder shall:

- A. Provide a comprehensive program of instruction that aligns with the state academic standards prescribed by the Arizona State Board of Education for the grades approved for renewal by the Arizona State Board for Charter Schools.
- B. Design a method to measure pupil progress toward pupil outcomes adopted by the Arizona State Board of Education pursuant to A.R.S. §15-741.01, including participation in the State required assessments and the nationally standardized norm-referenced achievement test as designated by the Arizona State Board of Education.
- C. Meet or demonstrate sufficient progress toward the academic performance expectations set forth in the performance framework as adopted and modified periodically by the Arizona State Board for Charter Schools.

**14. Financial Requirements:**

- A. The Charter Holder shall comply with the same financial and electronic data submission requirements as a school district, including the Uniform System of Financial Records for Charter Schools (USFRCS) as prescribed in A.R.S. Title 15, chapter 2, article 4, procurement rules as prescribed in A.R.S. §15-213 and audit requirements as prescribed in A.R.S. §15-914 unless specifically excepted by the Arizona State Board for Charter Schools. If the Charter Holder has received an exception to the USFRCS and/or procurement rules, the Charter Holder shall, at a minimum, follow accounting policies and procedures that comply with Generally Accepted Accounting Principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. In addition, the Charter Holder shall contract for at least an annual financial statement audit that meets the following conditions:
  - It is conducted by an independent certified public accountant; and
  - It complies with policies adopted by the Arizona State Board for Charter Schools.
- B. The Charter Holder shall pay debts as they fall due or in the usual course of business.



- C. The Charter Holder shall not commit or engage in gross incompetence or systematic and egregious mismanagement of the school's finances or financial records.
15. **Review, Evaluation and Investigative Teams, Audits and Records:** The Charter Holder shall allow representatives from the Arizona State Board for Charter Schools, Arizona Department of Education, and/or the Arizona Auditor General to visit each school site at any reasonable time.
- The Charter Holder shall allow the representatives to conduct financial, program or compliance audits and shall hold open for inspection all records, documents and files relating to any activity or program provided by the Charter Holder relating to the charter school or by the charter school. Pursuant to A.R.S. § 35-214, all books, accounts, reports, files and other records relating to this Charter shall be subject, at all reasonable times, to inspection and audit by the State for five years after termination of the Charter.
16. **Length of School Year:** The Charter Holder shall provide instruction for no less than the minimum number of days required by statute and no less than the minimum number of hours of instruction required by statute. The Charter Holder must provide instruction as stated in this paragraph within the State of Arizona's fiscal year that begins July 1st and ends June 30th.
17. **Termination or Non-Renewal of the Charter:** The Arizona State Board for Charter Schools may revoke or not renew the Charter for any material breach of the Charter and/or violation of state, federal or local laws, ordinances or rules or regulations; for conditions which threaten the health, safety, or welfare of the students or staff of the school or of the general public; or as provided by law.
18. **Employees and Contractors:** This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Holder or the School is an officer, employee, or agent of the Arizona State Board for Charter Schools or the State of Arizona.
19. **Non-Discrimination:** As a required state contract provision, the Charter Holder shall comply with State Executive Order No. 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state employment laws, rules and regulations, including the Americans with Disabilities Act. The Charter Holder shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability.
20. **Conflict of Interest:** Pursuant to A.R.S. §38-511, the State of Arizona ("State"), its political subdivisions or any department or agency of either may, within three years after its execution, cancel any contract, without penalty or further obligation, made by the State, its political subdivisions, or any of the departments or agencies of either if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the State, its political subdivisions or any of the departments or agencies of either is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity or a consultant to any other party of the contract with respect to the subject matter of the contract. A cancellation made pursuant to this provision shall be effective when the Charter Holder receives written notice of the cancellation unless the notice specifies a later time.
21. **Fingerprints:** The Charter Holder shall comply with the requirements of A.R.S. §15-183.
- A. The Charter Holder shall fingerprint check its charter school governing body members pursuant to A.R.S. §15-512 and submit all changes in members through the process stated in Paragraph 10. A fingerprint check must be conducted for each new governing body member.



B. The Charter Holder must maintain valid fingerprint clearance cards on all officers, directors, members, and partners of the Charter Holder and submit all changes in officers, directors, members, and partners through the process stated in Paragraph 10.

22. **Notices:** Any notice required, or permitted, under the Charter shall be in writing and shall be effective immediately upon personal delivery, upon receipt of electronic mail, or three (3) days after mailing to the following:

**Charter Holder:**  
Dallen Timothy and Lisa Raderstorff  
Life Skills Center of Arizona, Inc.  
8123 North 35th Avenue, Suite 2  
Phoenix, AZ 85051

**Arizona State Board for Charter Schools:**  
Ashley Berg  
Arizona State Board for Charter Schools  
P.O. Box 18328  
Phoenix, AZ 85009

The Arizona State Board for Charter Schools may make changes in the address of its contact person by posting the change(s) on its website.

LIFE SKILLS CENTER OF ARIZONA, INC.

Executed this 13<sup>th</sup> day of June 2017.

By Lisa Raderstorff  
Dallen Timothy and/or Lisa Raderstorff, Charter Representative for Life Skills Center of Arizona, Inc.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Executed this 20<sup>th</sup> day of June 2017.

By Ashley Berg  
ARB Ashley Berg, Executive Director of the Arizona State Board for Charter Schools.

Ashley Berg

# EXHIBIT 2

## Andrea Leder

---

**From:** Andrea Leder  
**Sent:** Tuesday, November 18, 2014 7:10 AM  
**To:** 'ypena@azcorrections.gov'; 'philmcneary@msn.com'; 'david.p.roberts@asu.edu'  
**Subject:** November Agenda - Failure to Submit FY14 Audit  
**Attachments:** Life Skills Center of Arizona.pdf

**Importance:** High

Ms. Pena, Mr. McNeary and Mr. Roberts,  
Please review the attached letter related to the submission of the fiscal year 2014 audit and the Board's November 21<sup>st</sup> meeting.

If you have any questions, please let me know.

Thanks,  
Andrea

Andrea Leder  
Arizona State Board for Charter Schools  
1616 W. Adams Street, Suite 170  
Phoenix, AZ 85007  
P.O. Box 18328  
Phoenix, AZ 85009  
Phone: (602) 364-3106  
Fax: (602) 364-3089  
<https://asbcs.az.gov>

Arizona State Board for Charter Schools

Physical Address:  
1616 West Adams Street, Suite 170  
Phoenix, Arizona 85007  
Phone: (602) 364-3080  
Fax: (602) 364-3089



Mailing Address:  
PO Box 18328  
Phoenix, Arizona 85009

November 18, 2014

Yvonne Pena, Philanders McNeary and David Roberts  
Life Skills Center of Arizona, Inc.  
8123 N. 35<sup>th</sup> Avenue, Suite 2  
Phoenix, AZ 85051

SENT VIA EMAIL: [ypena@azcorrections.gov](mailto:ypena@azcorrections.gov), [philmcneary@msn.com](mailto:philmcneary@msn.com) and [david.p.roberts@asu.edu](mailto:david.p.roberts@asu.edu)

Dear Ms. Pena, Mr. McNeary and Mr. Roberts:

Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools ("Board") require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2014 were due November 15, 2014. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NON-COMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for Friday, November 21, 2014, and will be held in Phoenix at 1616 W. Adams Street in Suite 170. The meeting will begin at 1 p.m. The meeting materials for this agenda item are available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials> under "Regular Session – November 21, 2014". If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrea Leder".

Andrea Leder  
Government & Financial Services Manager

## Andrea Leder

---

**From:** David Roberts <David.P.Roberts@asu.edu>  
**To:** Andrea Leder  
**Sent:** Tuesday, November 18, 2014 9:52 AM  
**Subject:** Read: November Agenda - Failure to Submit FY14 Audit

Your message

To:  
Subject: November Agenda - Failure to Submit FY14 Audit  
Sent: Tuesday, November 18, 2014 9:52:13 AM (UTC-07:00) Arizona

was read on Tuesday, November 18, 2014 9:52:03 AM (UTC-07:00) Arizona.

## Andrea Leder

---

**From:** Microsoft Outlook  
**To:** 'ypena@azcorrections.gov'; 'philmcneary@msn.com'; 'david.p.roberts@asu.edu'  
**Sent:** Tuesday, November 18, 2014 7:10 AM  
**Subject:** Relayed: November Agenda - Failure to Submit FY14 Audit

**Delivery to these recipients or groups is complete, but no delivery notification was sent by the destination server:**

['ypena@azcorrections.gov' \(ypena@azcorrections.gov\)](mailto:ypena@azcorrections.gov)

['philmcneary@msn.com' \(philmcneary@msn.com\)](mailto:philmcneary@msn.com)

['david.p.roberts@asu.edu' \(david.p.roberts@asu.edu\)](mailto:david.p.roberts@asu.edu)

Subject: November Agenda - Failure to Submit FY14 Audit

# EXHIBIT 3

## Andrea Leder

---

**From:** Andrea Leder  
**Sent:** Friday, November 21, 2014 4:44 PM  
**To:** 'ypena@azcorrections.gov'; 'philmcneary@msn.com'; 'david.p.roberts@asu.edu'  
**Subject:** Board Action - November 21st Board Meeting  
**Attachments:** Life Skills Center of Arizona.pdf  
  
**Importance:** High

Yvonne Pena, Philanders McNeary and David Roberts,  
Please review the attached letter regarding action taken by the Board at its November 21<sup>st</sup> meeting.

If you have any questions, please let me know.

Thanks,  
Andrea

Andrea Leder  
Arizona State Board for Charter Schools  
1616 W. Adams Street, Suite 170  
Phoenix, AZ 85007  
P.O. Box 18328  
Phoenix, AZ 85009  
Phone: (602) 364-3106  
Fax: (602) 364-3089  
<https://asbcs.az.gov>



Arizona State Board for Charter Schools

Physical Address:  
1616 West Adams Street, Suite 170  
Phoenix, Arizona 85007  
Phone: (602) 364-3080  
Fax: (602) 364-3089



Mailing Address:  
PO Box 18328  
Phoenix, Arizona 85009

November 21, 2014

Yvonne Pena, Philanders McNeary and David Roberts  
Life Skills Center of Arizona, Inc.  
8123 N. 35<sup>th</sup> Avenue, Suite 2  
Phoenix, AZ 85051

SENT VIA EMAIL: [ypena@azcorrections.gov](mailto:ypena@azcorrections.gov), [philmcneary@msn.com](mailto:philmcneary@msn.com) and [david.p.roberts@asu.edu](mailto:david.p.roberts@asu.edu)

Dear Ms. Pena, Mr. McNeary and Mr. Roberts:

At the Arizona State Board for Charter Schools ("Board") meeting held on Friday, November 21, 2014, and in conjunction with passing a motion to issue a Notice of Intent to Revoke the charter of Life Skills Center of Arizona, Inc., the Board passed a motion to withhold 10% of the charter holder's monthly state aid apportionment for the charter holder's failure to timely submit the fiscal year 2014 audit reporting package. A copy of the Notice of Hearing on Intent to Revoke Charter will be forthcoming.

If the Board does not receive a complete fiscal year 2014 audit reporting package **by noon on Friday, December 19, 2014**, the Board will inform ADE to begin withholding 10% of your monthly state aid apportionment beginning with the January 2015 payment. The withholding will continue until a complete fiscal year 2014 audit reporting package is submitted to our office.

Additionally, please note that the Board's processes for five year interval reviews and charter renewal include historical financial, contractual and legal compliance. Therefore, actions taken by the Board, such as withholding 10% of a charter holder's monthly state aid apportionment, will be considered by the Board and may adversely affect the Board's decision regarding a charter holder's request for charter renewal.

If you have any questions, please don't hesitate to contact this office at (602) 364-3080.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrea Leder", is written over a horizontal line.

Andrea Leder  
Government & Financial Services Manager

## Andrea Leder

---

**From:** Microsoft Outlook  
**To:** 'ypena@azcorrections.gov'; 'philmcneary@msn.com'; 'david.p.roberts@asu.edu'  
**Sent:** Friday, November 21, 2014 4:44 PM  
**Subject:** Relayed: Board Action - November 21st Board Meeting

**Delivery to these recipients or groups is complete, but no delivery notification was sent by the destination server:**

['ypena@azcorrections.gov'](mailto:ypena@azcorrections.gov) ([ypena@azcorrections.gov](mailto:ypena@azcorrections.gov))

['philmcneary@msn.com'](mailto:philmcneary@msn.com) ([philmcneary@msn.com](mailto:philmcneary@msn.com))

['david.p.roberts@asu.edu'](mailto:david.p.roberts@asu.edu) ([david.p.roberts@asu.edu](mailto:david.p.roberts@asu.edu))

Subject: Board Action - November 21st Board Meeting

# EXHIBIT 4

## Andrea Leder

---

**From:** Kittelson, Jared <Jared.Kittelson@lshsarizona.com>  
**Sent:** Monday, November 24, 2014 7:23 AM  
**To:** Deanna Rowe  
**Cc:** Andrea Leder  
**Subject:** Life Skills Centers of Arizona FY14 audits  
**Attachments:** Legal Compliance Questionnaire FY14.pdf; Life Skills of Arizona FY14 Audited Financial Statements.pdf

Ms. Rowe,

I spoke with you early Friday evening in regards to the Board's decision to revoke our charter due to a second consecutive late year of submitting our annual audit package, as well as a lack of appearance to justify our missed deadline.

I have attached the audit package for FY14 and would like to discuss possible action steps going forward. Personally, I am embarrassed that this is the second consecutive year that this is happened. As a ten year veteran of this school, it saddens me at the thought of closing these doors for good. However, there is no excuse to not meeting the minimum requirements set forth by the Board.

Ms. Rowe, you mentioned that there may be some recourse given that an audit was submitted, up to and including a no tolerance corrective action plan. At your earliest convenience I would like to discuss the school's options going forward. I can assure you that policies and procedures will be put in place so this will never happen again.

Respectfully,

Jared S. Kittelson  
Administrator  
Life Skills High School  
8123 N 35th Ave. Suite 2  
Phoenix, AZ 85051  
Phone - 602-242-6400  
Cell - 602-909-0443

# EXHIBIT 5

## **CONSENT AGREEMENT**

This Consent Agreement (“Agreement”) is made by and between LIFE SKILLS CENTER OF ARIZONA, INC. (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating LIFE SKILLS CENTER OF ARIZONA, a charter school, and the ARIZONA STATE BOARD FOR CHARTER SCHOOLS (“Board”), collectively referred to herein as the “Parties.”

### **JURISDICTION**

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. A charter is effective for fifteen years. A.R.S. § 15-183(I). The Board may submit a request to the Arizona Department of Education to withhold up to ten percent of the monthly apportionment of state aid that would otherwise be due a charter school if the Board determines at a public meeting that the charter school is not in compliance with federal law, with the laws of this state or with its charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter or if the Board determines that the charter holder has failed to comply with charter school statutes or any provision of law from which the charter school is not exempt. A.R.S. § 15-183(I)(3)(c).

### **RECITALS**

1. The Charter Operator operates Life Skills Center of Arizona (“the School”) pursuant to a charter contract (“Charter”) executed on July 22, 2002 between the Charter Operator and the Board.
2. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter

Operator to operate one school site to serve students in grades nine through twelve.

3. Yvonne Pena, Philanders McNeary and David Roberts are the Charter Representatives and persons authorized to execute documents on behalf of the Charter Operator.

4. The Charter of the Charter Operator and the Board requires that the Charter Operator comply with all state, federal and local laws applicable to the operation of a charter school.

5. A.R.S. §§ 15-183(E)(6) and 15-914 and the Charter of the Charter Operator and the Board require that the Charter Operator undergo an annual financial and compliance audit, including the completion of a legal compliance questionnaire, (“Annual Audit”) by an independent certified public accountant.

6. The Charter Operator’s Annual Audit for the fiscal year ending June 30, 2014 was due to the Board by November 15, 2014.

7. At its public meeting held on November 21, 2014, the Board determined that the Charter Operator, having failed to submit its Annual Audit for the fiscal year ending June 30, 2014, was not in compliance with state law and with its Charter. The Board passed a motion to submit a request to the Arizona Department of Education to withhold ten percent of the monthly apportionment of state aid that would otherwise be due the Charter Operator and to issue a notice of intent to revoke the Charter of the Charter Operator.

8. The Charter Operator breached its Charter and A.R.S. §§ 15-183(E)(6) and 15-914 when it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2014.

9. The Charter Operator has a history of failure to timely submit its Annual Audit to the Board; it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2013.

10. On November 24, 2014, the Charter Operator submitted its Annual Audit for the

fiscal year ending June 30, 2014.

### **AGREEMENT TERMS AND CONDITIONS**

The Parties agree as follows:

11. Because of the Board's decision to issue a notice of intent to revoke the Charter, the Charter Operator is subject to the revocation and termination of its Charter.

12. A.R.S. §§ 15-183(Q) and 41-1092.07(F)(5) provide that informal disposition of this matter may be made by stipulation, agreed settlement, consent order or default.

13. In consideration of the Parties foregoing their option to proceed with the charter revocation proceedings and hearing, it is in the best interests of the Board and the Charter Operator to mutually resolve this matter.

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

15. By entering into this Agreement, the Charter Operator agrees to the Recitals set forth in this Agreement and understands that it cannot contest any of the Recitals in the future.

16. This Agreement does not limit other actions the Board may take under the law if it determines that the Charter Operator is not in compliance with its Charter or with state or federal law.

17. The Charter Operator agrees to submit its Annual Audit for the fiscal year ending June 30, 2015 by November 15, 2015. The Charter Operator agrees to submit its Annual Audit for all subsequent fiscal years of its operation by November 15 of the following fiscal year.

18. If the Charter Operator fails to comply with the terms and conditions of this Agreement, the Board may, on no less than thirty (30) calendar days' notice, hold a hearing at which time the Board will receive information to determine whether evidence exists that the Charter



Operator failed to comply with the terms and conditions of this Agreement. The Charter Operator shall be entitled to present all appropriate evidence at this hearing. If the Board determines that a breach of this Agreement has occurred, the Board may revoke the Charter Operator's Charter to operate the School and terminate its Charter for breach of this Agreement and of its Charter and the state laws identified in the Recitals.

19. This Agreement is not binding on either party until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

20. If either party rejects this Agreement or any part of it, then this Agreement is null and void and not binding on the Parties and the Board may proceed with the charter revocation hearing.

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


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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

  
By: Janna Day  
President, Arizona State Board for Charter Schools

Date: 1/13/15


LIFE SKILLS CENTER OF ARIZONA, INC.

  
By: David Roberts  
Charter Representative, Life Skills Center of Arizona, Inc.

Date: 12/10/14

COPY mailed this  
14<sup>th</sup> day of Jan., 201~~7~~<sup>5</sup> to:

Life Skills Center of Arizona, Inc.  
Attention: Yvonne Pena, Philanders McNeary and David Roberts, Charter Representatives  
8123 N. 35<sup>th</sup> Avenue  
Suite 2  
Phoenix, AZ 85051

By 

**NOTICE OF MEETING OF A PUBLIC BODY**  
**THE LIFE SKILLS CENTER OF ARIZONA, INC.**

Pursuant to A.R.S. 38-431.02, notice is hereby given to the Members of the Life Skills Center of Arizona, Inc. and the general public that the Life Skills Center of Arizona, Inc. will hold a governing board meeting open to the public on Wednesday, December 3, 2014, at 2:00 p.m. Arizona time at the School, located at 8123 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051, and via a telephone conference, which can be accessed by dialing the toll free number 1-

888-394-8197, and then dialing in the pass code number 522048# to connect to the meeting. Members of the Life Skills Center of Arizona will attend either in person or by telephone conference.

The Agenda for the meeting is as follows:

- Call to Order/Roll Call
- 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] limited to 3 minutes
- Review of Agenda and Resolutions

I. Consideration to Approve New Business

- A. Arizona State Charter Board Consent agreement
- B. Approval of the Minutes for the December 3, 2014 meeting

Reminder of Next Meeting Date: February 5, 2015 at 1 p.m., (Mountain) to be held at Life Skills Center of Arizona and by teleconference.

- Adjourn

**LIFE SKILLS CENTER OF ARIZONA  
BOARD OF DIRECTORS MEETING**  
8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051  
Telephone: (602)242-6400 Facsimile: (602) 242-6823  
Website: [www.lifeskillshs.com](http://www.lifeskillshs.com)

**Board Meeting**

**Date:** December 3, 2014  
**Time:** 2:00 p.m.  
**Location:** Life Skills Center of Arizona  
and Phone#: 888-394-8197  
Access Code: 522048#

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

**A. Call to Order/Roll Call** The meeting was called to order at: 1:06 p.m.

**Board Member Attendance:**

|  |   |                                 |
|--|---|---------------------------------|
| Dave Roberts, President (in person)            | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Leslie Guiley, Treasurer (via telephone)       | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Dr. Dallen Timothy, Vice President (in person) | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| David Glynn, Secretary (via telephone)         | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Kent Barnes, Pending Director (in person)      | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |

**Other Attendees:**

Jared Kittelson (School Administrator, WHM), Thomas Barrett (President and CEO, WHM), via telephone: Scott Kies (Proposed Fiscal Officer, Aspire), Rodd Coker (VP Business Development, WHM), and Maggie Ford (Chief Academic Officer, WHM)

The Board notes that the public notice published at the school and its website provides information for public access to the meetings.

**B. Public Comment**

None

**C. Review of Agenda and Proposed Resolutions**

**D. Consideration to Approve Standard Business**

**i. Minutes**

After discussion about the root causes related to the late submission of the 2014 Annual Audit report and procedures to ensure future reports are submitted on time, a motion to approve the Arizona State Charter board Consent Agreement and authorize the Board President to sign the Consent Agreement was made by Dave Roberts; seconded by Dallen Timothy, and approved.

**WHEREAS, the School submitted the Annual Audit Report after the November 15, 2014 deadline and the Arizona State Charter Board requests the execution of a consent agreement attesting future Audit Reports will be submitted on or before the deadline.**

**NOW THEREFORE BE IT RESOLVED, that the Board of Directors approves the Arizona State Charter Board Consent Agreement and authorizes the Board President to sign the agreement.**

A copy of the meeting minutes are available for public inspection at Life Skills Center of Arizona, 8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051

**LIFE SKILLS CENTER OF ARIZONA  
BOARD OF DIRECTORS MEETING**  
8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051  
Telephone: (602)242-6400 Facsimile: (602) 242-6823  
Website: [www.lifeskillshs.com](http://www.lifeskillshs.com)


ii. **Minutes**

After discussion, a motion to approve the Minutes from the special meeting held on December 3, 2014 was made by Dave Roberts; seconded by Dallen Timothy, and approved.

**RESOLVED**, that the Board of Directors approves the Minutes from the meeting held on December 3, 2014 as presented.

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted,

  
\_\_\_\_\_  
Recording Secretary, Rodd Coker

12/4/14  
\_\_\_\_\_  
Date

Approved by the Life Skills Center of Arizona Board of Directors on December 3, 2014.

  
\_\_\_\_\_  
Secretary, David Glynn

12/04/14  
\_\_\_\_\_  
Date

A copy of the meeting minutes are available for public inspection at Life Skills Center of Arizona, 8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051

Arizona State Board for Charter Schools



Physical Address:  
1616 West Adams Street, Suite 170  
Phoenix, Arizona 85007  
Phone: (602) 364-3080  
Fax: (602) 364-3089

Mailing Address:  
PO Box 18328  
Phoenix, Arizona 85009

January 14, 2015

Life Skills Center of Arizona, Inc.  
Attn: Yvonne Pena, Philanders McNeary and  
David Roberts, Charter Representatives  
8123 North 35th Avenue, Suite 2  
Phoenix, Arizona 85051

RE: Consent Agreement

Dear Charter Representatives:

At its January 13, 2015, meeting, the Board approved the Consent Agreement for Life Skills Center of Arizona, Inc.

Enclosed, please find a copy of the agreement for your records.

Sincerely,

A handwritten signature in black ink, appearing to read "Bianca Ulibarri".

Bianca Ulibarri  
Constituent Services Specialist

# EXHIBIT 6

## Andrea Leder

---

**From:** Andrea Leder  
**Sent:** Wednesday, November 16, 2016 7:28 AM  
**To:** dtimothy@asu.edu; raderpj1@aol.com  
**Subject:** November Agenda - Failure to Submit FY16 Audit

**Importance:** High



### Arizona State Board for Charter Schools

*Physical Address:*  
1616 West Adams Street, Ste. 170  
Phoenix, AZ 85007  
(602) 364-3080

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

November 16, 2016

Dallen Timothy and Lisa Raderstorf  
Life Skills Center of Arizona, Inc.  
8123 N. 35<sup>th</sup> Avenue, Suite 2  
Phoenix, AZ 85051

Dear Dallen Timothy and Lisa Raderstorf:

Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools ("Board") require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2016 were due November 15, 2016. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NONCOMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for Monday, November 21, 2016, and will be held in Phoenix at 1616 W. Adams Street in Suite 170. The meeting will begin at 9 a.m. The meeting materials for this agenda item will be available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials>. If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,  
Andrea Leder  
Assistant Director of Operations & Finance

Andrea Leder



Arizona State Board for Charter Schools  
1616 W. Adams Street, Suite 170  
Phoenix, AZ 85007  
P.O. Box 18328  
Phoenix, AZ 85009  
Phone: (602) 364-3106  
Fax: (602) 364-3089  
<https://asbcs.az.gov>

## Andrea Leder

---

**From:** Dallen Timothy <Dallen.Timothy@asu.edu>  
**To:** Andrea Leder  
**Sent:** Wednesday, November 16, 2016 8:00 AM  
**Subject:** Read: November Agenda - Failure to Submit FY16 Audit

Your message

To:  
Subject: November Agenda - Failure to Submit FY16 Audit  
Sent: Wednesday, November 16, 2016 2:59:48 PM (UTC+00:00) Monrovia, Reykjavik

was read on Wednesday, November 16, 2016 2:59:43 PM (UTC+00:00) Monrovia, Reykjavik.

# EXHIBIT 7

## Andrea Leder

---

**From:** Andrea Leder  
**Sent:** Thursday, November 16, 2017 6:56 AM  
**To:** 'raderpj1@aol.com'  
**Subject:** November Agenda - Failure to Submit FY17 Audit

**Importance:** High



### Arizona State Board for Charter Schools

*Physical Address:*  
1616 West Adams Street, Ste. 170  
Phoenix, AZ 85007  
(602) 364-3080

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

November 16, 2017

Lisa Raderstorf  
Life Skills Center of Arizona, Inc.  
8123 N. 35<sup>th</sup> Avenue, Suite 2  
Phoenix, AZ 85051

Dear Lisa Raderstorf:

Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools ("Board") require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2017 were due November 15, 2017. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NONCOMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for **Tuesday, November 21, 2017**, and will be held in Phoenix at 1535 W. Jefferson Street (Arizona Department of Education building). The meeting will begin at 9 a.m. The meeting materials for this agenda item will be available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials>. If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,  
Andrea Leder  
Assistant Director of Operations & Finance

## Andrea Leder


Assistant Director of Operations & Finance

---



Arizona State Board for Charter Schools  
P.O. Box 18328, Phoenix, Arizona 85009  
Phone: (602) 364-3106  
Website: [asbcs.az.gov](http://asbcs.az.gov)

 Facebook: [www.facebook.com/asbcsaz](http://www.facebook.com/asbcsaz)

 Newsletter: <https://asbcs.az.gov/news-events>

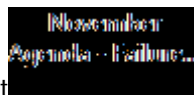
**Andrea Leder**

---

**From:** Microsoft Outlook  
**To:** 'raderpj1@aol.com'  
**Sent:** Thursday, November 16, 2017 6:56 AM  
**Subject:** Relayed: November Agenda - Failure to Submit FY17 Audit

**Delivery to these recipients or groups is complete, but no delivery notification was sent by the destination server:**

[raderpj1@aol.com](mailto:raderpj1@aol.com) (raderpj1@aol.com)



Subject: November Agenda - Failure to Submit FY17 Audit

# EXHIBIT 8

## Andrea Leder

---

**From:** Chris Sivak <csivak@skodaminotti.com>  
**Sent:** Thursday, November 16, 2017 7:40 AM  
**To:** Andrea Leder  
**Cc:** Nick Ward  
**Subject:** RE: November Agenda - Failure to Submit FY17 Audit

Andrea:

Yes, we are performing the audit. Unfortunately, it is not complete but we are working with the school's accountant to wrap up a few remaining items. I think we're close and we can certainly email a copy when it's complete.

Thanks

Chris

**Christopher G. Sivak, CPA**

3320 West Market St.

Suite 300 | Fairlawn, OH 44333

O: (330) 576-1832 | M: (330) 819-2425

[Connect with me on LinkedIn](#)



*Delivering on the Promise.*

---

**From:** Andrea Leder [mailto:Andrea.Leder@asbcs.az.gov]  
**Sent:** Thursday, November 16, 2017 8:58 AM  
**To:** Chris Sivak  
**Subject:** FW: November Agenda - Failure to Submit FY17 Audit  
**Importance:** High

Mr. Sivak

I don't know if your firm conducted the fiscal year 2017 audit. If it did and the audit is completed, would it be possible for you to email it to me?

Thanks,

Andrea

---

**From:** Andrea Leder  
**Sent:** Thursday, November 16, 2017 6:56 AM  
**To:** 'raderpj1@aol.com'  
**Subject:** November Agenda - Failure to Submit FY17 Audit

**Importance:** High

**Arizona State Board for Charter Schools**



*Physical Address: Mailing Address:*

1616 West Adams Street, Ste. 170 P.O. Box 18328

Phoenix, AZ 85007 Phoenix, AZ 85009

(602) 364-3080

November 16, 2017

Lisa Raderstorf

Life Skills Center of Arizona, Inc.

8123 N. 35<sup>th</sup> Avenue, Suite 2

Phoenix, AZ 85051

Dear Lisa Raderstorf:



Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools (“Board”) require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2017 were due November 15, 2017. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NONCOMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for **Tuesday, November 21, 2017**, and will be held in Phoenix at 1535 W. Jefferson Street (Arizona Department of Education building). The meeting will begin at 9 a.m. The meeting materials for this agenda item will be available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials>. If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,

Andrea Leder

Assistant Director of Operations & Finance

Andrea Leder

Assistant Director of Operations & Finance



Arizona State Board for Charter Schools

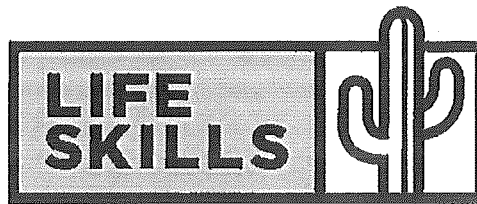
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 Facebook: [www.facebook.com/asbcsaz](https://www.facebook.com/asbcsaz)

 Newsletter: <https://asbcs.az.gov/news-events>



HIGH SCHOOL ARIZONA

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Life Skills High Schools • 8126 North 35<sup>th</sup> Ave. Suite 2, Phoenix AZ 85051 • 602-242-6400

Arizona State Board for Charter Schools  
P.O. Box 18328  
Phoenix, AZ 85009

\* Via email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov) \*

Re: No. 18F-RV-001-BCS

Dear Board Members:

The Life Skills Center of Arizona (Life Skills) requests that the Arizona State Board for Charter Schools reconsider its decision to hold a hearing on whether to revoke Life Skills' charter. Life Skills filed its annual audit Nov. 29, 2017, two weeks after the deadline, due to the fact that the board president's wife was recently diagnosed with cancer, making it difficult for him to find time to sign the final audit.

The Life Skills' annual audit was completed on October 16, 2017; however, the audit must be signed by the Life Skills' authorized signer, Board President David Glynn. The board held a meeting on Nov. 9, 2017, but Mr. Glynn was unable to attend. He was finally able to sign the audit on Nov. 29, 2017, and Life Skills filed the audit that same day.

We appreciate your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary Ann Schneider".

Mary Ann Schneider, Ph.D.  
Superintendent  
Life Skills Center of Arizona

Cc: Kim Anderson, [kim.anderson@azag.gov](mailto:kim.anderson@azag.gov)

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MARK BRNOVICH  
Firm State Bar No. 14000  
Attorney General  
  
Kim S. Anderson (#010584)  
Assistant Attorney General  
State Government Division  
Education and Health Section  
2005 North Central Avenue  
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[kim.anderson@azag.gov](mailto:kim.anderson@azag.gov)  
*Attorneys for the Arizona State Board for Charter Schools*

**BEFORE THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS**  
**STATE OF ARIZONA**

In the Matter of:  
  
**LIFE SKILLS CENTER OF ARIZONA, INC.** a nonprofit corporation, operating **LIFE SKILLS CENTER OF ARIZONA**, a charter school

No. 18F-RV-001-BCS  
  
**RESPONSE TO LIFE SKILLS' REQUEST FOR RECONSIDERATION**

The undersigned takes no position on the request of Life Skills Center of Arizona ("Life Skills") that the Arizona State Board for Charter Schools ("Board") reconsider its November 21, 2017 decision to hold a hearing on whether to revoke Life Skills' charter. For the Board's consideration, however, undersigned provides the attached email string dated November 16, 2017.

1 This matter is currently set for hearing on Life Skills' breach of consent  
2 agreement and revocation of charter on January 19, 2017 at 8:00 a.m. before the Office  
3 of Administrative Hearings.

4 Respectfully submitted this 15<sup>th</sup> day of December, 2017.

5  
6 MARK BRNOVICH  
Attorney General

7 /s/ Kim S. Anderson  
8 Kim S. Anderson  
9 Assistant Attorney General

10 COPY of the foregoing Response mailed  
11 electronically this 15<sup>th</sup> day of December, 2017, to:

12 The Arizona State Board for Charter Schools  
13 c/o Ashley Berg, Executive Director  
ashley.berg@asbcs.az.gov

14 Lisa Raderstorf  
15 Charter Representative  
16 Life Skills Center of Arizona  
raderpj1@aol.com

17 Robert L. Fox  
18 Director of School and Board Relations  
19 Life Skills High School of Arizona  
rlfox001@lifeskillshs.com

20 By kim anderson  
21 P0012017004668/6671579/ksa

## Andrea Leder

---

**From:** Chris Sivak <csivak@skodaminotti.com>  
**Sent:** Thursday, November 16, 2017 7:40 AM  
**To:** Andrea Leder  
**Cc:** Nick Ward  
**Subject:** RE: November Agenda - Failure to Submit FY17 Audit

Andrea:

Yes, we are performing the audit. Unfortunately, it is not complete but we are working with the school's accountant to wrap up a few remaining items. I think we're close and we can certainly email a copy when it's complete.

Thanks

Chris

**Christopher G. Sivak, CPA**

3320 West Market St.

Sulte 300 | Fairlawn, OH 44333

O: (330) 576-1832 | M: (330) 819-2425

[Connect with me on LinkedIn](#)



**SKODA MINOTTI**  
CPA, BUSINESS & FINANCIAL ADVISORS

*Delivering on the Promise.*

---

**From:** Andrea Leder [mailto:Andrea.Leder@asbcs.az.gov]  
**Sent:** Thursday, November 16, 2017 8:58 AM  
**To:** Chris Sivak  
**Subject:** FW: November Agenda - Failure to Submit FY17 Audit  
**Importance:** High

Mr. Sivak

I don't know if your firm conducted the fiscal year 2017 audit. If it did and the audit is completed, would it be possible for you to email it to me?

Thanks,

Andrea

---

**From:** Andrea Leder  
**Sent:** Thursday, November 16, 2017 6:56 AM  
**To:** 'raderpj1@aol.com'  
**Subject:** November Agenda - Failure to Submit FY17 Audit

**Importance:** High



**Arizona State Board for Charter Schools**

*Physical Address: Mailing Address:*

1616 West Adams Street, Ste. 170 P.O. Box 18328

Phoenix, AZ 85007 Phoenix, AZ 85009

(602) 364-3080

November 16, 2017

Lisa Raderstorf

Life Skills Center of Arizona, Inc.

8123 N. 35<sup>th</sup> Avenue, Suite 2

Phoenix, AZ 85051

Dear Lisa Raderstorf:

Arizona Revised Statutes (A.R.S.) § 15-914 and your charter contract with the Arizona State Board for Charter Schools ("Board") require you to submit an annual financial audit and requisite accompanying documents. The annual financial audit and requisite accompanying documents for the fiscal year ending June 30, 2017 were due November 15, 2017. To date, we have not received a complete audit package.

THIS LETTER SHALL SERVE AS WRITTEN NOTICE PURSUANT TO A.R.S. § 15-185(H) THAT THE BOARD WILL ADDRESS THIS MATTER AT ITS NEXT BOARD MEETING AND WILL DETERMINE WHETHER YOU ARE NOT IN COMPLIANCE WITH FEDERAL LAW, THE LAWS OF THIS STATE, OR WITH YOUR CHARTER, AS STATED IN THE PARAGRAPH ABOVE. IF THE BOARD DETERMINES THAT YOU ARE NOT IN COMPLIANCE, THE BOARD MAY TAKE ACTION, INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING: WITHHOLD UP TO TEN PERCENT OF THE MONTHLY STATE AID APPORTIONMENT THAT WOULD OTHERWISE BE DUE YOUR CHARTER SCHOOL AND/OR ISSUE A NOTICE OF INTENT TO REVOKE YOUR CHARTER. YOU SHALL BE ALLOWED TO RESPOND TO THE ALLEGATIONS OF NONCOMPLIANCE AT THE MEETING BEFORE THE BOARD MAKES A FINAL DETERMINATION.

The next Board meeting is scheduled for **Tuesday, November 21, 2017**, and will be held in Phoenix at 1535 W. Jefferson Street (Arizona Department of Education building). The meeting will begin at 9 a.m. The meeting materials for this agenda item will be available at <https://asbcs.az.gov/board-staff-information/meeting-dates-materials>. If you have any questions prior to the meeting, please contact me at (602) 364-3106.

Sincerely,

Andrea Leder

Assistant Director of Operations & Finance

Andrea Leder

Assistant Director of Operations & Finance



Arizona State Board for Charter Schools

P.O. Box 18328, Phoenix, Arizona 85009

Phone: (602) 364-3106

Website: [asbcs.az.gov](https://asbcs.az.gov)



Facebook: [www.facebook.com/asbcsaz](https://www.facebook.com/asbcsaz)



Newsletter: <https://asbcs.az.gov/news-events>

# Hearing Transcripts

BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS  
STATE OF ARIZONA

In the Matter of: )  
 )  
LIFE SKILLS CENTER OF )  
ARIZONA, INC. A nonprofit ) NO. 18F-RV-001-BCS  
corporation, operating )  
LIFE SKILLS CENTER OF )  
ARIZONA, a charter school )  
\_\_\_\_\_ )

HEARING  
BEFORE THE HONORABLE TAMMY EIGENHEER  
(Transcript of Proceedings)

Phoenix, Arizona  
January 19, 2018  
8:24 a.m.

Prepared by:  
HALEY D. WESTRA, RPR, CRR  
Certified No. 50762

Prepared for:  
SUPERIOR COURT  
(Original)

BARTELT|NIX COURT REPORTERS  
#R1028  
111 West Monroe Street  
Suite 425  
Phoenix, Arizona 85003  
Phone: (602) 254-4111  
Fax: (602) 254-6567



1 I N D E X

| 2  | WITNESS                                  | PAGE |
|----|--|------|
| 3  |  |      |
| 4  | ANDREA LEDER                             |      |
| 5  | DIRECT EXAMINATION BY MS. ANDERSON       | 10   |
| 6  | CROSS-EXAMINATION BY MR. FOX             | 27   |
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| 10 | ROBERT FOX                               |      |
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16 \* \* \*

17 E X H I B I T S

| 18 | EXHIBIT | DESCRIPTION  | ADMITTED |
|----|---------|--|----------|
| 19 |         |  |          |
| 20 | No. 1   | Renewal Charter Contract executed<br>June 13, 2017   | 16       |
| 21 |         |  |          |
| 22 | No. 2   | November 18, 2014 communication from<br>Andrea Leder to Life Skills of<br>Arizona regarding notice of late<br>FY14 Audit | 17       |
| 23 |         |  |          |
| 24 |         |  |          |

25 (continue)

Tremp, Robert - Hearing  
January 19, 2018

|    |       |  |    |
|----|-------|--|----|
| 1  | No. 3 | November 21, 2014 communication from Andrea Leder to Life Skills of Arizona regarding action taken by BCS due to late FY14 Audit | 18 |
| 2  |       |  |    |
| 3  | No. 4 | November 24, 2014 communication from Jared Kittelson of Life Skills of Arizona to DeAnna Rowe regarding late FY 14 Audit         | 19 |
| 4  |       |  |    |
| 5  |       |  |    |
| 6  | No. 5 | Consent Agreement with Notice of December 3, 2014 BCS meeting and minutes  | 22 |
| 7  |       |  |    |
| 8  | No. 6 | November 16, 2016 communication from Andrea Leder to Dallen Timothy and Lisa Raderstorf regarding notice of late FY 16 Audit     | 24 |
| 9  |       |  |    |
| 10 |       |  |    |
| 11 | No. 7 | November 16, 2017 communication from Andrea Leder to Lisa Raderstorf regarding notice of late FY 17 Audit                        | 25 |
| 12 |       |  |    |
| 13 | No. 8 | November 16, 2017 communication between Chris Sivak and Andrea Leder regarding FY 17 audit                                       | 26 |
| 14 |       |  |    |
| 15 | No. 9 | Life Skills letter with Response to Life Skills' Request for Reconsideration   | 31 |
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1 HEARING

2 Transcript of Proceedings commenced at 8:24 a.m.  
3 on January 19, 2018, at the Office of Administrative  
4 Hearings, 1400 West Washington, Suite 101, Phoenix,  
5 Arizona, before HALEY D. WESTRA, a Certified Reporter,  
6 CR No. 50762, for the State of Arizona.

7

8 APPEARANCES:

9 For the Arizona State Board For Charter Schools:  
10 ASSISTANT ATTORNEY GENERAL  
11 STATE GOVERNMENT DIVISION  
12 EDUCATION AND HEALTH SECTION  
13 BY: Kim S. Anderson  
2005 North Central Avenue  
14 Phoenix, Arizona 85004-1592  
15 602-364-0402 (office), 602-364-0700 (fax)  
16 kim.anderson@azag.gov

17 For Life Skills Center of Arizona, Inc.:  
18 LIFE SKILLS CENTER OF ARIZONA, INC.  
19 DIRECTOR OF OPS/SCHOOL BOARD LIASON  
20 BY: Mr. Robert Fox  
21 8123 North 35th Avenue, Suite 2  
22 Phoenix, Arizona 85051  
23 602-242-6400 (office)  
24 rlfox001@lifeskillshs.com

25 For Life Skills Center of Arizona, Inc.:  
LIFE SKILLS CENTER OF ARIZONA, INC.  
DIRECTOR OF OPS/SCHOOL BOARD LIASON  
BY: Ms. D'Andrea Chapman, Ed.S.  
8123 North 35th Avenue, Suite 2  
Phoenix, Arizona 85051  
602-242-6400 (office)  
dxchapman001@lshsarizona.com

Also Present: Ms. Ashley Berg, Executive Director  
Arizona State Board For Charter Schools; Ms. Andrea  
Leder, Assistant Director Operations & Finance Arizona  
State Board For Charter Schools; Mr. Michael Taylor, AG  
intern; Mr. Brian Yee, Board member for Life Skills

Phoenix, Arizona  
January 19, 2018  
8:24 a.m.

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P R O C E E D I N G S

THE COURT: This is the time set for hearing in the matter of Life Skills Center of Arizona, Inc., Docket No. 18F-RV-001-BCS.

It is January 19th, 2018, at approximately 8:24 a.m.

My name is Tammy Eigenheer. I am the administrative law judge assigned to this matter.

May I have the parties' appearances on the record.

MS. ANDERSON: Kim Anderson, assistant attorney general representing the Arizona State Board For Charter Schools.

And to my right is Ashley Berg, the executive director of the Board.

And behind me is Andrea Leder who is also with the Charter Board.

THE COURT: Okay.

MS. CHAPMAN: D'Andrea Chapman, school principal, Life Skills High School.

MR. FOX: And Robert Fox, director of

1 operations and school board liaison for Life Skills  
2 High School.

3 THE COURT: Okay. The Office of  
4 Administrative Hearings is an independent agency formed  
5 pursuant to Arizona Revised Statutes 41-1092 authorized  
6 to conduct hearings in contested matters arising out of  
7 State regulation.

8 The Arizona Rules of Evidence do not apply, so  
9 any relevant testimony in evidence may be admitted.

10 We'll start with brief opening statements.  
11 This is not your testimony, it's just a brief summary  
12 as to what brought us here today, then we'll move onto  
13 the witness testimony. I'll swear in the witnesses.  
14 They'll provide their testimony. And then the other  
15 side will be able to ask questions.

16 I'm making a digital recording of this  
17 proceeding. The microphones on the table aren't hooked  
18 up in this room, so you don't need to worry about them.

19 We also have a court reporter present today.  
20 I assume that the Board is asking that the transcript  
21 serve as the official record?

22 MS. ANDERSON: Yes, Your Honor.

23 THE COURT: In that case, the Office of  
24 Administrative Hearing needs to receive a copy of the  
25 transcript at no cost. We can discuss the timing of

1 all of that at the end of the hearing.

2 For the benefit of the recording and the court  
3 reporter especially, it is important that only one  
4 person speak at a time.

5 Usually, where that becomes an issue, please  
6 make sure the entire question is asked before you start  
7 answering and the entire answer is given before you  
8 start your next question.

9 Within 20 days of the conclusion of today's  
10 hearing, I will make my recommendation to the Board,  
11 who can either accept, reject, or modify that  
12 recommendation.

13 In the event the Board takes no action, my  
14 recommendation becomes the final administrative order.

15 Any questions or concerns before we get  
16 started?

17 MS. ANDERSON: No, Your Honor.

18 THE COURT: Okay. Can we go ahead and have  
19 somebody shut the door, sorry.

20 Okay. Opening statement?

21 MS. ANDERSON: Yes, Your Honor.

22 This case is about a charter operator that  
23 repeatedly violated the law. Specifically, it failed  
24 to -- on multiple occasions, to timely submit its  
25 annual financial and compliance audit, including its

1 legal compliance questionnaire, in violation of Arizona  
2 law in its charter contract.

3 In 2014, in order to avoid a hearing on the  
4 revocation of a charter for its second consecutive year  
5 of noncompliance, Life Skills signed an agreement  
6 admitting that it had violated the law and promising  
7 that it would timely submit its subsequent audits.

8 And Life Skill agreed that if it failed to do  
9 so, that the Board may, on no less than 30 days'  
10 notice, hold a hearing to determine with whether  
11 evidence exists that Life Schools [sic] failed to  
12 comply with the terms of the consent agreement. And if  
13 a breach is found, the Board may revoke Life Skills'  
14 charter.

15 You'll hear testimony and review exhibits that  
16 show that Life Skills violated the terms of the  
17 agreement. Life Skills failed to timely submit its  
18 annual audit for fiscal year ending June 30th, 2017.

19 And at the conclusion of the hearing, we'll  
20 ask that you find that Life Skills failed to comply  
21 with the terms and conditions of its consent agreement  
22 and that its charter be revoked.

23 Thank you.

24 THE COURT: Thank you.

25 Opening?

1 MR. FOX: So we wanted to thank the State  
2 Board For Charter Schools for their leadership. And we  
3 being newer to the school and having turnover in our  
4 Board between all of this happening over the years, do  
5 not dispute the facts of what has occurred in the past;  
6 but we felt that we should bring some relevant  
7 information worthy of consideration to the Board's  
8 attention.

9 THE COURT: Thank you.  
10 Your first witness.

11 MS. ANDERSON: Andrea Leder, please.

12 THE COURT: Please raise your right hand.  
13 (Witness was sworn in.)

14 THE COURT: Would you please state your name  
15 for the record, spelling it for the record.

16 MS. LEDER: Andrea Leder. It's A-N-D-R-E-A,  
17 L-E-D-E-R.

18 THE COURT: Please proceed.

19

20 ANDREA LEDER,  
21 a witness herein, having been first duly sworn, was  
22 examined and testified as follows:

23

24

25



1 DIRECT EXAMINATION

2 BY MS. ANDERSON:

3 Q. Having stated your name for the record, can  
4 you tell us where you're currently employed and your  
5 position there?

6 A. I work for the Arizona State Board For Charter  
7 Schools, and I'm the assistant director of operations  
8 and finance.

9 Q. And what are your duties in that position?

10 A. My duties include receiving and reviewing the  
11 annual audits submitted to the Board and following up  
12 with schools on issues identified in those audits.

13 Q. And do your duties include monitoring charter  
14 schools that are sponsored by the Board to ensure their  
15 compliance with the charter contract and State laws?

16 A. They do.

17 Q. Are you familiar with Life Skills Center of  
18 Arizona, Incorporated that operates a charter school by  
19 the name of Life Skills Center of Arizona?

20 A. Yes, I am.

21 Q. And just so we can distinguish between the two  
22 entities, because they have similar names, I will use  
23 "Life Skills School" to refer to the charter school.

24 A. Okay.

25 Q. Is Life Skills School the only charter school

1 operated by Life Skills Center of Arizona?

2 A. Yes, that's correct.

3 Q. And what grades does it operate?

4 A. It is a high school serving grades 9 through  
5 12.

6 Q. And does the school operate pursuant to a  
7 renewal charter contract with the Arizona State Board  
8 for charter schools?

9 A. Yes, it does.

10 Q. What does the term "renewal charter contract"  
11 mean?

12 A. The initial contract with the Board is for  
13 15 years. Under the charter law, the contract may be  
14 renewed for excessive periods of 20 years.

15 Prior to the expiration of its initial  
16 contract, Life Skills submitted a renewal application  
17 package to the Board and was granted a renewal contract  
18 for an additional 20 years.

19 Q. And when -- when we use the word "charter," is  
20 that synonymous with "charter contract"?

21 A. Yes, it is.

22 Q. And where is the charter school located?

23 A. In Phoenix.

24 Q. Would you please refer to Exhibit 1 of the  
25 Board's exhibits. Is this the renewal charter contract

1 under which Life Skills Center of Arizona currently  
2 operates its school?

3 A. Yes, it is.

4 Q. And when I refer to the page number, I'll  
5 refer you down to the bottom right-hand corner.

6 Can you please refer to page 6 of this  
7 exhibit. The signatory for Life Skills Center of  
8 Arizona, Incorporated, is Lisa Raderstorf; is that  
9 correct?

10 A. That is correct.

11 Q. Excuse me if I've pronounced her name  
12 terribly.

13 And under the signature line, it also states  
14 Dallen Timothy -- well, it states "Dallen Timothy  
15 and/or Lisa Raderstorf, Charter Representative for Life  
16 Skills Center of Arizona, Inc."

17 What is the -- what is a charter  
18 representative?

19 A. The charter representative is the person  
20 appointed by the charter holder entity with the power  
21 to bind the charter holder contractually. This person  
22 also serves as the point of contact for the Board, for  
23 communication, and for accountability to the terms and  
24 conditions of the charter contract.

25 Q. And if you would please refer to page 4 of

1 this exhibit, paragraph 14A, included in the financial  
2 retirements for the charter holder, the charter holder  
3 is required to comply with audit requirements as  
4 prescribed in A.R.S. Section 15-914 unless specifically  
5 accepted by the Arizona State Board for Charter  
6 Schools.

7 Does Life Skills Center of Arizona have an  
8 exception from the Board to audit requirements?

9 A. No, the Board does not grant audit exceptions.

10 Q. Would you please refer to page 5 of this  
11 exhibit, paragraph 17. It states that the Board "may  
12 revoke or not renew the Charter for any material breach  
13 of the Charter and/or violation of state, federal, or  
14 local laws, ordinances or rules or regulations..."

15 Is that correct?

16 A. That is correct.

17 Q. Under charter school audit requirements, are  
18 charter schools sponsored by the Charter Board required  
19 to have an annual financial and compliance audit?

20 A. Yes, they are.

21 Q. And accompanying that annual and financial and  
22 compliance audit, are they requested to have a legal --  
23 submit a legal compliance questionnaire?

24 A. Yes.

25 Q. And what is the legal compliance

1 questionnaire?

2 A. The legal compliance questionnaire includes a  
3 series of questions focusing on certain statutory and  
4 contractual requirements applicable to charter  
5 schools.

6 Q. And are the schools required to have the  
7 annual financial and compliance audit and legal  
8 compliance questionnaire conducted by an independent  
9 certified public accountant?

10 A. Yes.

11 Q. What is the deadline date by which charter  
12 schools sponsored by the Board must submit their annual  
13 financial and compliance audit and legal compliance  
14 questionnaire to the Board?

15 A. Number of -- sorry, November 15th.

16 Q. And when the charter schools submit the annual  
17 audit -- and I'll just use the word "annual audit" to  
18 refer to the annual financial and compliance audit and  
19 legal questionnaire, I'll use the term "legal audit."

20 When a charter school submits its annual audit  
21 by November 15th, what period of time does it cover?

22 A. It covers the prior fiscal year. So audits  
23 submitted to the Board by November 15th, 2017, covered  
24 the period of July 1, 2016, through June 30, 2017.

25 Q. And does the Charter Board use as one of its

1 tools, the charter schools annual audits in overseeing  
2 the charter schools it sponsors?

3 A. Yes, it does.

4 Q. Where there fiscal years for which Life Skills  
5 Center of Arizona failed to timely submit its annual  
6 audit?

7 A. Life Skills did fail to timely submit its  
8 audit in several fiscal years.

9 Q. And what fiscal years were those for?

10 A. Those were for the fiscal years ending  
11 June 30, 2013, 2014, and 2017.

12 Q. What action, if any, was taken by the Board  
13 against Life Skills Center of Arizona when it failed to  
14 timely submit its fiscal year 2013 annual audit?

15 A. The Board voted to withhold 10 percent of Life  
16 Skills' monthly State funding.

17 Q. And what action, if any, was taken by the  
18 Board against Life Skills Center of Arizona when it  
19 failed to submit its fiscal year '14 annual audit?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills' monthly State aid, and also voted to issue a  
22 notice of intent to revoke Life Skills' charter  
23 contract.

24 MS. ANDERSON: Your Honor, before I move on to  
25 Exhibit 2, I would move for the admission of Exhibit 1

1 into evidence.

2 THE COURT: Any objection?

3 1 is admitted.

4 (Exhibit No. 1 was admitted into evidence.)

5 BY MS. ANDERSON:

6 Q. Would you please refer to State's Exhibit 2.  
7 What is contained in this exhibit?

8 A. This exhibit, and specifically page 8 at the  
9 bottom, includes a copy of the letter that was e-mailed  
10 to Life Skills, notifying them that the charter holder  
11 would be placed on the Board's November 21st, 2014,  
12 agenda for failure to submit the fiscal year 2014  
13 audit.

14 The paragraph in all capitals also identifies  
15 actions that the Board may take at that meeting.

16 Q. And the -- the e-mail and the letter are  
17 addressed to Yvonne Pena, Philanders McNeary, and David  
18 Roberts; and who are those persons?

19 A. Those individuals were the charter  
20 representatives at the time this letter was sent.

21 Q. As of the Charter Board's meeting on  
22 November 21st, 2014, that's referenced in the last  
23 paragraph on page 8, had Life Skills Center of Arizona  
24 submitted its annual audit for fiscal year 2014 to the  
25 Charter Board?

1 A. No, it had not.

2 Q. And did the Charter Board take action at that  
3 meeting on November 21, 2014, against Life Skills  
4 Center of Arizona?

5 A. It did.

6 Q. Did a representative from Life Skills Center  
7 of Arizona appear at the Board meeting to offer an  
8 explanation for the missed deadline?

9 A. No.

10 MS. ANDERSON: I would move for the admission  
11 of Exhibit 2 into evidence.

12 THE COURT: Any objection?

13 MS. CHAPMAN: No.

14 THE COURT: 2 is admitted.

15 (Exhibit No. 2 was admitted into evidence.)

16 BY MS. ANDERSON:

17 Q. What action did the Board take at its meeting  
18 on November 21, 2014, with regard to Life Skills Center  
19 of Arizona?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills' monthly State funding until such time as the  
22 audit was submitted to the Board.

23 The Board also voted to issue a notice of  
24 intent to revoke Life Skills' charter contract.

25 Q. Would you please refer to State's Exhibit 3.



1 What is contained in this exhibit?

2 A. This exhibit, and specifically on page 12 of  
3 this exhibit, this exhibit includes a copy of the  
4 letter I e-mailed to Life Skills following the Board's  
5 November meeting notifying them of the actions that the  
6 Board took on November 21st.

7 MS. ANDERSON: Move for the admission of  
8 Exhibit 3 into evidence.

9 THE COURT: Any objection?

10 MS. CHAPMAN: No.

11 THE COURT: 3 is admitted.

12 (Exhibit No. 3 was admitted into evidence.)

13 BY MS. ANDERSON:

14 Q. Would you please refer to State's Exhibit 4.  
15 What is contained in this exhibit?

16 A. This exhibit includes an e-mail that Board  
17 staff received from Life Skills referencing the late  
18 audit and the Board's action at its November meeting.

19 This e-mail also, as an attachment, included a  
20 copy of Life Skills' fiscal year 2014 audit. The audit  
21 has not been included as part of this exhibit.

22 Q. And the e-mail that was sent indicates it was  
23 sent to DeAnna Rowe. And who is DeAnna Rowe?

24 A. DeAnna Rowe was the Board's executive director  
25 at the time of this e-mail.

1 Q. And then, the last paragraph on this exhibit  
2 on page 14, it references a request for a discussion of  
3 the school's options going forward; is that correct?

4 A. Yes.

5 Q. And it also states that the last statement is,  
6 "I can assure you that the policies and procedures will  
7 be put in place so that this will never happen again."

8 Is that correct?

9 A. That's correct.

10 Q. Was an option provided to Life Skills Center  
11 of Arizona in lieu of proceeding to -- the -- in lieu  
12 of the Board proceeding to a charter revocation  
13 hearing?

14 A. Yes, it was.

15 Q. And what was that option?

16 A. That option was to enter into a consent  
17 agreement with the Board.

18 MS. ANDERSON: I would move for the admission  
19 of Exhibit 4 into evidence.

20 THE COURT: Any objection?

21 MS. CHAPMAN: No.

22 THE COURT: 4 is admitted.

23 (Exhibit No. 4 was admitted into evidence.)

24 BY MS. ANDERSON:

25 Q. If you would please refer to Exhibit 5. What

1 is contained in this exhibit?

2 A. This exhibit includes a copy of the agreement  
3 executed by Life Skills and the Board to address the  
4 repeated failure to timely submit the annual audit.

5 Towards the end of the exhibit, the meeting  
6 materials from Life Skills' meeting where they  
7 considered and subsequently -- or later approved the  
8 agreement may be found as well.

9 Q. And if you can refer to page 18 of this  
10 exhibit, it reflects both a signature of the charter  
11 representative of Life Skills Center of Arizona,  
12 incorporated, and the president of the Arizona State  
13 Board for Charter Schools, correct?

14 A. That's correct.

15 Q. And was David Roberts, at the time of this  
16 consent agreement, a charter representative for Life  
17 Skills Center of Arizona?

18 A. Yes, he was.

19 Q. If you could refer to page 16 of this exhibit,  
20 paragraph 8, it reflects the Life Skills Center of  
21 Arizona's agreement that it had breached its charter  
22 and State law as specified when it failed to timely  
23 submit its annual audit for the fiscal year ending  
24 June 30, 2014, correct?

25 A. That is correct.

1 Q. And paragraph 9 of this page, the charter  
2 operator has admitted of having a history of failure to  
3 timely submit its annual audit in that it had also  
4 failed to timely submit its annual audit for the fiscal  
5 year ending June 30, 2013; is that correct?

6 A. Yes.

7 Q. And on page 17 of this exhibit, paragraph 11,  
8 it references, "Because of the Board's decision to  
9 issue a notice of intent to revoke the Charter, the  
10 Charter Operator is subject to revocation and  
11 termination of its Charter," correct?

12 A. Yes.

13 Q. And in paragraph 17 of this exhibit, the  
14 Charter Holder has agreed -- or Charter Operator.

15 Now, when we use the term "Charter Operator"  
16 is that synonymous with Charter Holder?

17 A. Yes, it is.

18 Q. And in this case, Charter Operator refers to  
19 Life Skills Center of Arizona, Incorporated; is that  
20 correct?

21 A. That's correct. And that's identified on page  
22 1 -- excuse me, page 15 of this exhibit.

23 Q. So in paragraph 17, Life Skills Center of  
24 Arizona, Incorporated, has agreed to submit its annual  
25 audit for the fiscal call year ending June 30, 2015, by

1 November 15, 2015; is that correct?

2 A. Yes.

3 Q. And also to submit its annual audit for  
4 subsequent years of its operation by November 15th of  
5 the following year; is that correct?

6 A. That is correct.

7 Q. And on page 17 of this exhibit, in paragraph  
8 18, it reflects that if Life Skills fails to comply  
9 with the terms and conditions of this agreement, that  
10 the Board may, on no less than 30 days' calendar days'  
11 notice, hold a hearing to receive information to  
12 determine whether evidence exists that they failed to  
13 comply with the agreement; is that correct?

14 A. That is correct.

15 MS. ANDERSON: I would move for the admission  
16 of Exhibit 5 into evidence.

17 THE COURT: Any objection?

18 MS. CHAPMAN: No objection.

19 THE COURT: 5 is admitted.

20 (Exhibit No. 5 was admitted into evidence.)

21 BY MS. ANDERSON:

22 Q. And if you refer to page 21 of this exhibit,  
23 Board meeting document for Life Skills, paragraph D,  
24 small "I," does it reflect a discussion of the Charter  
25 Holder's board of directors regarding approval of the

1 consent agreement prior to the signature by the charter  
2 representative?

3 A. Yes, it does.

4 Q. Did Life Skills timely submit its annual audit  
5 for the fiscal year ending June 30, 2015?

6 A. Yes, it did.

7 Q. And did Life Skills submit its annual audit  
8 for fiscal year ending June 30th, 2016 by November 15,  
9 2016?

10 A. No, it did not.

11 Q. Would you please refer to Exhibit 6. What is  
12 contained in this exhibit?

13 A. This exhibit includes a copy of the e-mail  
14 I sent to Life Skills notifying the Charter Holder that  
15 it would be placed on the Board's November 21st, 2016,  
16 agenda for failure to submit the fiscal year 2016  
17 audit.

18 The e-mail also identifies the actions that  
19 the Board may take at that meeting.

20 Q. And did the Charter Board take any of those  
21 actions described in Exhibit 6 at its November 21,  
22 2016, meeting?

23 A. No, it didn't. Life Skills was one of a small  
24 group of Charter Holders that had data issues with the  
25 Arizona Department of Education that could have limited

1 or affected their ability to get the audits submitted  
2 on time.

3 So because of this, the Board did not take any  
4 action against any of those charter holders.

5 Q. And did the Board continue to monitor Life  
6 Skills Center of Arizona for the submission of their  
7 annual audit?

8 A. Yes, it did.

9 MS. ANDERSON: I move for the admission of  
10 Exhibit 6 into evidence.

11 THE COURT: Any objection?

12 MS. CHAPMAN: No.

13 THE COURT: 6 is admitted.

14 (Exhibit No. 6 was admitted into evidence.)

15 BY MS. ANDERSON:

16 Q. Would you please refer to Exhibit 7.

17 Before we get into Exhibit 7, did Life Skills  
18 Center of Arizona incorporated timely submit its annual  
19 audit for the fiscal year ending June 30, 2017?

20 A. No, it did not.

21 Q. Was it due to the Board by November 15, 2017?

22 A. Yes, it was.

23 Q. What is contained in Exhibit 7?

24 A. Exhibit 7 includes a copy of the e-mail that  
25 I sent to Life Skills notifying the charter holder that

1 it would be placed on the Board's November 21st, 2017,  
2 agenda for failure to submit the fiscal year 2017  
3 audit.

4 As with the other correspondence that we've  
5 discussed today, it also identified the possible  
6 actions that the Board may take at the meeting.

7 MS. ANDERSON: I would move for the admission  
8 of Exhibit 7 into evidence.

9 THE COURT: Any objection?

10 MS. CHAPMAN: No.

11 THE COURT: 7 is admitted.

12 (Exhibit No. 7 was admitted into evidence.)

13 BY MS. ANDERSON:

14 Q. And would you please refer to Exhibit 8. And  
15 what is contained in this exhibit?

16 A. Exhibit 8 includes an e-mail exchange I had  
17 with Life Skills' auditor the day after the audit  
18 deadline.

19 In this e-mail, the auditor indicates that the  
20 fiscal year 2017 audits is not complete but that they  
21 are working with the school's accountant to wrap up a  
22 few remaining items, and that he thought that they were  
23 close to finishing the audit.

24 Q. As of the Board's meeting on November 21,  
25 which is the date referenced in Exhibit 7 on page 27,



1 had Life Skills Center of Arizona submitted its annual  
2 audit for the fiscal year ending June 30, 2017?

3 A. No, it had not.

4 Q. Did a representative from Life Skills Center  
5 of Arizona, Incorporated, appear at the Board's  
6 November 21, 2017, meeting to offer an explanation for  
7 the missed deadline?

8 A. No.

9 MS. ANDERSON: Your Honor, I would move for  
10 the admission of Exhibit 8 into evidence.

11 THE COURT: Any objection?

12 MS. CHAPMAN: No objection.

13 THE COURT: 8 is admitted.

14 (Exhibit No. 8 was admitted into evidence.)

15 BY MS. ANDERSON:

16 Q. Did the Board take action against Life Skills  
17 at its November 21, 2017, meeting?

18 A. Yes, it did.

19 Q. And what action did the Board take?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills's monthly State funding until the audit was  
22 received by the State Board.

23 And the Board also voted to hold a hearing to  
24 determine whether Life Skills had failed to comply with  
25 the terms of its consent agreement with the Board.

1 MS. ANDERSON: No further questions, Your  
2 Honor.

3 THE COURT: Cross?  
4

5 CROSS-EXAMINATION

6 BY MR. FOX:

7 Q. So the audits package was finally received.  
8 Do you remember which date it was received?

9 A. Which package?

10 Q. For this fiscal year ending in 2017, this past  
11 fiscal year.

12 A. It was received on November 29th, 2017.

13 Q. Do you know if any persons from your office  
14 received correspondence explaining any of the -- even  
15 though it was after the Board meeting on the 21st,  
16 explaining the reason for the late audit package?

17 A. Yes. I do know we received correspondence.

18 THE COURT: Any other questions?

19 MR. FOX: Go ahead.

20 MS. CHAPMAN: Yes.  
21

22 CROSS-EXAMINATION (CONTINUED)

23 BY MS. CHAPMAN:

24 Q. So my question is for fiscal year 2014, after  
25 calling attention to Exhibit 4, you received a letter

1 from Jared Kittelson who was the principal at that time  
2 who made the statement that, "As we move forward, we  
3 won't be late again," if we can look at that,  
4 Exhibit 4.

5 MS. ANDERSON: Your Honor, in terms of  
6 procedure, I guess I just need to clarify whether --  
7 whether Life Skills is going to have two persons asking  
8 questions or just one. I would...

9 THE COURT: We normally limit it to one, so if  
10 one of you can direct the questions.

11 MR. FOX: Do you want to?

12 MS. CHAPMAN: Okay. It will be me.

13 BY MS. CHAPMAN:

14 Q. So please call attention to page 14,  
15 Exhibit 4, the letter from Jared Kittelson, which  
16 states, in paragraph 3, "I would like to discuss the  
17 school's options going forward." And "I can assure you  
18 that policies and procedures will be put in place so  
19 this will never happen again."

20 A. Yes.

21 Q. So we're looking at from fiscal year 2014, we  
22 were not late for the following three years with fiscal  
23 year 2016 being late; however, there were technical  
24 issues and you were able to give us some leeway there  
25 because of the technical issues, so within 2014 --

1 MS. ANDERSON: Objection, compound question.

2 THE COURT: You'll have the opportunity to  
3 testify after I swear you in, so I just need you to  
4 limit it to questions and let her answer a specific  
5 question before you move on to your next point.

6 BY MS. CHAPMAN:

7 Q. So after fiscal year 2014, we were not late  
8 for a three-year period; is that correct -- two years'  
9 period, with one year being that we were late due to  
10 technical issues?

11 A. For -- for a two-year period, the fiscal year  
12 '15 audit was submitted on time, and the 2016 audit was  
13 considered timely, due to the issues with the  
14 department, but not for a three-year period.

15 Q. Thank you.

16 THE COURT: Any other questions?

17 MS. CHAPMAN: No.

18 THE COURT: Redirect?

19 MS. ANDERSON: Yes, Your Honor.

20

21 REDIRECT EXAMINATION

22 BY MS. ANDERSON:

23 Q. Mr. Fox referenced correspondence received by  
24 the Board regarding their late fiscal year '17 audit  
25 previously; is that right?

1 A. That is correct.

2 Q. Okay.

3 MS. ANDERSON: I'd like to mark as  
4 Exhibit 9 -- may I approach the witness, Your Honor?

5 THE COURT: Yes. Watch out for all the cords.

6 BY MS. ANDERSON:

7 Q. Can you identify this exhibit?

8 A. Page 32 is the correspondence or communication  
9 referenced by Mr. Fox. This was Life Skills' request  
10 that the Board reconsider its decision to hold a  
11 hearing on whether to revoke Life Skills' charter  
12 contract.

13 The page 33 through 36 of this exhibit are the  
14 response that was filed to Life Skills' request for  
15 consideration -- reconsideration.

16 Q. And did the Board consider Life Skills'  
17 request for reconsideration?

18 A. Yes, it did on January -- earlier this week on  
19 January 16th.

20 Q. And did a representative from Life Skills  
21 charter schools -- or Life Skills appear at the hearing  
22 to argue its request or promote its request?

23 A. No.

24 Q. And what action was taken by the Board at that  
25 time?

1           A.     The Board denied the request and said that it  
2 would proceed to hearing.

3           MS. ANDERSON:   Your Honor, I would move for  
4 the admission of Exhibit 9 into evidence.

5           THE COURT:   Any objection?

6           MS. CHAPMAN:   No.

7           THE COURT:   9 is admitted.

8           (Exhibit No. 9 was admitted into evidence.)

9           MS. ANDERSON:   No further questions, Your  
10 Honor.

11          THE COURT:   You may be excused.

12          Next witness?

13          MS. ANDERSON:   We have no further witnesses,  
14 Your Honor.

15          THE COURT:   Okay.   Your first witness?

16          Please raise your right hand.

17          (Witness was sworn in.)

18          THE COURT:   Would you please state your name,  
19 spelling it for the record.

20          MR. FOX:   Robert Fox, R-O-B-E-R-T, F-O-X.

21          THE COURT:   Please proceed.

22          MR. FOX:   I wanted to proceed in the format of  
23 just doing the testimony.

24          THE COURT:   That's fine.

25

1                                   ROBERT FOX,  
2    a witness herein, having been first duly sworn, was  
3    examined and testified as follows:

4

5                                   SELF-DIRECT EXAMINATION

6

7                   MR. FOX:   So as kind of talked about in our  
8    opening D'Andrea and I are actually newer members to  
9    the school.  We are familiar recently with some of the  
10   past issues of submitting the audit deadline in not a  
11   timely matter; and however, this year, I know that when  
12   we found out that -- through Skoda Minotti, he's our  
13   auditing firm, that they couldn't get in touch with the  
14   Board president because there was a few things that  
15   they had to get signed off on, we began trying to get  
16   in touch with Board president, which, at that time, we  
17   found out that his wife was diagnosed with cancer.

18                   We did not have, at that point in time, the  
19   whole history and the knowledge of what would happen  
20   with this.  It was, "Okay, we'll get the audit done.  
21   They're working on it."  We employ a third-party  
22   vendor.  We now understand the severity in the past of  
23   what went on.  We're hoping to come to a solution that  
24   doesn't involve closing the school.

25                   Obviously, with the students being at the

1 first and foremost, obviously, in our mind, we don't  
2 feel that, you know, this situation should harm them;  
3 however, we do want to make sure that even though we  
4 weren't physically here during the audit years of '13  
5 and '14 when it was late, you know, that -- that the  
6 consent agreement that was there, obviously, the Board  
7 members that were signing the consent agreement and  
8 agreed, and as well as the principal, are no longer  
9 around.

10 We have had some turnover in Board members.  
11 We are willing to do something, you know, in  
12 collaboration with the State Board For Charter Schools  
13 that would be amicable to them and us to make sure that  
14 we can continue operations.

15 We have, in anticipation of make -- obviously,  
16 us working at the school, making sure that compliance  
17 is always number one.

18 The Board has made -- my duties were just  
19 director of operations. I am now the Board liaison to  
20 attempt mitigate any future issues by attracting new  
21 community members to our school.

22 I would like to reference Mr. Taylor is here  
23 and a brand-new Board member. We have another Board  
24 member from the community coming on Board, because we  
25 feel like there was a breakdown in communication,



1 clearly in years past with Board members getting -- you  
2 know, in the school. And, obviously, we wish  
3 Mr. Glen's family well wishes, but that issue, we felt,  
4 hampered us from getting a lot of things signed off on  
5 this year.

6 We are -- and, obviously, this is a little  
7 awkward to us because we didn't know what to expect  
8 being part of the school. We're not lawyers or  
9 attorneys. But we have committed to hiring a full-time  
10 attorney on staff for the school to make sure that from  
11 a charter and contract standpoint, that this never  
12 happens again, that we're always, you know, 100 percent  
13 under the law.

14 I don't think that that's something that we  
15 brought towards, at least from the documents that I  
16 have read, brought to the State Board for  
17 consideration.

18 So we're hoping that the -- the State Board  
19 for Charter Schools is willing to work with us in that  
20 and understand that we are 100 percent committed to  
21 serving the students of the West Phoenix area by giving  
22 them career certifications on top of their high school  
23 diploma, which is what our school does, and it's such a  
24 huge need in that area as well.

25 So that's my testimony.

1 THE COURT: Okay. Thank you.

2 Cross?

3 MS. ANDERSON: Yes, thank you.

4

5 CROSS-EXAMINATION

6 BY MS. ANDERSON:

7 Q. Mr. Fox, you --

8 A. Yes.

9 Q. -- indicated -- I believe it was your  
10 testimony that there has been a change in the Board,  
11 the Governing Board and --

12 A. Yes.

13 Q. -- principal since fiscal year '13 and '14?

14 A. Yes.

15 Q. Was it your testimony that you were not aware  
16 of the consent agreement?

17 A. I was -- I did not ever read that consent  
18 agreement until recently. And I couldn't tell you the  
19 date, but it was in items that you all sent to us. And  
20 that's when I was like, you know, "This is serious. We  
21 got to get all this stuff done," so...

22 Q. Okay. Would you please refer to Exhibit 5.

23 A. Can I use this one?

24 Q. Yes.

25 A. Okay.

1 Q. Page 18, it reflects that a charter  
2 representative of the school sign this document; is  
3 that correct?

4 A. Yes.

5 Q. Okay.

6 A. And you're talking about the last page? Oh,  
7 it says page 4. I got it. 18, yes.

8 And that was David Roberts who is no longer  
9 with the Board.

10 Q. How long have you been employed by Life Skills  
11 Center of Arizona, Incorporated?

12 A. This is my second year.

13 Q. Can you please refer to Exhibit 9.

14 A. Is that this?

15 Q. Yes. Page 32.

16 A. Yep.

17 Q. On paragraph 2, it states, "Life Skills'  
18 annual audit was completed on October 16, 2017"; is  
19 that correct?

20 A. That's correct.

21 Q. And if you would please refer to page 35 of  
22 this exhibit, in the middle of the page is an e-mail  
23 from Andrea Leder to Chris Sivak dated November 16,  
24 2017, correct?

25 A. Uh-huh.

1 Q. And she's asking him if -- she says, "I don't  
2 know if your firm conducted the fiscal year 2017 audit.  
3 If it did and the audit is completed, would it be  
4 possible for you to email it to me?"

5 Correct?

6 A. Yes.

7 Q. And then at the top of the page in his  
8 response dated November 16, 2017, he states, "Yes, we  
9 are performing the audit. Unfortunately, it is not  
10 complete..."

11 Correct?

12 A. Yes.

13 MS. ANDERSON: No further questions, Your  
14 Honor.

15 THE COURT: Did you have anything else you  
16 wanted to add?

17 MR. FOX: Yes.

18 I will say that on -- there were several --  
19 and I know D'Andrea and I helped with aspects of the  
20 audit, so there was a list that they compiled of things  
21 that the school had to do. And I know -- and I did get  
22 this information from Skoda Minotti and from our  
23 Board's treasurer, Mr. Scott Kies, who works for Aspire  
24 Group.

25 Our list of things was done on -- on around

1 the 16th, as stated by our superintendent, because she  
2 holds us accountable.

3 There were additional items. And I understand  
4 that they required some of the Board members to review  
5 them, which were not completed.

6 So you are correct, the firm said it was not  
7 complete because we were waiting on some additional  
8 items; but to the best of our knowledge, everything  
9 that we got done that we were held accountable from our  
10 superintendent was completed by the 16th.

11 THE COURT: Okay. You may be excused.

12 MR. FOX: Thank you.

13 THE COURT: Any other witnesses?

14 Please raise your right hand.

15 (Witness was sworn in.)

16 THE COURT: Please state your name, spelling  
17 it for the record.

18 THE WITNESS: D'Andrea Chapman, D, apostrophe,  
19 A-N-D-R-E-A, C-H-A-P-M-A-N.

20 THE COURT: Please proceed with your  
21 testimony.

22

23 D'ANDREA CHAPMAN,  
24 a witness herein, having been first duly sworn, was  
25 examined and testified as follows:

1

2

SELF-DIRECT EXAMINATION

3

4

5

6

MS. CHAPMAN: Yes. I joined the school in --  
for the 2016-2017 school year, and we immediately began  
putting structures in place, Robert and I.

7

8

9

10

Jared Kittelson, the former principal, he left  
in 2014-2015, and he had put some structures in place  
in regards to the Board and things we needed to do in  
order to be compliant.

11

12

13

14

So upon my arrival, Robert and I immediately  
began to work in that area in regards to taking care of  
some of the Board members who were no longer with us or  
who needed to transition from the Board.

15

16

17

18

19

People committed to the Board, and at times,  
they had been in the Board for so many years, they were  
ready to leave, and they needed to know that, "It's  
okay. It's okay for you to move on," even though they  
wanted to continue to serve our school.

20

21

22

23

24

So as we moved forward, Robert Fox and I are  
in the process of onboarding and vetting two additional  
Board members. We're providing training and an  
orientation to ensure that this does not happen in the  
future.

25

As stated before with the prior principal, he

1 was able to say he will take responsibility for  
2 ensuring that this does not happen in the future, and  
3 I'm willing to say that now as well.

4 I am committed to Life Skills Center and to  
5 the students there and to ensuring that we are  
6 compliant.

7 We do have one of our Board members here now.  
8 Michael Taylor has recently joined the Board as well,  
9 and he is committed, along with Bobbi Sudberry, who is  
10 another recent addition to our Board who runs a  
11 nonprofit now with -- which is Katie's Way.

12 So we do have the expertise. We do have the  
13 commitment level of our Board now. And it will not be  
14 an issue in the future.

15 We have also added additional community  
16 partners who will be assisting us, with one of them  
17 also being an attorney, who will be on board for us  
18 there.

19 And we have created a structure for  
20 communication between the Board and the school to  
21 ensure that this does not happen as we move forward.

22 THE COURT: Cross?

23 MS. ANDERSON: Yes, Your Honor.

24

25

1 CROSS-EXAMINATION

2 BY MS. ANDERSON:

3 Q. Were you employed at Life Skills Center of  
4 Arizona, Incorporated, on November 21st, 2017?

5 A. Yes.

6 Q. And the information that you just provided to  
7 this hearing -- in this hearing, you had the  
8 opportunity to advise the Court -- to advise the Board  
9 of that information at the meeting that was held on  
10 November 21st, 2017; isn't that correct?

11 A. It was our understanding, as stated by  
12 Mr. Fox, that we were hopeful and not clear on the  
13 legal aspects, that our letter asking that revocation  
14 not be considered, we were -- we were hopeful that that  
15 would be the case.

16 So because we were not knowledgeable about the  
17 legal aspects, that's the reason we weren't there. It  
18 would -- nothing else would have held us back from  
19 being there if we knew we needed to be there so...

20 Q. Okay. So if you refer to Exhibit 7, Exhibit 7  
21 advises Life Skills that the annual financial audit and  
22 requisite accompanying documents for fiscal year ending  
23 June 30, 2017, were due November 15, 2017, correct?

24 A. Correct.

25 Q. And it states that as of the date of the



1 letter, the Board had not received a complete audit  
2 package, correct?

3 A. Correct.

4 Q. And then it also, in capital letters and in  
5 the middle paragraph, it indicates this letter is  
6 written notice that the Board would address the matter  
7 at its next Board meeting, correct?

8 A. Correct.

9 Q. And that if the Board determined you were not  
10 in compliance, the Board could take action that was  
11 included but not limited to withholding 10 percent of  
12 your apportionment, correct?

13 A. Correct.

14 Q. As well as issue a notice of intent to revoke  
15 the charter; is that correct?

16 A. Yes.

17 Q. And it also states that you shall be allowed  
18 to respond to the allegations of noncompliance at the  
19 meeting before the Board makes a final determination,  
20 correct?

21 A. Correct.

22 Q. And it indicates, in the last paragraph, the  
23 date and time of the Board meeting, which was  
24 November 21st, 2017, correct?

25 A. Yes, correct.

1 Q. And you did not appear at that meeting,  
2 correct?

3 A. Correct.

4 Q. And no one from Life Skills appeared at that  
5 meeting, correct?

6 A. Correct.

7 Q. And if you would refer to Exhibit 9, the page  
8 32, which is Life Skills' request for the Board to  
9 reconsider its decision to hold the hearing on whether  
10 to revoke the charter, it also does not provide any of  
11 the information that you just provided in your  
12 testimony, correct?

13 A. Correct.

14 Q. And this request for reconsideration was set  
15 and heard by the Board at its meeting earlier this week  
16 on Tuesday; is that correct?

17 A. That is correct.

18 Q. And you did not appear at that meeting; is  
19 that correct?

20 A. Correct.

21 Q. And a representative from Life Skills Center  
22 of Arizona did not appear at that meeting, correct?

23 A. Correct.

24 May I respond?

25 Q. No, there's no question before you.

1 A. Okay.

2 Q. And is it your testimony that moving forward,  
3 that you have systems in place that will prevent the  
4 audits from being late in the future?

5 A. Correct.

6 Q. Could you refer to Exhibit 4 on page 14. The  
7 e-mail from Mr. Kittelson at Life Schools [sic] dated  
8 November 24, 2014, the last sentence states, "I can  
9 assure you that policies and procedures will be put in  
10 place so this will never happen again"; is that  
11 correct?

12 A. Correct.

13 Q. No further questions.

14 THE COURT: Do you have anything else to add?

15 MS. CHAPMAN: Yes. I would like to add that  
16 for the November board meeting, we were unable -- for  
17 November 17th board meeting, we were unable to have a  
18 quorum so that we can move forward to have our audit  
19 signed due to our president -- our Board president, he  
20 did have major illnesses or family concerns that he was  
21 unable to be present.

22 So we did a lot to try to communicate with him  
23 to get him -- to make sure that we can reach out to him  
24 so that he could sign the necessary documents.

25 So, at that time, we realized we needed to put

1 some additional structures in place, because he does  
2 want to -- he did want to leave the Board because of  
3 his family crisis, and we wanted to -- we wanted to  
4 make sure that he was with us and be considerate of  
5 what he was going through in his personal life;  
6 however, we have reached out to him. He does  
7 understand that we do need to move forward and that he  
8 may not be a viable person or officer on our Board.

9 So he will not be -- as we move forward, we  
10 have worked to get another for our present Board  
11 members in place so that we can move forward and be  
12 compliant.

13 So we did not have a quorum at that meeting  
14 due to that, but as we move forward, Robert and I are  
15 confident that the structures we are now putting in  
16 place, the commitment of our Board members as we move  
17 forward, it will not be an issue.

18 THE COURT: Anything else?

19 MS. CHAPMAN: No.

20 THE COURT: Okay. You may sit down.

21 Any other witnesses?

22 Any other witnesses?

23 MS. CHAPMAN: Mr. Taylor, would you like to  
24 speak on our behalf?

25 MR. TAYLOR: No.

1 THE COURT: Any rebuttal witnesses?

2 MS. ANDERSON: No, Your Honor.

3 THE COURT: Closing?

4 MS. ANDERSON: Briefly, Your Honor.

5 As I stated in my opening, this case is about  
6 a charter school operator that has repeatedly violated  
7 its obligation under the law to submit its annual  
8 audit. Specifically, on multiple occasion, it failed  
9 to submit its annual financial compliance audit and  
10 legal compliance questionnaire.

11 The school avoided revocation in 2014 when --  
12 after its second year, consecutive year being late, by  
13 signing a consent agreement.

14 The terms of that consent agreement are very  
15 clear of the school's responsibilities with regard to  
16 its having to submit its annual audit timely. And it  
17 is very clear on the consequences for its failure to do  
18 so.

19 The school also had multiple opportunities to  
20 address the Board as to provide whatever explanation it  
21 wanted to provide as to why it was late in submitting  
22 its fiscal year 2017 audit.

23 It had the opportunity at the board meeting on  
24 November 21, 2017. Exhibit 7 is very clear as to the  
25 possible consequences to the school with regard to its

1 submitting its audit late, and that one of those  
2 consequences could be revocation. A representative  
3 from the school didn't appear at that meeting.

4 The school also initiated to the Board a  
5 request that the Board reconsider its decision to hold  
6 a hearing in this matter. That is contained in  
7 Exhibit 9.

8 The Board set the matter for consideration at  
9 its meeting this past Tuesday; and again, no one from  
10 the school appeared.

11 It's clear from the testimony and the exhibits  
12 that Life Skills violated the terms of this agreement.  
13 It failed to submit its annual audit for the fiscal  
14 year June 30, 2017.

15 And with that, it is the Board's position that  
16 Life Skills' charter should be revoked. Thank you.

17 THE COURT: Thank you.

18 Closing?

19 MR. FOX: As we said in our opening, we do  
20 acknowledge that there was issues in the past with  
21 regards to late audit submissions and the severity of  
22 those issues.

23 We wanted to make everyone aware that, you  
24 know, the fact that we heard recently of the failure to  
25 submit the audits, and because we're not attorneys, we

1 immediately reached out, as a human reaction, to the  
2 State Board for Charter Schools and let them know what  
3 was going on.

4 And I think that we did not clearly understand  
5 about our presence at the board meeting or the  
6 procedures, which is why we bring to the table an  
7 alternative option for the school to employ counsel to  
8 make sure we're compliant, to make sure that we have  
9 new members on board that are fully committed.

10 Because these procedural issues, while they  
11 are severe, we don't believe they warrant closing the  
12 school for our students and serving the community in  
13 which we reside.

14 And we thank the Charter School Board for  
15 their continued oversight.

16 THE COURT: Thank you.

17 Any rebuttal?

18 MS. ANDERSON: Yes, Your Honor.

19 It was the testimony of Ms. Leder that the  
20 Board uses, as a monitoring tool, the annual audit and  
21 legal compliance questionnaire. And it's more than --  
22 the requirement to submit it and submit it timely is  
23 more than a procedural issue. It is an issue that  
24 impacts on continuing monitoring of a charter school.

25 The school had -- the school was or should

1 have been aware of the consequences of its failure to  
2 submit its audit. And it failed to timely submit its  
3 audit. And it remains the Board's position that the  
4 charter should be revoked.

5 THE COURT: Thank you. We'll go off the  
6 record briefly.

7 (Recess was taken from 9:23 a.m. to 9:24 a.m.)

8 THE COURT: Okay. So as we discussed to allow  
9 the receipt of the transcript. I will leave the record  
10 open until February 5th for that sole purpose of just  
11 receiving the transcript. And I will issue an order to  
12 that effect later today. And so the record will close  
13 as of that date.

14 If there's nothing further, that will conclude  
15 today's proceedings, and we'll go off the record at  
16 this time.

17 THE COURT: Thank you very much.

18 (9:24 a.m.)

19

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21

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24

25



Tremp, Robert - Hearing  
January 19, 2018

Page 50

1 STATE OF ARIZONA )  
 ) ss.  
2 COUNTY OF MARICOPA )

3  
4 BE IT KNOWN that the foregoing deposition was  
5 taken by me, Haley D. Westra, Certificate No. 50762, a  
6 certified reporter for the state of Arizona, that prior  
7 to being examined, the witness named was duly sworn to  
8 testify to the whole truth, that the questions  
9 propounded and the answers of the witness thereto were  
10 taken down by me and thereafter reduced to computerized  
11 transcription under my direction and supervision; that  
12 the foregoing is a true and correct transcript of all  
13 proceedings had upon the taking of said deposition, all  
14 done to the best of my skill and ability. Read and  
15 sign was requested by the witness.

16

17 I further certify that I am in no way related  
18 to any party to said action nor in any way interested  
19 in the outcome thereof.

20

21 Dated at Phoenix, Arizona, this 29th day of  
22 January, 2018.

23

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25

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HALEY DAWN WESTRA, RPR, CRR  
Certified No. 50762

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COURT REPORTER AND

REGISTERED REPORTING FIRM DISCLOSURE

The foregoing deposition was taken in compliance with  
the Arizona Code of Judicial Administration, Section  
7-206(F)(3) and (J)(1)(g)(1) and (2).

\_\_\_\_\_  
HALEY D. WESTRA  
Court Reporter  
Certificate No. 50937

\_\_\_\_\_  
BARTELT REPORTING, LLC  
Registered Reporting Firm  
RRF No. R1028

# Administrative Pleadings Record

## INDEX OF ADMINISTRATIVE PLEADINGS RECORD

No. 18F-RV-001-BCS

**In the Matter of LIFE SKILLS CENTER OF ARIZONA, INC., an Arizona non-profit corporation, operating LIFE SKILLS OF ARIZONA, a charter school.**

| <b>PLEADING</b> | <b>DATE</b> | <b>DESCRIPTION</b>   |
|-----------------|-------------|--|
| <b>1</b>        | 11/30/2017  | Notice of Hearing on Breach of Consent Agreement and Revocation of Charter         |
| <b>2</b>        | 11/30/2017  | Amended Notice of Hearing on Breach of Consent Agreement and Revocation of Charter |
| <b>3</b>        | 12/13/2017  | Notice of Change in Hearing Date   |
| <b>4</b>        | 02/17/2018  | Notice of Service  |
| <b>5</b>        | 01/19/2018  | Order Holding Record Open  |
| <b>6</b>        | 02/02/2018  | Notice of Filing of Transcript of Hearing<br>Transcript of Hearing                 |
| <b>7</b>        | 02/26/2018  | ALJ Decision   |

1                                   **BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS**

2   **STATE OF ARIZONA**

3  
4                   In the Matter of:

No. 18F-RV-001-BCS

5  
6                   **LIFE SKILLS CENTER OF**  
7                   **ARIZONA, INC.** a nonprofit  
8                   corporation, operating **LIFE SKILLS**  
9                   **CENTER OF ARIZONA,** a charter  
10                   school

**NOTICE OF HEARING ON**  
                                  **BREACH OF CONSENT**  
                                  **AGREEMENT AND**  
                                  **REVOCATION OF CHARTER**

11                   **YOU ARE HEREBY NOTIFIED** that pursuant to Title 41, Chapter 6, Article  
12                   10, a hearing will be held in the above-captioned matter on **January 16, 2018,**  
13                   beginning at 8:00 a.m. **This matter is set from 8:00 a.m. to 5:00 p.m.** The hearing  
14                   will be held before Administrative Law Judge Velva Moses-Thompson in the Office of  
15                   Administrative Hearings, an independent state agency, located at 1400 West  
16                   Washington, Suite 101, Phoenix, Arizona 85007, (602) 542-9826.

17                   This hearing is to determine whether Life Skills Center of Arizona, Inc. (“Life  
18                   Skills”) failed to comply with the terms and conditions of its Consent Agreement, upon  
19                   which the Arizona State Board for Charter Schools (“Board”) may hold a hearing and  
20                   revoke Life Skills’ charter to operate Life Skills Center of Arizona (“the School”) and  
21                   terminate its charter.

22                   **I. STATEMENT OF LEGAL AUTHORITY AND JURISDICTION UNDER**  
23                   **WHICH THE HEARING IS TO BE HELD AND REFERENCE TO**  
24                   **STATUTES AND RULES INVOLVED**

25                   The Board is charged by A.R.S. § 15-182(E)(1) and (2) with granting charter  
26                   status to qualifying applicants for charter schools and exercising general supervision  
                                over the charter schools it sponsors. A charter is effective for fifteen years and may be  
                                renewed for successive periods of twenty years. A.R.S. § 15-183(I), (J). The Board

1 may submit a request to the Arizona Department of Education (“the Department”) to  
2 withhold up to ten percent of the monthly apportionment of state aid that would  
3 otherwise be due a charter school if the Board determines at a public meeting that the  
4 charter school is not in compliance with federal law, the laws of this state or with its  
5 charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at  
6 any time if the charter school breaches one or more provisions of its charter or if the  
7 Board determines that the charter operator has failed to comply with charter school  
8 statutes or any provision of law from which the charter school is not exempt. A.R.S. §  
9 15-183(I)(3)(c); A.A.C. R7-5-607. The Board may also enter into a consent agreement  
10 with the charter operator to resolve the noncompliance. A.A.C. R7-5-606; A.R.S. § 41-  
11 1092.07(F)(5).

## 12 **II. STATEMENT OF THE MATTERS ASSERTED**

13  
14 1. Life Skills operates the School pursuant to a renewal charter contract  
15 (“charter”) executed on June 20, 2017 between the Life Skills and the Board.

16 2. Pursuant to A.R.S. § 15-183 and the charter, the Board sponsors Life  
17 Skills to operate one school site to serve students in grades 9 through 12.

18 3. Currently, Dallen Timothy and Lisa Raderstorf are the Charter  
19 Representatives and persons authorized to execute documents on behalf of Life Skills.  
20 Immediately prior, and at the time of the execution of the Consent Agreement  
21 referenced in paragraph 9, David Roberts was the Charter Representative and person  
22 authorized to execute documents on behalf of Life Skills.

23 4. Arizona Revised Statutes §§ 15-183(E)(6) and 15-914 require that the  
24 Life Skills undergo an annual financial and compliance audit, including the completion  
25 of a legal compliance questionnaire, by an independent certified public accountant  
26 (“annual audit”).

1           5.     Life Skills' annual audit for each fiscal year is due to the Board by  
2 November 15 of the following fiscal year.

3           6.     At its public meeting held on November 21, 2014, the Board determined  
4 that Life Skills failed to timely submit its annual audit for the fiscal year ending June  
5 30, 2014; Life Skills was not in compliance with state law and with its charter. This  
6 was the second consecutive year that Life Skills failed to timely submit its annual audit;  
7 Life Skills also failed to timely submit its annual audit for the fiscal year ending June  
8 30, 2013.

9           7.     Life Skills breached its charter and A.R.S. §§ 15-183(E)(6) and 15-914  
10 when it failed to timely submit its annual audit for fiscal years 2013 and 2014.

11          8.     At its public meeting held on November 21, 2014, the Board passed a  
12 motion to submit a request to the Department to withhold ten percent of the monthly  
13 apportionment of state aid that would otherwise be due Life Skills and to issue a notice  
14 of intent to revoke Life Skills' charter.

15          9.     In consideration of the Board and Life Skills foregoing their option to  
16 proceed with the charter revocation proceedings, the Board and Life Skills entered into  
17 a Consent Agreement. *See attached Consent Agreement.*

18          10.    In the Consent Agreement, Life Skills agreed to submit its annual audit  
19 for the fiscal year ending June 30, 2015, by November 15, 2015. Life Skills further  
20 agreed to submit its annual audit for subsequent fiscal years by November 15 of the  
21 following fiscal year. *See Consent Agreement at ¶ 17.*

22          11.    In the Consent Agreement, Life Skills agreed that if it failed to comply  
23 with the terms and conditions of the Consent Agreement, the Board may, on no less  
24 than thirty (30) calendar days' notice, hold a hearing at which time the Board will  
25 receive information to determine whether evidence exists that Life Skills failed to  
26

1 comply with the terms and conditions of the Consent Agreement. *See Consent*  
2 *Agreement at ¶ 18.*

3           12. In the Consent Agreement, Life Skills agreed that in the event that the  
4 Board determines that a breach of the Consent Agreement has occurred, the Board may  
5 revoke Life Skills' charter to operate the School and terminate its charter for breach of  
6 the Consent Agreement and the laws identified therein. *See Consent Agreement at ¶*  
7 *18.*

8           13. Life Skills' annual audit for the fiscal year ending June 30, 2017 was due  
9 to the Board by November 15, 2017.

10           14. At its public meeting held on November 21, 2017, the Board determined  
11 that Life Skills failed to timely submit its annual audit for the fiscal year ending June  
12 30, 2017; the Board passed a motion that under the terms of the Consent Agreement a  
13 hearing be held to determine whether evidence exists that Life Skills failed to comply  
14 with the terms and conditions of the Consent Agreement.

15           15. The Board further passed a motion to submit a request to the Department  
16 to withhold ten percent of the monthly apportionment of state aid that would otherwise  
17 be due Life Skills until a complete fiscal year 2017 annual audit was submitted to the  
18 Board.

19  
20           **III. ORDER**

21           **YOU ARE HEREBY NOTIFIED** that the Office of Administrative Hearings,  
22 on behalf of the Board, will conduct a hearing to determine whether the allegations in  
23 the Notice are true and to determine whether grounds exist to determine that Life Skills  
24 failed to comply with the terms and conditions of the Consent Agreement; upon which  
25 the Board may revoke Life Skills' charter to operate the School and terminate its  
26 charter for breach of the Consent Agreement and the state laws identified therein. The



1 hearing will be conducted, under the authority of, and in accordance with, Title 41,  
2 Chapter 6, Article 10. After the hearing is conducted, the Administrative Law Judge  
3 shall submit a written decision to the Board for review pursuant to A.R.S. § 41-  
4 1092.08. The Board shall then decide whether to accept, reject, or modify the decision  
5 and will issue a final administrative decision accordingly.

6 **YOU ARE FURTHER NOTIFIED** that appearance in an administrative  
7 proceeding is considered the practice of law, which under most circumstances may only  
8 be undertaken by an active member of the Arizona State Bar. Ariz. R. S. Ct.  
9 31(a)(2)(A)(3) and (b). Under Ariz. R. S. Ct. 31(d)(11):  
10

11 Unless otherwise specifically provided for in [Ariz. R. S.  
12 Ct. 31], in proceedings before the Office of Administrative  
13 Hearings . . . , a legal entity may be represented by a full-  
14 time officer, partner, member or manager of a limited  
15 liability company, or employee, provided that: the legal  
16 entity has specifically authorized such person to represent it  
17 in the particular matter, such representation is not the  
18 person's primary duty to the legal entity, but secondary or  
19 incidental to other duties relating to the management or  
20 operation of the legal entity; and the person is not receiving  
21 separate or additional compensation (other than  
22 reimbursement for costs) for such representation.

23 **IT IS FURTHER ORDERED** that within forty-eight (48) hours of receipt of  
24 this Notice of Hearing on Breach of Consent Agreement and Revocation of Charter,  
25 Life Skills shall notify, in writing, all staff and all parents or guardians of students  
26 enrolled in the School that a Notice of Hearing on Breach of Consent Agreement and  
Revocation of Charter has been received, the School location at which a copy of the  
Notice may, upon request, be inspected, and the date, time, and location of the hearing

1 set in this matter.

2 **IT IS FURTHER ORDERED** that within twenty (20) days of receipt of this  
3 Notice, Life Skills shall provide to the Board copies of all correspondence and  
4 communications used to comply with the preceding provision of this Order above.

5 **IT IS FURTHER ORDERED** that within twenty (20) days of receipt of this  
6 Notice, Life Skills shall provide the Board with the names and mailing addresses of  
7 parents or guardians of all students enrolled at the School.

8 **IT IS FURTHER ORDERED** that as part of the hearing process, pursuant to  
9 A.R.S. § 41-1092.06, you have the right to request an informal settlement conference.  
10 If you request an informal settlement conference, the Board must hold the conference  
11 within fifteen (15) days after receiving the request. This request must be in writing and  
12 must be filed no later than twenty (20) calendar days before the hearing. The request  
13 for an informal settlement conference shall be in writing and mailed to:  
14  
15  
16

17 Arizona State Board for Charter Schools  
18 Executive Director Ashley Berg  
19 P.O. Box 18328  
Phoenix, Arizona 85009

20 **YOU ARE ADVISED** that the original of all correspondence and pleadings to  
21 be filed in this matter should be directed to the Office of Administrative Hearings,  
22 1400 W. Washington, Suite 101, Phoenix, AZ 85007, with copies to the Board and to  
23 the Assistant Attorney General at the address listed below.  
24

25 Persons with a disability may request a reasonable accommodation, such as a  
26 sign language interpreter, by contacting the Office of Administrative Hearings, 1400 W.

1 Washington, Suite 101, Phoenix, AZ 85007, (602) 542-9826. Requests should be made  
2 as early as possible to allow time to arrange the accommodation.

3 Respectfully submitted this 30th day of November, 2017.

4  
5 

6 \_\_\_\_\_  
7 Ashley Berg  
8 Executive Director  
9 Arizona State Board for Charter Schools

9 COPY of the foregoing Notice filed  
10 electronically this 30th day of November, 2017 with:

11 The Office of Administrative Hearings  
12 1400 West Washington Street  
13 Phoenix, AZ 85007

14 COPIES of the foregoing Notice sent via certified mail,  
15 return receipt requested, this 30th day of November, 2017 to:

16 Lisa Raderstorf  
17 Charter Representative  
18 Dallen Timothy  
19 Charter Representative  
20 Life Skills Center of Arizona, Inc.  
21 8123 N. 35<sup>th</sup> Avenue, Suite 2  
22 Phoenix, AZ 85051

23 COPIES of the foregoing Notice sent via email  
24 this 30th day of November, 2017 to:

25 Kim S. Anderson  
26 Assistant Attorney General  
State Government Division  
Education and Health Section  
2005 North Central Avenue  
Phoenix, AZ 85004-1592  
kim.anderson@azag.gov  
Attorney for Arizona State Board for Charter Schools

1 Lisa Raderstorf  
2 Charter Representative  
3 raderpj1@aol.com

4 Dallen Timothy  
5 Charter Representative  
6 dtimothy@asu.edu

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6632959

1 **BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS**

2 **STATE OF ARIZONA**

3  
4 In the Matter of:

No. 18F-RV-001-BCS

5  
6 **LIFE SKILLS CENTER OF**  
7 **ARIZONA, INC.** a nonprofit  
8 corporation, operating **LIFE SKILLS**  
9 **CENTER OF ARIZONA**, a charter  
10 school

11 **AMENDED**  
12 **NOTICE OF HEARING ON**  
13 **BREACH OF CONSENT**  
14 **AGREEMENT AND**  
15 **REVOCAION OF CHARTER**

16 **YOU ARE HEREBY NOTIFIED** that pursuant to Title 41, Chapter 6, Article  
17 10, a hearing will be held in the above-captioned matter on **January 16, 2018**,  
18 beginning at 8:00 a.m. **This matter is set from 8:00 a.m. to 5:00 p.m.** The hearing  
19 will be held before Administrative Law Judge Velva Moses-Thompson in the Office of  
20 Administrative Hearings, an independent state agency, located at 1400 West  
21 Washington, Suite 101, Phoenix, Arizona 85007, (602) 542-9826.

22 This hearing is to determine whether Life Skills Center of Arizona, Inc. (“Life  
23 Skills”) failed to comply with the terms and conditions of its Consent Agreement, upon  
24 which the Arizona State Board for Charter Schools (“Board”) may hold a hearing and  
25 revoke Life Skills’ charter to operate Life Skills Center of Arizona (“the School”) and  
26 terminate its charter.

**I. STATEMENT OF LEGAL AUTHORITY AND JURISDICTION UNDER WHICH THE HEARING IS TO BE HELD AND REFERENCE TO STATUTES AND RULES INVOLVED**

The Board is charged by A.R.S. § 15-182(E)(1) and (2) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. A charter is effective for fifteen years and may be

1 renewed for successive periods of twenty years. A.R.S. § 15-183(I), (J). The Board  
2 may submit a request to the Arizona Department of Education (“the Department”) to  
3 withhold up to ten percent of the monthly apportionment of state aid that would  
4 otherwise be due a charter school if the Board determines at a public meeting that the  
5 charter school is not in compliance with federal law, the laws of this state or with its  
6 charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at  
7 any time if the charter school breaches one or more provisions of its charter or if the  
8 Board determines that the charter operator has failed to comply with charter school  
9 statutes or any provision of law from which the charter school is not exempt. A.R.S. §  
10 15-183(I)(3)(c); A.A.C. R7-5-607. The Board may also enter into a consent agreement  
11 with the charter operator to resolve the noncompliance. A.A.C. R7-5-606; A.R.S. § 41-  
12 1092.07(F)(5).

## 14 **II. STATEMENT OF THE MATTERS ASSERTED**

15 1. Life Skills operates the School pursuant to a renewal charter contract  
16 (“charter”) executed on June 20, 2017 between the Life Skills and the Board.

17 2. Pursuant to A.R.S. § 15-183 and the charter, the Board sponsors Life  
18 Skills to operate one school site to serve students in grades 9 through 12.

19 3. Currently, Dallen Timothy and Lisa Raderstorf are the Charter  
20 Representatives and persons authorized to execute documents on behalf of Life Skills.  
21 Immediately prior, and at the time of the execution of the Consent Agreement  
22 referenced in paragraph 9, David Roberts was the Charter Representative and person  
23 authorized to execute documents on behalf of Life Skills.

24 4. Arizona Revised Statutes §§ 15-183(E)(6) and 15-914 require that the  
25 Life Skills undergo an annual financial and compliance audit, including the completion  
26

1 of a legal compliance questionnaire, by an independent certified public accountant  
2 (“annual audit”).

3 5. Life Skills’ annual audit for each fiscal year is due to the Board by  
4 November 15 of the following fiscal year.

5 6. At its public meeting held on November 21, 2014, the Board determined  
6 that Life Skills failed to timely submit its annual audit for the fiscal year ending June  
7 30, 2014; Life Skills was not in compliance with state law and with its charter. This  
8 was the second consecutive year that Life Skills failed to timely submit its annual audit;  
9 Life Skills also failed to timely submit its annual audit for the fiscal year ending June  
10 30, 2013.

11 7. Life Skills breached its charter and A.R.S. §§ 15-183(E)(6) and 15-914  
12 when it failed to timely submit its annual audit for fiscal years 2013 and 2014.

13 8. At its public meeting held on November 21, 2014, the Board passed a  
14 motion to submit a request to the Department to withhold ten percent of the monthly  
15 apportionment of state aid that would otherwise be due Life Skills and to issue a notice  
16 of intent to revoke Life Skills’ charter.

17 9. In consideration of the Board and Life Skills foregoing their option to  
18 proceed with the charter revocation proceedings, the Board and Life Skills entered into  
19 a Consent Agreement. *See attached Consent Agreement.*

20 10. In the Consent Agreement, Life Skills agreed to submit its annual audit  
21 for the fiscal year ending June 30, 2015, by November 15, 2015. Life Skills further  
22 agreed to submit its annual audit for subsequent fiscal years by November 15 of the  
23 following fiscal year. *See Consent Agreement at ¶ 17.*

24 11. In the Consent Agreement, Life Skills agreed that if it failed to comply  
25 with the terms and conditions of the Consent Agreement, the Board may, on no less  
26

1 than thirty (30) calendar days' notice, hold a hearing at which time the Board will  
2 receive information to determine whether evidence exists that Life Skills failed to  
3 comply with the terms and conditions of the Consent Agreement. *See Consent*  
4 *Agreement at ¶ 18.*

5 12. In the Consent Agreement, Life Skills agreed that in the event that the  
6 Board determines that a breach of the Consent Agreement has occurred, the Board may  
7 revoke Life Skills' charter to operate the School and terminate its charter for breach of  
8 the Consent Agreement and the laws identified therein. *See Consent Agreement at ¶*  
9 *18.*

10 13. Life Skills' annual audit for the fiscal year ending June 30, 2017 was due  
11 to the Board by November 15, 2017.

12 14. At its public meeting held on November 21, 2017, the Board determined  
13 that Life Skills failed to timely submit its annual audit for the fiscal year ending June  
14 30, 2017; the Board passed a motion that under the terms of the Consent Agreement a  
15 hearing be held to determine whether evidence exists that Life Skills failed to comply  
16 with the terms and conditions of the Consent Agreement.

17 15. The Board further passed a motion to submit a request to the Department  
18 to withhold ten percent of the monthly apportionment of state aid that would otherwise  
19 be due Life Skills until a complete fiscal year 2017 annual audit was submitted to the  
20 Board.

### 21 **III. ORDER**

22 **YOU ARE HEREBY NOTIFIED** that the Office of Administrative Hearings,  
23 on behalf of the Board, will conduct a hearing to determine whether the allegations in  
24 the Notice are true and to determine whether grounds exist to determine that Life Skills  
25 failed to comply with the terms and conditions of the Consent Agreement; upon which  
26



1 the Board may revoke Life Skills' charter to operate the School and terminate its  
2 charter for breach of the Consent Agreement and the state laws identified therein. The  
3 hearing will be conducted, under the authority of, and in accordance with, Title 41,  
4 Chapter 6, Article 10. After the hearing is conducted, the Administrative Law Judge  
5 shall submit a written decision to the Board for review pursuant to A.R.S. § 41-  
6 1092.08. The Board shall then decide whether to accept, reject, or modify the decision  
7 and will issue a final administrative decision accordingly.

8 **YOU ARE FURTHER NOTIFIED** that appearance in an administrative  
9 proceeding is considered the practice of law, which under most circumstances may only  
10 be undertaken by an active member of the Arizona State Bar. Ariz. R. S. Ct.  
11 31(a)(2)(A)(3) and (b). Under Ariz. R. S. Ct. 31(d)(11):  
12

13 Unless otherwise specifically provided for in [Ariz. R. S.  
14 Ct. 31], in proceedings before the Office of Administrative  
15 Hearings . . . , a legal entity may be represented by a full-  
16 time officer, partner, member or manager of a limited  
17 liability company, or employee, provided that: the legal  
18 entity has specifically authorized such person to represent it  
19 in the particular matter, such representation is not the  
20 person's primary duty to the legal entity, but secondary or  
21 incidental to other duties relating to the management or  
22 operation of the legal entity; and the person is not receiving  
23 separate or additional compensation (other than  
24 reimbursement for costs) for such representation.

22 **IT IS FURTHER ORDERED** that within forty-eight (48) hours of receipt of  
23 this Notice of Hearing on Breach of Consent Agreement and Revocation of Charter,  
24 Life Skills shall notify, in writing, all staff and all parents or guardians of students  
25 enrolled in the School that a Notice of Hearing on Breach of Consent Agreement and  
26

1 Revocation of Charter has been received, the School location at which a copy of the  
2 Notice may, upon request, be inspected, and the date, time, and location of the hearing  
3 set in this matter.

4 **IT IS FURTHER ORDERED** that within twenty (20) days of receipt of this  
5 Notice, Life Skills shall provide to the Board copies of all correspondence and  
6 communications used to comply with the preceding provision of this Order above.  
7

8 **IT IS FURTHER ORDERED** that within twenty (20) days of receipt of this  
9 Notice, Life Skills shall provide the Board with the names and mailing addresses of  
10 parents or guardians of all students enrolled at the School.  
11

12 **IT IS FURTHER ORDERED** that as part of the hearing process, pursuant to  
13 A.R.S. § 41-1092.06, you have the right to request an informal settlement conference.  
14 If you request an informal settlement conference, the Board must hold the conference  
15 within fifteen (15) days after receiving the request. This request must be in writing and  
16 must be filed no later than twenty (20) calendar days before the hearing. The request  
17 for an informal settlement conference shall be in writing and mailed to:  
18

19 Arizona State Board for Charter Schools  
20 Executive Director Ashley Berg  
21 P.O. Box 18328  
22 Phoenix, Arizona 85009

23 **YOU ARE ADVISED** that the original of all correspondence and pleadings to  
24 be filed in this matter should be directed to the Office of Administrative Hearings,  
25 1400 W. Washington, Suite 101, Phoenix, AZ 85007, with copies to the Board and to  
26 the Assistant Attorney General at the address listed below.

1 Persons with a disability may request a reasonable accommodation, such as a  
2 sign language interpreter, by contacting the Office of Administrative Hearings, 1400 W.  
3 Washington, Suite 101, Phoenix, AZ 85007, (602) 542-9826. Requests should be made  
4 as early as possible to allow time to arrange the accommodation.

5  
6 Respectfully submitted this 30th day of November, 2017.

7  FOR

8 Ashley Berg  
9 Executive Director  
10 Arizona State Board for Charter Schools

11 COPY of the foregoing Amended Notice filed  
12 electronically this 30th day of November, 2017 with:

13 The Office of Administrative Hearings  
14 1400 West Washington Street  
15 Phoenix, AZ 85007

16 COPIES of the foregoing Amended Notice sent via certified mail,  
17 return receipt requested, this 30th day of November, 2017 to:

18 Lisa Raderstorf  
19 Charter Representative  
20 Life Skills Center of Arizona, Inc.  
21 8123 N. 35<sup>th</sup> Avenue, Suite 2  
22 Phoenix, AZ 85051

23 COPIES of the foregoing Amended Notice sent via email  
24 this 30th day of November, 2017 to:

25 Kim S. Anderson  
26 Assistant Attorney General  
State Government Division  
Education and Health Section  
2005 North Central Avenue  
Phoenix, AZ 85004-1592  
kim.anderson@azag.gov  
Attorney for Arizona State Board for Charter Schools

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Lisa Raderstorf  
Charter Representative  
raderpj1@aol.com

By   
6632939

# ATTACHMENT

Consent Agreement

Notice of Meeting

Board Minutes

## CONSENT AGREEMENT

This Consent Agreement ("Agreement") is made by and between LIFE SKILLS CENTER OF ARIZONA, INC. ("Charter Operator"), a nonprofit corporation organized under the laws of the state of Arizona and operating LIFE SKILLS CENTER OF ARIZONA, a charter school, and the ARIZONA STATE BOARD FOR CHARTER SCHOOLS ("Board"), collectively referred to herein as the "Parties."

## JURISDICTION

The Board is charged by Arizona Revised Statutes ("A.R.S.") §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. A charter is effective for fifteen years. A.R.S. § 15-183(I). The Board may submit a request to the Arizona Department of Education to withhold up to ten percent of the monthly apportionment of state aid that would otherwise be due a charter school if the Board determines at a public meeting that the charter school is not in compliance with federal law, with the laws of this state or with its charter. A.R.S. § 15-185(H). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter or if the Board determines that the charter holder has failed to comply with charter school statutes or any provision of law from which the charter school is not exempt. A.R.S. § 15-183(I)(3)(c).

## RECITALS

1. The Charter Operator operates Life Skills Center of Arizona ("the School") pursuant to a charter contract ("Charter") executed on July 22, 2002 between the Charter Operator and the Board.
2. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter

Operator to operate one school site to serve students in grades nine through twelve.

3. Yvonne Pena, Philanders McNeary and David Roberts are the Charter Representatives and persons authorized to execute documents on behalf of the Charter Operator.

4. The Charter of the Charter Operator and the Board requires that the Charter Operator comply with all state, federal and local laws applicable to the operation of a charter school.

5. A.R.S. §§ 15-183(E)(6) and 15-914 and the Charter of the Charter Operator and the Board require that the Charter Operator undergo an annual financial and compliance audit, including the completion of a legal compliance questionnaire, ("Annual Audit") by an independent certified public accountant.

6. The Charter Operator's Annual Audit for the fiscal year ending June 30, 2014 was due to the Board by November 15, 2014.

7. At its public meeting held on November 21, 2014, the Board determined that the Charter Operator, having failed to submit its Annual Audit for the fiscal year ending June 30, 2014, was not in compliance with state law and with its Charter. The Board passed a motion to submit a request to the Arizona Department of Education to withhold ten percent of the monthly apportionment of state aid that would otherwise be due the Charter Operator and to issue a notice of intent to revoke the Charter of the Charter Operator.

8. The Charter Operator breached its Charter and A.R.S. §§ 15-183(E)(6) and 15-914 when it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2014.

9. The Charter Operator has a history of failure to timely submit its Annual Audit to the Board; it failed to timely submit its Annual Audit for the fiscal year ending June 30, 2013.

10. On November 24, 2014, the Charter Operator submitted its Annual Audit for the

fiscal year ending June 30, 2014.

### AGREEMENT TERMS AND CONDITIONS

The Parties agree as follows:

11. Because of the Board's decision to issue a notice of intent to revoke the Charter, the Charter Operator is subject to the revocation and termination of its Charter.

12. A.R.S. §§ 15-183(Q) and 41-1092.07(F)(5) provide that informal disposition of this matter may be made by stipulation, agreed settlement, consent order or default.

13. In consideration of the Parties foregoing their option to proceed with the charter revocation proceedings and hearing, it is in the best interests of the Board and the Charter Operator to mutually resolve this matter.

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

15. By entering into this Agreement, the Charter Operator agrees to the Recitals set forth in this Agreement and understands that it cannot contest any of the Recitals in the future.

16. This Agreement does not limit other actions the Board may take under the law if it determines that the Charter Operator is not in compliance with its Charter or with state or federal law.

17. The Charter Operator agrees to submit its Annual Audit for the fiscal year ending June 30, 2015 by November 15, 2015. The Charter Operator agrees to submit its Annual Audit for all subsequent fiscal years of its operation by November 15 of the following fiscal year.

18. If the Charter Operator fails to comply with the terms and conditions of this Agreement, the Board may, on no less than thirty (30) calendar days' notice, hold a hearing at which time the Board will receive information to determine whether evidence exists that the Charter



Operator failed to comply with the terms and conditions of this Agreement. The Charter Operator shall be entitled to present all appropriate evidence at this hearing. If the Board determines that a breach of this Agreement has occurred, the Board may revoke the Charter Operator's Charter to operate the School and terminate its Charter for breach of this Agreement and of its Charter and the state laws identified in the Recitals.

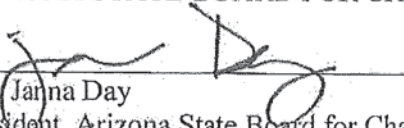
19. This Agreement is not binding on either party until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

20. If either party rejects this Agreement or any part of it, then this Agreement is null and void and not binding on the Parties and the Board may proceed with the charter revocation hearing.

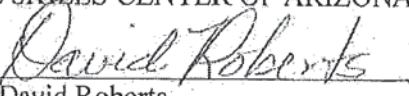
21. The Charter Operator has the legal right to consult with an attorney prior to entering into this Agreement.

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

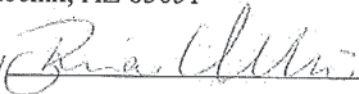
  
By: Janna Day  
President, Arizona State Board for Charter Schools  
Date: 1/13/15

LIFE SKILLS CENTER OF ARIZONA, INC.

  
By: David Roberts  
Charter Representative, Life Skills Center of Arizona, Inc.  
Date: 12/10/14

COPY mailed this  
14th day of Jan., 2015 to:

Life Skills Center of Arizona, Inc.  
Attention: Yvonne Pena, Philanders McNeary and David Roberts, Charter Representatives  
8123 N. 35<sup>th</sup> Avenue  
Suite 2  
Phoenix, AZ 85051

By 

## NOTICE OF MEETING OF A PUBLIC BODY

### THE LIFE SKILLS CENTER OF ARIZONA, INC.

Pursuant to A.R.S. 38-431.02, notice is hereby given to the Members of the Life Skills Center of Arizona, Inc. and the general public that the Life Skills Center of Arizona, Inc. will hold a governing board meeting open to the public on Wednesday, December 3, 2014, at 2:00 p.m. Arizona time at the School, located at 8123 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051, and via a telephone conference, which can be accessed by dialing the toll free number 1-

888-394-8197, and then dialing in the pass code number 522048# to connect to the meeting. Members of the Life Skills Center of Arizona will attend either in person or by telephone conference.

The Agenda for the meeting is as follows:

- Call to Order/Roll Call
- 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] limited to 3 minutes
- Review of Agenda and Resolutions

#### I. Consideration to Approve New Business

- A. Arizona State Charter Board Consent agreement
- B. Approval of the Minutes for the December 3, 2014 meeting

Reminder of Next Meeting Date: February 5, 2015 at 1 p.m., (Mountain) to be held at Life Skills Center of Arizona and by teleconference.

- Adjourn

**LIFE SKILLS CENTER OF ARIZONA  
BOARD OF DIRECTORS MEETING**  
8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051  
-Telephone: (602)242-6400 Facsimile: (602) 242-6823  
Website: [www.lifeskillshs.com](http://www.lifeskillshs.com)

**Board Meeting**  
Date: December 3, 2014  
Time: 2:00 p.m.  
Location: Life Skills Center of Arizona  
and Phone#: 888-394-8197  
Access Code: 522048#

**MINUTES**

MEETING TYPE:     Regular     Special     Proposed     Approved

A. **Call to Order/Roll Call** The meeting was called to order at: 1:06 p.m.

**Board Member Attendance:**

|  |   |                                 |
|--|---|---------------------------------|
| Dave Roberts, President (in person)            | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Leslie Guiley, Treasurer (via telephone)       | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Dr. Dallen Timothy, Vice President (in person) | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| David Glynn, Secretary (via telephone)         | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |
| Kent Barnes, Pending Director (in person)      | <input checked="" type="checkbox"/> Present | <input type="checkbox"/> Absent |

**Other Attendees:**

Jared Kittelson (School Administrator, WHM), Thomas Barrett (President and CEO, WHM), via telephone: Scott Kies (Proposed Fiscal Officer, Aspire), Rodd Coker (VP Business Development, WHM), and Maggie Ford (Chief Academic Officer, WHM)

The Board notes that the public notice published at the school and its website provides information for public access to the meetings.

B. **Public Comment**

None

C. **Review of Agenda and Proposed Resolutions**

D. **Consideration to Approve Standard Business**

i. **Minutes**

After discussion about the root causes related to the late submission of the 2014 Annual Audit report and procedures to ensure future reports are submitted on time, a motion to approve the Arizona State Charter board Consent Agreement and authorize the Board President to sign the Consent Agreement was made by Dave Roberts; seconded by Dallen Timothy, and approved.

**WHEREAS**, the School submitted the Annual Audit Report after the November 15, 2014 deadline and the Arizona State Charter Board requests the execution of a consent agreement attesting future Audit Reports will be submitted on or before the deadline.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors approves the Arizona State Charter Board Consent Agreement and authorizes the Board President to sign the agreement.

A copy of the meeting minutes are available for public inspection at Life Skills Center of Arizona, 8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051

**LIFE SKILLS CENTER OF ARIZONA  
BOARD OF DIRECTORS MEETING**  
8123 North 35<sup>th</sup> Avenue, Suite 2, Phoenix, AZ 85051  
Telephone: (602)242-6400 Facsimile: (602) 242-6823  
Website: [www.lifeskillshs.com](http://www.lifeskillshs.com)

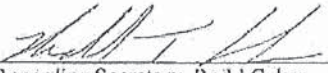
ii. Minutes

After discussion, a motion to approve the Minutes from the special meeting held on December 3, 2014 was made by DAVE ROBERTS; seconded by Dallen Timothy, and approved.

**RESOLVED**, that the Board of Directors approves the Minutes from the meeting held on December 3, 2014 as presented:

**MINUTES CERTIFICATION**

Proposed minutes respectfully submitted,

  
\_\_\_\_\_  
Recording Secretary, Rodd Coker

12/4/14  
\_\_\_\_\_  
Date

Approved by the Life Skills Center of Arizona Board of Directors on December 3, 2014.

  
\_\_\_\_\_  
Secretary, David Glynn

12/04/14  
\_\_\_\_\_  
Date

1 MARK BRNOVICH  
2 Firm State Bar No. 14000  
3 Attorney General

4 Kim S. Anderson (#010584)  
5 Assistant Attorney General  
6 State Government Division  
7 Education and Health Section  
8 2005 North Central Avenue  
9 Phoenix, Arizona 85004-1592  
10 Telephone: (602) 364-0402  
11 Facsimile: (602) 364-0700  
12 Email: [EducationHealth@azag.gov](mailto:EducationHealth@azag.gov)  
13 kim.anderson@azag.gov  
14 *Attorneys for the Arizona State Board for Charter Schools*

15 **BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS**

16 **STATE OF ARIZONA**

17 In the Matter of:

18 **LIFE SKILLS CENTER OF**  
19 **ARIZONA, INC.** a nonprofit  
20 corporation, operating **LIFE SKILLS**  
21 **CENTER OF ARIZONA**, a charter  
22 school

No. 18F-RV-001-BCS

23 **NOTICE OF CHANGE IN**  
24 **HEARING DATE**

(Honorable Dorinda M. Lang)

25 **YOU ARE HEREBY NOTIFIED** that the hearing date and hearing officer in  
26 this matter have been changed. This matter is now set on **January 19, 2018**, beginning  
at 8:00 a.m. **This matter is set from 8:00 to 5:00 p.m.** The hearing will be held  
before Administrative Law Judge Dorinda M. Lang in the Office of Administrative  
Hearings, an independent state agency, located at 1400 West Washington, Suite 101,  
Phoenix, Arizona 85007, (602) 542-9826.

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Respectfully submitted this 13<sup>th</sup> day of December, 2017.

MARK BRNOVICH  
Attorney General

/s/ Kim S. Anderson  
Kim S. Anderson  
Assistant Attorney General

COPY of the foregoing Notice filed electronically this 13<sup>th</sup> day of December, 2017 with:

The Office of Administrative Hearings  
<https://portal.azoah.com/oahmotion/>

COPY of the foregoing Notice mailed electronically this 13<sup>th</sup> day of December, 2017, to:

Lisa Raderstorf  
Charter Representative  
Life Skills Center of Arizona  
[raderpj1@aol.com](mailto:raderpj1@aol.com)

Ashley Berg  
Executive Director  
Arizona State Board for Charter Schools  
[ashley.berg@asbcs.az.gov](mailto:ashley.berg@asbcs.az.gov)

COPY of the foregoing Notice mailed by regular mail this 13<sup>th</sup> day of December, 2017, to:

Lisa Raderstorf  
Charter Representative  
Life Skills Center of Arizona, Inc.  
8123 N. 35<sup>th</sup> Avenue, Suite 2  
Phoenix, AZ 85051

By kim anderson  
P0012017004668/6670229/ksa

1 MARK BRNOVICH  
2 Firm State Bar No. 14000  
3 Attorney General

4 Kim S. Anderson (#010584)  
5 Assistant Attorney General  
6 State Government Division  
7 Education and Health Section  
8 2005 North Central Ave.  
9 Phoenix, Arizona 85004-1592  
10 Telephone: (602) 364-0402  
11 Facsimile: (602) 364-0700  
12 Email: [EducationHealth@azag.gov](mailto:EducationHealth@azag.gov)  
13 kim.anderson@azag.gov  
14 *Attorneys for the Arizona State Board for Charter Schools*

15 **BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS**

16 **STATE OF ARIZONA**

17 In the Matter of:

No. 18F-RV-001-BCS

18 **LIFE SKILLS CENTER OF  
19 ARIZONA, INC. a nonprofit  
20 corporation, operating LIFE SKILLS  
21 CENTER OF ARIZONA, a charter  
22 school**

**ARIZONA STATE BOARD FOR  
23 CHARTER SCHOOLS' NOTICE  
24 OF SERVICE**

(Honorable Dorinda M. Lang)

25 Undersigned counsel gives notice of service of the Arizona State Board for  
26 Charter Schools' ("Board") Amended Notice of Hearing on Breach of Consent  
Agreement and Revocation of Charter ("Notice") filed in this matter upon Life Skills  
Center of Arizona charter school.

On November 30, 2017, a copy of the Notice was sent by certified mail, return  
receipt requested to the address of Life Skills Center of Arizona charter school at:



1 Life Skills Center of Arizona, Inc.  
2 Lisa Raderstorf and Dallen Timothy<sup>1</sup>  
3 8123 N. 35<sup>th</sup> Avenue, Suite 2  
4 Phoenix, AZ 85051

5 The certified mail sent to this address on November 30, 2017 was, in fact, received on  
6 December 11, 2017, as evidenced by the attached copy of the signed certified mail  
7 receipt and USPS Tracking results. *See Exhibit 1.*

8 Paragraph 18 of the Consent Agreement that is the subject of this hearing states  
9 that the Board may, on no less than thirty calendar days' notice, hold a hearing  
10 regarding the terms and conditions of the Agreement. Notice of the hearing was  
11 delivered by certified mail, return receipt requested, to the address of the charter school  
12 on December 11, 2017. *The above referenced facts and attached Exhibit evidence  
13 complete and timely service in this matter.*

14 Respectfully submitted this 17th day of January, 2018.

15 MARK BRNOVICH  
16 Attorney General

17 /s/ Kim S. Anderson  
18 Kim S. Anderson  
19 Assistant Attorney General  
20  
21  
22  
23  
24

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25 <sup>1</sup> Lisa Raderstorf is the Charter Representative of Life Skills Center of Arizona, Inc. The  
26 "Charter Representative" is the person authorized to act on behalf of Life Skills Center of  
Arizona, Inc., and ensure compliance and accountability with regard to the operations of  
its charter school. A.A.C. R7-5-101.

1 COPY of the foregoing Notice filed  
electronically this 17th day of January, 2018 with:

2  
3 The Office of Administrative Hearings  
<https://portal.azoah.com/oahmotion/>

4 COPY of the foregoing Notice mailed  
5 electronically this 17th day of January, 2018, to:

6 Lisa Raderstorf  
7 Charter Representative  
8 Life Skills Center of Arizona  
[raderpj1@aol.com](mailto:raderpj1@aol.com)

9 Ashley Berg  
10 Executive Director  
11 Arizona State Board for Charter Schools  
[ashley.berg@asbcs.az.gov](mailto:ashley.berg@asbcs.az.gov)

12 COPY of the foregoing Notice mailed by regular mail  
13 this 17th day of January, 2018, to:

14 Lisa Raderstorf  
15 Charter Representative  
16 Life Skills Center of Arizona, Inc.  
17 8123 N. 35th Avenue, Suite 2  
Phoenix, AZ 85051

18 By: Kate Hofland  
19 P0012017004668/6758634/kh

# EXHIBIT 1

**U.S. Postal Service™**  
**CERTIFIED MAIL™ RECEIPT**  
*(Domestic Mail Only; No Insurance Coverage Provided)*

For delivery information visit our website at [www.usps.com](http://www.usps.com)

OFFICIAL USE

|  |    |                  |
|--|----|------------------|
| Postage  | \$ | Postmark<br>Here |
| Certified Fee  |    |                  |
| Return Receipt Fee<br><small>(Endorsement Required)</small>      |    |                  |
| Restricted Delivery Fee<br><small>(Endorsement Required)</small> |    |                  |
| Total Postage & Fees   | \$ |                  |

7010 0290 0002 7329 1737

Sent To \_\_\_\_\_  
 Street, Apt. No.,  
 or PO Box No. \_\_\_\_\_  
 City, State, ZIP+4 \_\_\_\_\_

See Reverse for Instructions

PS Form 3800, August 2005

| SENDER: COMPLETE THIS SECTION  | COMPLETE THIS SECTION ON DELIVERY  |
|--|--|
| <ul style="list-style-type: none"> <li>■ Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.</li> <li>■ Print your name and address on the reverse so that we can return the card to you.</li> <li>■ Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul> | <p>A. Signature <span style="float: right;"><input type="checkbox"/> Agent<br/><input type="checkbox"/> Addressee</span></p> <p><i>[Signature]</i></p> <p>B. Received by (<i>Printed Name</i>) <span style="float: right;">C. Date of Delivery</span></p> <p><i>Latrinda Vickor</i></p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes<br/>         If YES, enter delivery address below: <input type="checkbox"/> No</p> |
| <p>1. Article Addressed to:</p> <p><i>Life Skills Center of Arizona, Inc.<br/>         Lisa Radarstorff &amp; Dallen Timothy<br/>         8123 North 35th Ave, Ste. 2<br/>         Phoenix, AZ 85051</i></p>   | <p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail    <input type="checkbox"/> Express Mail<br/> <input type="checkbox"/> Registered    <input checked="" type="checkbox"/> Return Receipt for Merchandise<br/> <input type="checkbox"/> Insured Mail    <input type="checkbox"/> C.O.D.</p>   |
| <p>2. Article Number<br/> <i>(Transfer from service label)</i></p>   | <p>4. Restricted Delivery? (<i>Extra Fee</i>) <input type="checkbox"/> Yes</p>   |
| <p style="font-size: 1.2em; font-weight: bold;">7010 0290 0002 7329 1737</p>   |  |



FAQs > (<http://faq.usps.com/?articleId=220900>)

### Track Another Package +

**Tracking Number:** 70100290000273291737

Remove X

Your item was delivered to an individual at the address at 10:32 am on December 11, 2017 in PHOENIX, AZ 85051.

### Delivered

December 11, 2017 at 10:32 am  
DELIVERED, LEFT WITH INDIVIDUAL  
PHOENIX, AZ 85051

Get Updates 

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**Text & Email Updates**



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**Tracking History**



**December 11, 2017, 10:32 am**

Delivered, Left with Individual  
PHOENIX, AZ 85051

Your item was delivered to an individual at the address at 10:32 am on December 11, 2017 in PHOENIX, AZ 85051.

**December 8, 2017**

Redelivery Scheduled  
PHOENIX, AZ 85051

Reminder to Schedule Redelivery of your item

**December 2, 2017, 6:02 pm**

Notice Left (No Authorized Recipient Available)  
PHOENIX, AZ 85051

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1 **IN THE OFFICE OF ADMINISTRATIVE HEARINGS**

2  
3 Notice of Hearing on Breach of Consent  
4 Agreement and Revocation of Charter

No. 18F-RV-001-BCS

5 Life Skills Center of Arizona, Inc.

**ORDER HOLDING RECORD OPEN**

6  
7 As discussed at the hearing that was held on January 19, 2018, to allow the  
8 Administrative Law Judge to have the benefit of the court reporter's transcript,

9 **IT IS ORDERED** holding the record open in this matter until **February 5, 2018**,  
10 for the sole purpose of receiving said transcript.

11 Done this day, January 19, 2018.

12  
13 /s/ Tammy L. Eigenheer  
14 Administrative Law Judge

15  
16 Transmitted by either mail, e-mail, or facsimile January 19, 2018 to:

17  
18 Ashley Berg, Executive Director  
19 State Board for Charter Schools  
20 PO Box 18328  
Phoenix, AZ 85009

21  
22 Kim S. Anderson, Esq.  
23 Attorney General's Office  
24 Education and Health Section  
2005 North Central Avenue  
Phoenix, AZ 85004-1592

25  
26 Lisa Raderstorf  
27 Life Skills Center of Arizona, Inc.  
28 Charter Representative  
8123 N. 35th Avenue, Suite 2  
Phoenix, AZ 85051

29 By L. Barajas  
30

1 MARK BRNOVICH  
2 Firm State Bar No. 14000  
3 Attorney General

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13 kim.anderson@azag.gov

14 *Attorneys for the Arizona State Board for Charter Schools*

15 **BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS**

16 **STATE OF ARIZONA**

17 In the Matter of:

No. 18F-RV-001-BCS

18 **LIFE SKILLS CENTER OF**  
19 **ARIZONA, INC.** a nonprofit corporation,  
20 operating **LIFE SKILLS CENTER OF**  
21 **ARIZONA**, a charter school

**ARIZONA STATE BOARD FOR**  
**CHARTER SCHOOLS' NOTICE**  
**OF FILING OF TRANSCRIPT OF**  
**HEARING OF JANUARY 19, 2018**

(Honorable Tammy L. Eigenheer)

22 NOTICE is hereby given of the filing of the Portable Document Format (PDF)  
23 transcript of the hearing held in this matter on January 19, 2018. *See* attached transcript.  
24 The record was held open in this matter until February 5, 2018, for the sole purpose of  
25 receiving the hearing transcript. *See* Order Holding Record Open.

26 Respectfully submitted this 2nd day of February, 2018.

MARK BRNOVICH  
Attorney General

/s/ Kim S. Anderson  
Kim S. Anderson  
Assistant Attorney General

1 COPY of the foregoing Notice filed  
2 electronically this 2nd day of February, 2018, with:

3 The Office of Administrative Hearings  
4 <https://portal.azoah.com/oahmotion/>

5 COPY of the foregoing Notice mailed  
6 electronically this 2nd day of February, 2018, to:

7 Lisa Raderstorf  
8 Charter Representative  
9 Life Skills Center of Arizona  
[raderpj1@aol.com](mailto:raderpj1@aol.com)

10 Ashley Berg  
11 Executive Director  
12 Arizona State Board for Charter Schools  
[ashley.berg@asbcs.az.gov](mailto:ashley.berg@asbcs.az.gov)

13 COPY of the foregoing Notice mailed by regular mail  
14 this 2nd day of February, 2018, to:

15 Lisa Raderstorf  
16 Charter Representative  
17 Life Skills Center of Arizona, Inc.  
18 8123 N. 35th Avenue, Suite 2  
19 Phoenix, AZ 85051

20 By Kate Hofland  
21 P0012017004668/6791402/kh  
22  
23  
24  
25  
26

BEFORE THE OFFICE OF ADMINISTRATIVE HEARINGS  
STATE OF ARIZONA

In the Matter of: )  
 )  
LIFE SKILLS CENTER OF )  
ARIZONA, INC. A nonprofit ) NO. 18F-RV-001-BCS  
corporation, operating )  
LIFE SKILLS CENTER OF )  
ARIZONA, a charter school )  
\_\_\_\_\_ )

HEARING  
BEFORE THE HONORABLE TAMMY EIGENHEER  
(Transcript of Proceedings)

Phoenix, Arizona  
January 19, 2018  
8:24 a.m.

Prepared by:  
HALEY D. WESTRA, RPR, CRR  
Certified No. 50762

Prepared for:  
SUPERIOR COURT  
(Original)

BARTELT|NIX COURT REPORTERS  
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Phoenix, Arizona 85003  
Phone: (602) 254-4111  
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1 I N D E X

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16 \* \* \*

17 E X H I B I T S

| 18 | EXHIBIT | DESCRIPTION  | ADMITTED |
|----|---------|--|----------|
| 19 |         |  |          |
| 20 | No. 1   | Renewal Charter Contract executed<br>June 13, 2017   | 16       |
| 21 |         |  |          |
| 22 | No. 2   | November 18, 2014 communication from<br>Andrea Leder to Life Skills of<br>Arizona regarding notice of late<br>FY14 Audit | 17       |
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25 (continue)

Tremp, Robert - Hearing  
January 19, 2018

|    |       |  |    |
|----|-------|--|----|
| 1  | No. 3 | November 21, 2014 communication from Andrea Leder to Life Skills of Arizona regarding action taken by BCS due to late FY14 Audit | 18 |
| 2  |       |  |    |
| 3  | No. 4 | November 24, 2014 communication from Jared Kittelson of Life Skills of Arizona to DeAnna Rowe regarding late FY 14 Audit         | 19 |
| 4  |       |  |    |
| 5  |       |  |    |
| 6  | No. 5 | Consent Agreement with Notice of December 3, 2014 BCS meeting and minutes  | 22 |
| 7  |       |  |    |
| 8  | No. 6 | November 16, 2016 communication from Andrea Leder to Dallen Timothy and Lisa Raderstorf regarding notice of late FY 16 Audit     | 24 |
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| 11 | No. 7 | November 16, 2017 communication from Andrea Leder to Lisa Raderstorf regarding notice of late FY 17 Audit                        | 25 |
| 12 |       |  |    |
| 13 | No. 8 | November 16, 2017 communication between Chris Sivak and Andrea Leder regarding FY 17 audit                                       | 26 |
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1 HEARING

2 Transcript of Proceedings commenced at 8:24 a.m.  
3 on January 19, 2018, at the Office of Administrative  
4 Hearings, 1400 West Washington, Suite 101, Phoenix,  
5 Arizona, before HALEY D. WESTRA, a Certified Reporter,  
6 CR No. 50762, for the State of Arizona.

7

8 APPEARANCES:

9 For the Arizona State Board For Charter Schools:  
10 ASSISTANT ATTORNEY GENERAL  
11 STATE GOVERNMENT DIVISION  
12 EDUCATION AND HEALTH SECTION  
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17 For Life Skills Center of Arizona, Inc.:  
18 LIFE SKILLS CENTER OF ARIZONA, INC.  
19 DIRECTOR OF OPS/SCHOOL BOARD LIASON  
20 BY: Mr. Robert Fox  
21 8123 North 35th Avenue, Suite 2  
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25 For Life Skills Center of Arizona, Inc.:  
LIFE SKILLS CENTER OF ARIZONA, INC.  
DIRECTOR OF OPS/SCHOOL BOARD LIASON  
BY: Ms. D'Andrea Chapman, Ed.S.  
8123 North 35th Avenue, Suite 2  
Phoenix, Arizona 85051  
602-242-6400 (office)  
dxchapman001@lshsarizona.com

Also Present: Ms. Ashley Berg, Executive Director  
Arizona State Board For Charter Schools; Ms. Andrea  
Leder, Assistant Director Operations & Finance Arizona  
State Board For Charter Schools; Mr. Michael Taylor, AG  
intern; Mr. Brian Yee, Board member for Life Skills

Phoenix, Arizona  
January 19, 2018  
8:24 a.m.

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P R O C E E D I N G S

THE COURT: This is the time set for hearing in the matter of Life Skills Center of Arizona, Inc., Docket No. 18F-RV-001-BCS.

It is January 19th, 2018, at approximately 8:24 a.m.

My name is Tammy Eigenheer. I am the administrative law judge assigned to this matter.

May I have the parties' appearances on the record.

MS. ANDERSON: Kim Anderson, assistant attorney general representing the Arizona State Board For Charter Schools.

And to my right is Ashley Berg, the executive director of the Board.

And behind me is Andrea Leder who is also with the Charter Board.

THE COURT: Okay.

MS. CHAPMAN: D'Andrea Chapman, school principal, Life Skills High School.

MR. FOX: And Robert Fox, director of



1 operations and school board liaison for Life Skills  
2 High School.

3 THE COURT: Okay. The Office of  
4 Administrative Hearings is an independent agency formed  
5 pursuant to Arizona Revised Statutes 41-1092 authorized  
6 to conduct hearings in contested matters arising out of  
7 State regulation.

8 The Arizona Rules of Evidence do not apply, so  
9 any relevant testimony in evidence may be admitted.

10 We'll start with brief opening statements.  
11 This is not your testimony, it's just a brief summary  
12 as to what brought us here today, then we'll move onto  
13 the witness testimony. I'll swear in the witnesses.  
14 They'll provide their testimony. And then the other  
15 side will be able to ask questions.

16 I'm making a digital recording of this  
17 proceeding. The microphones on the table aren't hooked  
18 up in this room, so you don't need to worry about them.

19 We also have a court reporter present today.  
20 I assume that the Board is asking that the transcript  
21 serve as the official record?

22 MS. ANDERSON: Yes, Your Honor.

23 THE COURT: In that case, the Office of  
24 Administrative Hearing needs to receive a copy of the  
25 transcript at no cost. We can discuss the timing of

1 all of that at the end of the hearing.

2 For the benefit of the recording and the court  
3 reporter especially, it is important that only one  
4 person speak at a time.

5 Usually, where that becomes an issue, please  
6 make sure the entire question is asked before you start  
7 answering and the entire answer is given before you  
8 start your next question.

9 Within 20 days of the conclusion of today's  
10 hearing, I will make my recommendation to the Board,  
11 who can either accept, reject, or modify that  
12 recommendation.

13 In the event the Board takes no action, my  
14 recommendation becomes the final administrative order.

15 Any questions or concerns before we get  
16 started?

17 MS. ANDERSON: No, Your Honor.

18 THE COURT: Okay. Can we go ahead and have  
19 somebody shut the door, sorry.

20 Okay. Opening statement?

21 MS. ANDERSON: Yes, Your Honor.

22 This case is about a charter operator that  
23 repeatedly violated the law. Specifically, it failed  
24 to -- on multiple occasions, to timely submit its  
25 annual financial and compliance audit, including its

1 legal compliance questionnaire, in violation of Arizona  
2 law in its charter contract.

3 In 2014, in order to avoid a hearing on the  
4 revocation of a charter for its second consecutive year  
5 of noncompliance, Life Skills signed an agreement  
6 admitting that it had violated the law and promising  
7 that it would timely submit its subsequent audits.

8 And Life Skill agreed that if it failed to do  
9 so, that the Board may, on no less than 30 days'  
10 notice, hold a hearing to determine with whether  
11 evidence exists that Life Schools [sic] failed to  
12 comply with the terms of the consent agreement. And if  
13 a breach is found, the Board may revoke Life Skills'  
14 charter.

15 You'll hear testimony and review exhibits that  
16 show that Life Skills violated the terms of the  
17 agreement. Life Skills failed to timely submit its  
18 annual audit for fiscal year ending June 30th, 2017.

19 And at the conclusion of the hearing, we'll  
20 ask that you find that Life Skills failed to comply  
21 with the terms and conditions of its consent agreement  
22 and that its charter be revoked.

23 Thank you.

24 THE COURT: Thank you.

25 Opening?

1 MR. FOX: So we wanted to thank the State  
2 Board For Charter Schools for their leadership. And we  
3 being newer to the school and having turnover in our  
4 Board between all of this happening over the years, do  
5 not dispute the facts of what has occurred in the past;  
6 but we felt that we should bring some relevant  
7 information worthy of consideration to the Board's  
8 attention.

9 THE COURT: Thank you.  
10 Your first witness.

11 MS. ANDERSON: Andrea Leder, please.

12 THE COURT: Please raise your right hand.  
13 (Witness was sworn in.)

14 THE COURT: Would you please state your name  
15 for the record, spelling it for the record.

16 MS. LEDER: Andrea Leder. It's A-N-D-R-E-A,  
17 L-E-D-E-R.

18 THE COURT: Please proceed.

19

20 ANDREA LEDER,  
21 a witness herein, having been first duly sworn, was  
22 examined and testified as follows:

23

24

25

1 DIRECT EXAMINATION

2 BY MS. ANDERSON:

3 Q. Having stated your name for the record, can  
4 you tell us where you're currently employed and your  
5 position there?

6 A. I work for the Arizona State Board For Charter  
7 Schools, and I'm the assistant director of operations  
8 and finance.

9 Q. And what are your duties in that position?

10 A. My duties include receiving and reviewing the  
11 annual audits submitted to the Board and following up  
12 with schools on issues identified in those audits.

13 Q. And do your duties include monitoring charter  
14 schools that are sponsored by the Board to ensure their  
15 compliance with the charter contract and State laws?

16 A. They do.

17 Q. Are you familiar with Life Skills Center of  
18 Arizona, Incorporated that operates a charter school by  
19 the name of Life Skills Center of Arizona?

20 A. Yes, I am.

21 Q. And just so we can distinguish between the two  
22 entities, because they have similar names, I will use  
23 "Life Skills School" to refer to the charter school.

24 A. Okay.

25 Q. Is Life Skills School the only charter school

1 operated by Life Skills Center of Arizona?

2 A. Yes, that's correct.

3 Q. And what grades does it operate?

4 A. It is a high school serving grades 9 through  
5 12.

6 Q. And does the school operate pursuant to a  
7 renewal charter contract with the Arizona State Board  
8 for charter schools?

9 A. Yes, it does.

10 Q. What does the term "renewal charter contract"  
11 mean?

12 A. The initial contract with the Board is for  
13 15 years. Under the charter law, the contract may be  
14 renewed for excessive periods of 20 years.

15 Prior to the expiration of its initial  
16 contract, Life Skills submitted a renewal application  
17 package to the Board and was granted a renewal contract  
18 for an additional 20 years.

19 Q. And when -- when we use the word "charter," is  
20 that synonymous with "charter contract"?

21 A. Yes, it is.

22 Q. And where is the charter school located?

23 A. In Phoenix.

24 Q. Would you please refer to Exhibit 1 of the  
25 Board's exhibits. Is this the renewal charter contract

1 under which Life Skills Center of Arizona currently  
2 operates its school?

3 A. Yes, it is.

4 Q. And when I refer to the page number, I'll  
5 refer you down to the bottom right-hand corner.

6 Can you please refer to page 6 of this  
7 exhibit. The signatory for Life Skills Center of  
8 Arizona, Incorporated, is Lisa Raderstorf; is that  
9 correct?

10 A. That is correct.

11 Q. Excuse me if I've pronounced her name  
12 terribly.

13 And under the signature line, it also states  
14 Dallen Timothy -- well, it states "Dallen Timothy  
15 and/or Lisa Raderstorf, Charter Representative for Life  
16 Skills Center of Arizona, Inc."

17 What is the -- what is a charter  
18 representative?

19 A. The charter representative is the person  
20 appointed by the charter holder entity with the power  
21 to bind the charter holder contractually. This person  
22 also serves as the point of contact for the Board, for  
23 communication, and for accountability to the terms and  
24 conditions of the charter contract.

25 Q. And if you would please refer to page 4 of

1 this exhibit, paragraph 14A, included in the financial  
2 retirements for the charter holder, the charter holder  
3 is required to comply with audit requirements as  
4 prescribed in A.R.S. Section 15-914 unless specifically  
5 accepted by the Arizona State Board for Charter  
6 Schools.

7 Does Life Skills Center of Arizona have an  
8 exception from the Board to audit requirements?

9 A. No, the Board does not grant audit exceptions.

10 Q. Would you please refer to page 5 of this  
11 exhibit, paragraph 17. It states that the Board "may  
12 revoke or not renew the Charter for any material breach  
13 of the Charter and/or violation of state, federal, or  
14 local laws, ordinances or rules or regulations..."

15 Is that correct?

16 A. That is correct.

17 Q. Under charter school audit requirements, are  
18 charter schools sponsored by the Charter Board required  
19 to have an annual financial and compliance audit?

20 A. Yes, they are.

21 Q. And accompanying that annual and financial and  
22 compliance audit, are they requested to have a legal --  
23 submit a legal compliance questionnaire?

24 A. Yes.

25 Q. And what is the legal compliance



1 questionnaire?

2 A. The legal compliance questionnaire includes a  
3 series of questions focusing on certain statutory and  
4 contractual requirements applicable to charter  
5 schools.

6 Q. And are the schools required to have the  
7 annual financial and compliance audit and legal  
8 compliance questionnaire conducted by an independent  
9 certified public accountant?

10 A. Yes.

11 Q. What is the deadline date by which charter  
12 schools sponsored by the Board must submit their annual  
13 financial and compliance audit and legal compliance  
14 questionnaire to the Board?

15 A. Number of -- sorry, November 15th.

16 Q. And when the charter schools submit the annual  
17 audit -- and I'll just use the word "annual audit" to  
18 refer to the annual financial and compliance audit and  
19 legal questionnaire, I'll use the term "legal audit."

20 When a charter school submits its annual audit  
21 by November 15th, what period of time does it cover?

22 A. It covers the prior fiscal year. So audits  
23 submitted to the Board by November 15th, 2017, covered  
24 the period of July 1, 2016, through June 30, 2017.

25 Q. And does the Charter Board use as one of its

1 tools, the charter schools annual audits in overseeing  
2 the charter schools it sponsors?

3 A. Yes, it does.

4 Q. Where there fiscal years for which Life Skills  
5 Center of Arizona failed to timely submit its annual  
6 audit?

7 A. Life Skills did fail to timely submit its  
8 audit in several fiscal years.

9 Q. And what fiscal years were those for?

10 A. Those were for the fiscal years ending  
11 June 30, 2013, 2014, and 2017.

12 Q. What action, if any, was taken by the Board  
13 against Life Skills Center of Arizona when it failed to  
14 timely submit its fiscal year 2013 annual audit?

15 A. The Board voted to withhold 10 percent of Life  
16 Skills' monthly State funding.

17 Q. And what action, if any, was taken by the  
18 Board against Life Skills Center of Arizona when it  
19 failed to submit its fiscal year '14 annual audit?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills' monthly State aid, and also voted to issue a  
22 notice of intent to revoke Life Skills' charter  
23 contract.

24 MS. ANDERSON: Your Honor, before I move on to  
25 Exhibit 2, I would move for the admission of Exhibit 1

1 into evidence.

2 THE COURT: Any objection?

3 1 is admitted.

4 (Exhibit No. 1 was admitted into evidence.)

5 BY MS. ANDERSON:

6 Q. Would you please refer to State's Exhibit 2.  
7 What is contained in this exhibit?

8 A. This exhibit, and specifically page 8 at the  
9 bottom, includes a copy of the letter that was e-mailed  
10 to Life Skills, notifying them that the charter holder  
11 would be placed on the Board's November 21st, 2014,  
12 agenda for failure to submit the fiscal year 2014  
13 audit.

14 The paragraph in all capitals also identifies  
15 actions that the Board may take at that meeting.

16 Q. And the -- the e-mail and the letter are  
17 addressed to Yvonne Pena, Philanders McNeary, and David  
18 Roberts; and who are those persons?

19 A. Those individuals were the charter  
20 representatives at the time this letter was sent.

21 Q. As of the Charter Board's meeting on  
22 November 21st, 2014, that's referenced in the last  
23 paragraph on page 8, had Life Skills Center of Arizona  
24 submitted its annual audit for fiscal year 2014 to the  
25 Charter Board?

1 A. No, it had not.

2 Q. And did the Charter Board take action at that  
3 meeting on November 21, 2014, against Life Skills  
4 Center of Arizona?

5 A. It did.

6 Q. Did a representative from Life Skills Center  
7 of Arizona appear at the Board meeting to offer an  
8 explanation for the missed deadline?

9 A. No.

10 MS. ANDERSON: I would move for the admission  
11 of Exhibit 2 into evidence.

12 THE COURT: Any objection?

13 MS. CHAPMAN: No.

14 THE COURT: 2 is admitted.

15 (Exhibit No. 2 was admitted into evidence.)

16 BY MS. ANDERSON:

17 Q. What action did the Board take at its meeting  
18 on November 21, 2014, with regard to Life Skills Center  
19 of Arizona?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills' monthly State funding until such time as the  
22 audit was submitted to the Board.

23 The Board also voted to issue a notice of  
24 intent to revoke Life Skills' charter contract.

25 Q. Would you please refer to State's Exhibit 3.

1 What is contained in this exhibit?

2 A. This exhibit, and specifically on page 12 of  
3 this exhibit, this exhibit includes a copy of the  
4 letter I e-mailed to Life Skills following the Board's  
5 November meeting notifying them of the actions that the  
6 Board took on November 21st.

7 MS. ANDERSON: Move for the admission of  
8 Exhibit 3 into evidence.

9 THE COURT: Any objection?

10 MS. CHAPMAN: No.

11 THE COURT: 3 is admitted.

12 (Exhibit No. 3 was admitted into evidence.)

13 BY MS. ANDERSON:

14 Q. Would you please refer to State's Exhibit 4.  
15 What is contained in this exhibit?

16 A. This exhibit includes an e-mail that Board  
17 staff received from Life Skills referencing the late  
18 audit and the Board's action at its November meeting.

19 This e-mail also, as an attachment, included a  
20 copy of Life Skills' fiscal year 2014 audit. The audit  
21 has not been included as part of this exhibit.

22 Q. And the e-mail that was sent indicates it was  
23 sent to DeAnna Rowe. And who is DeAnna Rowe?

24 A. DeAnna Rowe was the Board's executive director  
25 at the time of this e-mail.

1 Q. And then, the last paragraph on this exhibit  
2 on page 14, it references a request for a discussion of  
3 the school's options going forward; is that correct?

4 A. Yes.

5 Q. And it also states that the last statement is,  
6 "I can assure you that the policies and procedures will  
7 be put in place so that this will never happen again."

8 Is that correct?

9 A. That's correct.

10 Q. Was an option provided to Life Skills Center  
11 of Arizona in lieu of proceeding to -- the -- in lieu  
12 of the Board proceeding to a charter revocation  
13 hearing?

14 A. Yes, it was.

15 Q. And what was that option?

16 A. That option was to enter into a consent  
17 agreement with the Board.

18 MS. ANDERSON: I would move for the admission  
19 of Exhibit 4 into evidence.

20 THE COURT: Any objection?

21 MS. CHAPMAN: No.

22 THE COURT: 4 is admitted.

23 (Exhibit No. 4 was admitted into evidence.)

24 BY MS. ANDERSON:

25 Q. If you would please refer to Exhibit 5. What

1 is contained in this exhibit?

2 A. This exhibit includes a copy of the agreement  
3 executed by Life Skills and the Board to address the  
4 repeated failure to timely submit the annual audit.

5 Towards the end of the exhibit, the meeting  
6 materials from Life Skills' meeting where they  
7 considered and subsequently -- or later approved the  
8 agreement may be found as well.

9 Q. And if you can refer to page 18 of this  
10 exhibit, it reflects both a signature of the charter  
11 representative of Life Skills Center of Arizona,  
12 incorporated, and the president of the Arizona State  
13 Board for Charter Schools, correct?

14 A. That's correct.

15 Q. And was David Roberts, at the time of this  
16 consent agreement, a charter representative for Life  
17 Skills Center of Arizona?

18 A. Yes, he was.

19 Q. If you could refer to page 16 of this exhibit,  
20 paragraph 8, it reflects the Life Skills Center of  
21 Arizona's agreement that it had breached its charter  
22 and State law as specified when it failed to timely  
23 submit its annual audit for the fiscal year ending  
24 June 30, 2014, correct?

25 A. That is correct.

1 Q. And paragraph 9 of this page, the charter  
2 operator has admitted of having a history of failure to  
3 timely submit its annual audit in that it had also  
4 failed to timely submit its annual audit for the fiscal  
5 year ending June 30, 2013; is that correct?

6 A. Yes.

7 Q. And on page 17 of this exhibit, paragraph 11,  
8 it references, "Because of the Board's decision to  
9 issue a notice of intent to revoke the Charter, the  
10 Charter Operator is subject to revocation and  
11 termination of its Charter," correct?

12 A. Yes.

13 Q. And in paragraph 17 of this exhibit, the  
14 Charter Holder has agreed -- or Charter Operator.

15 Now, when we use the term "Charter Operator"  
16 is that synonymous with Charter Holder?

17 A. Yes, it is.

18 Q. And in this case, Charter Operator refers to  
19 Life Skills Center of Arizona, Incorporated; is that  
20 correct?

21 A. That's correct. And that's identified on page  
22 1 -- excuse me, page 15 of this exhibit.

23 Q. So in paragraph 17, Life Skills Center of  
24 Arizona, Incorporated, has agreed to submit its annual  
25 audit for the fiscal call year ending June 30, 2015, by



1 November 15, 2015; is that correct?

2 A. Yes.

3 Q. And also to submit its annual audit for  
4 subsequent years of its operation by November 15th of  
5 the following year; is that correct?

6 A. That is correct.

7 Q. And on page 17 of this exhibit, in paragraph  
8 18, it reflects that if Life Skills fails to comply  
9 with the terms and conditions of this agreement, that  
10 the Board may, on no less than 30 days' calendar days'  
11 notice, hold a hearing to receive information to  
12 determine whether evidence exists that they failed to  
13 comply with the agreement; is that correct?

14 A. That is correct.

15 MS. ANDERSON: I would move for the admission  
16 of Exhibit 5 into evidence.

17 THE COURT: Any objection?

18 MS. CHAPMAN: No objection.

19 THE COURT: 5 is admitted.

20 (Exhibit No. 5 was admitted into evidence.)

21 BY MS. ANDERSON:

22 Q. And if you refer to page 21 of this exhibit,  
23 Board meeting document for Life Skills, paragraph D,  
24 small "I," does it reflect a discussion of the Charter  
25 Holder's board of directors regarding approval of the

1 consent agreement prior to the signature by the charter  
2 representative?

3 A. Yes, it does.

4 Q. Did Life Skills timely submit its annual audit  
5 for the fiscal year ending June 30, 2015?

6 A. Yes, it did.

7 Q. And did Life Skills submit its annual audit  
8 for fiscal year ending June 30th, 2016 by November 15,  
9 2016?

10 A. No, it did not.

11 Q. Would you please refer to Exhibit 6. What is  
12 contained in this exhibit?

13 A. This exhibit includes a copy of the e-mail  
14 I sent to Life Skills notifying the Charter Holder that  
15 it would be placed on the Board's November 21st, 2016,  
16 agenda for failure to submit the fiscal year 2016  
17 audit.

18 The e-mail also identifies the actions that  
19 the Board may take at that meeting.

20 Q. And did the Charter Board take any of those  
21 actions described in Exhibit 6 at its November 21,  
22 2016, meeting?

23 A. No, it didn't. Life Skills was one of a small  
24 group of Charter Holders that had data issues with the  
25 Arizona Department of Education that could have limited

1 or affected their ability to get the audits submitted  
2 on time.

3 So because of this, the Board did not take any  
4 action against any of those charter holders.

5 Q. And did the Board continue to monitor Life  
6 Skills Center of Arizona for the submission of their  
7 annual audit?

8 A. Yes, it did.

9 MS. ANDERSON: I move for the admission of  
10 Exhibit 6 into evidence.

11 THE COURT: Any objection?

12 MS. CHAPMAN: No.

13 THE COURT: 6 is admitted.

14 (Exhibit No. 6 was admitted into evidence.)

15 BY MS. ANDERSON:

16 Q. Would you please refer to Exhibit 7.

17 Before we get into Exhibit 7, did Life Skills  
18 Center of Arizona incorporated timely submit its annual  
19 audit for the fiscal year ending June 30, 2017?

20 A. No, it did not.

21 Q. Was it due to the Board by November 15, 2017?

22 A. Yes, it was.

23 Q. What is contained in Exhibit 7?

24 A. Exhibit 7 includes a copy of the e-mail that  
25 I sent to Life Skills notifying the charter holder that

1 it would be placed on the Board's November 21st, 2017,  
2 agenda for failure to submit the fiscal year 2017  
3 audit.

4 As with the other correspondence that we've  
5 discussed today, it also identified the possible  
6 actions that the Board may take at the meeting.

7 MS. ANDERSON: I would move for the admission  
8 of Exhibit 7 into evidence.

9 THE COURT: Any objection?

10 MS. CHAPMAN: No.

11 THE COURT: 7 is admitted.

12 (Exhibit No. 7 was admitted into evidence.)

13 BY MS. ANDERSON:

14 Q. And would you please refer to Exhibit 8. And  
15 what is contained in this exhibit?

16 A. Exhibit 8 includes an e-mail exchange I had  
17 with Life Skills' auditor the day after the audit  
18 deadline.

19 In this e-mail, the auditor indicates that the  
20 fiscal year 2017 audits is not complete but that they  
21 are working with the school's accountant to wrap up a  
22 few remaining items, and that he thought that they were  
23 close to finishing the audit.

24 Q. As of the Board's meeting on November 21,  
25 which is the date referenced in Exhibit 7 on page 27,

1 had Life Skills Center of Arizona submitted its annual  
2 audit for the fiscal year ending June 30, 2017?

3 A. No, it had not.

4 Q. Did a representative from Life Skills Center  
5 of Arizona, Incorporated, appear at the Board's  
6 November 21, 2017, meeting to offer an explanation for  
7 the missed deadline?

8 A. No.

9 MS. ANDERSON: Your Honor, I would move for  
10 the admission of Exhibit 8 into evidence.

11 THE COURT: Any objection?

12 MS. CHAPMAN: No objection.

13 THE COURT: 8 is admitted.

14 (Exhibit No. 8 was admitted into evidence.)

15 BY MS. ANDERSON:

16 Q. Did the Board take action against Life Skills  
17 at its November 21, 2017, meeting?

18 A. Yes, it did.

19 Q. And what action did the Board take?

20 A. The Board voted to withhold 10 percent of Life  
21 Skills's monthly State funding until the audit was  
22 received by the State Board.

23 And the Board also voted to hold a hearing to  
24 determine whether Life Skills had failed to comply with  
25 the terms of its consent agreement with the Board.

1 MS. ANDERSON: No further questions, Your  
2 Honor.

3 THE COURT: Cross?  
4

5 CROSS-EXAMINATION

6 BY MR. FOX:

7 Q. So the audits package was finally received.  
8 Do you remember which date it was received?

9 A. Which package?

10 Q. For this fiscal year ending in 2017, this past  
11 fiscal year.

12 A. It was received on November 29th, 2017.

13 Q. Do you know if any persons from your office  
14 received correspondence explaining any of the -- even  
15 though it was after the Board meeting on the 21st,  
16 explaining the reason for the late audit package?

17 A. Yes. I do know we received correspondence.

18 THE COURT: Any other questions?

19 MR. FOX: Go ahead.

20 MS. CHAPMAN: Yes.  
21

22 CROSS-EXAMINATION (CONTINUED)

23 BY MS. CHAPMAN:

24 Q. So my question is for fiscal year 2014, after  
25 calling attention to Exhibit 4, you received a letter

1 from Jared Kittelson who was the principal at that time  
2 who made the statement that, "As we move forward, we  
3 won't be late again," if we can look at that,  
4 Exhibit 4.

5 MS. ANDERSON: Your Honor, in terms of  
6 procedure, I guess I just need to clarify whether --  
7 whether Life Skills is going to have two persons asking  
8 questions or just one. I would...

9 THE COURT: We normally limit it to one, so if  
10 one of you can direct the questions.

11 MR. FOX: Do you want to?

12 MS. CHAPMAN: Okay. It will be me.

13 BY MS. CHAPMAN:

14 Q. So please call attention to page 14,  
15 Exhibit 4, the letter from Jared Kittelson, which  
16 states, in paragraph 3, "I would like to discuss the  
17 school's options going forward." And "I can assure you  
18 that policies and procedures will be put in place so  
19 this will never happen again."

20 A. Yes.

21 Q. So we're looking at from fiscal year 2014, we  
22 were not late for the following three years with fiscal  
23 year 2016 being late; however, there were technical  
24 issues and you were able to give us some leeway there  
25 because of the technical issues, so within 2014 --

1 MS. ANDERSON: Objection, compound question.

2 THE COURT: You'll have the opportunity to  
3 testify after I swear you in, so I just need you to  
4 limit it to questions and let her answer a specific  
5 question before you move on to your next point.

6 BY MS. CHAPMAN:

7 Q. So after fiscal year 2014, we were not late  
8 for a three-year period; is that correct -- two years'  
9 period, with one year being that we were late due to  
10 technical issues?

11 A. For -- for a two-year period, the fiscal year  
12 '15 audit was submitted on time, and the 2016 audit was  
13 considered timely, due to the issues with the  
14 department, but not for a three-year period.

15 Q. Thank you.

16 THE COURT: Any other questions?

17 MS. CHAPMAN: No.

18 THE COURT: Redirect?

19 MS. ANDERSON: Yes, Your Honor.

20

21 REDIRECT EXAMINATION

22 BY MS. ANDERSON:

23 Q. Mr. Fox referenced correspondence received by  
24 the Board regarding their late fiscal year '17 audit  
25 previously; is that right?



1 A. That is correct.

2 Q. Okay.

3 MS. ANDERSON: I'd like to mark as  
4 Exhibit 9 -- may I approach the witness, Your Honor?

5 THE COURT: Yes. Watch out for all the cords.

6 BY MS. ANDERSON:

7 Q. Can you identify this exhibit?

8 A. Page 32 is the correspondence or communication  
9 referenced by Mr. Fox. This was Life Skills' request  
10 that the Board reconsider its decision to hold a  
11 hearing on whether to revoke Life Skills' charter  
12 contract.

13 The page 33 through 36 of this exhibit are the  
14 response that was filed to Life Skills' request for  
15 consideration -- reconsideration.

16 Q. And did the Board consider Life Skills'  
17 request for reconsideration?

18 A. Yes, it did on January -- earlier this week on  
19 January 16th.

20 Q. And did a representative from Life Skills  
21 charter schools -- or Life Skills appear at the hearing  
22 to argue its request or promote its request?

23 A. No.

24 Q. And what action was taken by the Board at that  
25 time?

1           A.     The Board denied the request and said that it  
2 would proceed to hearing.

3           MS. ANDERSON:   Your Honor, I would move for  
4 the admission of Exhibit 9 into evidence.

5           THE COURT:   Any objection?

6           MS. CHAPMAN:   No.

7           THE COURT:   9 is admitted.

8           (Exhibit No. 9 was admitted into evidence.)

9           MS. ANDERSON:   No further questions, Your  
10 Honor.

11          THE COURT:   You may be excused.

12          Next witness?

13          MS. ANDERSON:   We have no further witnesses,  
14 Your Honor.

15          THE COURT:   Okay.   Your first witness?

16          Please raise your right hand.

17          (Witness was sworn in.)

18          THE COURT:   Would you please state your name,  
19 spelling it for the record.

20          MR. FOX:   Robert Fox, R-O-B-E-R-T, F-O-X.

21          THE COURT:   Please proceed.

22          MR. FOX:   I wanted to proceed in the format of  
23 just doing the testimony.

24          THE COURT:   That's fine.

25



1 first and foremost, obviously, in our mind, we don't  
2 feel that, you know, this situation should harm them;  
3 however, we do want to make sure that even though we  
4 weren't physically here during the audit years of '13  
5 and '14 when it was late, you know, that -- that the  
6 consent agreement that was there, obviously, the Board  
7 members that were signing the consent agreement and  
8 agreed, and as well as the principal, are no longer  
9 around.

10 We have had some turnover in Board members.  
11 We are willing to do something, you know, in  
12 collaboration with the State Board For Charter Schools  
13 that would be amicable to them and us to make sure that  
14 we can continue operations.

15 We have, in anticipation of make -- obviously,  
16 us working at the school, making sure that compliance  
17 is always number one.

18 The Board has made -- my duties were just  
19 director of operations. I am now the Board liaison to  
20 attempt mitigate any future issues by attracting new  
21 community members to our school.

22 I would like to reference Mr. Taylor is here  
23 and a brand-new Board member. We have another Board  
24 member from the community coming on Board, because we  
25 feel like there was a breakdown in communication,

1 clearly in years past with Board members getting -- you  
2 know, in the school. And, obviously, we wish  
3 Mr. Glen's family well wishes, but that issue, we felt,  
4 hampered us from getting a lot of things signed off on  
5 this year.

6 We are -- and, obviously, this is a little  
7 awkward to us because we didn't know what to expect  
8 being part of the school. We're not lawyers or  
9 attorneys. But we have committed to hiring a full-time  
10 attorney on staff for the school to make sure that from  
11 a charter and contract standpoint, that this never  
12 happens again, that we're always, you know, 100 percent  
13 under the law.

14 I don't think that that's something that we  
15 brought towards, at least from the documents that I  
16 have read, brought to the State Board for  
17 consideration.

18 So we're hoping that the -- the State Board  
19 for Charter Schools is willing to work with us in that  
20 and understand that we are 100 percent committed to  
21 serving the students of the West Phoenix area by giving  
22 them career certifications on top of their high school  
23 diploma, which is what our school does, and it's such a  
24 huge need in that area as well.

25 So that's my testimony.

1 THE COURT: Okay. Thank you.

2 Cross?

3 MS. ANDERSON: Yes, thank you.

4

5 CROSS-EXAMINATION

6 BY MS. ANDERSON:

7 Q. Mr. Fox, you --

8 A. Yes.

9 Q. -- indicated -- I believe it was your  
10 testimony that there has been a change in the Board,  
11 the Governing Board and --

12 A. Yes.

13 Q. -- principal since fiscal year '13 and '14?

14 A. Yes.

15 Q. Was it your testimony that you were not aware  
16 of the consent agreement?

17 A. I was -- I did not ever read that consent  
18 agreement until recently. And I couldn't tell you the  
19 date, but it was in items that you all sent to us. And  
20 that's when I was like, you know, "This is serious. We  
21 got to get all this stuff done," so...

22 Q. Okay. Would you please refer to Exhibit 5.

23 A. Can I use this one?

24 Q. Yes.

25 A. Okay.

1 Q. Page 18, it reflects that a charter  
2 representative of the school sign this document; is  
3 that correct?

4 A. Yes.

5 Q. Okay.

6 A. And you're talking about the last page? Oh,  
7 it says page 4. I got it. 18, yes.

8 And that was David Roberts who is no longer  
9 with the Board.

10 Q. How long have you been employed by Life Skills  
11 Center of Arizona, Incorporated?

12 A. This is my second year.

13 Q. Can you please refer to Exhibit 9.

14 A. Is that this?

15 Q. Yes. Page 32.

16 A. Yep.

17 Q. On paragraph 2, it states, "Life Skills'  
18 annual audit was completed on October 16, 2017"; is  
19 that correct?

20 A. That's correct.

21 Q. And if you would please refer to page 35 of  
22 this exhibit, in the middle of the page is an e-mail  
23 from Andrea Leder to Chris Sivak dated November 16,  
24 2017, correct?

25 A. Uh-huh.

1 Q. And she's asking him if -- she says, "I don't  
2 know if your firm conducted the fiscal year 2017 audit.  
3 If it did and the audit is completed, would it be  
4 possible for you to email it to me?"

5 Correct?

6 A. Yes.

7 Q. And then at the top of the page in his  
8 response dated November 16, 2017, he states, "Yes, we  
9 are performing the audit. Unfortunately, it is not  
10 complete..."

11 Correct?

12 A. Yes.

13 MS. ANDERSON: No further questions, Your  
14 Honor.

15 THE COURT: Did you have anything else you  
16 wanted to add?

17 MR. FOX: Yes.

18 I will say that on -- there were several --  
19 and I know D'Andrea and I helped with aspects of the  
20 audit, so there was a list that they compiled of things  
21 that the school had to do. And I know -- and I did get  
22 this information from Skoda Minotti and from our  
23 Board's treasurer, Mr. Scott Kies, who works for Aspire  
24 Group.

25 Our list of things was done on -- on around



1 the 16th, as stated by our superintendent, because she  
2 holds us accountable.

3 There were additional items. And I understand  
4 that they required some of the Board members to review  
5 them, which were not completed.

6 So you are correct, the firm said it was not  
7 complete because we were waiting on some additional  
8 items; but to the best of our knowledge, everything  
9 that we got done that we were held accountable from our  
10 superintendent was completed by the 16th.

11 THE COURT: Okay. You may be excused.

12 MR. FOX: Thank you.

13 THE COURT: Any other witnesses?

14 Please raise your right hand.

15 (Witness was sworn in.)

16 THE COURT: Please state your name, spelling  
17 it for the record.

18 THE WITNESS: D'Andrea Chapman, D, apostrophe,  
19 A-N-D-R-E-A, C-H-A-P-M-A-N.

20 THE COURT: Please proceed with your  
21 testimony.

22

23 D'ANDREA CHAPMAN,  
24 a witness herein, having been first duly sworn, was  
25 examined and testified as follows:

1

2

SELF-DIRECT EXAMINATION

3

4

5

6

MS. CHAPMAN: Yes. I joined the school in --  
for the 2016-2017 school year, and we immediately began  
putting structures in place, Robert and I.

7

8

9

10

Jared Kittelson, the former principal, he left  
in 2014-2015, and he had put some structures in place  
in regards to the Board and things we needed to do in  
order to be compliant.

11

12

13

14

So upon my arrival, Robert and I immediately  
began to work in that area in regards to taking care of  
some of the Board members who were no longer with us or  
who needed to transition from the Board.

15

16

17

18

19

People committed to the Board, and at times,  
they had been in the Board for so many years, they were  
ready to leave, and they needed to know that, "It's  
okay. It's okay for you to move on," even though they  
wanted to continue to serve our school.

20

21

22

23

24

So as we moved forward, Robert Fox and I are  
in the process of onboarding and vetting two additional  
Board members. We're providing training and an  
orientation to ensure that this does not happen in the  
future.

25

As stated before with the prior principal, he

1 was able to say he will take responsibility for  
2 ensuring that this does not happen in the future, and  
3 I'm willing to say that now as well.

4 I am committed to Life Skills Center and to  
5 the students there and to ensuring that we are  
6 compliant.

7 We do have one of our Board members here now.  
8 Michael Taylor has recently joined the Board as well,  
9 and he is committed, along with Bobbi Sudberry, who is  
10 another recent addition to our Board who runs a  
11 nonprofit now with -- which is Katie's Way.

12 So we do have the expertise. We do have the  
13 commitment level of our Board now. And it will not be  
14 an issue in the future.

15 We have also added additional community  
16 partners who will be assisting us, with one of them  
17 also being an attorney, who will be on board for us  
18 there.

19 And we have created a structure for  
20 communication between the Board and the school to  
21 ensure that this does not happen as we move forward.

22 THE COURT: Cross?

23 MS. ANDERSON: Yes, Your Honor.

24

25

1 CROSS-EXAMINATION

2 BY MS. ANDERSON:

3 Q. Were you employed at Life Skills Center of  
4 Arizona, Incorporated, on November 21st, 2017?

5 A. Yes.

6 Q. And the information that you just provided to  
7 this hearing -- in this hearing, you had the  
8 opportunity to advise the Court -- to advise the Board  
9 of that information at the meeting that was held on  
10 November 21st, 2017; isn't that correct?

11 A. It was our understanding, as stated by  
12 Mr. Fox, that we were hopeful and not clear on the  
13 legal aspects, that our letter asking that revocation  
14 not be considered, we were -- we were hopeful that that  
15 would be the case.

16 So because we were not knowledgeable about the  
17 legal aspects, that's the reason we weren't there. It  
18 would -- nothing else would have held us back from  
19 being there if we knew we needed to be there so...

20 Q. Okay. So if you refer to Exhibit 7, Exhibit 7  
21 advises Life Skills that the annual financial audit and  
22 requisite accompanying documents for fiscal year ending  
23 June 30, 2017, were due November 15, 2017, correct?

24 A. Correct.

25 Q. And it states that as of the date of the

1 letter, the Board had not received a complete audit  
2 package, correct?

3 A. Correct.

4 Q. And then it also, in capital letters and in  
5 the middle paragraph, it indicates this letter is  
6 written notice that the Board would address the matter  
7 at its next Board meeting, correct?

8 A. Correct.

9 Q. And that if the Board determined you were not  
10 in compliance, the Board could take action that was  
11 included but not limited to withholding 10 percent of  
12 your apportionment, correct?

13 A. Correct.

14 Q. As well as issue a notice of intent to revoke  
15 the charter; is that correct?

16 A. Yes.

17 Q. And it also states that you shall be allowed  
18 to respond to the allegations of noncompliance at the  
19 meeting before the Board makes a final determination,  
20 correct?

21 A. Correct.

22 Q. And it indicates, in the last paragraph, the  
23 date and time of the Board meeting, which was  
24 November 21st, 2017, correct?

25 A. Yes, correct.

1 Q. And you did not appear at that meeting,  
2 correct?

3 A. Correct.

4 Q. And no one from Life Skills appeared at that  
5 meeting, correct?

6 A. Correct.

7 Q. And if you would refer to Exhibit 9, the page  
8 32, which is Life Skills' request for the Board to  
9 reconsider its decision to hold the hearing on whether  
10 to revoke the charter, it also does not provide any of  
11 the information that you just provided in your  
12 testimony, correct?

13 A. Correct.

14 Q. And this request for reconsideration was set  
15 and heard by the Board at its meeting earlier this week  
16 on Tuesday; is that correct?

17 A. That is correct.

18 Q. And you did not appear at that meeting; is  
19 that correct?

20 A. Correct.

21 Q. And a representative from Life Skills Center  
22 of Arizona did not appear at that meeting, correct?

23 A. Correct.

24 May I respond?

25 Q. No, there's no question before you.

1 A. Okay.

2 Q. And is it your testimony that moving forward,  
3 that you have systems in place that will prevent the  
4 audits from being late in the future?

5 A. Correct.

6 Q. Could you refer to Exhibit 4 on page 14. The  
7 e-mail from Mr. Kittelson at Life Schools [sic] dated  
8 November 24, 2014, the last sentence states, "I can  
9 assure you that policies and procedures will be put in  
10 place so this will never happen again"; is that  
11 correct?

12 A. Correct.

13 Q. No further questions.

14 THE COURT: Do you have anything else to add?

15 MS. CHAPMAN: Yes. I would like to add that  
16 for the November board meeting, we were unable -- for  
17 November 17th board meeting, we were unable to have a  
18 quorum so that we can move forward to have our audit  
19 signed due to our president -- our Board president, he  
20 did have major illnesses or family concerns that he was  
21 unable to be present.

22 So we did a lot to try to communicate with him  
23 to get him -- to make sure that we can reach out to him  
24 so that he could sign the necessary documents.

25 So, at that time, we realized we needed to put

1 some additional structures in place, because he does  
2 want to -- he did want to leave the Board because of  
3 his family crisis, and we wanted to -- we wanted to  
4 make sure that he was with us and be considerate of  
5 what he was going through in his personal life;  
6 however, we have reached out to him. He does  
7 understand that we do need to move forward and that he  
8 may not be a viable person or officer on our Board.

9 So he will not be -- as we move forward, we  
10 have worked to get another for our present Board  
11 members in place so that we can move forward and be  
12 compliant.

13 So we did not have a quorum at that meeting  
14 due to that, but as we move forward, Robert and I are  
15 confident that the structures we are now putting in  
16 place, the commitment of our Board members as we move  
17 forward, it will not be an issue.

18 THE COURT: Anything else?

19 MS. CHAPMAN: No.

20 THE COURT: Okay. You may sit down.

21 Any other witnesses?

22 Any other witnesses?

23 MS. CHAPMAN: Mr. Taylor, would you like to  
24 speak on our behalf?

25 MR. TAYLOR: No.



1 THE COURT: Any rebuttal witnesses?

2 MS. ANDERSON: No, Your Honor.

3 THE COURT: Closing?

4 MS. ANDERSON: Briefly, Your Honor.

5 As I stated in my opening, this case is about  
6 a charter school operator that has repeatedly violated  
7 its obligation under the law to submit its annual  
8 audit. Specifically, on multiple occasion, it failed  
9 to submit its annual financial compliance audit and  
10 legal compliance questionnaire.

11 The school avoided revocation in 2014 when --  
12 after its second year, consecutive year being late, by  
13 signing a consent agreement.

14 The terms of that consent agreement are very  
15 clear of the school's responsibilities with regard to  
16 its having to submit its annual audit timely. And it  
17 is very clear on the consequences for its failure to do  
18 so.

19 The school also had multiple opportunities to  
20 address the Board as to provide whatever explanation it  
21 wanted to provide as to why it was late in submitting  
22 its fiscal year 2017 audit.

23 It had the opportunity at the board meeting on  
24 November 21, 2017. Exhibit 7 is very clear as to the  
25 possible consequences to the school with regard to its

1 submitting its audit late, and that one of those  
2 consequences could be revocation. A representative  
3 from the school didn't appear at that meeting.

4 The school also initiated to the Board a  
5 request that the Board reconsider its decision to hold  
6 a hearing in this matter. That is contained in  
7 Exhibit 9.

8 The Board set the matter for consideration at  
9 its meeting this past Tuesday; and again, no one from  
10 the school appeared.

11 It's clear from the testimony and the exhibits  
12 that Life Skills violated the terms of this agreement.  
13 It failed to submit its annual audit for the fiscal  
14 year June 30, 2017.

15 And with that, it is the Board's position that  
16 Life Skills' charter should be revoked. Thank you.

17 THE COURT: Thank you.

18 Closing?

19 MR. FOX: As we said in our opening, we do  
20 acknowledge that there was issues in the past with  
21 regards to late audit submissions and the severity of  
22 those issues.

23 We wanted to make everyone aware that, you  
24 know, the fact that we heard recently of the failure to  
25 submit the audits, and because we're not attorneys, we

1 immediately reached out, as a human reaction, to the  
2 State Board for Charter Schools and let them know what  
3 was going on.

4 And I think that we did not clearly understand  
5 about our presence at the board meeting or the  
6 procedures, which is why we bring to the table an  
7 alternative option for the school to employ counsel to  
8 make sure we're compliant, to make sure that we have  
9 new members on board that are fully committed.

10 Because these procedural issues, while they  
11 are severe, we don't believe they warrant closing the  
12 school for our students and serving the community in  
13 which we reside.

14 And we thank the Charter School Board for  
15 their continued oversight.

16 THE COURT: Thank you.

17 Any rebuttal?

18 MS. ANDERSON: Yes, Your Honor.

19 It was the testimony of Ms. Leder that the  
20 Board uses, as a monitoring tool, the annual audit and  
21 legal compliance questionnaire. And it's more than --  
22 the requirement to submit it and submit it timely is  
23 more than a procedural issue. It is an issue that  
24 impacts on continuing monitoring of a charter school.

25 The school had -- the school was or should

1 have been aware of the consequences of its failure to  
2 submit its audit. And it failed to timely submit its  
3 audit. And it remains the Board's position that the  
4 charter should be revoked.

5 THE COURT: Thank you. We'll go off the  
6 record briefly.

7 (Recess was taken from 9:23 a.m. to 9:24 a.m.)

8 THE COURT: Okay. So as we discussed to allow  
9 the receipt of the transcript. I will leave the record  
10 open until February 5th for that sole purpose of just  
11 receiving the transcript. And I will issue an order to  
12 that effect later today. And so the record will close  
13 as of that date.

14 If there's nothing further, that will conclude  
15 today's proceedings, and we'll go off the record at  
16 this time.

17 THE COURT: Thank you very much.

18 (9:24 a.m.)

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Tremp, Robert - Hearing  
January 19, 2018

Page 50

1 STATE OF ARIZONA )  
 ) ss.  
2 COUNTY OF MARICOPA )

3  
4 BE IT KNOWN that the foregoing deposition was  
5 taken by me, Haley D. Westra, Certificate No. 50762, a  
6 certified reporter for the state of Arizona, that prior  
7 to being examined, the witness named was duly sworn to  
8 testify to the whole truth, that the questions  
9 propounded and the answers of the witness thereto were  
10 taken down by me and thereafter reduced to computerized  
11 transcription under my direction and supervision; that  
12 the foregoing is a true and correct transcript of all  
13 proceedings had upon the taking of said deposition, all  
14 done to the best of my skill and ability. Read and  
15 sign was requested by the witness.

16

17 I further certify that I am in no way related  
18 to any party to said action nor in any way interested  
19 in the outcome thereof.

20

21 Dated at Phoenix, Arizona, this 29th day of  
22 January, 2018.

23

24

25

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HALEY DAWN WESTRA, RPR, CRR  
Certified No. 50762

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COURT REPORTER AND

REGISTERED REPORTING FIRM DISCLOSURE

The foregoing deposition was taken in compliance with  
the Arizona Code of Judicial Administration, Section  
7-206(F)(3) and (J)(1)(g)(1) and (2).

|                       |                           |
|-----------------------|---------------------------|
| <hr/>                 | <hr/>                     |
| HALEY D. WESTRA       | BARTELT REPORTING, LLC    |
| Court Reporter        | Registered Reporting Firm |
| Certificate No. 50937 | RRF No. R1028             |

## AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change and Enrollment Cap Amendment Request

### Request

Flagstaff Arts and Leadership Academy, Inc. (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades 7-12 to grades 6-12, and increase the enrollment cap from 340 to 350, beginning in FY 2019.

*See Appendix A: Amendment Request and Support Materials.*

The Charter Holder’s rationale states that adding 6<sup>th</sup> grade to the charter will bring Flagstaff Arts and Leadership Academy (“FALA”) into alignment with the Flagstaff Union School District, who in 2010-11 consolidated their schools and created a middle school model that includes 6-8<sup>th</sup> grade. The Charter Holder states that this consolidation has gradually had a negative effect on the enrollment at FALA as students “would have to attend 5th grade in elementary school, a new middle school for 6th grade and then would need to transfer to FALA in 7th grade.” This results in students having to enroll in the three different schools, over three years, if they were to attend FALA starting in 7<sup>th</sup> grade. The narrative states that, “adding a 6th grade to FALA would fill a huge need within our community and would be a true asset to our growth and enrollment”. The addition of 6<sup>th</sup> grade would also facilitate an increase of the enrollment cap from 340 to 350, so an enrollment of 50 students per grade can be maintained. The provided staffing plan indicates that by utilizing their current staff of 23 full time content and specialty teachers, no additional instructional staff will be needed as the student to teacher ratio will continue to be 1:15. In addition, 1 Special Education (“SPED”) Director, 2 SPED teachers, and 2 SPED paraprofessionals are in place. The provided promotion criteria indicate that middle school students must be enrolled in 4 courses, for a total of 8 courses each semester, and earn a C or better in Math, English, Science, Social Studies, and Liberal Studies.

*Executive Summary Update; Appendix C: Strategic Plan*

At its February 12, 2018 meeting, the Board tabled the Grade Level Change and Enrollment Cap Amendment Request submitted by the Charter Holder. The agenda item was tabled to allow the Charter Holder to add its Strategic Plan to the materials included with the request. The Board requested this additional information to allow the Charter Holder to address the Board’s concerns regarding the school’s declining academic performance in Reading and Math. The Charter Holder’s Strategic Plan is included as Appendix C.

### Three Year Plan

|                     | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
|---------------------|---------|---------|---------|---------|
| <b>Grade Levels</b> | 7-12    | 6-12    | 6-12    | 6-12    |
| <b>Enrollment</b>   | 289     | 344     | 350     | 350     |

### Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

| Staff Recommendation Criteria                                      | Analysis  |
|--|---|
| <b>In operation for three years</b>                                | The Charter Holder has been in operation for 21 years.  |
| <b>“Meets Operational Standard” in the most recent Fiscal Year</b> | The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017. |



|   |  |
|---|--|
| <b>“Meets Financial Performance Standard” based on the most recent dashboard</b>  | The Charter Holder received an Overall Rating of “Meets” on the FY 2016 and FY 2017 Financial Performance Dashboard.   |
| <b>Grade level cohorts are at capacity and/ or could fill enrollment for new grades requested</b>   | Not applicable because the Charter Holder is requesting to add a grade level below the grades currently served at the school. The provided narrative indicates the school currently has an interest list of over 50 students for 6 <sup>th</sup> grade.                    |
| <b>ADM is within 85% of current enrollment cap</b>  | According to ADE School Finance, the Charter Holder’s average daily membership is 284.844 students, which is within 84% of the current enrollment cap of 340 students. Enrollment data is provided on page 3.  |
| <b>Each school performs at or above the average performance of a majority of schools within a five mile radius of the school’s location</b> | Flagstaff Arts and Leadership Academy did not perform at or above the average performance of a majority of schools within a five mile radius of the school’s location based on the FY2017 AzMERIT for Math.<br>Information regarding nearby schools is provided on page 2. |

## Profile

The Charter Holder was granted a renewal charter in 2010.

### Governance

| Corporate Board Members |
|-------------------------|
| Eli Cohen               |
| Sharon Gorman           |
| Judith Jordan           |
| Heather Pierce          |
| Laura Umphrey           |

### School Profile

| School Name  | Flagstaff Arts and Leadership Academy |
|--|---------------------------------------|
| FY14 Letter Grade  | A                                     |
| Date Open  | August 1996                           |
| Location   | Flagstaff                             |
| Grade Levels   | 7-12                                  |
| ELA Percent Passing FY15; FY16; FY17<br>(AzMERIT FY17 average: 39%)  | 55%; 54%; 46%                         |
| Math Percent Passing FY15; FY16; FY17<br>(AzMERIT FY17 average: 40%) | 42%; 37%; 30%                         |
| Science Percent Passing FY15; FY16; FY17<br>(AIMS FY17 average: 53%) | 65%; 69%; 63%                         |



### Additional School Choices Serving Grades 6-12 within 5 Miles of School

| Total Schools | FY 2014 Letter Grade | Number of Charter Schools | FY 2017 Greater than State Average |             |                | Subgroups within (±5%) of Charter Holder's Subgroup Data |           |            |
|---------------|----------------------|---------------------------|------------------------------------|-------------|----------------|--|-----------|------------|
|               |                      |                           | ELA (>39%)                         | Math (>40%) | Science (>53%) | FRL (±5%)  | ELL (±5%) | SPED (±5%) |
| 5             | A                    | 3                         | 4                                  | 4           | 3              | *  | *         | 2          |
| 3             | B                    | 2                         | 1                                  | 0           | 2              | *  | *         | 2          |
| 4             | C                    | 1                         | 1                                  | 0           | 1              | *  | *         | 4          |

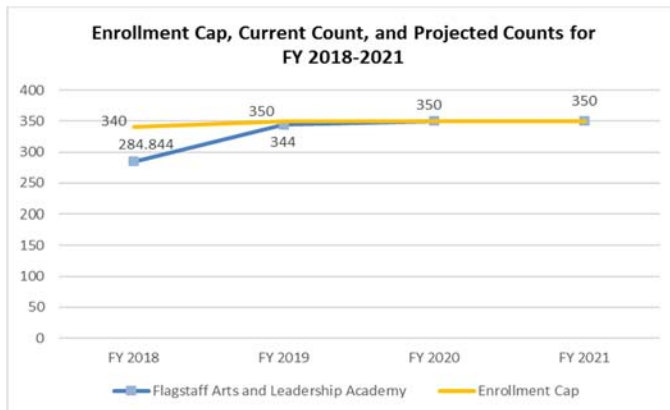
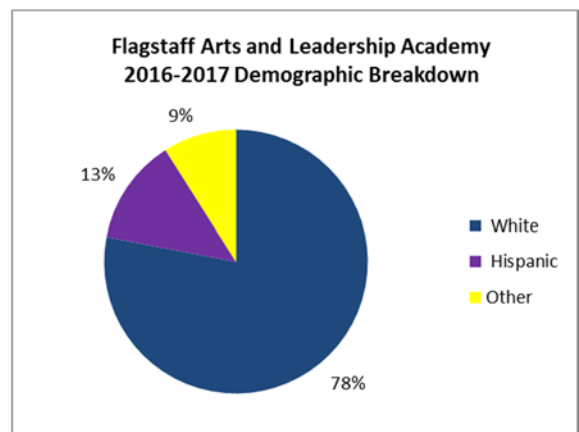
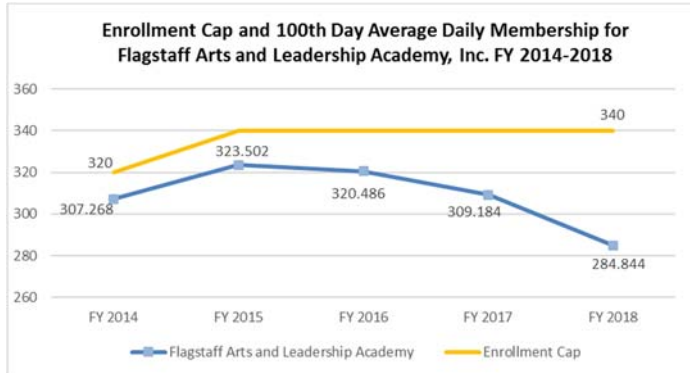
\*Because the percentage of FRL, ELL, AND SPED students is not available for the Charter Holder, comparison to nearby schools is not possible.

### Comparison of nearby schools to Flagstaff Arts and Leadership Academy

| Total Schools  | FY 2014 Letter Grade | Number of Charter Schools | FY 2017 AzMERIT and AIMS Science Greater than Flagstaff Arts and Leadership Academy |             |                |
|--|----------------------|---------------------------|---|-------------|----------------|
|  |                      |                           | ELA (>46%)  | Math (>30%) | Science (>63%) |
| 5  | A                    | 3                         | 4   | 4           | 3              |
| 3  | B                    | 2                         | 1   | 2           | 2              |
| 4  | C                    | 1                         | 0   | 2           | 0              |
| <b>Total Number of Schools (Percentage of total)</b> |                      |                           |   |             |                |
| 12   |                      | 6 (50%)                   | 5 (42%)   | 8 (67%)     | 5 (42%)        |

### Enrollment and Demographic Data

100<sup>th</sup> day ADM for FY 2014-FY2017, FY 2018 ADM as of January 3, 2018.



| 2016-2017 Subgroup Data   |     |
|---------------------------|-----|
| Free and Reduced Lunch    | *   |
| English Language Learners | *   |
| Special Education         | 18% |

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



APPENDIX C  
STRATEGIC PLAN



## Quick Links

[Address to the Arizona Charter Board](#)

[History](#)

[Summary - 6th grade request](#)

[Academic Trends](#)

[High School #10 in State of Arizona](#)

[Math Analysis and Improvement Plan](#)

[Plan to Improve Arizona Math skills](#)

[FALA's Plan English Analysis and Improvement Plan](#)

[FALA Strategic Plan](#)

[Strategic Goals](#)

[Priorities by Year](#)

[A-F Letter Grade Appeal](#)

[ELA and Math Grade 10](#)

[Data and Coding Validation](#)



# FLAGSTAFF ARTS & LEADERSHIP ACADEMY

February 26, 2018

Dear ASBCS President and Board Members,

At our last meeting, the Arizona State Board of Charter Schools made a request to Flagstaff Arts & Leadership Academy (FALA) to provide data supporting why we should be granted the privilege to add sixth grade. Thank you for this opportunity. This letter and the enclosed documents serve as our rationale and evidence. Please pay particular attention to our *Strategic Plan* as it outlines our strong path forward in both academic achievement and teacher accountability. Please allow for us to provide context for FALA in terms of the problems generated by not having sixth grade and how it aligns with other school grade transitions in Flagstaff.

## **History**

In 1997 FALA opened its doors to the Flagstaff high school community. From the beginning, the facility was housed on the Museum of Northern Arizona (MNA) campus. In the fall of 2010, MNA needed the space occupied by the school and FALA was asked to relocate.

**Relocation.** After considering a number of different sites, a suitable location was selected adjacent to MNA on Fort Valley Road (Highway 180 near Snowbowl). With the new location came a bond for FALA. Concurrently, the decision to add a middle school, seventh and eighth grade, was included as part of the move to the new campus. This configuration was consistent with the model in place in the Flagstaff Unified School District (FUSD).

**FUSD Reconfiguration.** Approximately one year later, FUSD closed several schools and reconfigured their structure to make elementary schools K-5, middle school 6-8, and high school 9-12 grades. Had FALA known about this impending change, the school would have originally requested a sixth through eighth grade configuration.

However, enrollment was strong in those immediate years following. The impact of FUSD's grade changes were not felt by Flagstaff's charter community until recently as a result of several contributing factors.

**FALA New Executive Director.** In 2014, it was announced in the press that FALA would be undergoing an administration overhaul. This transition played out over the course of several months, which caused confusion and uncertainty in the community about the stability of FALA. In January 2015, a new Executive Director was hired with a background working for non-profit organizations but no experience running a school. This proved to be a monumental challenge. She ended up submitting her resignation mid-year in February, 2016 citing, "My skills, experience and talents are not in alignment with what FALA needs now" (Arizona Daily Sun, 3/31/16). As such, between 2014-2016, with unpredictability from an inexperienced Executive Director, this period caused a sense of instability for FALA and enrollment began to decline, in part, due to this situation.

**New FUSD Magnet Programs.** In addition, following the FUSD reconfiguration, FUSD hired a marketing firm and launched several magnet programs to attract students to the two large public 6-8 middle schools: (1) the MITe program (Middle School Institute of Technology and Engineering; a STEM Magnet program with honors curriculum) (<https://www.fusd1.org/mit-e>) at Sinagua Middle School and the Alpine Leadership Academy (focused on experiential learning) at Mount Elden Middle School (<https://www.fusd1.org/domain/1501>). These newer programs appeared to be an attractive alternative for Flagstaff parents as enrollment reaches full capacity each year.

**FALA Transition Consultant / Interim Director.** In June 2016, Mr. Larry Wallen was asked to come in as a Transition Consultant / Interim Director at FALA. Mr. Wallen immediately began to facilitate the training of a new Board of Directors with varied professional backgrounds. Since December of 2016, the new Board of Directors, in conjunction with the Interim Director, began work to stabilize the school, develop a three year strategic plan (please see the attached *FALA Strategic Plan*) and return focus to providing a quality educational experience for its students. As a result of the progress made, Mr. Wallen was hired to stay on as the Executive Director; a seasoned educational leader with a strong background in student achievement.

To gain a better picture of the situation, below is a quote from a review left on the FALA Facebook page from a parent from January 10th, 2018:

*The current administration at FALA is top notch. They dedicate their lives and "free time" to make FALA a safe and inspiring school. Some past reviews had negativity*

*during different administrations and I think FALA is only getting better from here on out. My child is thriving here, and I wish I had had such a nurturing and creative school to attend when I was in high school. The teachers are also brilliant and dedicated. I highly recommend FALA and am so grateful that we have this unique choice in Flagstaff.*

**Summary.** As stated above, a burdensome problem exists for FALA that requires asking the Arizona State Board of Charter Schools for help to resolve it. FALA is asking Flagstaff families to move their children three times in the span of three years: elementary school up to 5th grade, one year of 6th grade at a different middle school and then transition to FALA in 7th grade. Change of this magnitude can be hard on children, especially during those middle school years. Many families have opted to delay the transition and wait to apply to FALA in 9th grade, as evidenced by the annual 9th grade lottery. We would like to ease this cumbersome transition for families and allow students to transition directly from elementary school to FALA middle school. All other charter schools in Flagstaff that offer a middle school include 6-8th grade (Northland Preparatory Academy, BASIS Flagstaff, Flagstaff Junior Academy, Pine Forest, Montessori, and The Peak School), leaving FALA the only school in Flagstaff with this anomalous configuration.

## **Academic Trends**

Another concern mentioned at the last meeting was academic trends. We were asked to address what changes we are making to improve test scores; with a particular emphasis in math. Please refer to the attached “Analysis and Improvement Plans” for both Math and ELA. In addition, please refer to the “A-F Appeal” that supports a suggested data problem and not a learning problem.

To gain a broader understanding of other academic achievements at FALA, we present the following:

## **High School**

- **FALA High School is ranked the #10 school in the state of Arizona**, according to U.S. News and World Report (2017). FALA was the ONLY school in Flagstaff to achieve a Top 10 status. These ratings were based on: “a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show it is successfully educating its student body across a range of performance

indicators.”

- **FALA was awarded a Gold Medal:** Schools with the highest unrounded CRI values were numerically ranked from No. 1 to No. 500 and were the gold medal winners. FALA is ranked 254 in the nation (U.S. News & World Report, 2017).
- The **AP® participation rate** at Flagstaff Arts and Leadership Academy is 87 percent (U.S. News & World Report, 2017).
- **Coconino Association for Vocations, Industry and Technology (CAVIAT).** Last year FALA formed a partnership with CAVIAT to provide our students with the opportunity to gain further technical education in areas including: Alternative Energy Technician, BioScience, Business, Computer Information Systems, Emergency Medical Services, Engineering Sciences, Medical Assistant, Nursing Assistant, among other programs. (<http://www.caviat.org/index.html>) (<http://www.ade.az.gov/edd/NewDetails.asp?EntityID=321309&RefTypeID=1033>)

In summary, to be consistent with FUSD and because we have a strong plan to improve academic test scores, we would be grateful if you would grant FALA this opportunity to better serve Flagstaff families and allow FALA to add sixth grade.

Respectfully,

Larry Wallen, FALA Executive Director

## **FALA Relevant News Articles in Chronological Order**

NAU College of Ed endorsing the new proposal for 6-8 grade reconfiguration of FUSD schools. (2/8/2010)

[http://azdailysun.com/news/local/education/college-of-ed-backs-fusd-reconfiguration/article\\_9fcdb459-897a-57be-99c2-0c5d9731a26d.html](http://azdailysun.com/news/local/education/college-of-ed-backs-fusd-reconfiguration/article_9fcdb459-897a-57be-99c2-0c5d9731a26d.html)

FALA Approved to Add Middle School article (3/8/2010)

[http://azdailysun.com/news/local/education/fala-approved-to-add-middle-school/article\\_8ec51b04-2b08-11df-bf4d-001cc4c002e0.html](http://azdailysun.com/news/local/education/fala-approved-to-add-middle-school/article_8ec51b04-2b08-11df-bf4d-001cc4c002e0.html)

FALA's New Campus / New Middle School article (4/9/2010)

[http://azdailysun.com/news/local/education/fala-s-new-campus-new-middle-school/article\\_f74adb43-8c10-560b-8041-ed6a4fa71314.html](http://azdailysun.com/news/local/education/fala-s-new-campus-new-middle-school/article_f74adb43-8c10-560b-8041-ed6a4fa71314.html)

Magnet Schools Prove Popular in Flagstaff (12/7/2011)

[http://azdailysun.com/news/local/education/magnet-schools-prove-popular-in-flagstaff/article\\_ed7ed26f-ed3-5c64-8ac5-17cbb4fe5e7d.html](http://azdailysun.com/news/local/education/magnet-schools-prove-popular-in-flagstaff/article_ed7ed26f-ed3-5c64-8ac5-17cbb4fe5e7d.html)

FUSD keeps sights on breadth, quality (3/22/12)

[http://azdailysun.com/news/local/education/fusd-notebook-fusd-keeps-sights-on-breadth-quality/article\\_40456e6a-ed56-5f41-8dc3-952ba1095122.html](http://azdailysun.com/news/local/education/fusd-notebook-fusd-keeps-sights-on-breadth-quality/article_40456e6a-ed56-5f41-8dc3-952ba1095122.html)

NPA and FALA Top 5 High Schools in Arizona (US News and World Reports) (5/9/12)

[http://azdailysun.com/news/local/education/npa-fala-get-top--state-school-ranking/article\\_98bfa072-b0ae-5a3e-b584-734a6f266424.html](http://azdailysun.com/news/local/education/npa-fala-get-top--state-school-ranking/article_98bfa072-b0ae-5a3e-b584-734a6f266424.html)

Becky Daggett and Ari Wilder are leaving FALA at the end of this academic year. The two were hired in June 2009—Daggett as executive director and Wilder as Dean of Academy (4/22/14)

[http://azdailysun.com/news/local/education/leadership-at-flagstaff-arts-leadership-academy-to-turn-over/article\\_fe68647c-c9ea-11e3-a78e-0019bb2963f4.html](http://azdailysun.com/news/local/education/leadership-at-flagstaff-arts-leadership-academy-to-turn-over/article_fe68647c-c9ea-11e3-a78e-0019bb2963f4.html)

Jelenann Salyers has been hired to replace Ari Wilder as the dean of Flagstaff Arts and Leadership Academy (8/10/14)

[http://azdailysun.com/news/local/education/flagstaff-charters-set-for-new-school-year/article\\_06436222-2045-11e4-ade7-001a4bcf887a.html](http://azdailysun.com/news/local/education/flagstaff-charters-set-for-new-school-year/article_06436222-2045-11e4-ade7-001a4bcf887a.html)



Laura Kelly new Executive Director (1/14/15)

[http://azdailysun.com/news/local/education/fala-welcomes-new-executive-director/article\\_d72198b7-e9aa-54f7-8a6e-61401c1ebc46.html](http://azdailysun.com/news/local/education/fala-welcomes-new-executive-director/article_d72198b7-e9aa-54f7-8a6e-61401c1ebc46.html)

School Choice Represents Middle School Scramble in Flagstaff (1/30/2016)

[http://azdailysun.com/news/local/school-choice-represents-middle-school-scramble-in-flagstaff/article\\_2da335e6-8f7e-509c-87ee-1d09ae8c4fd2.html](http://azdailysun.com/news/local/school-choice-represents-middle-school-scramble-in-flagstaff/article_2da335e6-8f7e-509c-87ee-1d09ae8c4fd2.html)

Laura Kelly resigns as Executive Director (3/31/16)

[http://azdailysun.com/search/?f=html&q=FALA+Laura+Kelly&s=start\\_time&sd=desc&l=25&t=article%2Ccollection%2Cvideo%2CYoutube&nsa=eedition](http://azdailysun.com/search/?f=html&q=FALA+Laura+Kelly&s=start_time&sd=desc&l=25&t=article%2Ccollection%2Cvideo%2CYoutube&nsa=eedition)

AzMERIT Scores in the News (9/18/16)

[http://azdailysun.com/news/local/azmerit-scores-show-some-progress-amid-big-gaps-among-schools/article\\_f5fe64bb-1053-5488-ad46-f954f6e04017.html](http://azdailysun.com/news/local/azmerit-scores-show-some-progress-amid-big-gaps-among-schools/article_f5fe64bb-1053-5488-ad46-f954f6e04017.html)

U.S. News & World Report (2017). Best High School Rankings: Arizona.

<https://www.usnews.com/education/best-high-schools/arizona>

[http://azdailysun.com/news/local/community/community-brief-fala-named-in-to-p-arizona-high-school-list/article\\_e72760a8-9659-5a24-9e47-297bb58dc40b.html](http://azdailysun.com/news/local/community/community-brief-fala-named-in-to-p-arizona-high-school-list/article_e72760a8-9659-5a24-9e47-297bb58dc40b.html)

U.S. News & World Report (2017). Subject Proficiency Testing: Flagstaff Arts & Leadership Academy.

<https://www.usnews.com/education/best-high-schools/arizona/districts/flagstaff-arts-and-leadership-academy/flagstaff-arts-and-leadership-academy-658/test-scores>

Snafu with AZMerit Grades (10/12/17)

[http://azdailysun.com/news/local/flagstaff-schools-appeal-state-letter-grades/article\\_19ee5f34-0d61-5b4e-b848-74428e662628.html](http://azdailysun.com/news/local/flagstaff-schools-appeal-state-letter-grades/article_19ee5f34-0d61-5b4e-b848-74428e662628.html)

## 2018-2019 FFlagstaff Arts and Leadership Academy (FALA) Math Department Analysis and Improvement Plan

*This document will explain FALAs' Math Department's teaching philosophy, an analysis of our current strengths and weaknesses, and a comprehensive plan to build on those strengths and correct those weaknesses moving forward.*

**Math Department Background:** The Arizona State Standards are the foundation for FALA Math Department curriculum and Instructional practices. Our current math department has all graduated from a comprehensive math teaching program at NAU. Through this program we were given the most recent research in math education and how student learning best practices. The NAU instructional program is based on the most current methods for effective and efficient math instructions that includes the use of: technology, probing questions, assessments, student centered, project based and inquiry based learning.

FALA's Math Department philosophy is based on experiential project learning instructional practices. Students need the chance to struggle with new concepts and come to their own conclusions. FALA's math teachers create a safe environment for the students where they are encouraged to learn by discovery and correction. FALA math teachers believe it is our role to provide information and help students in their journey to discover math. Because we feel that students should learn through discovery, we believe it is important to include hands on material while teaching mathematics.

In conjunction with the Arizona State Standards math FALA's instructional practices are guided by FALA's Habits of Heart and Mind.

### **FALA Math Philosophy**

#### **➤ Critical Inquiry**

- *An emphasis on inquiry and discovery lessons*
- *A focus on fostering perseverance in problem solving*

#### **➤ Investment**

- *A focus on investing in and creating strong relationships with students*
- *A focus on fostering a belief in students that they are good at math but it is something that needs to be learned.*
- *Portfolio helps reinforce their ownership of their math education and allows for reflection*

#### **➤ Connection and Collaboration**

- *An Emphasis on working in groups*

- *An Emphasis on connecting content to other subjects and the world around us.*
- **Creativity**
  - *Students are given opportunities to show what they know in creative ways through portfolio projects.*
- **Common Good**
  - *Answer the question: How can we use math to make a difference in our community, city, and world?*

**FALA's Plan to improve Arizona State Math Standard skills and improve AzMerit scores in math:**

**Goal 1:** Reteach basic K-6th grade skills in order to make sure all students have a solid foundation.

**Rationale:** Students who come to FALA with weak math foundations based on past AzMerit assessments.

**Plan:**

1. Students will take a math skills test at the start of each year that identifies area deficits according to grade level Arizona State Standards attainment. This same test will be administered each grading period to assess skill progress. Teachers will review student assessments and will determine if further action is required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time. Otherwise, individuals will be referred to the Student Study Team (SST, see step 2).
2. Students who are identified as lacking grade level skills through 45 day screening and/or math skills test will be referred to a Student Study Team (SST). The SST is comprised of the student's teachers, parents, counselors, special education director and the Dean of Academy. The SST will determine a plan that can range from mandatory tutoring to referral for a 504 or IEP evaluation.
3. Students will choose three skills each semester to work on as part of their portfolio. Students will document their work and provide a work sample that demonstrates skill mastery. Work samples may come from class assessments, projects, homework, or classwork. Students will assess their progress quarterly. Teachers will review student assessments and will determine if further action is

required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time.

4. Having a 6th grade would allow us to start laying a stronger foundation. The 6th grade curriculum includes teaching K-5th foundational skills that our students need in order to be successful in algebra and geometry.

**Goal 2:** Work as a team to train and mentor new teachers so that they are effective in grade level standard achievement.

**Rationale:** One year of ineffective math instruction can negatively impact our students' math performance and Arizona State Standard grade level skill attainment. This impact has a long term detrimental effect. New teachers need to deliver and understand instructional best practices that include Arizona State Standards grade level attainment and the FALA math philosophy. New FALA teachers need to have intentional and continuous constructive feedback from math mentors. New FALA Math teachers need regular opportunities to learn from the FALA Math Team. Learning from each other provides the opportunity to form positive relationships, which positively impacts instruction. A team holds its members accountable.

- 1) Constructive feedback from team members is well received.
- 2) A team of peers has the same goals, training, and philosophy.

**Plan:**

1. Each math teacher will be observed by math peers at a minimum of two times a semester, resulting in constructive feedback and implementation of feedback. Peer observations are scheduled at the start of the semester. The team will meet to give feedback to each other and make adjustments to upcoming lessons. An improvement plan will be implemented after the observation if needed. The improvement plan will include specific timelines for improvement areas. Professional development will be required for areas of improvement. If no improvement is observed through improvement plan, actions will be taken for replacement of teacher.
2. Administration will conduct Arizona State required evaluations of new teachers and provide support and feedback for the teacher to develop and be effective in

the classroom. An improvement plan will be implemented after the observation if needed. The improvement plan will include specific timelines for improvement areas. Professional development will be required for areas of improvement. If no improvement is observed through improvement plan, actions will be taken for replacement of teacher.

3. Administration will support and provide the time and space for the math team to meet. The math team will meet monthly at a minimum.

**Goal 3:** Continue to refine and organize math curriculum.

**Rationale:** New and veteran teachers are supported in the continued development, delivery and improvement of the FALA Math curriculum based on Arizona State Standards and the FALA Math Philosophy.

**Plan:**

1. Continue to use the FALA Math Team Drive as a GOOGLE School resource for collaboration and organization of lessons and curriculum. Math team reviews and shares successful implementation of lessons and progress towards math curriculum during team meetings.
2. Teachers instructing the same course must collaborate and use the same curriculum and follow the same course schedule. This ensures all students enrolled in different sections of the same course receive an equivalent education. The course schedules will be reviewed weekly.
3. Administrative support for math teacher professional development and implementation of best practices. Math team will research and recommend opportunities for professional development. At least one professional development for the math team per year.
4. Analyze AzMerit scores each year for specific areas of improvement and adjust math instruction to address areas of improvement.

In conclusion the 2018-2019 FFlagstaff Arts and Leadership Academy (FALA) Math Department Analysis and Improvement Plan will be reviewed each year. This plan is

based on a careful review of past AzMerit results. Examination of new teacher support and training were also identified as a factor for low testing scores. The opportunity for continuous improvement and implementation of highly effective math instruction and curriculum is critical to student success in all academic areas.

## Flagstaff Arts and Leadership Academy English Department Plan to Improve Declining AzMerit Scores.

The FALA English Department will use the Arizona State Standards as the baseline for English curriculum and classroom instructional delivery. The primary objective will be to improve English and Language Arts grade level skills throughout the year.

In conjunction with the Arizona State Standards FALA's ELA instructional practices are guided by FALA's Habits of Heart and Mind.

### ➤ **Critical Inquiry**

- *An emphasis on inquiry and discovery lessons*
- *A focus on fostering perseverance in problem solving*

### ➤ **Investment**

- *A focus on investing in and creating strong relationships with students*
- *A focus on fostering a belief in students that they are good at math but it is something that needs to be learned.*
- *Portfolio helps reinforce their ownership of their math education and allows for reflection*

### ➤ **Connection and Collaboration**

- *An Emphasis on working in groups*
- *An Emphasis on connecting content to other subjects and the world around us.*

### ➤ **Creativity**

- *Students are given opportunities to show what they know in creative ways through portfolio projects.*

### ➤ **Common Good**

- *Answer the question: How can we use math to make a difference in our community, city, and world?*

### **FALA's Plan to improve Arizona State ELA Standard skills and improve AzMerit scores in English:**

**Goal 1:** Reteach basic K-6th grade ELA skills in order to make sure all students have a solid foundation.

**Rationale:** Students who come to FALA with weak ELA foundations based on past AzMerit assessments will be identified.

**Plan:**

1. Students will take an ELA skills test at the start of each year that identifies area deficits according to grade level Arizona State Standards attainment. This same test will be administered each grading period to assess skill progress. Teachers will review student assessments and will determine if further action is required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time. Otherwise, individuals will be referred to the Student Study Team (SST, see step 2).
2. Students who are identified as lacking grade level skills through 45 day screening and/or ELA skills test will be referred to a Student Study Team (SST). The SST is comprised of the student's teachers, parents, counselors, special education director and the Dean of Academy. The SST will determine a plan that can range from mandatory tutoring to referral for a 504 or IEP evaluation.
3. In advance of AZ Merit Testing, ELA teachers will hold intensive "refresher" courses for students at all grade levels in order to review ELA basics and provide additional test-taking strategies.
4. Having a 6th grade would allow us to start laying a stronger foundation. The 6th grade curriculum includes teaching K-5th foundational skills that our students need in order to be successful in ELA.

**Goal 2:** Continue to refine and organize ELA curriculum.

**Rationale:** New and veteran teachers are supported in the continued development, delivery and improvement of the FALA ELA curriculum based on Arizona State Standards.

**Plan:**

1. Continue to use the FALA ELA Team Drive as a GOOGLE School resource for collaboration and organization of lessons and curriculum. ELA team reviews and shares successful implementation of lessons and progress towards ELA curriculum during team meetings.
2. Teachers instructing the same course must collaborate and use the same curriculum and follow the same course schedule. This ensures all students enrolled in different sections of the same course receive an equivalent education. The course schedules will be reviewed weekly.



# Flagstaff Arts & Leadership Academy (FALA)

## 2017- 2020 Strategic Plan



**Presented by:** FALA Strategic Planning Committee  
Operating in Cooperation with the FALA Governing Board

**Committee Members:** Sarah Buss - Robert Corbin - Deidre  
Crawley - Sharon Gorman - Janeece Henes - Judy Jordan -  
Heather Pierce (Chair) - Laura Umphrey - Larry Wallen

**Dated:** 20th of November, 2017



**FLAGSTAFF ARTS & LEADERSHIP ACADEMY**

3401 N. Fort Valley Rd. Flagstaff, AZ 86001 (928) 779-7223

# Executive Summary



Flagstaff Arts & Leadership Academy (FALA) opened in August 1996 offering students a unique education with a focus on the arts. FALA is currently one of the only schools in Northern Arizona with this specialized focus. FALA is a tuition-free, public charter school for grades 7-12 and plans are underway to include grade 6 in Fall 2018.

Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences and humanities. Our nurturing educational community supports the individual growth of each student. Currently, FALA serves grades 7-12. The student body makeup is 35 percent male and 65 percent female, and the total minority enrollment is 18 percent.

Measures of student success at FALA include:

- The school's ability to create a safe and inclusive school environment
- Teachers' ability to engage students in the classroom
- Hiring and retaining great leaders and teachers
- Preparing all students for success after high school
- Meaningful involvement of parents
- Creating an atmosphere that encourages creativity, expression and capability

FALA's unique curriculum approach is guided by the five distinct Habits of Heart and Mind. These five values emphasize: 1) Common Good, 2) Connection and Collaboration, 3) Investment, 4) Creativity, and 5) Critical Inquiry.

While incorporating the Habits of Heart and Mind, FALA's curriculum emphasizes the visual and performing arts and prepares students to think critically, communicate effectively, analyze issues, and develop leadership abilities. We approach this in four ways:



1. Rigorous academic courses premised on high expectations and sequenced to prepare students for college success.
2. Enrollment in arts classes for all students to support and encourage self-expression, creativity and awareness. CARE (Core Arts Requirement Emphasis) applies to all FALA students and requires a minimum of one course within each artistic discipline— theater, dance, art and music.
3. Civic participation through our service learning program, which connects course curricula with local and global social issues through service experiences in the community. Our emphasis is on organizations that work for social change.

4. The development of leadership skills through our weekly advisory program, which encourages students to mentor, reflect on their experiences, set short- and long-term goals, and create personal portfolios that track academic and artistic growth.

In March 2017, the FALA Governing board and FALA administration asked students, administrative staff, teachers, alumni, and community members for their input in the form of a FALA Values Survey with emphasis on current opportunities and challenges at FALA. Questions included: 1) In what specific area(s) does FALA particularly excel? 2) In what three ways does (or has) FALA benefit(ed) you personally? 3) What three values do you believe represents FALA the most? 4) If you could use one word to describe what FALA means to you, what would it be? 5) What specific need(s) does FALA meet in our Flagstaff community? A thorough analysis was completed by Drs. Laura Umphrey and Sharon Gorman and major themes were identified.

The 2017-2020 Strategic Plan is based on the analysis of the FALA Values Survey and from input by staff, faculty, and administration at an in-service meeting in August 2017. The strategic planning committee also reviewed and built upon prior FALA strategic plans. Throughout this strategic plan, quotes from the survey results are included to show a range of first-hand experiences at FALA.

We at FALA remain committed to our mission of providing our students with the rigorous, high quality comprehensive education that they deserve. Focusing on growth and proficiency is already a cornerstone of what we do here, and we will continue to strive for excellence from our students, teachers, staff, administration and families.



**Larry E. Wallen**  
Executive Director

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**Acceptance and development  
of the whole, authentic student,  
acceptance of students with  
differences.**

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## Establishment of 2017-2020 Strategic Plan Goals

Following a review of the prior strategic plan, school performance in light of the plan, and an environmental assessment through surveys, the FALA school board is proposing the following goals as priorities:



- (1) **ECONOMIC STABILITY:** Strengthen the economic stability of the school.
- (2) **GROWTH:** Expand the school in terms of enrollment and space to create an ideal campus for learning, growth, artistic and academic achievement for students.
- (3) **EMPLOYMENT STABILITY:** Create long term stability for staff and faculty through a variety of measures that creates consistency, brings value to teachers and students, and provides opportunities for professional development.
- (4) **COMMUNITY ENGAGEMENT:** Improve community engagement and perception, inclusive of both the FALA family and Flagstaff community.



- (5) **CURRICULUM:** Enhance curriculum, including extra-curricular activities and other programs, to create a more valuable and enriching experience for students.

For each of these sections, the plan establishes high level goals, objectives and metrics.

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**F**ALA's inclusive model allows for all type of young people to experience challenging issues through a collaborative artistic venue.

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**Mission Statement:** Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences and humanities. Our nurturing educational community supports the individual growth of each student.

**Our Principles & Purpose Fine and Performing Arts:** Learning about artistic forms, history, techniques, art critique, and artists in a variety of artistic disciplines supports self-expression and creativity. The breadth and depth of art courses at FALA guide students to follow their own artistic passions. FALA graduates value and practice art for the rest of their lives and are prepared to pursue advanced studies in artistic disciplines.



**College Preparatory:** Participating in sequences of rigorous and thought-provoking courses cultivates vital skill development. All FALA courses incorporate written, oral, and artistic forms of communication and critical inquiry, along with building increased knowledge and understanding. The liberal arts focused education at FALA supports the success of

our graduates in college and university settings.

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**Open minded faculty and staff who allow the students to grow and find themselves.**

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**Leadership:** Translating understanding into action in one's daily life and in the community is how FALA defines leadership. Community may include friends, family, peers, and local and global groups of people and organizations. The experiences at FALA, including an emphasis on

service learning, build confidence, understanding, empathy and communication, and empower students to be leaders in their lives and the world.

## Habits of Heart & Mind:



The FALA Habits of Heart and Mind are five values that guide our students through their time at FALA and beyond. Students embrace and embody these values not only in the classroom, but through performances, community service, creative projects and personal interactions. Faculty and staff use these values as a foundation for their educational decisions and practices.

### Common Good.

- ★ Building a functional community by evaluating the impact of individual actions on the rest of the group and making decisions accordingly.

### Connection & Collaboration.

- ★ Working with diverse concepts, techniques, objects and people to further meaningful intellectual and artistic understandings.

### Investment.

- ★ Demonstrating a commitment to education and learning by taking responsibility for personal success and making significant contributions to FALA.



### Creativity.

- ★ Pushing the boundaries of accepted understandings and ideas by making innovative interpretations, connections, creations, and productions.

### Critical Inquiry.

- ★ Seeking out, analyzing, and synthesizing different perspectives and allowing those perspectives to change individual understandings, thought processes, and actions.

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**C**reativity and leadership in  
classes

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## FALA Accolades & Accomplishments:

US News & World Report Top 10 School in the State of Arizona (2017-2018).



- ★ FALA was awarded a Gold Medal; the highest honor given by US News & World Report. In addition, FALA was ranked the #10 in High Schools in the State of Arizona.

FALA graduates go on to some of our nation's most prestigious colleges.

- ★ FALA students have been accepted and have attended colleges including Academy of Art University, Arizona State University, Brigham Young University, Colgate University, Dartmouth, Embry Riddle Aeronautical University, Fort Lewis College, Hampshire College, Harvard University, Hobart and William Smith Colleges, Manhattan School of Music, Middlebury College, New York University, Northern Arizona University, Pennsylvania State University, Santa Clara University, Sarah Lawrence, Skidmore College, Smith College, University of Arizona, Williams College, Yale University.

FALA students have raised money for charitable organizations.

- ★ Raised over \$35,000 for hunger fighting organizations with the Empty Bowls Benefit.
- ★ Raised over \$10,000 for Girls Education with our Chairs for Change Event.
- ★ Raised over \$8,000 for homelessness with our Box City Project.
- ★ Made over 400 pieces of Love Luggage for Foster Care Children.
- ★ Have donated over 100,000+ service hours in the community, both locally and globally.
- ★ Have completed over 1,000 hours in humanitarian aid work.



FALA students and faculty have won awards.

- ★ 2013 Viola Award for Outstanding Art Organization and Outstanding Arts Educator, Janeece Henes; 2016 Viola Award for Outstanding Arts Educator, Michael Levin
- ★ FALA has been nominated every year for the Viola Awards in a variety of categories.

FALA promotes and achieves strong academic success.

- ★ Over 1/3 of all eligible students take AP classes; clearly demonstrating academic rigor and evidence that our students are ready for college and the challenges beyond.

## Strategic Goals

### Goal #1: Strengthen the economic stability of the school.

Increase organization fundraising for projects and school programs & activities supported by a long-term financial plan.

- ★ There needs to be a stronger focus on fundraising if FALA is going to thrive. These efforts may include creating a FALA Foundation, establishing a grant-writing team, community fundraising and establishing business and community partnerships.

Improve accountability of payments of fees by parents for activities.

- ★ In the past, FALA has encountered difficulties in collecting student fees. This year FALA will begin implementing Board adopted policy that requires the payment of fees.

Consider options to pay down and/or refinance current loans.

- ★ FALA has some significant financial burden in the form of loans. The finance committee should explore options and opportunities that present themselves to enhance FALA's financial standing.

Develop a plan for potential summer arts programs (e.g., CampFALA)

- ★ Currently there appears to be interest among faculty to start a summer arts program for elementary and middle school children. This could serve to provide additional pay to those faculty running the program and might attract future camp participants to FALA for middle and high school.



Conduct an internal review of teachers' salaries as a way to encourage employment continuation and build teachers' long-term commitment.

- ★ When teachers enjoy their work and are compensated fairly, the students directly benefit. The goal is to provide faculty with opportunities to obtain teacher certifications, professional development opportunities, and help them make quantifiable progress as educators.

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**C**reativity, common good,  
connection and collaboration

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## Goal #2: Expand the school in terms of enrollment and space to create an ideal campus for learning, growth, artistic and academic achievement for students.

Continue to attract and retain diverse students and families who are invested in FALA.

- ★ While enrollment for FALA is strong, some students will leave. To understand why students may transfer to other schools, we will examine the reasons students provide for leaving FALA to better understand how we may retain the current student body.
- ★ We also plan to expand on student recruitment efforts to attract students. These strategies will be available within our new Marketing Plan.



Identify and prioritize the must haves for what is needed in order to expand to 6th grade on existing campus.

- ★ In 2010-11, the Flagstaff Unified School District moved 6th grade to the middle school. In order to provide a smooth transition from elementary to middle school for Flagstaff children, FALA plans to offer 6th grade. This would eliminate the need for students to start 6th grade at another school between elementary and 7th grade.

Identify and prioritize the must-haves for the reasonable expansion or relocation of the current facility to improve current curricular and extracurricular program offerings at FALA.

- ★ FALA is located on 3401 N. Ft. Valley Road overlooking the San Francisco Peaks. FALA is in the process of analyzing the current use of space in order to determine the best course of action for expanding 6th grade and enhancing student learning.

Expand collaborations or partnerships with other Flagstaff community organizations to share spaces for performances and curriculum-related events.

- ★ Currently, FALA has two performance spaces on campus. The first is the dance studio and the second is the theater. These two spaces can accommodate a smaller audience. However, FALA would like to explore the possibility of partnering with other organizations in Flagstaff to potentially share space. Opportunities may include new partnerships with Northern Arizona University. In addition, other opportunities may include enhancing existing partnerships (e.g., MNA, Sinagua and Coconino Center for the Arts).

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**P**ositively transformative

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### **Goal #3: Create long term stability for administration, staff, and faculty through a variety of measures that creates consistency, brings value to teachers and students, and provides opportunities for professional development.**

Develop and implement a teacher appreciation program.

- ★ FALA has amazing, hard-working and dedicated teachers. Working with the Volunteer Corps and Student Council with the support of FALA Administration, ideas for showing that we care about teachers will be explored.



Work to retain administration to provide stability and oversee implementation goals of this strategic plan.

- ★ In the past, FALA has had issues retaining administration. Through support for our administration, we aim to provide a stable FALA administration that instills a sense of assurance and continuity with the FALA community.

Develop and implement a new teacher induction program, a formalized teacher evaluation program, a teacher effectiveness program, and a mentoring program. Expand professional development opportunities.

- ★ By supporting FALA teachers and providing them with teaching resources, professional development opportunities and mentoring support, FALA students will directly gain from this investment in teachers.

Promote stability of FALA's governing board.

- ★ In the past, the FALA governing board has experienced significant turnover. To help reduce this turnover, the Board will continue to participate in professional development and training by the Executive Director. An educated board should lead to greater retention.

Empower FALALAT to function as a leadership panel to steward of the vision and mission of FALA toward long-term stability.

- ★ FALALAT is made up of FALA teachers who are vested as FALA stewards and advocates for the sustainment of FALA and FALA's core values. In the spirit of a shared governance model, FALALAT acts as a sounding board for policy decisions, updates to procedures, and educational programming (curricula, experiential learning, service projects, and so forth), which impact the climate, culture, and short-term and long-term goals of FALA. By empowering FALALAT's functioning as a leadership collective, FALA is vested in teachers' input and the value that teachers' perspectives bring to this school.

## Goal #4: Improve community engagement and perception, inclusive of both the FALA family and Flagstaff community.

Establish consistent internal/external communication both within the FALA family and with outside constituents.

- ★ Best practices for internal communications with FALA families will be explored and implemented.

Develop a marketing and communications plan that is used as a tool for analysis.

- ★ An external marketing/communications plan will be developed in order to better understand how to present FALA to the public.

Cultivate and expand relationships with multiple arts/music/science organizations that can help promote the school and create opportunities for students outside the campus.

- ★ Through presentations at elementary schools, building collaborations with peer institutions and reaching out to community organizations, FALA will become more integrated within the Flagstaff community.

Seek external recognition of our school, students, faculty, and staff.

- ★ FALA reaches far in cultivating exceptional opportunities for students to shine. Recognition of these accomplishments should be communicated with the public beyond FALA. A clear dissemination of accomplishments should be regularly and consistently shared with the public.

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**F**ALA provides our community with social service, excellent cultural events, as well as the opportunity for children who want an arts-rich and academically rigorous school experience.

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## **Goal #5: Enhance curriculum, including extra-curricular activities and other programs, to create a more valuable and enriching experience for students.**

Develop and implement an evidence-driven instructional model to build transparency of process and to support programming and curriculum.

- ★ Training and supporting faculty in the use of instructional “best practices” will cultivate a successful learning environment. Instructional practices include curriculum design, identifiable benchmarks within the curriculum, lesson planning, re-teaching and mentorship offerings, alignment with state standards, and demonstration of student proficiency.

Enhance and grow FALA’s special education program.

- ★ To help **all** students succeed and thrive at FALA, FALA will design a least restrictive environment (LRE) approach within its Special Education Program. This approach gives students with disabilities the opportunity to be educated within the regular classroom, to the greatest extent possible and as appropriate for the success of each student.

Create an ongoing process to identify current levels of student achievement.

- ★ FALA offers a unique environment that goes beyond proficiency on state tests. However, to ensure proficiency, FALA will analyze trends in scores (PSAT, SAT, ACT, state test scores), identify gaps in the curriculum and create a plan to address them, and provide periodic evidence of progress in state examination pass rates, which impacts school grades.

In support of Citizenship and cultivating the Habits of Heart and Mind, evaluate and develop experiential learning programs, which include service-learning, internships, expeditionary learning field trips, etc.

- ★ A cornerstone of FALA is the experiential opportunities offered to students. FALA will continue to research and grow different programs for implementation consideration.

Enhance college and career readiness programs at FALA.

- ★ FALA will strive to prepare students for college and career choices after high school. To do this, dual enrollment and advanced placement opportunities will be further developed.
- ★ To prepare FALA students life after school, FALA will further develop and explore additional opportunities Career and Technical Education class options (as electives) in alignment with programs such as Coconino Associations for Vocations, Industry and Technology (CAVIAT).

Analyze the credit requirements and the impact it has on graduate requirements.

- ★ FALA currently requires students to take more credits to graduate compared to other high schools. Administration will analyze the impact of this discrepancy on transfer students and will explore ways to make transferring to FALA a more user-friendly and doable process.

## Priorities by Year

|   | 2017-2018  | 2018-2019   | 2019-2020   |
|---|--|---|---|
| <b>Goal #1:<br/>Economic<br/>Stability</b>                | <ul style="list-style-type: none"> <li>Explore loan options to pay down or pay off high interest loans</li> <li>Implement accountability of student fees</li> <li>Explore fundraising options</li> <li>Implement Summer Arts program</li> </ul>  | <ul style="list-style-type: none"> <li>Develop fundraising campaign</li> <li>Implement parts of fundraising campaign</li> <li>Conduct an internal review of teachers' salaries</li> </ul>   | <ul style="list-style-type: none"> <li>Command resources to possibly form a FALA Foundation</li> </ul>  |
| <b>Goal #2:<br/>School<br/>Expansion</b>                  | <ul style="list-style-type: none"> <li>Build plan to add 6th grade within existing campus</li> <li>Attract and retain diverse students</li> <li>Expand opportunities for community spaces for performances and curriculum-related events</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to develop and cultivate collaborations and partnerships</li> <li>Implement 6th grade</li> <li>Continue to attract and retain diverse students</li> </ul>   | <ul style="list-style-type: none"> <li>Explore community opportunities for built performance space</li> <li>Explore a possible new campus location</li> <li>Evaluate 6th grade addition</li> </ul>                      |
| <b>Goal #3:<br/>Faculty &amp;<br/>Staff<br/>Retention</b> | <ul style="list-style-type: none"> <li>Support and empower FALALAT to advise and contribute to FALA's programmatic and policy directions</li> <li>Enhance and support effectiveness via professional development and mentoring program.</li> <li>Promote stability of FALA's governing board</li> <li>Promote stability of administration and faculty</li> </ul> | <ul style="list-style-type: none"> <li>Continue to recruit and retain high quality teachers and paraprofessionals</li> <li>Continue to support and empower FALALAT to advise and contribute to FALA's programmatic and policy directions.</li> <li>Enhance and expand teacher appreciation program</li> </ul> | <ul style="list-style-type: none"> <li>Assess teacher appreciation program</li> <li>Assess teacher evaluation, effectiveness, professional development and mentoring program</li> </ul>                                 |
| <b>Goal #4:<br/>Community<br/>Engagement</b>              | <ul style="list-style-type: none"> <li>Strengthen internal communication</li> <li>Develop a marketing and communications plan</li> </ul>   | <ul style="list-style-type: none"> <li>Implement marketing and communications plan</li> <li>Cultivate external relationships</li> <li>Seek external recognition</li> </ul>  | <ul style="list-style-type: none"> <li>Continue to seek external recognition of our school</li> <li>Evaluate community engagement efforts</li> </ul>  |
| <b>Goal #5:<br/>Enhance<br/>Curriculum</b>                | <ul style="list-style-type: none"> <li>Develop and implement an evidence-driven instructional and teacher evaluation model that also reinforces and reflects FALA's habits of heart and mind.</li> </ul>   | <ul style="list-style-type: none"> <li>Enhance and grow FALA's special education program</li> <li>Enhance process to identify student achievement</li> <li>Analyze credit requirements for transfer students</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluate experiential learning programs (service-learning, internships, etc.)</li> <li>Further develop college readiness and Career &amp; Technical Education classes</li> </ul> |

Image Credits: <http://flagarts.com/>

## **Application for Appeal of A-F Letter Grade**

Please email this completed form as an attachment and attach any supporting evidence to [inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov) with "A-F Appeal" in the subject line by 5:00pm on the last Friday of the embargo period.

Date: \_\_\_\_\_

Name of Person Submitting This Form: \_\_\_\_\_

Job Title: \_\_\_\_\_

Contact Email (Must Be Associated with School/Entity ID):  
\_\_\_\_\_

Work Phone: \_\_\_\_\_

Alternate Phone: \_\_\_\_\_

Name of School: \_\_\_\_\_

School Entity ID (Not CTDS): \_\_\_\_\_

LEA Name: \_\_\_\_\_

2014 -2015 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

2015-2016 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

2016-2017 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

Type of Appeal – Please Choose One:

- NON EXPEDITED REVIEW       EXPEDITED REVIEW

(Non-expedited review involves paper documents, and in-person presentation.  
Expedited review involves paper documents only)

Final Letter Grade Request – Please Identify: \_\_\_\_\_

Check the following mitigating factors as appropriate, which may be discussed more fully below:

- Environmental Issues or Events  
 Adverse Testing Conditions  
 School or Community Emergency  
 School Tragedy  
 Other: \_\_\_\_\_

Were the items above, which may be discussed more fully below?

- Unrelated to school/student performance  
 Outside the school's control  
 Timing reasonably related to student performance  
 Substantial cause of overall school performance

Did the school take reasonable steps to minimize the situation's impact on assessment outcomes? Discuss more fully below.

- Yes  
 No  
 The opportunity did not exist for the school/LEA to minimize impact on students.

Please explain reasoning for appeal using NO personally identifiable student information (SAIS ID numbers only may be used). Please include longitudinal data related to school performance and longitudinal data related to student performance, documentation relevant to school improvement plan and/or any other official documentation in support of appeal if applicable and relevant.

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October 6, 2017

Appeals Committee  
Arizona State Board of Education  
1700 W. Washington Street  
Executive Tower, Suite 300  
Phoenix, Az 85007

Dear Committee,

Please consider this appeal of the final letter grades based on the following mitigating factors. The following is a summary of the mitigating factors regarding FALA letter grades:

1. FALA received notice of the A-F letter grades. FALA grades 9-12 received a letter grade of C.
2. Upon preliminary review of the A-F letter grade website, we discovered that 10th grade ELA results were not included in the accountability calculations.
3. Attached is a file "2017-10-14 \_ DATA \_ FALA - 10th grade ELA Scores" (ADE Static). This file shows the 10th grade ELA scores. Note that the SASID number is used. There are ELA scores attached to the SASID.
4. Attached is a file "2017-10-14 \_ DATA \_ FALA - 10th grade ELA scores.xls." This file shows the test scores for ELA. The SASID number is not used, instead there is a ID number from our SIS system.
5. Based on this discovery, we checked the AZMerit Corrections portal in ADEConnect. Note the file attached, "Screen Shot 2017-10-05 at 12:00:27 PM." The AZMerit Corrections portal did not identify the mismatch between the ID numbers and the student names. This would alert FALA to the mismatch. Did not happen.
6. I contacted ADE for assistance. The attached file "2017-10-04 \_ Email ADE Response" is the response I received. ADE confirmed the 10th grade ELA scores were left out of the A-F Grade. The scores are in AzMerit but not in the ADEConnect nor the Static File. ADE also confirmed that the Math scores were missing. ADE noted that the scores existed in TIDE/ORS but were not attached to the correct SAISID. The Math scores exist. ADE pointed back to FALA with "could have" corrections. FALA did not know there was a mismatch. Further, ADE confirmed in the email that "we could have made corrections on our side if it came to that."
7. Please note this screen shot of the AZMerit Corrections instructions. "Screen Shot 2017-10-05 @ 7:28:15 pm. The AZMerit Corrections instructions read in part, "The

AZMERIT test records listed below have not been imported due to errors in matching test record student data to state student data system.” The AZMERIT Corrections failed to identify the mismatch between the test record ID and the state data system ID. No alert was issued on the mismatch.

Based on this discovery, we are submitting this appeal of the Final Letter grade for 9-12. We relied on the AzMerit Corrections portal to alert FALA to data issues as described in the AzMerit Corrections portal. We could not make the required corrections because the portal did not alert us to the mismatch between ID numbers and names.

Based on this information, we believe the appeal should be granted. The documentation demonstrates that the mismatch is outside of our control. The mismatch resulted in the 10th grade ELA and Math scores being excluded from the A-F calculations. There was no opportunity nor expertise at FALA to make the necessary corrections. As noted in the ADE email, they have the expertise to make the corrections.

Thank you for consideration of the appeal. The event's are outside of our control.

Respectfully,

//Larry E. Wallen//

Larry E. Wallen,  
Executive Director

**Fiscal Year**

**District**

**School**

Showing 0 to 0 of 0 entries

Show  entries

[First](#) [Previous](#) [Next](#) [Last](#)

| District ID | District Name | School ID | School Name | Season | Grade | Last Name | First Name | SAISID | Birth Date | Proficiency | Total Scale Score |
|-------------|---------------|-----------|-------------|--------|-------|-----------|------------|--------|------------|-------------|-------------------|
|-------------|---------------|-----------|-------------|--------|-------|-----------|------------|--------|------------|-------------|-------------------|

There are no student records to correct at this time.

Showing 0 to 0 of 0 entries

Show  entries

[First](#) [Previous](#) [Next](#) [Last](#)



Wallen, Larry &lt;lwallen@flagarts.com&gt;

---

## ELA Grade 10 Question

5 messages

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Drake, Caitlin <Caitlin.Drake@azed.gov>  
To: "lwallen@flagarts.com" <lwallen@flagarts.com>

Wed, Oct 4, 2017 at 2:37 PM

Good Afternoon,

I wanted to send you an email so you have a copy of what we verified in our research of your inquiry but I'd be happy to talk to you over the phone as well.

You stated that 10th Grade ELA scores were left out of their A-F Grade and we confirmed we see the same thing in the letter grade summary. We did see scores in AzMERIT Portal but not in the ADEConnect nor the Static File. While the students show up, they do not have scores associated with their SAISID.

We pulled the 2017 Static File and could see there were no scores for 10th graders in **ELA nor Math** (the ELA 10 is more apparent when you view your letter grade because it is completely blank). We then pulled the Student Test Data on our end and saw there were no test records for ELA Grade 10 but there are scores for English Language Arts for 10th graders. There are also no test records for mathematics grade 10. Working with our Assessments folks, we were able to see that scores existed in TIDE/ORS but not attached to the correct SAISID. This is the most important piece because you would still see scores for your students but they were never matched up correctly in order for them to show in the static file or for accountability purposes. When someone at your school uploaded (with AIR) your 10th graders, they did not attach a SAISID; they attached some other type of ID. This impacted, in the A-F System, both ELA and Mathematics for every 10th grader that has the incorrect SAISID in TIDE/ORS.

This is part of the process of data verification over the summer using the static file. Someone at your school should have checked the Static File prior to July 14<sup>th</sup> and they would have found this error. Let me know if you have any questions.

Thank You,

**Caitlin Drake**

**Program Project Specialist II**

**Accountability & Research**

**Arizona Department of Education**

**Phone: 602-542-5151**

**Your feedback is important to us. Please use this [link](#) to tell us how we're doing!**

**Wallen, Larry** <lwallen@flagarts.com>  
To: Andrew Wallen <lwallen@graymatter-llc.com>

Thu, Oct 5, 2017 at 7:02 AM

Here is the response.

-  
Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

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[Quoted text hidden]

**Wallen, Larry** <lwallen@flagarts.com>  
To: "Drake, Caitlin" <Caitlin.Drake@azed.gov>

Thu, Oct 5, 2017 at 12:04 PM

The attached screen shot shows that the error did not appear in the AZMerit corrections. I do recall correcting two names. There is a glitch in the system. How am I to correct the data when the error did not show during the data verification process?

Fiscal Year: 2017  
 District: - All Districts -  
 School: - All Schools -

Show 10 entries

| District ID   | District Name | School ID | School Name | Season | Grade | Last Name | First Name | SAISID | Birth Date | Proficiency | Total Scale Score |
|---|---------------|-----------|-------------|--------|-------|-----------|------------|--------|------------|-------------|-------------------|
| There are no student records to correct at this time. |               |           |             |        |       |           |            |        |            |             |                   |

Show 10 entries

-  
Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

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[Quoted text hidden]

**Drake, Caitlin** <Caitlin.Drake@azed.gov>  
To: "Wallen, Larry" <lwallen@flagarts.com>

Thu, Oct 5, 2017 at 12:18 PM

Good Afternoon,

Even if the students didn't show up in your corrections application, the static file would have reflected that your tenth graders were not showing up. That's the window you could have put in an inquiry and made any corrections if need be (or we could have made corrections on our side if it came to that). The corrections application is only one piece of the data verification process.

Have a Great Day,

**Caitlin Drake**

**Program Project Specialist II**

**Accountability & Research**

**Arizona Department of Education**

**Phone: 602-542-5151**

**Your feedback is important to us. Please use this [link](#) to tell us how we're doing!**

**From:** Wallen, Larry [mailto:[lwallen@flagarts.com](mailto:lwallen@flagarts.com)]

**Sent:** Thursday, October 05, 2017 12:05 PM

**To:** Drake, Caitlin <[Caitlin.Drake@azed.gov](mailto:Caitlin.Drake@azed.gov)>

**Subject:** Re: ELA Grade 10 Question

[Quoted text hidden]

\*\*\*\* This email came from an Educator at Flagstaff Arts and Leadership Academy\*\*\*\*

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---

**Wallen, Larry** <[lwallen@flagarts.com](mailto:lwallen@flagarts.com)>  
To: Andrew Wallen <[lawallen@graymatter-llc.com](mailto:lawallen@graymatter-llc.com)>

Thu, Oct 5, 2017 at 12:34 PM

The response.

-

Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

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----- Forwarded message -----

From: **Drake, Caitlin** <Caitlin.Drake@azed.gov>

[Quoted text hidden]

## AzMERIT Corrections

The AzMERIT test records listed below have not been imported due to errors in matching test record student data to state student data system. The student's SAIS ID, first name, last name, and date of birth on the AzMERIT test record must exactly match the student's demographics in the state data system. The students listed below have a mismatch in one or more of these fields. Please compare the information shown below to the information in the state student data system to determine the source of the mismatch. If the state student data system need to be updated, make the correction through a district data upload to the state student data system. If the mismatch is on the student information as reported on the AzMERIT test, follow the instruction below for making corrections

- Select Fiscal Year
- Select a school name from the School dropdown filter, if filtering by school is desired.





## Arizona State Board of Education

1700 W. Washington Street  
Executive Tower, Suite 300  
Phoenix, Arizona 85007  
(602) 542-5057  
FAX (602) 542-3046  
<https://azsbe.az.gov/>  
[inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov)

February 23, 2018

Flagstaff Arts and Leadership Academy

Executive Director Wallen,

Per your data and coding validation submission for Flagstaff Arts and Leadership Academy, please see the findings listed below:

Assessment records were resolved. They will be included in the next release of letter grades.

Please contact [Achieve@azed.gov](mailto:Achieve@azed.gov) if additional information or action is needed regarding individual students.

Please contact our office if you have questions regarding this letter.

Respectfully,

A handwritten signature in blue ink, appearing to read "Alicia Williams".

Alicia Williams  
Executive Director  
Arizona State Board of Education

---

*Board Members:* **President: Luke Narducci**    **Vice President: Dr. Daniel Corr**  
**Superintendent of Public Instruction: Diane Douglas**  
**Calvin Baker**                      **Christine Burton**                      **Dr. Rita H. Cheng**  
**Janice Mak**    **Jared Taylor**                      **Jill Broussard**  
**Michele Kaye**    **Patricia Welborn**  
*Executive Director: Alicia Williams*

**APPENDIX A**

**AMENDMENT REQUEST AND SUPPORT**

**MATERIALS**

1. GRADE LEVEL CHANGE and ENROLLMENT CAP  
AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS

# Grade Level Change to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**

Flagstaff Arts and Leadership Academy, Inc.

**CTDS:**

03-87-50-000

**Mailing Address:**

3401 North Fort Valley Road  
Flagstaff, AZ 86001

> [View detailed info](#)

### Representative

**Name:**

Larry Wallen

**Phone Number:**

## Downloads

 [Download all files](#)

## Current Grade Levels

### Current Grade Levels Served

- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th 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

6th Grade  
7th Grade  
8th Grade  
9th Grade  
10th Grade  
11th Grade  
12th Grade

### Curriculum Samples

-  [Download File](#) — Writing Curriculum Sample Revised.
-  [Download File](#) — Math Curriculum Sample Revised
-  [Download File](#) — English/Language Arts Curriculum Sample Revised

Effective Date  
08/01/2018

## Attachments

### Board Minutes

 [Download File](#) — 2017-10-18 \_ FALA Board of Directors Minutes

Narrative —  [Download File](#)

### Additional Information

 [Download File](#) — Enrollment Matrix


 [Download File](#) — Staffing Chart

## Enrollment Cap

Is an Enrollment Cap Increase being added to this request?  
Yes, an Enrollment Cap Increase is also being requested.

From:  
340

To:  
350

Occupancy Documentation —  [Download File](#)

## Feedback

Feedback

## Signature

Charter Representative Signature  
Larry Wallen 01/21/2018



# FALA FLAGSTAFF ARTS & LEADERSHIP ACADEMY

## ❑ Describe the rationale for this request

Beginning in 1996-97, FALA started as a high school in partnership with the Museum of Northern Arizona (MNA). This partnership with the MNA after 13 years was dissolved in 2009-10 and at that time we needed to find a new space for our campus. In order to obtain a bond to secure a new campus we needed more students. Therefore, consistent with the Flagstaff Unified School District of having 7 and 8th grade in middle school, our Dean of Academy proposed adding 7th & 8th grade for our expansion. Initially, this was a success story for FALA. However, in 2010-11 the Flagstaff Unified School District (FUSD) consolidated their schools and created a new middle school model to include 6th-7th-8th grades. Gradually that revised FUSD middle school model within the district began to negatively affect our enrollment. With this new configuration, Flagstaff students would have to attend 5th grade in elementary school, a new middle school for 6th grade and then would need to transfer to FALA in 7th grade. This would result in a student enrolling in 3 different schools for 3 consecutive years. To remedy this problem, adding a 6th grade to FALA would fill a huge need within our community and would be a true asset to our growth and enrollment. The goal is to add 6th grade and increase our enrollment capacity to 350.

## ❑ Staffing Plan

We may add .5 clerical staff to serve the 6th grade. No additional staff needed at this time.

Teachers - current staffing is 23 FTE's. Staff to student ratio (350) is 1:15.217. No additional staff given a cap of 350 students.

Teachers - special education is 3 FTE's; 2 FTE teachers and 1 FTE SPED Director listed in the staffing chart. Staff to SPED student(43) ratio is 1:14.33. No additional staff given current enrollment of 43 identified SPED students. Two (2) paraprofessionals assisting SPED students.

Counselor - current staffing is 2 FTE's. Staff to student ratio (350) is 1:175. No additional staff needed.

Administrators - current staffing 2 FTE's. Administrator to student ratio (350) is 1:175. No additional staff needed.

Support Staff - current staffing 2 FTE's. One Business Manager, one administrative assistant ratio (350) students is 1:175. We are considering a .5 clerical position or upgrading the student information system for efficiency using an electronic data system.

❑ Enrollment target - 350 students

Currently, the enrollment cap for FALA is 340 students in grades 7 - 12. Using six grades this is equal to 56 students per grade. The difference created capacity to float among the grade levels. FALA has maintained an enrollment of 50 students per grade level. The enrollment targets are as follows:

| Grade | Cap | Comment   |
|-------|-----|---|
| 6     | 50  | Requested increase in grade level. <sup>1</sup> |
| 7     | 50  | Under enrollment FY2017 by 29 students.         |
| 8     | 50  | Currently 50 students.                          |
| 9     | 50  | Currently 52 students.                          |
| 10    | 50  | Currently 50 students.                          |
| 11    | 50  | Currently 44 students.                          |
| 12    | 50  | Currently 62 students.                          |
| Total | 350 | Increase enrollment cap by 10 students.         |

FALA is repositioning itself as the alternative to traditional public schooling by promoting a learning environment that focuses on providing transformative and experiential experiences for students. The 2010-2011 middle school model created by Flagstaff Unified has negatively impacted the enrollment possibilities more than anticipated. A student must enroll in 6th grade in a public or charter school making the change to FALA more daunting. With students enrolling in 6th grade, a natural transition point in the local educational market, FALA will recapture lost enrollment. Students will no longer be forced to transfer from 6th grade to FALA in 7th grade.

---

<sup>1</sup> Currently we have an interest list of 50+ 6th grade students.



Recruitment Plan  
 2018-2019

| Date                         | Action  | Person                   | Notes  |
|------------------------------|---|--------------------------|--|
| <u>Oct 20 - Nov 30, 2017</u> | <u>Revise FALA Website - application packets, enrollment packets.</u> | <u>Dean</u>              | <u>Update to 18-19.</u>  |
| <u>Oct 20 - Nov 21, 2017</u> | <u>Recruitment materials</u>  | <u>ED Henes Students</u> | <u>Develop materials for recruiting new students.</u>  |
| <u>Nov 29, 2017</u>          | <u>Announcement of 6th Grade Recruitment</u>                          | <u>Pierce, H</u>         | <u>Press Release - adding 6th grade.</u>   |
| <u>December 9, 2017</u>      | <u>Winter Festival and Art Market</u>                                 | <u>Volunteers</u>        | <u>FALA Info Table staffed by teachers parents and students</u>  |
| <u>December 14,15, 2017</u>  | <u>Winter Escapades</u>   | <u>Volunteers</u>        | <u>FALA Info Table staffed by teachers parents and students</u>  |
| <u>December-March</u>        | <u>KNAU - Message</u>   | <u>Dean</u>              | <u>Current Message - Funding for KNAU comes from the Flagstaff Arts and Leadership Academy, a public charter school for the arts, sciences and humanities. Now enrolling students for seventh grade for spring semester in January, and all grades for the 2018-2019 school year. Flag Arts dot com. 5 spots per week<br/> <u>AM Drive</u><br/> <u>PM Drive</u><br/> <u>1 premium Program spot</u><br/> <u>2 Weekend Spots</u></u> |
| <u>January 8-7</u>           | <u>Prepare Info Session Agenda - Send reminders to Potential</u>      | <u>Dean</u>              | <u>Invite teachers and student presenters. Counselor and PowerPoint updated</u>  |

|   |  |                  |   |
|---|--|------------------|---|
|   | <u>Enrollees - Update Website</u>  |                  | <u>and ready for presentation.</u>  |
| <u>January 21st</u>                                 | <u>Radio Sunnyside Interview w/Dean Crawley about School Choice and FALA</u> | <u>Dean</u>      | <u>9AM</u>  |
| <u>Jan 21-27, 2018</u>                              | <u>National School Choice Week Launch Recruitment Drive</u>                  | <u>Dean FALA</u> | <u>Launching enrollment drive for 18-19 school year.</u>  |
| <u>Arizona Daily Sun Calendar for Info Sessions</u> | <u>Marketing</u>   | <u>Dean</u>      | <u>Calendar</u>   |
|   |  |                  |   |
| <u>Jan 30, 2018</u>                                 | <u>Information Session</u>   | <u>FALA</u>      | <u>Create one for MS and one for HS Caleb Eckert (13) <a href="https://www.youtube.com/watch?v=yik3ikvvBsg">https://www.youtube.com/watch?v=yik3ikvvBsg</a></u> |
| <u>Feb 1, 2018</u>                                  | <u>Information Session</u>   | <u>FALA</u>      | <u><a href="https://www.youtube.com/watch?v=79UUIOE00-c">https://www.youtube.com/watch?v=79UUIOE00-c</a> Exceptional Students Graduate from FALA (2014)</u>     |
| <u>Feb 7, 2018</u>                                  | <u>Information Session</u>   | <u>FALA</u>      | <u>Janeece can present at this one.</u>   |
| <u>Feb 1 - Mar 9, 2018</u>                          | <u>Open Application</u>  | <u>Parents</u>   |   |
| <u>Mar 14, 2018</u>                                 | <u>Lottery</u>   | <u>Parents</u>   |   |
| <u>Mar 15, 2018</u>                                 | <u>Waiting List</u>  | <u>Dean</u>      | <u>Established for those not chosen in the lottery</u>  |
| <u>April 2, 2018</u>                                | <u>Continuing students letter of intent</u>                                  | <u>Dean</u>      | <u>Paid fees for current year</u>   |
| <u>Mar 26 - Apr 23, 2018</u>                        | <u>Enrollment Window</u>   | <u>Parents</u>   | <u>Parents contribute \$200 supply fee to secure seat</u>   |
| <u>May 7 - 11, 2018</u>                             | <u>Orientation New Students</u>  | <u>Dean</u>      |   |
|   |  |                  |   |

Over the past five years, FALA has gained strong recognition in the local educational market as a school focused on a transformative educational experience. With a mission of “providing a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences, and humanities” FALA has maintained consistent enrollment and successes such as receiving a “gold medal and top ten status in U.S. News and World Report’s 2017 U.S. News best high schools ranking.



☐ Resources needed for implementation:

FALA will adjust the alignment for 7th and 8th grade to enroll the 6th grade. FALA has offered a course entitled Liberal Studies to balance the curricular offerings in the elective area. FALA will drop the Liberal Studies program at 7th and 8th grade to meet the core academics of 6th grade. 6th Grade will continue with a Liberal Studies class as the gateway to the FALA culture. 7th and 8th grade will increase their program in the arts by one additional course. A 6th grade schedule will be built around a core program of English/Language Arts, Math, Science, Social Studies, and Liberal Studies. Students will have three choices in the arts to begin their transformative experience at FALA.

Sample Schedule

Core

Arts (Sample)

|                           |                            |
|---------------------------|----------------------------|
| English/Language Arts (6) | Introduction to Theatre    |
| Math                      | Choir                      |
| Science                   | Basic Art                  |
| Social Studies            | Language (French, Spanish) |
| Liberal Studies           |                            |

Core academic classes will be aligned to the Arizona Common Core Standards. Classes will require 6th grade textbooks as follows:

|   |          |
|---|----------|
| English/Language Arts (6) - 50 students - 50 textbooks @ \$50 = | \$2,500  |
| Math (6) - 50 students - 50 textbooks @ \$50 =                  | \$2,500  |
| Science (6) - 50 students - 50 textbooks @ \$50 =               | \$2,500  |
| Social Studies (6) - 50 textbooks @ \$50 =                      | \$2,500  |
| Curriculum Mapping by 6th grade teachers (4) @ \$1,500          | \$6,000  |
| <hr/>   |          |
| Sub - Total   | \$10,000 |
| Instructional Aides (6) - 50 students @ \$25.00                 | \$1,250  |
| Classroom supplies 50 students @ \$25                           | \$1,250  |
| Chromebook carts (6) - 30 Chromebooks @ \$250 x 2               | \$15,000 |
| Total   | \$33,500 |

This is the first year students will have different teachers for each core subject as they transition from elementary. Students will be expected to apply previously learned skills to more complex and independent learning in deeper and more rigorous ways. With collaboration and group work an important part of the curriculum, students are required to produce more extensive independent work, specifically in writing, as they will write formal essays for both Social Studies and English class. This calls for greater independence and organizational skills.

Assessments - No additional costs for assessment. FALA provides AzMERIT assessments to 6th grade in English/Language Arts and Math. These assessments are used to evaluate the FALA students, instructional program and provide targeted interventions for students. Additionally, each student will have a portfolio documenting student growth. AzMERIT assessments, teacher designed assessments and student self-assessments with an evaluation rubric are included to easily assess the growth of students over the year. The portfolio will contain a key piece of work from each quarter. The purpose of the work samples is to show change over time, demonstrate skill development, identify strengths and weaknesses, assist students to develop self-evaluation and goal-setting skills and develop metacognitive skills. The portfolio becomes a living record of work, accomplishments and challenges throughout the student's education at FALA that can be shared with teachers, parents, families, and community.

❑ Criteria for promotion

Middle School Academic Requirements for Promotion into 9th Grade

| Content Area   | Minimum Credits |
|--|-----------------|
| English  | 3 credits       |
| Social Studies   | 3 credits       |
| Math   | 3 credits       |
| Science  | 3 credits       |
| Elective (Language, Art, Dance, Theatre, Music, Other) | 16 credits      |
| Total Minimum  | 22 credits      |

Middle school students must be enrolled in 4 courses each day (for a total of 8 courses each semester). Students must earn a “C” or better in each required academic class (Math, English, Science, Social Studies and Liberal Studies) to advance to the next level. Students must earn at least a “D” or better in at least 2 electives each year. Students attending FALA for high school may take advanced elective classes if they earn a “B” or better in the middle school elective (in the same area) and have the recommendation of the current/previous elective teacher.

At any time throughout the school year, any student that receives a failing grade in one of their core academic required courses may be subjected to Academic Intervention.



# 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: <b>Flagstaff Arts and Leadership Academy</b> |                    |               |               |               |
|---|--------------------|---------------|---------------|---------------|
| Grade Level   | Number of Students |               |               |               |
|   | Current—FY18__     | Target—FY19__ | Target—FY_20_ | Target—FY21__ |
| Kindergarten  |                    |               |               |               |
| 1 <sup>st</sup>   |                    |               |               |               |
| 2 <sup>nd</sup>   |                    |               |               |               |
| 3 <sup>rd</sup>   |                    |               |               |               |
| 4 <sup>th</sup>   |                    |               |               |               |
| 5 <sup>th</sup>   |                    |               |               |               |
| 6 <sup>th</sup>   |                    | 50            | 50            | 50            |
| 7 <sup>th</sup>   | 31                 | 50            | 50            | 50            |
| 8 <sup>th</sup>   | 50                 | 50            | 50            | 50            |
| 9 <sup>th</sup>   | 52                 | 50            | 50            | 50            |
| 10 <sup>th</sup>  | 50                 | 50            | 50            | 50            |
| 11 <sup>th</sup>  | 44                 | 50            | 50            | 50            |
| 12 <sup>th</sup>  | 62                 | 44            | 50            | 50            |
| <b>Total Enrollment</b>                                   | 289                | 344           | 350           | 350           |

\*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.

| <b>School Name: Flagstaff Arts and Leadership Academy</b> |                                |                    |                    |                     |
|---|--------------------------------|--------------------|--------------------|---------------------|
| <b>Position</b>   | <b>Number of Staff Members</b> |                    |                    |                     |
|   | Current - FY18                 | Anticipated - FY19 | Anticipated - FY20 | Anticipated - FY 21 |
| Administration  | 4                              | 4                  | 4                  | 4                   |
| Teachers/Instructional Staff                              |                                |                    |                    |                     |
| Kindergarten  |                                |                    |                    |                     |
| 1 <sup>st</sup>   |                                |                    |                    |                     |
| 2 <sup>nd</sup>   |                                |                    |                    |                     |
| 3 <sup>rd</sup>   |                                |                    |                    |                     |
| 4 <sup>th</sup>   |                                |                    |                    |                     |
| 5 <sup>th</sup>   |                                |                    |                    |                     |
| 6 <sup>th</sup>   |                                | 1                  | 1                  | 1                   |
| 7 <sup>th</sup>   | 2                              | 1                  | 1                  | 1                   |
| 8 <sup>th</sup>   | 2                              | 2                  | 2                  | 2                   |
| 9 <sup>th</sup>   | 2                              | 2                  | 2                  | 2                   |
| 10 <sup>th</sup>  | 2                              | 2                  | 2                  | 2                   |
| 11 <sup>th</sup>  | 2                              | 2                  | 2                  | 2                   |
| 12 <sup>th</sup>  | 2                              | 2                  | 2                  | 2                   |
| Specialty Staff (Music, Art, PE, etc.)                    | 11                             | 11                 | 11                 | 11                  |
| Special Education   | 2                              | 2                  | 2                  | 2                   |
| Paraprofessional  | 2                              | 2                  | 2                  | 2                   |
| Additional Staff  |                                |                    |                    |                     |
| List title:<br>Office/Clerical                            | 1                              | 1.5                | 1.5                | 1.5                 |
| List title:<br>Business Manager                           | 1                              | 1                  | 1                  | 1                   |
| List title:<br>Counselor's                                | 2                              | 2                  | 2                  | 2                   |
| List title:   |                                |                    |                    |                     |
| <b>Total Number of Staff Members</b>                      | <b>35</b>                      | <b>35.5</b>        | <b>35.5</b>        | <b>35.5</b>         |

\*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: <b>Flagstaff Arts and Leadership Academy</b> |                    |                    |                    |                    |
|---|--------------------|--------------------|--------------------|--------------------|
| Title   | Leadership Team    |                    |                    |                    |
|   | Current—FY_18_     | Anticipated—FY19   | Anticipated—FY20   | Anticipated—FY21   |
| Executive Director  | Larry Wallen       | Larry Wallen       | Larry Wallen       | New Hire           |
| Dean of Academy   | Deidre Crawley     | Deidre Crawley     | Deidre Crawley     | Deidre Crawley     |
| SPED Director   | Stephanie Birdwell | Stephanie Birdwell | Stephanie Birdwell | Stephanie Birdwell |
| Business Manager  | Tanya Buckley      | Tanya Buckley      | Tanya Buckley      | Tanya Buckley      |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |
|   |                    |                    |                    |                    |

APPENDIX B  
REQUIRED  
DOCUMENTATION

**NOTICE AND DRAFT MINUTES OF THE**  
**THE BOARD OF DIRECTORS**  
**OF FLAGSTAFF ARTS & LEADERSHIP ACADEMY, INC.**

Pursuant to A.R.S. 38-431.02, notice is hereby given to the members of the Board of Directors of Flagstaff Arts & Leadership Academy, Inc. and to the general public that the board will hold a meeting open to the public on **Wednesday, October 18, 2017 at 5:00 pm. at 3401 N. Ft Valley Road, Flagstaff, Az 86001, Room #4.** The Board of Directors may consider any item on this agenda in any order and at any time during the meeting. Pursuant to A.R.S. § 38-431.4, members of the Board of Directors may participate either in person or by telephone, video or internet conferencing speakerphone or other technological devices.

The Board may vote to hold an executive session for the purpose of obtaining legal advice from the Board's attorney on any matter listed on the agenda pursuant to A.R.S. § 38-431.03(A)(3).

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Ms. Deidre Crawley, Dean of the Academy at 928-779-7223. Requests should be made as early as possible to arrange the accommodation.

Materials for the Board of Directors Meeting are available on our website in the NEWS section. Materials are also available for public inspection at Flagstaff Arts & Leadership Academy, Inc., 3401 N. Ft. Valley Road, Flagstaff, AZ.

**Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences, and humanities. The individual growth of each student is supported and animated through our nurturing educational community.**

**I. Call To Order - meeting called to order at 5:07pm**

**II. Roll Call**

- A. Dr. Laura Umphrey, President - present
- B. Judy Jordan, Vice President - absent
- C. Heather Pierce, Secretary - present
- D. Eli Cohen, Treasurer - present
- E. Dr. Sharon Gorman - present

**III. Approval of Agenda - Heather moves to approve, Sharon seconds, all approve, no abstentions, motion carries.**

**IV. 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."

No public comment

V. **Summary of Current Events** - Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action.

A. Directors -

Heather ran a press release workshop in September for FALA students and it went well. The workshop was attended by 7 or 8 students. Students learned the process of writing a press release, the best distribution methods, and thinking creatively about how to find other people to get them in front of. She updated us on her new connections at the Americans for the Arts via her VP Marketing at Aetna who is on their board. The VP invited Heather to attend their annual conference in Denver next year as well as the possibility of speaking at a breakout session at the event. He also connected her with the VP of Private Sector Initiatives and discussing a session topic. She was invited to meet the VP and attend a speaking engagement in Phoenix, the Phoenix Creative City Symposium put on by the Phoenix Community Alliance and Art Link organizations. She'll be there on November 1st.

B. Executive Director (ED) - Larry would like to continue having students come in to report on the various trips and programs, including CAVIAT. Primary focus is getting the 6th grade application in. We need to be ready to start recruiting in February. Our letter grades will not impact this. Larry talked about the letter grades and impact of graduation rates. He talked about math and improving those scores. The 10th grade geometry scores were not loaded in for some reason (Larry submitted an appeal). Middle school is weighted more on growth where high school is weighted more on proficiency.

C. Dean of Academy (DA) - Deidre stated that sometimes what happens here is not quantifiable (e.g., in a test). There are opportunities that can't be measured. Deidre gave a reminder about going to the PLATE event this Saturday. These students are given a real world situation around writing a grant and seeking community partners, and learning those pieces about overcoming obstacles. Deidre stated that sometimes we have to create the obstacles for them so they can see/learn how to deal with it.

D. FALA Volunteers - Deidre attended a brainstorming session with FALA volunteers. They have 4 or 5 people that were committed to doing some work but it's not an indicator of who is interested in helping.

VI. **Consent Agenda - Sharon moves to approve, Eli seconds, all were in favor, motion carries.**

A. Approval of Minutes of Board Meeting - [September 20, 2017](#)

B. Approval of Personnel Actions

1. Approval of Job Description - [Paraprofessional](#) - Special Education Scheduler
2. Guest Teacher - Emily Davalos
3. Accept Resignation of Dean Merrell - SPED [Coordinator](#)
4. Approval to Offer Contract to [Dean Merrell](#) - ½ Social Studies Teacher

VII. **Action Items**

A. Discussion and Possible [Action](#) to hear a report from CAVIAT students

Scott Sutton, a 10th grader gave a presentation about his experiences taking a class through CAVIAT. He goes from 2:35-5:15 to a medical professions (basics) class to become a nurse's assistant. They are teaching how to administer IVs on dummy arms and finger sticks for glucose on selves, and practice taking heart rates and blood pressure. He attends the program with



students from other schools. It was helpful to have FALA support him in leaving school early and missing a class to be there during the day.

Two more students from FALA also attend CAVIAT but are in different programs (vet assistant and bio science programs); 11 engineering students in addition to other students from other schools go as well. The program is all year.

One student reported that she is in the CAVIAT engineering sciences program. She joined robotics and does attend CAVIAT programs so she'll enter college with 6 credits in engineering. Another student has been attending bio-sciences and will graduate as a senior with her CNA thanks to taking classes at CCC/CAVIAT.

Another student, Dakota, in the vet assistant program came to speak. She explained how they've learned to do respiration rate, vital signs of a horse (on the vet's actual horse), and resuscitation of a dog. In November they're going to the TGEN lab where they'll teach them about their plague lab. At the end of the program they'll be certified vet assistants through NAFTA. She would like to work with wildlife as well as mixed practice (large/small animal vet care). They're learning about continuing education, what schools to go to and programs offered, who to know, etc, so it goes beyond just learning how to be a vet assistant but preparing them for the industry.

B. Discussion and Possible [Action](#) to hear presentation from FALA students who traveled to France

Three students gave a presentation on their trip to France. Kate, Sydney and Jemma traveled to France in September. They discussed their experiences within the French culture. They tied this trip to the 5 habits:

- a) Investment in learning the language
- b) Experiencing and adapting to new cultures
- c) Spending 10 days with students and teachers helped develop our personal understanding of other people and their needs
- d) Use of creativity to navigate around towns and cities
- e) Connecting with teachers and students from different grade levels, they didn't really know one another so they had to learn about each other and it brought them closer together as a group

C. Discussion and Possible [Action](#) to approve the September 2017 Financial Report, Enrollment and Budget Information

John explains we're down @40k the first quarter. The budget was based on 320 students. If we end up in the 290 range it will be quite a deficit by the time we get to the end of the year. We are looking at different ways to cut back on expenses. The good news is that we're starting the year with a good cash balance. We may go into that funding since student count is down, but adding 6th grade could replenish the balance. We're not in dire straits with our cash flow. 7th grade is down 20. That's the biggest piece, likely due to not having the 6th grade and its creating a gap. We're hoping to have 50 students in 6th grade but will be asking for 10 more in the charter application.

Eli motions to approve, Sharon seconds, all were in favor, motion carries.

D. Discussion and Possible [Action](#) to discuss a Bond Proposal for FALA

John gave a presentation to the Board regard a potential Bond proposal. He reported that we didn't get the appraisal needed for the loan from Compass so we need an investor. Different options for paying down the loan and debt were discussed.

Larry reported that he will contact the Magnus folks to see if they would be open to discussing the loan terms. Eli will join Larry for any meeting that may occur. John to write up the concept to talk to potential investors. Next we need to start approaching potential investors, conversations at this point then probably a more formal presentation if shows serious interest. At that point we should also refer them to Jason our contact at Compass (since they'll be in first position as lender).

E. Discussion and Possible [Action](#) to revise the 2018 budget for 1.06% increase

The state approved the bonus in May. The increase total for FALA is \$8,333.00. John is going to upload this to the state tomorrow. Once the money comes to us we'll distribute the money to all the teachers, @ approximately \$350 per teacher.

Eli moves to approve, Heather seconds, all were in favor, motion carries.

F. Discussion and Possible [Action](#) to certify the Annual Financial Report for SY 2017

The report has already been filed, we're approving the charter school annual financial report, all members of the board have signed and dated - Heather moves to approve, Sharon seconds, all in favor, motion carries.

G. Discussion and Possible Action to hear report from the Finance Advisory Committee

All items have been covered so far. No action required.

H. Discussion and Possible [Action](#) to request an exception to the Personal Time Off Policy for Mr. John Mistler for 5 days in November

Deidre explains it was too much time for him to be taking off before coming to her for approval of the PTO. Common practice that teachers do not take off before/after a holiday. Mr. Mistler has purchased travel tickets prior to notifying/asking for the time off. Deidre reported that after reviewing written policy that taking the 5 days does not violate the written policy. The board recommends that we create a new policy addressing this issue and/or update the existing PTO policy to include this.

The history of this issue, per Dustin Kuluris (teacher at FALA attending meeting), we use to have a total of 15 days and then the previous Board of Directors reduced it to 10 days. Supposedly, it was banked but it wasn't tracked.

Motion to approve his appeal for the PTO request - Eli moves to approve, Sharon seconds, All in favor, motion carries.

Deidre and Larry will review and revise the PTO policy as necessary to ensure we're not making any exceptions due to favoritism. Larry indicates under the new wage laws, that PT teachers earn PTO as well. They will come back with an addendum at a later board meeting.

- I. Discussion and Possible [Action](#) to authorize the Executive Director to Apply for a Grade Level Change to Charter Amendment Request to add 6th Grade To FALA

Laura moves to approve, Sharon seconds, all were in favor, motion carries.

- J. Discussion and Possible [Action](#) to approve the revision of the 2017-2018 Student Handbook to a Gender Neutral Dress Code

Deidre reports that there was an impression she was picking on girls so we decided to move to a gender neutral policy. Sharon suggested changing it to “All FALA students” dress code instead of “gender neutral”. With this change to the name of the dress code and also an edit in the 3rd paragraph, last line to remove the reference of “gender neutral” as well.

With revisions noted above, Heather moves to approve, Eli seconds, all were in favor, motion carries.

- K. Discussion and Possible [Action](#) to replace the FALA Educator Evaluation and Effectiveness as adopted on August 16, 2017 with the 2013-2014 Teacher Effectiveness Program (Revised) for SY2018

Teachers Dustin and Nadege presented the teacher evaluation framework. There was a lot of pushback from the staff that the approved teaching evaluation framework did not reflect who FALA was. The problem boils down to how we measure and evaluate teachers. A lot of the things we do are not easy to assess with an evaluation. We still need a rigorous and valid evaluation tool while meeting FALAs needs and statutory requirements. Some discussion around incorporating the Danielson method into this evaluation. Laura suggests holding a special meeting to review and discuss this more closely. Laura acknowledges that Dustin and Nadege have done a great deal of work on this. Nadege confirms this is still a draft so we can still make edits. It’s a great step to a formal and final document. Dustin says it will be difficult to implement it in one year: we need to train the teachers, but going forward, there are certain things we can start doing this year and go into full implementation of the evaluation mechanism August 2018. A special session was proposed to work on FALA Educator Evaluation. The meeting is proposed for November 1st, @ 5pm.

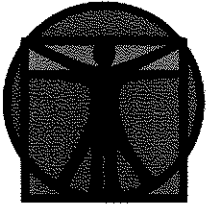
**VIII. Adjournment: Heather moves to adjourn the meeting, Laura seconds, all in favor, motion carries. Adjourned at 8:05pm**

Agenda Posted: 2017-10-16 4:30pm

Revised Agenda Posted:

Draft Minutes Posted: 2017-10-22 7:30am

**Next Meeting: Wednesday, November 15th, 5pm**



# FALA FLAGSTAFF ARTS & LEADERSHIP ACADEMY

December 4, 2017

RE: Documentation that current facilities can accommodate requested capacity

The following supports the increase in capacity from 340 to 350:

1. Building 1 - Current Certificate of Occupancy, dated September 7, 2011, from the City of Flagstaff for max occupant load of 291.
2. Email dated June 3, 2014 from the Arizona State Fire Marshal. He cites the new modular classrooms having a room size of 900 square feet will allow a maximum calculated occupancy of 45 persons per room.

|                                  |                     |
|----------------------------------|---------------------|
| Building 2 - Classrooms 1 and 2  | 45 students         |
| Building 3 - Classrooms 3 and 4  | 45 students         |
| Building 4 - Classrooms 5 and 6  | 45 students         |
| Building 5 - Classrooms 7 and 8  | 45 students         |
| Building 6 - Classrooms 9 and 10 | <u>45 students</u>  |
| Sub - Total                      | <u>225 students</u> |

|            |              |
|------------|--------------|
| Building 1 | 291 students |
|------------|--------------|

|       |                     |
|-------|---------------------|
| Total | <u>516 students</u> |
|-------|---------------------|

1. Attached is the most recent Arizona Fire Marshal report dated Monday, April 24, 2017 for the modular classrooms.

Respectfully,

  
 Larry E. Wallen,  
 Executive Director

# Certificate of Occupancy

## City of Flagstaff Building and Safety

*This certificate, issued pursuant to the requirements of the City of Flagstaff Building Codes, certifies that at the time of issuance this structure was in compliance with the various ordinances of the City of Flagstaff regulating building construction or use, for the following:*

Description New Charter School

Bldg. Permit No. BCBL 2010 024

Occupancy Group EI Type Construction V/B

Use Zone SC Max. Occupant Load 291

Owner of Building Fort Valley/ Fremont Properties, LLC

Address 3 N. Leroux St., Ste. 201, Flagstaff, AZ


Building Address FLAGSTAFF ARTS & LEADERSHIP ACADEMY  
3401 NORTH FORT VALLEY ROAD

Locality Flagstaff, AZ

By *[Signature]*

Date September 7, 2011

*[Signature]*  
Building Official

From: Frederick Durham <Frederick.Durham@dfbls.az.gov>   
Subject: classroom occupancy  
Date: June 3, 2014 1:38:28 PM MST  
To: "bdaggett@flagarts.com" <bdaggett@flagarts.com>

1 Attachment, 3 KB

Becky,

For your classrooms the determination for your maximum occupancy will be as follows.

From the 2003 International Fire Code:

**1004.1 Design occupant load.** In determining means of egress requirements, the number of occupants for whom means of egress facilities shall be provided shall be established by the largest number computed in accordance with Sections 1004.1.1 through 1004.1.3.

**1004.1.1 Actual number.** The actual number of occupants for whom each occupied space, floor or building is designed.

**1004.1.2 Number by Table 1004.1.2.** The number of occupants computed at the rate of one occupant per unit of area as prescribed in Table 1004.1.2.

From table;

Educational

Classroom area 20 net

Shops and other vocational room areas 50 net

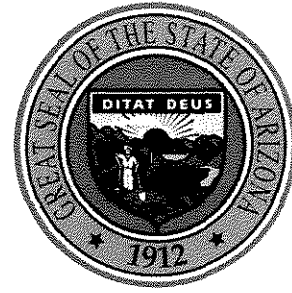
In other words, your new modular classrooms, having a room size of 900 square feet will allow a maximum calculated occupancy of 45 persons per room.



Frederick M. Durham  
Assistant Arizona State Fire Marshal  
Phone 520-338-4425  
Fax 520-628-6930  
fred.durham@dfbls.az.gov



**Department of Forestry  
and Fire Management**  
Office of the State Fire Marshal

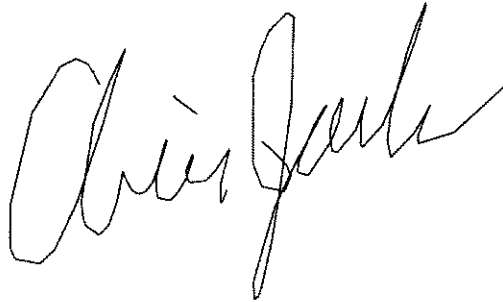


**ARIZONA STATE FIRE MARSHAL - Monday, April 24, 2017 1:42:46 PM (Christopher Jack)**

|                                |   |  |
|--------------------------------|---|--|
| User Name                      | Christopher Jack  |  |
| User #                         | 6025823645  |  |
| Form Started                   | 4/24/2017 1:42:46 PM  |  |
| Form Submitted                 | 4/24/2017 1:52:14 PM  |  |
| Inspection Date                | Monday, April 24, 2017  |  |
| OSFM Facility ID               | 843   |  |
| Occupancy Classification       | E   |  |
| Ownership                      | Public Property   |  |
| Property Usage                 | School  |  |
| School Type                    | High School   |  |
| Fire Alarm Coverage            | Full Coverage   |  |
| Fire Alarm System<br>Monitored | Yes   |  |
| Fire Sprinkler Coverage        | Partial Sprinkler Coverage  |  |
| Facility Name                  | FLAGSTAFF ARTS AND LEADERSHIP ACADEMY                                   |  |
| Facility Address               | 3401 NORTH FORT VALLEY ROAD   |  |
| City                           | FLAGSTAFF   |  |
| County                         | Coconino  |  |
| Contact for Inspection         | DEIDRE CRAWLEY  |  |
| Contact Phone Number           | 928-779-7223  |  |
| Fire Marshal Contact           | Arizona State Fire Marshal's Office<br>Suite 100 Phoenix, Arizona 85007 | 1110 West Washington St.<br>(O) 602.364.1003 |
| DEPUTY FIRE MARSHAL            | Christopher Jack 85   |  |

Inspector Signature

cjack@dffm.az.gov



Phone

(928) 300-4108

Permit Inspection

No

Type of Inspection  
Inspection

Re-Inspection

Periodic Fire Safety Inspection

**Inspection Results**

**1 Violation Type**

Fire Resistance

Code

IFC 703.3 Ceilings. The hanging and displaying of salable goods and other decorative materials from acoustical ceiling systems that are part of a fire-resistance-rated floor/ceiling or roof/ceiling assembly, shall be prohibited.

Violation Type

Violation

Correction Time

This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Instructions

NOTHING SHALL BE HUNG FROM ACOUSTICAL CEILING ASSEMBLY

**2 Violation Type**

General Precautions

Code

IFC 315.2.1 Ceiling clearance. Storage shall be maintained 2 feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or a minimum of 18 inches (457 mm) below sprinkler head deflectors in sprinklered areas of buildings

Violation Type

Violation

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Instructions

STORAGE HEIGHTS SHALL BE MAINTAINED TO CODE REQUIREMENTS

**3 Violation Type**

Building Services and Features

Code

605.5 Extension cords. Extension cords and flexible cords shall not be a substitute for permanent wiring

Violation Type

Violation

Correction Time

This Hazard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Instructions

EXTENSION CORDS ARE FOR TEMPORARY USE ONLY

Tag

Fail

Inspection Time

1.0

Travel Time

2.0

Mileage From Office

147.0



Fire Code Compliance  
Status

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146. This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.  
[Signature]

Report received by

A handwritten signature in black ink that reads "Larry Waller". The signature is written in a cursive, flowing style.

Send Email To:

LWALLEN@FLAGARTS.COM,DCRAWLEY@FLAGARTS.COM

Date

Monday, April 24, 2017



Looking NW – Fort Valley Road ROW



Looking SE – Fort Valley Road ROW



Looking N – Fremont Boulevard ROW



Looking SW – Fremont Boulevard ROW



Typical Open Parking Spaces



Looking SW – Building 1 Exterior



Looking S – Building 1 Exterior



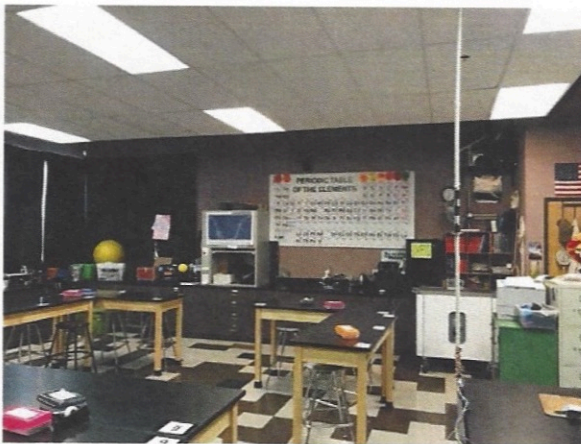
Looking NW – Building 1 Exterior



Looking NE – Building 1 Exterior



Building 1 Interior



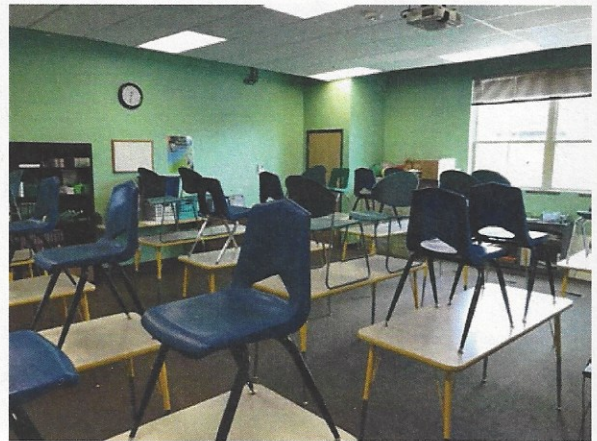
Building 1 Interior



Building 1 Interior



Building 1 Interior



Building 1 Interior



Building 1 Interior



Building 1 Interior



Building 1 Interior



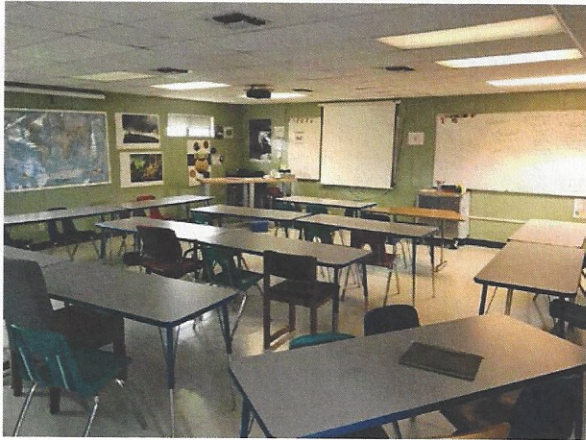
Building 1 Interior



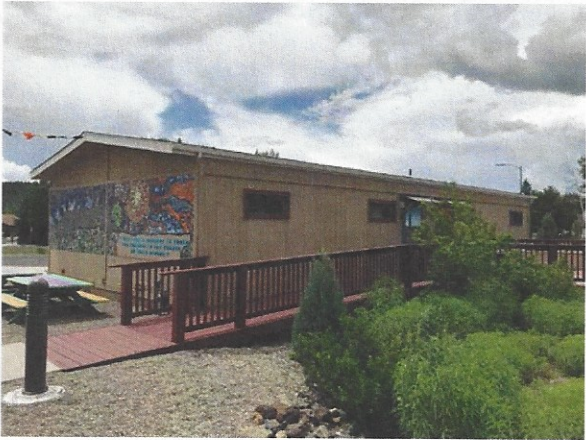
Looking NW – Building 2 Exterior



Building 2 Interior



Building 2 Interior



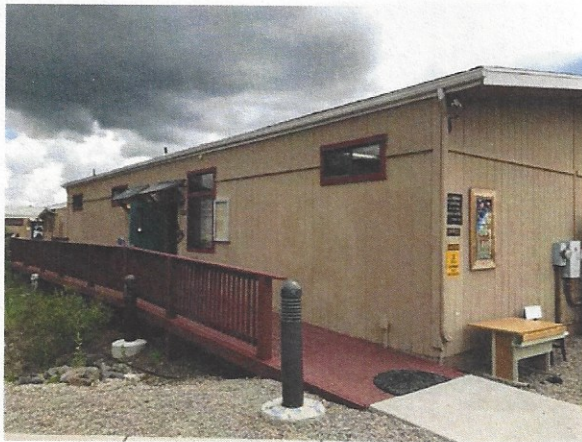
Looking SW – Building 3 Exterior



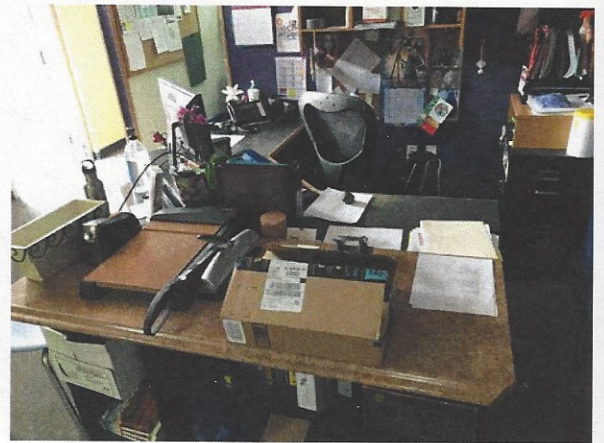
Building 3 Interior



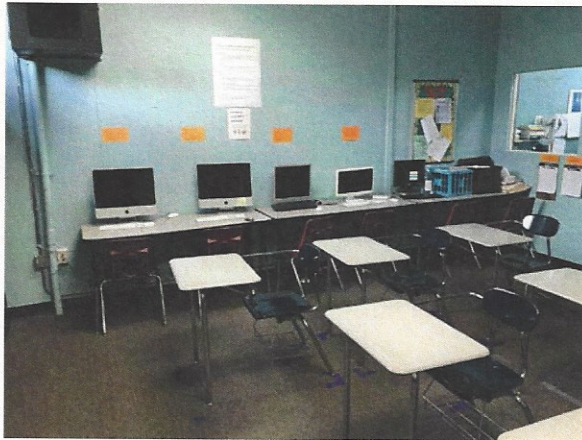
Building 3 Interior



Looking SE – Building 4 Exterior



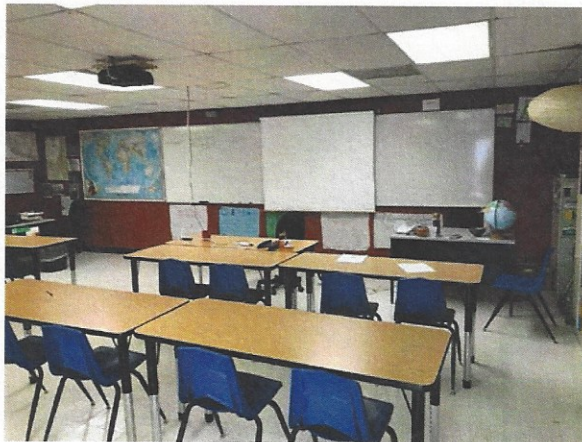
Building 4 Interior



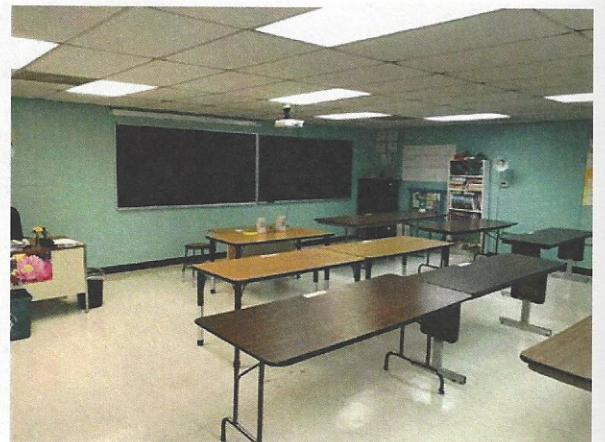
Building 4 Interior



Looking SW – Building 5 Exterior



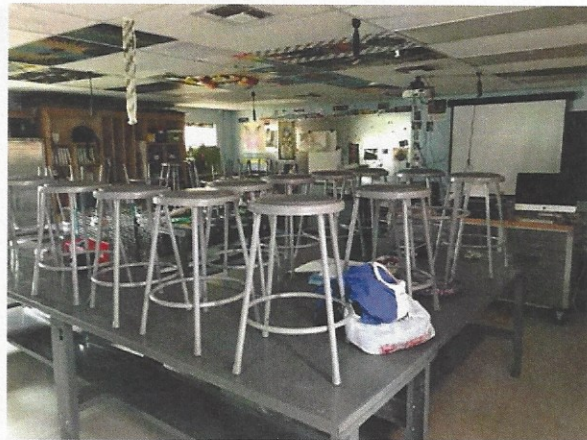
Building 5 Interior



Building 5 Interior



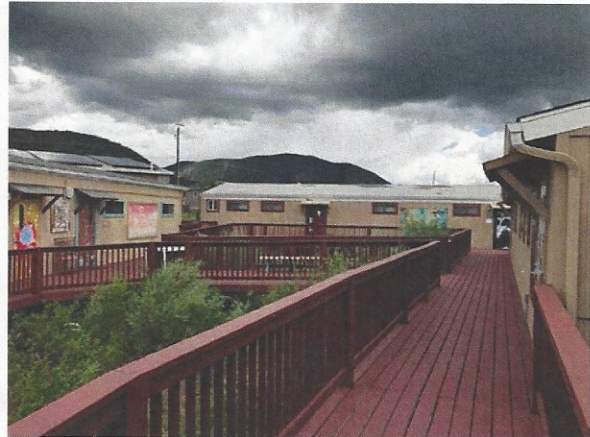
Looking NE – Building 6 Exterior



Building 6 Interior



Building 6 Interior



Looking E – Building 7 Exterior



Building 7 Interior



Building 7 Interior



Looking E – Building 8 Exterior



Building 8 Interior



Building 8 Interior



Outdoor Stage



Outdoor Seating Area



Outdoor Seating Area



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

|  |  |                     |                       |
|--|--|---------------------|-----------------------|
| <b>Grade Level</b>   | 6th Grade  | <b>Content Area</b> | English/Language Arts |
| <b>Course Title</b> (grades 9–12 Only)   |  |                     |                       |
| <b>Alignment to Program of Instruction</b>   | <p>Our college preparatory curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p> |                     |                       |
| <b>Standard Number and Description</b>   | <p>ELA Literacy -<br/>                 Standard 6.R.RI.02 – Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>  |                     |                       |
| <b>Materials/Resources Needed</b><br><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i> | Main Idea Web 1,<br>Main Idea Web 2,<br>Main Idea Web Worksheet<br>Rosa Parks: <i>My Story</i> by Rosa Parks.<br>Academy Summative Assessment  |                     |                       |

|                                  |                                 |                           |
|----------------------------------|---------------------------------|---------------------------|
| <b>Lesson</b><br>(add as needed) | <b>Instructional Strategies</b> | <b>Student Activities</b> |
|----------------------------------|---------------------------------|---------------------------|

|          |   |  |
|----------|---|--|
| <p>1</p> | <p><b>Main Idea:</b></p> <ol style="list-style-type: none"> <li>1. Texts have central ideas.</li> <li>2. A summary of the central idea can be written without including personal opinion</li> </ol> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a central idea? How is a central idea evaluated?</li> <li>2. How is a central idea evaluated to summarize without using personal opinions or judgments? <u>What is connotation (What is intended or implied?) What is denotation? (What is explicitly stated?)</u></li> </ol> <p><b>Set1</b> – Write this excerpt on the board and cover. Reveal and ask: What is this excerpt mostly about?<br/> <b>Set2</b> – What is the excerpt mostly about? “Aisha and Jason never wanted children, or Aisha and Jason are great parents?”<br/> <b>Set3</b> – What is the excerpt mostly about? “The couple’s daughter went through chemo, or the family helps each other?”<br/> <u>Students will label their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?)</u></p> | <p>Show the <b>first</b> excerpt: “Sixteen years ago, Aisha and Jason met while at a beach in Italy. They fell madly in love and got married within a month. The couple hasn’t been apart for more than a day.”<br/> Show the <b>second</b> excerpt: “Aisha and Jason now have three children, even though they couldn’t picture themselves as partners. Their love for their children is evident. Aisha and Jason are great parents who would do anything for their kids.”<br/> Show the <b>third</b> excerpt: “When their oldest daughter lost her hair from chemo, Aisha shaved her brown locks off too. When their son needed a kidney, Jason gave his.”</p>   |
| <p>2</p> | <p><b>Modeling</b> – I will explain that in each excerpt there is a main idea, or what the text was mostly about. Each of these main ideas helped us determine the overall main idea of the passage. Similarly, autobiographies have an overall main idea for the book. A good way to understand the autobiography main idea is to figure out the main idea of each chapter. <u>I will ask students to work in small groups to label and summarize important supporting details of the text. Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied)</u></p>   | <p>I will identify the topic of each chapter, and the supporting details.<br/> Chapter 1: “How it All Started,” in <i>Rosa Parks: My Story</i>. <u>I will skim or reread the chapter and I will list the topics discussed in the text on chart paper.</u> I will think about, “What did I learn about in this chapter? I learned about Rosa Parks’ childhood, her family, and slavery. <u>“I will write each topic in a circle that will help me create Main Idea Web 1.</u> Note: See Main Idea Web 1 for a sample chart and responses.<br/> <u>For each topic, I will cluster key supporting details around the topic.</u> For example, under the topic circle, “childhood,” I will connect a line draw and a detail circle. Inside the detail circle, I will write that Rosa was raised in her grandparents house in Alabama and that she had a younger brother. <u>I will identify words that based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u></p> |

|    |  |   |
|----|--|---|
|    |  | After I cluster all the supporting details around each topic, I will think aloud: "what is the main idea of this chapter? What do all these clusters have in common? What does the author want me to know overall? Using my clusters, I can figure out that the big idea this chapter is that the author wants to explain her family background and introduce significant people in her childhood." I will write the main idea on Main Idea Web 1. <u>Students will underline words based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>  |
| 3  | <b>Checking for Understanding:</b> Ask: "How can I identify the main idea in an autobiography?"  | <u>Students should answer that they can read a chapter by providing a short written summary and creating a list of the topics in the text.</u> Next, they can identify the main details for each topic. They can use the list to draw a conclusion about the chapter's main idea. <u>Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>   |
| 4  | <b>Guided Practice:</b> Read chapter 2 aloud: "Not Just Another Little Girl" aloud to identify the main idea. Note: topics can include the authors schooling, segregation, the Ku Klux Klan, and/or cotton picking. See Main Idea Web 2 for specific examples. For example, under the topic circle, "the authors schooling," we will connect a line and draw a detail circle. Inside the detail circle, we will write that Rosa attended a one-room schoolhouse and she liked to read. | As we read, we will create a Main Idea Web about the topics that are discussed. We will connect the supporting details to these topics. We will examine the topics and details we have written down to draw a conclusion about the main idea. We will draw a conclusion that the main idea of this chapter is that the author's childhood was difficult because she grew up around violence, hard work, and little school or play. We will record the main idea on Main Idea Web 2. <u>Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u> |
| 5  | <b>Independent Practice:</b> Read chapter 3: "Schooling in Montgomery."  | On the Main Idea Web Worksheet, we will record topics identified in the chapter and we will write down details from the text that support each topic. We will then analyze the information on our worksheet to determine the overall main idea. We will draw a conclusion about the chapters main idea and prepared to share with the class. <u>Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?).</u>  |
| 6. | <b>Practice:</b> We will continue identifying the main idea of each chapter and fill out a Main Idea Web Graphic Organizer for each chapter if time  | When we are finished reading the book, we will refer to Main Idea Web Graphic Organizer to draw a conclusion about the entire book's main idea. What does the author want to come away with when we have  |

|             |  |  |
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|             | permits. Note: use the Main Idea Web Graphic Organizer as a worksheet for each chapter.  | finished reading the autobiography? Students will filter their response based on their denotative meaning (What is explicitly stated?) and connotative meaning (What is intended or implied?)  |
|             | <b>Continue the lessons as outlined above until all 12 chapters are analyzed.</b>  |  |
| <b>7</b>    | <b>Summative Assessment</b>  |  |
| <b>S.A.</b> | <i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i> | Students will read an article “Ice Harvest” by Edward I. Maxwell. Students will evaluate the central idea of the article and how it is conveyed through particular details by answering 3 multiple choice questions and two extended response questions. Independent assessment with mastery as %. |

**Summative Assessment Items and Scoring:** Given a passage, determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1. What is the central idea of the article?
  - a. Harvested ice was used to build refrigerators.
  - b. Ice was used to keep food cold.**
  - c. Ice was harvested to keep waterways clear.
  - d. Ice was harvested to make ice sculptures.
2. Which detail best supports the difference between the icebox and the in-ground method used by the buffalo hunter?
  - a. The icebox required ice while the in-ground method did not use ice.
  - b. The ice in an icebox was expected to melt while the ice used in-ground by the buffalo hunters was intended to stay frozen well into the summer.**
  - c. The icebox required ice while the in-ground method did not use ice.
  - d. The icebox did not use ice from the ice harvesters while the buffalo hunters did.
3. Which detail best supports the central idea of the text?
  - a. Before refrigerators were invented to keep our food fresh, people needed to find more creative ways to preserve their food.
  - b. In the early 1900's, there were many large businesses built around the harvesting, storage, and distribution of ice.
  - c. During the wintertime, in places like Pennsylvania, freshwater lakes and streams would freeze.

**d. Before the refrigerator was invented, people harvested ice to keep food fresh and cold.**

4. Using examples from the text, how did increased population in cities effect ice harvesting business?

Answers may vary. Sample Answer:

As the population in cities increased, the need for ice to keep food fresh also increased. This meant that there would be more jobs and businesses created to meet the needs. The evidence from the ext can be found here: “In the early 1900’s there were many large businesses built around the harvesting, storage, and distribution of ice. There was a lot of money to be made by ice businessmen as cities grew larger and more people needed to keep food fresh in a single city block.”

5. Write a paragraph summarizing the article using a central idea and critical details?

Answers may vary. Be sure the central idea (Before the invention of refrigeration, ice was harvested and used to keep food cold.) and specific details are used. Sample Answer

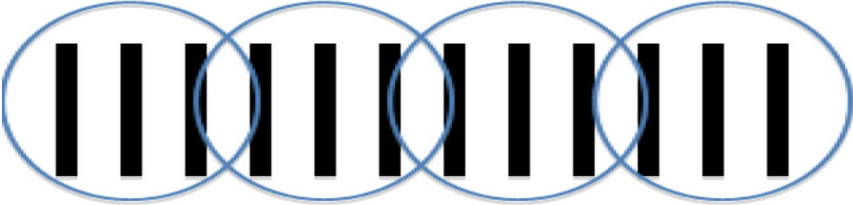
Before the refrigerator was invented, people harvested ice to keep food fresh and cold. Ice was harvested from frozen fresh-water lakes and streams. After using special tools to collect the ice, the harvesters would load a sled with blocks of ice to bring back to the icehouse in town. Delivery men, would deliver ice to home and businesses for using in wooden ice boxes where food was placed to keep cold and fresh. Buffalo hunters used harvested ice in a different way when they used an in-ground method to store and freeze the buffalos they killed. After an initial growth in the harvesting business caused by increased population in cities during the 1900’s, the business became mostly obsolete with the invention of the refrigerator.

| <u>Minimally Proficient (1)</u>   | <u>Partially Proficient (2)</u>   | <u>Proficient (3)</u>  | <u>Highly Proficient (4)</u>  |
|---|---|--|---|
| <u>Identifies a central idea of the text; provides a basic list of events in the text</u> | <u>identifies a central idea of the text; provides a simple summary of the text distinct from personal opinion or judgement</u> | <u>determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinion or judgement</u> | <u>evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of the text distinct from personal opinion or judgement</u> |

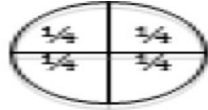

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|--|---|---------------------|-------------|
| <b>Grade Level</b>   | 6th Grade   | <b>Content Area</b> | Mathematics |
| <b>Course Title</b> (grades 9–12 Only)   |   |                     |             |
| <b>Alignment to Program of Instruction</b>   | <p>Our math curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p> |                     |             |
| <b>Standard Number and Description</b>   | <p>M 6NS.1.1 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual models and equations to represent the problem.</p> <p>6.A.1.2 - Multiply and divide fractions efficiently</p>  |                     |             |
| <b>Materials/Resources Needed</b><br><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i> | <ul style="list-style-type: none"> <li>● 5 - 2 stick freezer pops for each class. (Used for demonstration at the beginning of class.)</li> <li>● 1 set of circle fraction pieces for each pair of students.</li> <li>● 1 set of Pattern Blocks - for each pair of students. (Used for extension)</li> <li>● Formative Assessment - Dividing Whole Numbers by a fraction</li> <li>● How do we mathematically derive the process of dividing fractions? (Handout)</li> <li>● Attachment A: Informal Assessment of Dividing Whole Numbers by a fraction (Handout)</li> <li>● Independent Practice - Dividing by Fractions/Discovery (Handout)</li> <li>● Dividing Fractions - Summative Assessment (Handout)</li> </ul>  |                     |             |


|                                  |                                  |                             |
|----------------------------------|----------------------------------|-----------------------------|
| <b>Lesson</b><br>(add as needed) | <b>Instructional Strategies—</b> | <b>Student Activities—.</b> |
|----------------------------------|----------------------------------|-----------------------------|

|          |   |   |
|----------|---|---|
| <p>1</p> | <p><b>Learning Objectives:</b> Students will represent division of fractions using models. Students will discover the algorithm from these examples and solve problems using fractions.</p> <p><b>Prior knowledge:</b> What prior knowledge should students have for this lesson?</p> <ol style="list-style-type: none"> <li>1. Students should have an understanding of the following vocabulary: dividend, divisor, quotient, numerator, denominator, mixed numbers, improper fraction, and simplest form.</li> <li>2. Students should be able to represent whole numbers and fractions using rectangular bar models.</li> <li>3. Students be able to convert between mixed numbers and improper fractions, multiply fractions use cross cancellation when appropriate and write fractions in simplest form.</li> </ol> <p><b>Guiding Questions:</b> What are the guiding questions for this lesson?</p> <ul style="list-style-type: none"> <li>● How many whole rectangles did you start with?</li> <li>● How did you represent that?</li> <li>● What size group are you making?</li> <li>● How did you model that?</li> <li>● How many groups of that size did you make?</li> <li>● How would you write a mathematical sentence to represent the model you have drawn?</li> <li>● Do you see a pattern?</li> <li>● What conjecture can you make?</li> </ul> <p><b>Set:</b> <u>Ask 5 volunteers to come to the front of the classroom. Give each student a freezer pop (use pops with two sticks) and ask if they have ever eaten one. Ask if they had eaten the entire freezer pop or split in half? Because of the two sticks, one student may answer that he/she splits the freezer pop in half. Ask students to split the pops in half and have a student count the total number of halves</u></p> | <p><b>MP1, MP2, MP6</b></p> <ul style="list-style-type: none"> <li>❑ Ask students if they notice anything about the size of the ten pieces compared to the original 5 freezer pops. Student should note that they are smaller. Elicit that they are half the size of the original freezer pops.</li> <li>❑ Ask a volunteer to write a number sentence to represent the 5 freezer pops divided in half and the answer on the board. (<math>5 \div 1/2 = 10</math>) If students need help determining the number sentence, ask “How many half-size freezer pops were contained in the original five hole freezer pops? Then, remind the class that when we ask how many of something is in something else, that is a division situation (e. g., If we want to know how many groups of 3 are in 12, we divide 12 by 3). Students will enjoy eating freezer pops before moving onto the next examples.</li> </ul> |
| <p>2</p> | <p><b>Formative Assessment:</b> In the beginning of class to set the tone for who needs to learn the concept and algorithm for dividing fractions using four corners activity. <u>Ask students to choose a corner, give them two minutes to discuss with other students. Share. Monitor responses</u></p>   | <p>Four corners activity: use the statement “I know how to divide by a fraction, I understand the meaning of dividing by a fraction and I could teach the algorithm.” Students will choose a corner: A – strongly agree, B – agree, C – disagree, D – strongly disagree. Once students find themselves in their chosen corner, give them two minutes to discuss</p>   |

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|----------|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|          | <p><u>to gain insights into depth of understanding of dividing fractions. Use information to guide next activity.</u></p>  | <p>with other students in the same corner why they placed themselves there. Call on a few students to share why they placed themselves in the corner they did. As students share, you will gain some insight into how versed in dividing fractions your students are.</p>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p>3</p> | <p><b>Activating prior knowledge</b> - Ask students to write the equation, <math>12/3=4</math>. Draw the model while dividing students into groups of 3. Model a couple of other whole number division sentences to strengthen prior knowledge.</p> <p>Ask students to whole numbers divided by a fraction. Select one group to the Board to draw whole numbers divided by a fraction. Ask students to draw rectangle. Divide the rectangle into fractional parts. See example. Model two more examples using whole numbers divided by a fraction to strengthen prior knowledge.</p> <p><u>While these three examples are on the board, the students have the visual of the models you drew and they can read the mathematical sentence written, ask them to talk with their shoulder partners and discuss what patterns they see.</u></p> | <p>MP1, MP4, MP6 - Begin lesson by activating prior knowledge of division with whole numbers, asking if students agree that <math>12 \div 3 = 4</math>. Draw a model by drawing twelve sticks. Make groups of 3 by circle three sticks at a time. Count the number of groups to confirm the model matches the mathematical statement.</p>  <p>Once students agree, you can model a couple of other whole number division sentences. Examples: <math>24 \div 3 = 8</math>, <math>15 \div 5 = 3</math>.</p> <p>Next move onto whole numbers being divided by a fraction. Start with drawing rectangles to model the whole number. Divide each rectangle into the fractional parts described. For example:</p> <p><math>3 \div \frac{1}{4}</math></p> <table border="1" data-bbox="1108 927 1955 992"> <tr> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> </tr> </table> <p>How many <math>\frac{1}{4}</math>'s are there in 3 whole rectangles? Yes, there are 12.</p> <table border="1" data-bbox="1108 1068 1707 1325"> <tr> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> </tr> <tr> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> </tr> <tr> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> <td style="width: 25%; height: 40px;"></td> </tr> </table> <p>Above are 3 rectangles.<br/>Then model two more examples using rectangles.</p> <p><math>4 \div \frac{1}{2} = 2</math></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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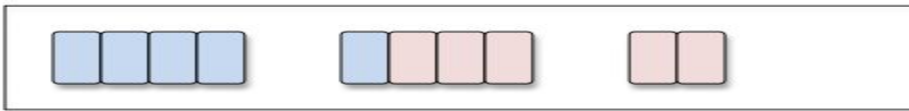
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|   |   | <p>Yes, that would be twelve.<br/>Here are 5 whole circles. Draw circles.</p>  <p><math>5 \div 1/4 = 20</math> Yes, that would be twenty.<br/>While these three examples are on the board, the students have the visual of the models you drew and they can read the mathematical sentence written, ask them to talk with their shoulder partners and discuss what patterns they see.<br/>Students should see 1: <i>the quotients are larger than the dividend or the divisor.</i> (Discuss how this is different than the body whole numbers and try to solicit why students feel this is. Students will deduce that fractions are part of a whole number so when grouping by fractions you will have more.)<br/>Students should see 2: <i>if you multiply the denominator of the fraction with the whole number you get the resulting quotient.</i> This is interesting because we're going to learn how to divide today, and instead what are we doing?? Oh, we are multiplying.</p>  |
| 4 | <p><b>Checking for understanding.</b> - <u>Working in pairs, use circle fractions to solve the two problems on the display. Monitor students work.</u></p>  | <p><b>MP1, MP2, MP6</b> - Working in pairs. Use circle fractions to solve the following two problems.<br/><math>4 \div 3/4 =</math><br/><math>5 \div 2/3 =</math><br/>Students can cover the whole circle with groups of <math>3/4</math>, so as to count how many whole groups of <math>3/4</math>'s are in 4. The identify what part of another group of <math>3/4</math>'s is left, giving them the answer of <math>5 1/4</math>. Do the second problem, walk around the room checking work.</p>   |
| 5 | <p><b>Instructional phase</b> - <u>Introduction of reciprocals. Ask the questions, "What is the reciprocal of a number?" The definition of reciprocals is two numbers whose product is one. Model the examples verbally rehearsing your thinking. Introduce the keys to dividing fractions.</u></p> | <p><b>MP4, MP7</b> - Introduction of reciprocals - Everything we have done today . . . leads us to inverting the second number or fraction and multiplying. What is the reciprocal of a number? (Yes, it is when you invert that number.) The definition of reciprocals is two numbers whose product is</p>   |

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|           |  | <p>one. Does <math>2/3 \times 3/2 = 1</math>? Yes, using cross cancellation everything is one, so the product is one.</p> <p>Examples:<br/> <math>1/3 \times \_ = 1</math>                      <math>5/7 \times \_ = 1</math><br/> What is the reciprocal of <math>2/3</math>? -----(<math>3/2</math>)<br/> What is the reciprocal of <math>5/4</math>? _____(<math>4/5</math>)<br/> What is the reciprocal of 5? _____(<math>1/5</math> - Yes, <math>5=5/1</math>, so it's reciprocal is <math>1/5</math>).<br/> What is the reciprocal of <math>2 \frac{1}{2}</math>?<br/> Now that we have discovered what to really do when dividing fractions, I am going to give you my little keys to help you remember:<br/> Step 1: Anchor the first fraction. (You're on the boat.)<br/> Step 2: Flip-flop. (Use the reciprocal) of the second fraction. (You need the flip flops on your boat.)<br/> Step 3: Multiply. (Have a good time (x) on your boat).</p>   |
| <p>6.</p> | <p><b>Guided Practice.</b> <u>Divide students into pairs and practice 1, and 2. Give students two situations to answer by first drawing a model for the problem and then write a sentence to solve 1, 2, and 3. Ask a volunteer to share their number sentence by explaining the drawing, then explaining the number sentence.</u></p> | <p><b>MP1, MP2, MP4, MP5, MP6, MP7</b> - Give students two situations to answer by first drawing a model and then writing a number sentence to solve.</p> <p>1.) Sienna has 3 yards of ribbon she wants to cut into strips of <math>3/8</math> yard. How many strips will she get from the 3 yards of ribbon?<br/> 2.) Winton has <math>3 \frac{1}{2}</math> cups of chocolate chips to make cookies. The recipe uses <math>1/3</math> cup of chips in each batch. How many batches of cookies can Winton make?<br/> Place students in pairs and pose another situation. I have a half a pound of candy and want to make <math>1/4</math> pound bags. How many <math>1/4</math> pound bags can I make? Model this situation and write a number sentence. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. The solution should resemble the following example: <math>1/2 \div 1/4 = 2</math></p>  <p><math>1/2 =</math> the shaded part. There are 2 - <math>1/4</math>'s in a half<br/> Ask the partners to write a number sentence for the problem (<math>1/2 \div 1/4 = 2</math>). Ask for a volunteer to share their number sentence. Ask the student</p> |

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|   |  | why he/she placed the numbers in that order. $\frac{1}{2} =$ the shade part. There are 2 - $\frac{1}{4}$ 's in a half.   |
| 7 | <b>Guided Practice</b> - Continue in pairs and pose a new situation with candy. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. Students should be multiplying second denominator by first numerator, then dividing by product of first denominator and second numerator. | <b>MP1, MP2, MP4, MP5, MP6, MP7</b> - Place students in pairs and pose another situation. I have a half a pound of candy and want to make $\frac{1}{4}$ pound bags. How many $\frac{1}{4}$ pound bags can I make? Model this situation and write a number sentence. Monitor partners working on the task and ask the same type of guiding questions when students appear to be struggling with how to represent the situation. There are two $\frac{1}{4}$ 's in $\frac{1}{2}$ . Ask the partners to write a number sentence for the problem ( $\frac{1}{2} \div \frac{1}{4} = 2$ ). Ask for a volunteer to provide the number sentence. Ask the student why he/she placed the numbers in that order. Students will do another problem: I have two thirds of a rectangle and I want to divide it by one half. How many pieces will I have? $\frac{2}{3} \div \frac{1}{2} = \frac{4}{3}$ , and $\frac{4}{3} = 1 \frac{1}{3}$ . Once again students should be multiplying second denominator by first numerator, then dividing by product of first denominator and second numerator. |
| 8 | <b>Independent Practice</b> - Ask students to move to their seats for independent practice. Ask students to first draw a model, then write a mathematical sentence and solve the sentence using the algorithm discovered. Provide students with keys to help them remember the process. Ask students to identify the steps in their problems as you review.                          | <b>MP1, MP2, MP4, MP5, MP6, MP7</b> - Students will do the following exercises independently and teacher will circulate to assist. Students will draw a model first, then write the mathematical sentence and finally solve the sentence using the algorithm discovered.<br><br>Independent practice:<br><br><ol style="list-style-type: none"> <li>Sienna has 3 yards of ribbon she wants to cut into strips of <math>\frac{3}{8}</math> yard. How many strips will she get from the 3 yards of ribbon?</li> <li>Winton has <math>3 \frac{1}{2}</math> cups of chocolate chips to make cookies. The recipe uses <math>\frac{1}{3}</math> cup of chips in each batch. How many batches of cookies can Winton make?</li> </ol> Answers:<br><br><ol style="list-style-type: none"> <li><math>3 \div \frac{3}{8} = \frac{3}{1} \times \frac{8}{3} = \frac{24}{3} = 8</math></li> <li><math>3 \frac{1}{2} \div \frac{1}{3} = \frac{7}{2} \times \frac{3}{1} = \frac{21}{2} = 10 \frac{1}{2}</math></li> </ol>  |
| 9 | <b>Closure</b>   | Now that we understand what to do when dividing fractions, I will give you my little keys to help you remember. Step 1: Anchor the first fraction. (You are on a boat.) Step 2: Flip-flop (use the reciprocal) of the  |

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|             |  | second fraction. (You need the flip-flops on your boat.) Step 3: Multiply (Have a good time (x) on your boat).   |
| <b>S.A.</b> | <i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i> | Dividing Fractions<br>1-4 Using visual models and equations to represent the problem $\frac{3}{4}$<br>5-8 Convert between mixed numbers and improper fractions, multiply fractions, reduce to simplest form and draw the model. $\frac{3}{4}$<br>9-10 Draw a model and write a number sentence $\frac{1}{2}$<br>Assessment - independent at desk.<br>Mastery - $\frac{3}{3}$ |

**Summative Assessment Items and Scoring:** 1. Two children share  $2\frac{1}{2}$  chocolate bars with each child getting the same amount. How much does each child get? Solve with a drawing.



Write a number sentence for this problem.  $2\frac{1}{2} \div 2 = \frac{5}{2} \cdot \frac{1}{2} = \frac{5}{4} = 1\frac{1}{4}$

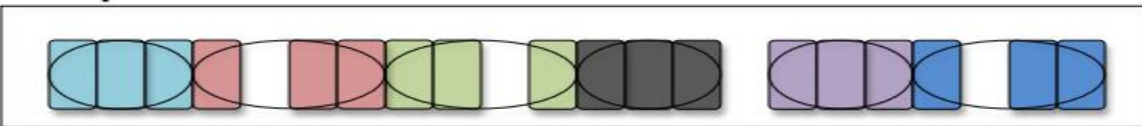
$\frac{1}{4}$

2. Five large cookies are shared equally among 8 children. What part of a cookie does each child receive? Draw a picture to solve.



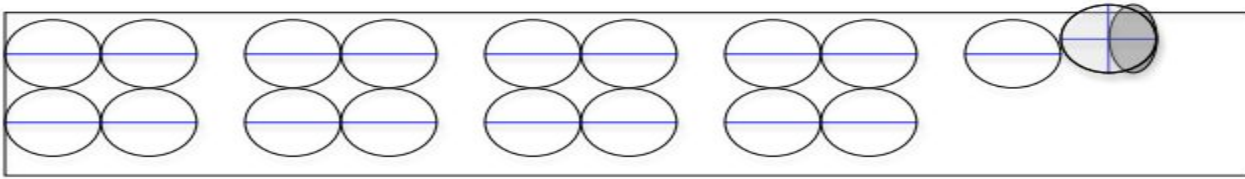
Write a number sentence for this problem.  $5 \div 8 = \frac{5}{1} \cdot \frac{1}{8} = \frac{5}{8}$

3. Peter has  $4\frac{1}{2}$  yards of wood. He is making shelves. One shelf requires  $\frac{3}{4}$  of a yard of wood. How many shelves can Peter make from the wood he has? Draw a picture to solve.



Write a number sentence for this problem.  $4\frac{1}{2} \div \frac{3}{4} = \frac{9}{2} \cdot \frac{4}{3} = \frac{36}{6} = 6$

4. Susie has  $8\frac{3}{4}$  of a yard of ribbon. She is going to make bows for a fundraiser event. Each bow needs  $\frac{1}{2}$  yard of ribbon. How many bows can Susie make? Draw a picture to solve.



Write a number sentence for this problem.  $8\frac{3}{4} \div \frac{1}{2} = 35/4 * 2/1 = 70/4 = 17\frac{1}{2}$

Write a word problem for each number sentence and then solve it. (Word problems may vary, but the solution should be the same)

5.  $5\frac{1}{2} \div \frac{1}{4} =$  Tony had  $5\frac{1}{2}$  yards of wood. He would like to make shelves that are  $\frac{1}{4}$  of a yard long. How many shelves can he make?

$$5\frac{1}{2} \div \frac{1}{4} = 11/2 * 4/1 = 44/2 = 22$$

6.  $6 \div 3/4 =$  Maria is making bags of candy for the first day of school. She has 6 lbs of candy and will make bags of  $\frac{3}{4}$  lbs each. How many bags can she make.

$$6 \div \frac{3}{4} = 6/1 * 4/3 = 24/3 = 8$$

7.  $2\frac{2}{5} \div \frac{3}{8} =$  If Zachary had  $2\frac{2}{5}$  feet of ribbon and needs  $\frac{3}{8}$  of a foot for each poster, how many posters can Zachary hang with the ribbon? Zachary can hang 6 whole posters with the ribbon he has.  $2\frac{2}{5} \div \frac{3}{8} = 12/5 \div \frac{3}{8} = 12/5 * 8/3 = 96/15 = 6\frac{2}{5}$  (Interpret remainder)

8.  $7 \div 4/5 =$  Riley has 7 yards of material. She is going to make some aprons which require only  $\frac{4}{5}$  of a yard each. How many aprons can Riley make?

$$7 \div \frac{4}{5} = 7/1 * 5/4 = 35/4 = 8\frac{3}{4}$$
 She can make 8 whole aprons.

Write the number sentence and solve.

9. Molly has  $3\frac{3}{8}$  cups of raisins. She is making cookies that call for  $\frac{3}{4}$  of a cup of raisins for each batch of cookies. How many batches of cookies can Molly make?

$$3\frac{3}{8} \div \frac{3}{4} = 27/8 * 4/3 = 108/24 = 4\frac{1}{2}$$
 Molly can make  $4\frac{1}{2}$  batches of cookies.

10. Riley is trying to raise money by selling key chains. Each key chain costs \$2.50. If Riley is trying to raise \$60, how many key chains will he have to sell?

$$60 \div 2\frac{1}{2} = 60/1 * \frac{2}{5} = 120/5 = 24$$

**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

| Grade Level  | 6th Grade  | Content Area | Writing & Language Standard |
|--|--|--------------|-----------------------------|
| <b>Course Title</b> (grades 9–12 Only)   |  |              |                             |
| <b>Alignment to Program of Instruction</b>   | <p>Our college preparatory curriculum seeks to prepare students to think critically, communicate effectively, analyze issues, and develop leadership abilities. Our college preparatory course of study let’s all of our students combine artistic expression with rigorous academic study. Our courses are premised on high expectations and follow a sequence that aims to prepare all students for college. Our rigorous academic and art courses combined with our service learning program provide a strong foundation of content knowledge, real-world application, leadership development, and opportunities for individual expression and creativity. Students in our English and math courses learn ways of knowing knowledge from multiple perspectives. In addition to supporting more standard modes of instruction, such as lecture and discussion, we also support instruction that is activity-based and challenges students to apply concepts from class to meaningful and individualized endeavors. Our assessments include formal tests, quizzes, lab reports, papers, informal discussions and questions, culminating projects, presentations and performances.</p>   |              |                             |
| <p><b>Standard Number and Description</b></p> <p><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, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i></p> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● 6.W.01 - Write arguments to support arguments with clear reasons and relevant evidence</li> <li>● <b>Ma. Introduce argument(s) and organize the reasons and evidence clearly.</b></li> <li>● b. Support argument(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● <b>Mc. Use words, phrases, and clauses to clarify the relationships among argument(s) and reasons.</b></li> <li>● d. Establish and maintain a formal style.</li> <li>● e. Provide a concluding statement or section that follows from the argument presented</li> </ul> <p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>● Students should know the definition of a argument and evidence.</li> <li>● Students should be able to identify supporting evidence in a text.</li> <li>● Students should know how to use evidence to support arguments.</li> <li>● Students should know how to write a summary paragraph with a topic sentence and supporting details.</li> <li>● Students should know how to paraphrase.</li> </ul> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>● What is the central or main idea of a passage?</li> <li>● What are synonyms for "main"?</li> <li>● What are strategies for finding the central or main idea of a text?</li> <li>● What is text coding?</li> <li>● How can text coding be used to identify the meaning of text?</li> <li>● What makes paraphrasing such an effective tool for finding the central or main idea?</li> </ul> |              |                             |

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| <b>Materials/Resources Needed</b> | <ul style="list-style-type: none"> <li>• Letter Tile Puzzle on Central Idea (Handout)</li> <li>• Summary Paragraph Worksheet (Handout)</li> <li>• Central Idea Summary Rubric (Handout)</li> </ul> |
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| <b>Lesson</b><br>(add as needed) | <b>Instructional Strategies—</b>  | <b>Student Activities—</b>   |
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| <b>1</b>                         | <p><u>Anticipatory Set - Groups -I will put students in groups of 3 - 4 and give each group a <a href="#">Letter Tile Puzzle on Central or Main Idea</a>. The students will cut the tiles and then place them together to define "central idea". The first group to unscramble the tiles, will be the winner and should be rewarded. Answer: The central idea is what the text is mostly about.</u></p> | <p>I will put students in groups of 3 - 4 and give each group a <a href="#">Letter Tile Puzzle on Central or Main Idea</a>. The students will cut the tiles and then place them together to define "central idea". The first group to unscramble the tiles, will be the winner and should be rewarded. Answer: The central idea is what the text is mostly about.</p>  |
| <b>2</b>                         | <p><u>Introduce arguments supported in evidence (o1.a) - "chunking." <b>Model the strategy of "chunking" as a technique identifying supporting evidence.</b> Read the passage out loud asking questions. Explain chunking - breaking the passage into logical pieces. Model numbering the paragraphs and list them on the <a href="#">Text Meaning Worksheet</a>.</u></p>                               | <p>I will introduce the strategy of "chunking" and a passage to better understand it. Chunking is taking a passage and dividing it into sections or "chunks". It can be divided by sentences, paragraphs, sections, etc., depending on the passage. The teacher will model this strategy with a sixth grade text exemplar, which is an excerpt from <a href="#">Harriet Tubman: Conductor on the Underground Railroad (from Chapter 3: "Six Years Old")</a>.</p> <p>I read the passage out loud, asking these questions:</p> <ol style="list-style-type: none"> <li>1. What does Harriet know about all of her family members?</li> <li>2. What was she taught about the North Star?</li> <li>3. Why did she learn to fear the patrollers?</li> </ol> <p>I will explain that the first thing you do is to "chunk" the passage or break it into logical pieces. In this case, the logical way to "chunk" it is by paragraphs. There are 4 paragraphs and he shows the students how he numbers them and then lists them on the <a href="#">Text Meaning Worksheet</a>.</p> |
| <b>3</b>                         | <p><b>Modeling - how to support a argument using "chunking" - Model how to paraphrase each of four (4) chunks. Probe relationship between paraphrasing small chunks back to evidence supporting arguments.</b></p>  | <p>I will model how to paraphrase each "chunk", using the <a href="#">Text Meaning Worksheet</a>.</p> <ol style="list-style-type: none"> <li>1. Chunk #1: At 6 years old, Harriet was aware that she was a slave.</li> </ol>   |

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|   | <p><b>Modeling - how to support a argument using “text coding.”</b> <u>Model the use of text coding to support an <b>argument</b> and organize reasons and evidence clearly.</u></p>   | <ol style="list-style-type: none"> <li>2. Chunk #2: Harriet knew that all of her family members were slaves and that she was taught to speak a certain way to white people.</li> <li>3. Chunk #3: Harriet was taught the importance of using the North Star as a guide.</li> <li>4. Chuck #4: Harriet learned about fear and learned to fear the patrollers who went after runaway slaves</li> </ol> <p>I will ask:</p> <ol style="list-style-type: none"> <li>1. How does paraphrasing help you understanding a passage?</li> <li>2. How does it help to paraphrase small "chunks"?</li> </ol> <p>I will model one more strategy: text coding. This is a strategy where you use codes to mark and analyze text. In this lesson, we are going to use 3 text codes:</p> <ol style="list-style-type: none"> <li>1. A star will be used to mark any word, sentence or part of the text that seems important.</li> <li>2. A question mark (?) will be use to mark anything in the text that raises a question.</li> <li>3. A box will be put around any word or phrase that is repeated, seeming important.</li> </ol> <p>I will go through the text and code it with these 3 codes. It will then be documented on the Text Meaning Worksheet. If a SmartBoard is available, that is an excellent way for the students to observe the process of text coding. (See <a href="#">sample Harriet Tubman Exemplar - Conductor on the Underground Railroad CODED</a>)</p> |
| 4 | <p><b>Guided Practice:</b> <u>Identifying <b>arguments</b> using words, phrases, and clauses to build relationships among argument and reasons. After identifying the arguments and reasons using chunking and text coding, combine in a summative paragraph.</u></p>  | <p>After looking at all the clues,I show students how to put it all together to identify the argument and reasons. In this passage, when you put it all together, the argument is that Harriet Tubman has learned a lot about life in her six years and the lessons are not easy. (See <a href="#">Text Meaning Worksheet Harriet Tubman - SAMPLE</a>)</p>   |
| 5 | <p><b>Introduction - Formulating an argument, organizing the reasons and evidence using words, phrases, and clauses to clarify the relationship.</b> <u>Model for student how to use the text meaning worksheet to write a summary of the arguments and reasons. Model the procedure by writing a summary using the 3 required elements, showing the students how to use the Text Meaning Worksheet that was completed first. Expand the lesson by</u></p> | <p>Explain to the students that the last part of this activity is writing a summary paragraph that states the argument and reasons with supporting details of the <b>argument</b>. Define a summary for them: A SUMMARY IS SHORT VERSION OF A PASSAGE THAT IDENTIFIES THE <b>ARGUMENT</b> AND REASONS WRITTEN IN YOUR OWN WORDS. A SUMMARY AND REASONS OF A PASSAGE SHOULD INCLUDE:</p> <ul style="list-style-type: none"> <li>○ A CLEARLY STATED <b>ARGUMENT</b> WITH REASONS IN A TOPIC SENTENCE</li> </ul>  |



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|           | <p><u>leading the class using the Central Idea Summary Rubric to complete an argument.</u></p>   | <ul style="list-style-type: none"> <li>○ DETAIL SENTENCES THAT SUPPORT THE <b>ARGUMENT</b> (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS)</li> <li>○ A STRONG CONCLUSION SENTENCE THAT RESTATES THE ARGUMENT</li> </ul> <p>Using a SmartBoard, if it is available, show students how to use the Text Meaning Worksheet for Harriet Tubman - SAMPLE to write a summary of the arguments and reasons of the passage read. (Alternatives to the SmartBoard can be an overhead projector or a chartpad.) Model the procedure by writing a summary using the 3 required elements, showing the students how to use the Text Meaning Worksheet that was completed first:</p> <ul style="list-style-type: none"> <li>○ <b>ARGUMENT</b> - Harriet Tubman learned some difficult lessons in the first 6 years of her life.</li> <li>○ <b>DETAIL (Reasons) SENTENCES</b> - A. First of all, she became very aware that she and her family were slaves and had to talk to white people differently. B. In addition, she was taught how to use the North Star as a guide so she would not get lost. C. Harriet also learned about fear and knew to fear the Patrollers, who hunted runaway slaves.</li> <li>○ <b>CONCLUSION SENTENCE</b> - These lessons could not have been easy for Harriet Tubman, a 6 year old little girl.</li> </ul> <p>Show them how, by putting these sentences together, you have just completed a summary of the arguments and reasons of this passage about Harriet Tubman. See <a href="#">Harriet Tubman Central Idea Summary</a>.</p> <p>Using the <a href="#">Central Idea Summary Rubric</a>, have the class go through it with you, assigning points in each of the traits, based on the work that was done.</p> |
| <p>6.</p> | <p><b>Guided Practice - Grouping - Cooperative pairs</b> - <u>It is important to pair students with reading difficulties with strong readers, who can help them. The teacher will pass out the poem and read it together as a class. The teacher will discuss with them how they would "chunk this". S/he will explain that there is not just one "right way". Assist students with paraphrasing and have them write their responses on the Text Meaning Worksheet. Provide instructions for text coding to identify words, phrases, and clauses to clarify the relationships among arguments and reasons. Draft a summary paragraph on the main arguments and reasons. Assist students with paraphrasing their responses on the Text Meaning Worksheet. Provide instructions for text coding and ask students to code the poem. Share ideas from the summary workshop to a summary paragraph.</u></p> | <p>I will explain to students that he is going to work with them through the next passage, which is "<a href="#">The Road Not Taken</a>", a poem by Robert Frost.</p> <ol style="list-style-type: none"> <li>1. The students will be put in cooperative pairs. It is important to pair students with reading difficulties with strong readers, who can help them. Then I will pass out the poem and read it together as a class. I will discuss with them how they would "chunk this". I will explain that there is not just one "right way". This one can be best "chunked" using end punctuation with: <ul style="list-style-type: none"> <li>○ Chunk #1 ending after "undergrowth"</li> <li>○ Chunk #2 ending after "trodden black"</li> <li>○ Chunk #3 ending after "come back"</li> <li>○ Chunk #4 ending after "difference"</li> </ul> </li> </ol>   |

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|   |  | <ol style="list-style-type: none"> <li>2. Students may do it differently and that is fine, as long as they can tell the teacher their reasoning.</li> <li>3. Work with the students on paraphrasing and have them write their responses on the Text Meaning Worksheet.</li> <li>4. I will then give the instructions for text coding and students will attempt it, asking for assistance, if needed, to complete text coding, recording on the Text Meaning Worksheet. (See the <a href="#">Text Meaning Worksheet Road Not Taken - SAMPLE</a> and "<a href="#">The Road Not Taken</a>" - <a href="#">CODED</a>)</li> <li>5. I will ask students to put all of the clues together to get the <u>ARGUMENTS</u> in the poem. <u>ARGUMENT</u> - By choosing a path that most people did not choose, this man made a huge difference in his life. It is important to be willing to take a risk and be different.</li> <li>6. The final part of the activity is for the students to write a summary paragraph on the <u>ARGUMENTS</u> and reasons of this poem. Do this with them. Have them use their Text Meaning Worksheet and have them identify the three parts of a summary on the <a href="#">Summary Paragraph Worksheet</a>. They must identify: <ul style="list-style-type: none"> <li>○ A CLEARLY STATED <u>ARGUMENT</u> AND REASONS IN A TOPIC SENTENCE</li> <li>○ DETAIL SENTENCES THAT SUPPORT THE <u>ARGUMENT</u> (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS)</li> <li>○ A STRONG CONCLUSION SENTENCE THAT RESTATES THE arguments</li> </ul> </li> <li>7. Note: They may do this individually or in pairs, depending on the needs of the group.</li> <li>8. As a class, have them share their ideas from the Summary Paragraph Worksheet to write a summary argument. (See <a href="#">Road Not Taken Central Idea Summary</a> for a sample.)</li> <li>9. As a class, complete a Arguments Summary Rubric to see how well the group did in creating a quality argument.</li> </ol> |
| 7 | <p><b>Independent Practice - arguments and evidence</b> - <u>instruct the students that they will do one more passage and use their new strategies to identify the arguments and evidence. They will analyze a text exemplar which is an excerpt from Linda Monk's <a href="#">Words We Live By: Your Annotated Guide to the Constitution from "We the People . . ."</a></u></p> | <p>I will now instruct the students that they will do one more passage and use their new strategies to identify the <u>ARGUMENT</u> and supporting evidence. They will analyze a text exemplar which is an excerpt from Linda Monk's <a href="#">Words We Live By: Your Annotated Guide to the Constitution from "We the People . . ."</a> The students are to go through the entire process, using text coding and a Text Meaning Worksheet. The end result will be the identification of the <u>ARGUMENTS</u> and evidence of the passage. Remember to communicate to</p>   |

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|      |   | <p>students that everyone's text coding and Text Meaning Worksheet will not necessarily look the same.</p> <ol style="list-style-type: none"> <li>1. Upon completion, I will instruct the students to use the completed Text Meaning Worksheet and a Summary Paragraph Worksheet to write an argument from this passage. The summary will identify and include: <ul style="list-style-type: none"> <li>○ A CLEARLY STATED <u>ARGUMENT</u> IN A TOPIC SENTENCE</li> <li>○ EVIDENCE USING DETAIL SENTENCES THAT SUPPORT THE <u>ARGUMENT</u> (USE THE PARAPHRASING ON TEXT MEANING WORKSHEET FOR DETAILS)</li> <li>○ A STRONG CONCLUSION SENTENCE THAT RESTATES THE <u>ARGUMENT</u></li> </ul> </li> <li>2. (See Words We Live By Central Idea Summary for a sample.)</li> <li>3. The summary will be assessed using the <u>ARGUMENT</u> and Evidence Summary Rubric. Have the students peer edit each others work, using the rubric. They will then complete a final draft of their summary.</li> </ol> |
| 9    | <p><b>Closure</b> - <u>As a Closure activity, I will conduct an oral review of the arguments and evidence from the passage. This can be effectively done by working through the Text Meaning Worksheet, as a class. The students will describe how they "chunked" the passage and paraphrase the "chunks".</u></p>  | <p>As a Closure activity, I will conduct an oral review of the arguments and evidence from the passage. This can be effectively done by working through the Text Meaning Worksheet, as a class. The students will describe how they "chunked" the passage and paraphrase the "chunks". They will then share how they used text coding, comparing and contrasting their results, with each other. They will discuss their identification of the argument and supporting evidence and then share the final drafts of their argument with the class. This will reinforce the process they used.</p>  |
| 8    | <p><b>Summative Assessment</b></p>  | <p>THE <u>ARGUMENT</u> for this lesson will be from the text exemplar <i>Words We Live By: Your Annotated Guide to the Constitution</i> by Linda R. Monk. The student will use the information from the <a href="#">Text Meaning Worksheet</a> to organize the ARGUMENT. The <u>ARGUMENT</u> should include specific evidence that leads to the identification of the passage. An <u>ARGUMENT</u> Summary Rubric will be used to assess the student's effective use of strategies to identify the evidence from the passage</p>   |
| S.A. | <p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p> | <p>Students will organize an <u>ARGUMENT</u> supported by clear reasons and relevant evidence.</p> <p><b>Chunking</b> - the passage is divided into logical "chunks" or sections and numbered - 4 points</p> <p><b>Paraphrasing</b> - Each "chunk" is paraphrased in own words - 4 points</p> <p><b>Text Coding Results Recorded</b> - Important facts - Questions raised - Word or phrases repeated - 4 points</p>   |

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|  |  | <b>ARGUMENT Identified</b> - Stated clearly - 4 points<br><b>Summary Organization</b> - 4 points<br>12/20 points for master. |
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**Summative Assessment Items and Scoring:**

Given the exemplar *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk students will use the information to organize a written argument with clear reasons and relevant evidence. Mastery is 12/20.

| Category                     | 4  | 3   | 2  | 1  |
|------------------------------|--|---|--|--|
| Chunking                     | Passage is divided into logical “chunks” or sections and numbered.   | Several “chunks” or sections with some numbered.  | Few “chunks” or sections and no numbering.   | Not clear and no sections or numbers.                              |
| Paraphrasing                 | Each “chunk” is paraphrased in own words and paraphrasing is aligned.  | Several “chunks” are paraphrased in own words is mostly aligned.  | Few “chunks” are paraphrased in own words and/or paraphrasing is somewhat aligned. | No “chunk” is paraphrased in own words or paraphrasing is unclear. |
| Text Coding Results Recorded | Uses codes to mark and analyze text, identifying important evidence, text that raises questions, and words or phrases that are repeated. | Evidence of a coding structure to mark and analyze text, identify important evidence, text raises questions, and repeated words or phrases. | Few codes used to analyze text, identify facts, and repeated words or phrases.     | No evidence of text coding.  |
| <u>ARGUMENTS</u> Identified  | Introduces solid <u>ARGUMENT</u> and organizes the reasons and evidence clearly and logically.   | Introduces <u>ARGUMENT</u> and organizes the reasons and evidence clearly.  | Introduces <u>ARGUMENT</u> and organizes the reasons and evidence with purpose.    | Introduces <u>ARGUMENT</u> with no reasons or evidence.            |
| Summary Organization         | Writes <u>ARGUMENT</u> with clear reasons and relevant evidence.   | Writes <u>ARGUMENT</u> with clear reasons and relevant evidence.  | Writes arguments supported by reasons and evidence. Summary states an idea,        | Writes argument..<br>Summary lacks a main idea,                    |

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|--|--|---|---|--|
|  | <u>ARGUMENT</u> identifies three details to support theme, and provides a well-developed concluding section that clearly and logically follows from the passage. | Summary states the <u>ARGUMENT</u> identifies three details to support theme, and provides a concluding statement or section that follows from the summary presented. | lacks details to support theme, and provides a concluding statement or section that partially follows from the summary presented. | no details identified to support argument, and provides a concluding statement or section that logically follows from the summary presented. |
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