

****REVISED**

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

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

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

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to go into Executive Session, which will not be open to the public, for 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 5th day of October 2017.

By 
Ashley Berg
Executive Director

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Tuesday, October 10, 2017
Regular Session
9:00 AM**

New Location:

 Arizona State Board of Education Board Room 
1535 West Jefferson Street
Phoenix, Arizona 85007

The Board's meeting room is located on the first floor of the Arizona Department of Education's building. Available parking in the garage located on 15th Avenue, south of Jefferson Street.

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.

Tuesday, October 10, 2017

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Call to the Public

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

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

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

1. Update on requests approved by Executive Director
2. Highlights of ASBCS actions to improve processes

G. Arizona Charter Schools Association Update - Presentation on Public Charter School Performance by Eileen Sigmund

H. Arizona Alternative Education Consortium - Presentation on the Community Service Developing Engaged Leaders at Alternative Schools by students: Emily Fuentes Solano and Diana Pacheco from the Mayor's Youth City Council of Douglas, Arizona

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

1. Consideration to approve charter holder expansion amendment requests, which have received a staff recommendation for:
 - a. Arizona Autism Charter Schools, Inc. – increase grade levels served
 - i. Executive Summary
 - ii. Amendment Request and Support Materials
 - iii. Required Documentation
 - b. *Boys and Girls Club of the East Valley – enrollment cap increase
 - i. Executive Summary
 - ii. Amendment Request and Support Materials
 - iii. Required Documentation
 - c. Imagine Desert West Middle, Inc. – enrollment cap increase
 - i. Executive Summary
 - ii. Amendment Request and Support Materials
 - iii. Required Documentation
2. Consideration to approve the Program of Instruction amendment request to use methods of instruction consistent with a Dropout Recovery Program for Career Success Schools.
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation
3. **Consideration to approve meeting minutes from the Board's Retreat on October 4, 2017.

- J. Charter Amendment** - Discussion and possible action on the expansion amendment requests from the following charter holders:
1. Imagine Charter Elementary Desert West, Inc. – enrollment cap increase
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation
 2. Yuma Private Industry Council, Inc. – enrollment cap increase
 - a. Executive Summary
 - b. Amendment Request and Support Materials
 - c. Required Documentation
- K. Charter Replication** - Discussion and possible action on the replication application packages for Self-Development Charter School, Inc. to replicate as:
1. Self-Development Eastmark Academy
 - a. Executive Summary
 - b. Application and Support Materials
 - c. Required Documentation
 2. Self Development Scottsdale Academy
 - a. Executive Summary
 - b. Application and Support Materials
 - c. Required Documentation
- L. Eligibility Criteria** - Discussion and possible action to update the Board’s academic, operational and financial performance frameworks to include:
1. Changes to eligibility criteria for amendments to the charter contract allowing for expansions, and modifications to when a financial performance response is required for expansion requests.
- M. 2018 & 2019 Board Meeting Calendars** – Discussion and possible action on the Board’s calendar of meetings for 2018 and 2019.
- N. **Discussion and Update about the A-F Accountability Letter Grades**– Discussion and update on the release of Arizona’s A-F Accountability letter grades and the Charter Board’s responsibilities and options in considering a school’s letter grade.
- O. Summary of Current Events, Future Meeting Dates and Items for Future Agendas** - The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.
- P. Adjournment**



Improvements at ASBCS

OCTOBER 10, 2017



Reason for Changes

Charter Board Mission: To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.

Areas of Improvement

1. **Submissions:** New Charter Application and Amendment Requests
2. **Reviews:** Site Visits
3. **Frameworks:** Financial, Operational, and Academic Frameworks
4. **Guidelines:** Policies & Protocols, Systems & Processes
5. **Climate & Culture:** Board Transparency and Communications, Workplace Culture



Submissions: New Charter Application

- ASBCS took over application process and is not contracting with NACSA. Includes more involvement from qualified charter leaders within the state.
- Removed the curriculum samples and replaced with instructional analysis from application allowing reviewers to determine applicant capacity while not being overly burdensome.
- New Charter Application Training provided at the Association's training facility.



Submissions: Amendments

- Removed requirements from the Charter Holder Governance and Representative Amendment Requests that were overly burdensome and not meaningful.
- Executive Director can sign for “technical” requests, allowing the Board to focus on expansion requests, decreasing amount of time for request approval.
- Combined expansion requests to decrease submission of duplicative information:
 - Grade Level Change/ ECAP
 - School Location/ ECAP
 - School Specific Change in Grades/ ECAP
 - New School/ ECAP

Submissions: Amendments

- Education Program Managers assigned to individual charters to increase customer service by handling all communication and Amendment Requests.
- Internally: Improved internal checklists to ensure consistency and improved protocols to increase efficiency.

Reviews: Five-Year Interval & Academic Systems Review

- Issue data on contractual compliance collected through visit and charter representative survey guided revisions to the ASR structure, promoting efficiency and timeliness of feedback to charter holder.
- Increased communication:
 - April, June, and September letters communicated and clarified interval compliance requirements and ASR site visit.
 - Incorporating opportunities for customer service by creating webinars, workshops, and trainings specifically related to the Five-Year Interval Review.



Frameworks: Financial Performance

- Updated Financial Performance Dashboard to identify the targets for the four calculated measures to assist the general public in understanding the Board's Framework and expectations when looking at the Dashboard.
- Provided additional language to the Financial Performance Review evaluation instrument and staff reports to help communicate what an "acceptable" or "not acceptable" on the Financial Performance Review evaluation means.



Frameworks: Operational Performance

- Added language to the engagement letter and audit completeness communications reminding charter holders of:
 - Board's Operational Performance Framework Guide
 - Issues identified through audit may be noted on the Operational Dashboard
- Beginning with the FY 2017 audits, modified audit letter (sent after the audit has been reviewed) to specify which measures in the Operational Dashboard have been updated based on information from the charter holder.
- Developed process to follow-up with charters on issues of non-compliance to support charters to get into compliance timely. Tools and trainings were developed to support process.





Frameworks: Academic Performance

- School Specific Academic Goals process created.
- Eligibility form posted.
- Five schools applying.

Guidelines: Policies & Protocols



- Eliminated policies no longer in use or relevant.
- Updated policies in use pursuant to changes in Rule.
- Board approved updates to the compliance check policy and complaint process.
- Updates made to Public Records timeframes to allow for more flexibility for Board staff.
- Update to ASBCS Online for record destruction pursuant to the records retention schedule.
- Updated ASBCS Retention Schedule.

Guidelines: Systems & Processes



- Project Manager (Education Program Specialist) and Assistant Director of Academic Affairs responsible for processes and systems (tentative structure).
- Responsible for tracking, identifying, developing, and implementing improvements to ASBCS processes.



Culture & Climate: Board Transparency & Communication

- Board Meetings are held at the State Board of Education to allow for more of the public to attend meetings.
- Live streaming of Board meetings will be possible in coming months
- Shortened executive summaries to better assist stakeholders when reviewing Board materials.
- ASBCS Newsletter created. Letter sent at least once a month to all charter representatives and those that have subscribed, directly communicating to all charter leaders important information related to the Board.
- ASBCS Facebook account created.
- Staff constantly talking to charter leaders to get feedback on ways to improve processes.

Culture & Climate: Workplace

- Weekly Leadership and Staff Meetings
- Flex Schedules and Teleworking
- Arizona's Infant to Work Program
- Internal ASBCS News emails with articles on educational issues pertinent to the Board's mission sent out twice a week to staff
- Training:
 - Pryor Learning Staff Trainings: Effectance Motivation and DISC.
 - Structured activities to recognize staff and award staff for accomplishments.
- Developed processes to gather staff feedback on processes and potential improvements.
 - Provide structured time to be creative and think out of the box to support future improvements to processes.



Improvements at ASBCS



SUGGESTIONS

Email: charterschoolboard@azbcs.az.gov

Phone: 602-364-3080



Arizona Charter Schools Association Update

Eileen B. Sigmund, President and CEO

October 10, 2017 | 12439 N. 32nd St. | Phoenix, AZ 85032



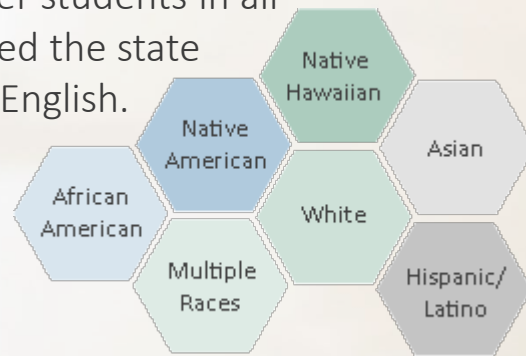
PUBLIC CHARTER SCHOOL PERFORMANCE

ANALYSES OF 2015-2017 AZMERIT DATA

Public charter school students continue to outperform their peers, as AzMERIT results show charter students scored better than the state average in virtually every grade level and subject area for the third straight year.

DEMOGRAPHICS

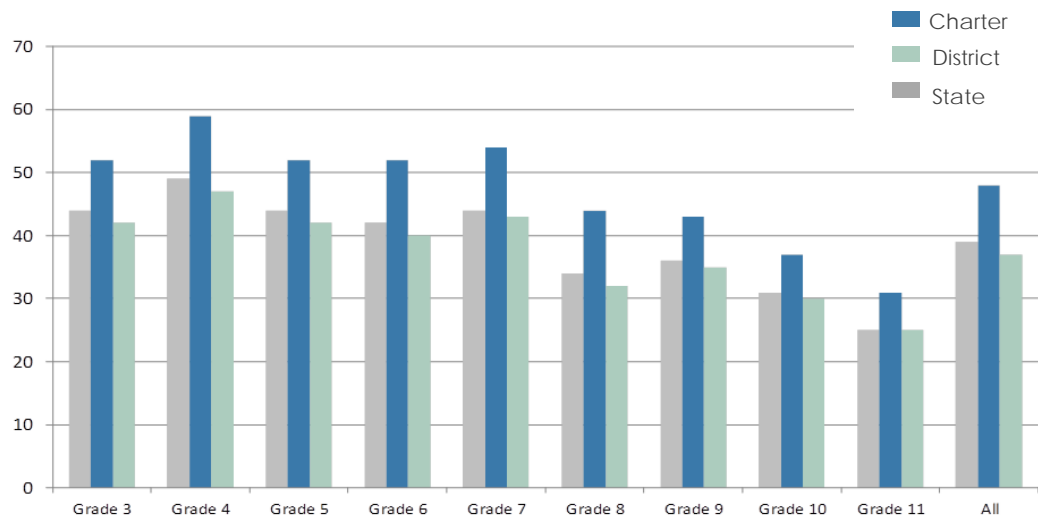
For the last three years, public charter students in all racial and ethnic groups outperformed the state average for their group in Math and English.



PUBLIC CHARTER SCHOOL PERFORMANCE

ANALYSES OF 2015-2017 AZMERIT DATA

ENGLISH LANGUAGE ARTS



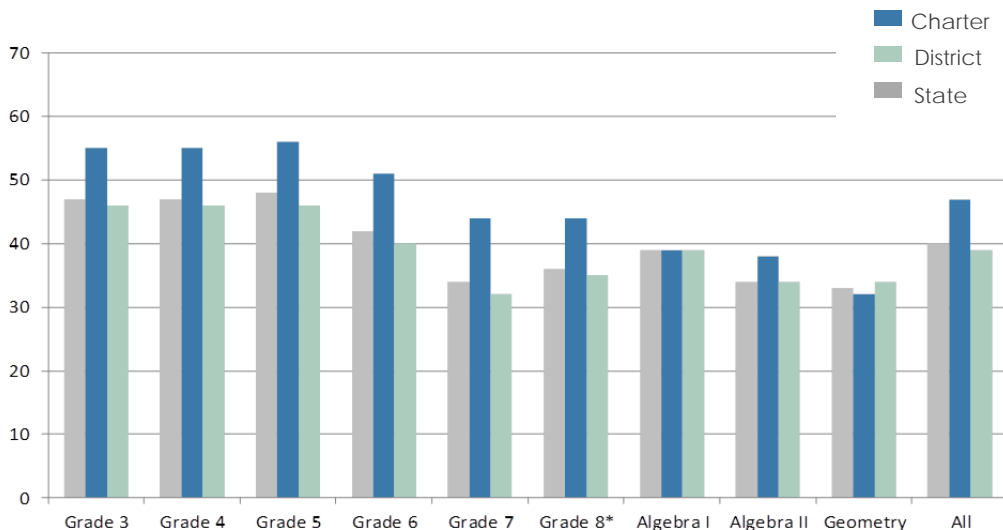
+9 ENGLISH
Public charter students outperformed the state average of students passing the English Language Arts test on average by **9 percentage points**.

97 TOP SCHOOLS
97 of the **top 100** LEAs on the English Language Arts exams are charters, when looking at percent of students passing the test.

PUBLIC CHARTER SCHOOL PERFORMANCE

ANALYSES OF 2015-2017 AZMERIT DATA

MATHEMATICS

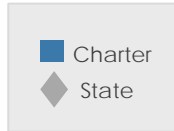


7 **MATH**
Public charter students outperformed the state average of students passing the mathematics test on average by **7 percentage points**.

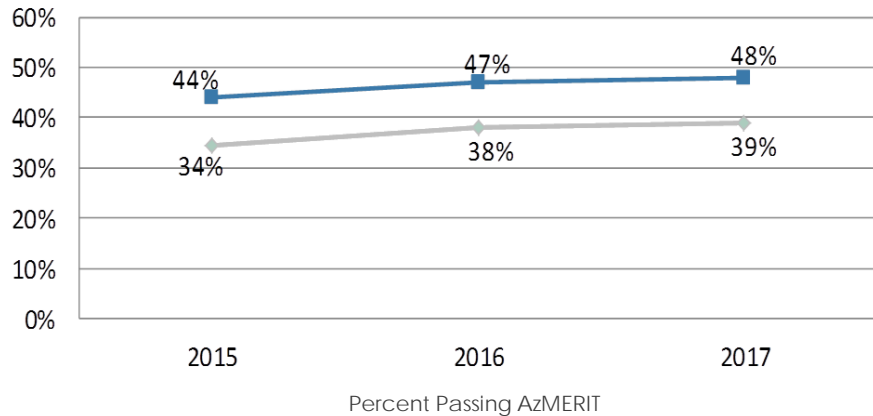
93 **TOP SCHOOLS**
93 of the top 100 LEAs on the Math exams are charters, when looking at percent of students passing the test.

PUBLIC CHARTER SCHOOL PERFORMANCE

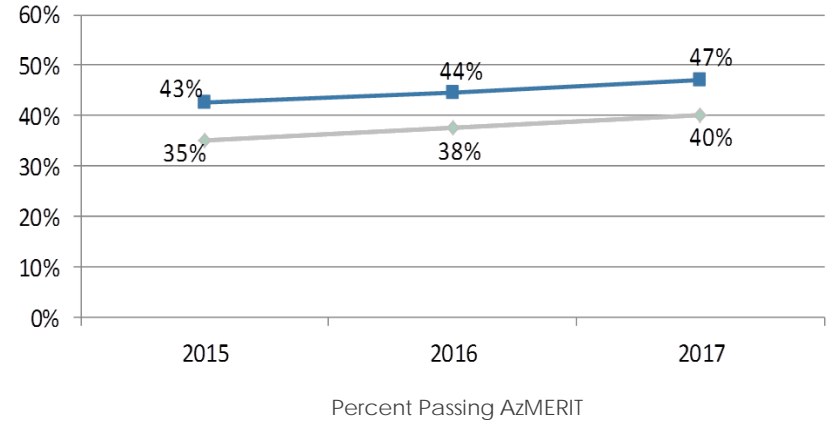
ANALYSES OF 2015-2017 AZMERIT DATA



ENGLISH LANGUAGE ARTS



MATHEMATICS



A woman in a dark blue polo shirt and a plaid skirt is standing in a classroom, writing on a whiteboard with a white marker. The background is slightly blurred, showing other students and classroom elements.

PUBLIC CHARTER SCHOOL PERFORMANCE

ANALYSES OF 2015-2017 AZMERIT DATA

+50%

TOP PERFORMERS

The public charter school sector is the first to achieve **more than 50%** of its students passing the English and Math tests in grades 3-6.

+10

7TH GRADE

Of all grade levels and subject areas within public charter schools, seventh grade students achieved the highest gains over three years, increasing pass rates by **10 percentage points** to 54% on the AzMERIT English exam in 2017.

+6

HISPANIC/LATINO

Hispanic/Latino students in public charter schools outpaced statewide growth of their peers, achieving **6 percentage points** of growth in English and Math from 2015-2017.

+3

SPED STUDENTS

Students with disabilities in public charter schools outpaced statewide growth of their peers, achieving **3 percentage points** of growth in English from 2015-2017.

A-F LETTER GRADE ANALYSIS

PUBLIC CHARTER SCHOOL PERFORMANCE

Analysis to be provided once public release data is available. We will provide printed copies for Board members and the public.



QUESTIONS?

October 10, 2017 | 12439 N. 32nd St. | Phoenix, AZ 85032

AZ Alternative Education Consortium

***Community Service Developing
Engaged Leaders
at Alternative Schools***



October 10, 2017

Alternative Schools

Helping students so
that they may serve
their communities



There are many reasons that students turn to alternative schools. In many cases, these students have been underserved or struggled in traditional settings. Alternative schools play a pivotal role in helping to develop leadership skills and foster community awareness. The students consistently engage and participate in many projects to give back to their communities.

Melissa Arvizu

San Luis, Arizona/Mexico



Melissa is deserving of recognition because regardless of all the obstacles that she has faced throughout her life, she has worked hard and has been able to overcome them. This gives me the certainty that she will be able to succeed and achieve anything that she sets her mind to and more.

~ Melody Jimenez, Migrant Data Clerk

I'm 19-years-old, and a student at PEPP TEC High School. I come from a migrant family in San Luis, Arizona. My family has been migrant since we came to the U.S. Every year around May, we go back to Mexico because of the lack of work here in Arizona. My family has had very rough times because we used to be very poor. My mom, my sisters, and I have struggled a lot since we basically grew up without our dad and he did not help my mother with what was needed. I remember we used to eat Maruchan soup almost every day with those little packed sausages or broccoli. Thankfully we have our grandfather who worked so hard to get our permanent residency in the United States to give us a better life.

When I was fourteen, I wanted to drop out of school to help my mother and sisters. But then I got pregnant at age fifteen. My mom worked very hard in the fields to help me during my pregnancy since my baby's dad did not help me with anything. When I gave birth, I dropped out of school to start working to provide for my daughter. I was still fifteen when I started killing myself in the fields. It was very hard work for me to be a mother and work so hard so young. A few months later, I got back to school, but then I stopped to work again. I actually dropped out like four times to work. We struggled a lot to pay bills, buy food, and all the things we needed because we didn't have, and still don't have, the money to afford fancy things like other kids. The last time I dropped out of school I realized that I needed to have a career to give my daughter a better life and to make my mother proud because she has worked so hard for us. Working in the fields is just something I don't like. I have worked in freezing temperatures where because of the breeze, and/or sweat, my clothes freeze. I could actually feel and hear how the ice crashed when I squeezed my clothes.

Alternative students desire the same opportunities traditional students enjoy, but they often face challenges most students do not.

*Developing skills and
confidence
in the classroom*





Academic Recognition and Student Government are often the first step in building skills and empowering the students.



**Many move on to specialized groups
such as Future Healthcare Leaders**

The school helps students find opportunities to attend events such as the LULAC Youth Leadership Conference.



*Taking those skills and
confidence
beyond the classroom*





Outreach

Students are the best ambassadors for education!

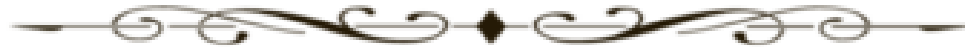


Yuma County students hone their public speaking skills talking about the importance of school to local 8th graders at San Luis Middle School.



**Douglas students serve on the Mayor's
Youth City Council**

*Ultimately - giving
back to their
communities*





**Students serve Thanksgiving Dinner
to families in need and homeless
members of the community**



**Learning the value of kindness at
Ben's Bells project in Tucson**



Hosting and promoting Blood Drives



Students in Tucson assembling care kits to distribute to needy agricultural migrant families in Yuma.



Students from all corners of southern Arizona are donating goods and giving their time in response to recent overwhelming nationwide needs for disaster relief.



Knitting hats for breast cancer patients

FEATURED

PPEP Tec students help clean up Douglas

Bruce Whetten/Douglas Dispatch Aug 29, 2016 0



The PPEP Tec students who took part in the cleanup are, in no particular order, Betza Cardenas, Alejandro Zarate, Alejandra Sepulveda, Raymond Rubio, Daniela Nieblas, Freddy Arellano, Victor Bocaregra, Heriberto Arrequin, Adan Gracia, Omar Noriega and Joaquin Escalante. Loreto was the faculty advisor on hand and Jose Gastelum was the community volunteer who also helped out with the cleanup.

**Douglas students take the lead in
community service!**

Continuing efforts and persistent support for alternative schools are key to ensuring that these students and future students like them will have opportunities to realize their own potential. In turn, they will rise to the challenges of enriching their lives and their communities.



AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change to Charter Amendment Request

Request

Arizona Autism Charter Schools, Inc. (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades K – 8 to grades K - 12, beginning in FY 2019.

See Appendix A: Amendment Request Materials.

Arizona Autism Charter Schools, Inc. indicated that the addition of grade levels will allow its schools to continue providing their specialized program for students that have experienced success with their program of instruction that includes Applied Behavior Analysis (“ABA”). ABA provides continuity to help autistic spectrum students access standard aligned curriculum. The staffing plan supports a plan that groups students by ability and need in multi-grade classrooms. The Group A classroom is for high-functioning students who work near grade level with minimal support. Group A staffing consists of content area Special Education (“SPED”) certified teachers. The Group C classroom requires a clinical instructional approach. Group C staffing will consist of SPED certified teachers as case managers, ABA Program Leads and an ABA Program Supervisor. Paraprofessionals will support Individualized Education Program’s (“IEP’s”) and behavior plans for each student in both classes.

Enrollment targets have been met every year since the first year of operation. Currently, the Charter Holder has a waiting list of approximately 100 students. The narrative identifies a 90% return rate of current student population. Promotion criteria provided indicates students must perform at 70% or higher on assignments and assessments to pass a course. The IEP team may determine other criteria based on the student’s plan. Graduation requirements include 22 credits and passing a Civics test. The Charter Holder stated that it abides by the guidelines of the Arizona Department of Education’s Exceptional Student Services for graduation for students with disabilities.

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 3 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Financial Performance Dashboard in FY 2016.
Grade level cohorts are at capacity and/ or could fill enrollment for new grades requested	Grade level cohorts are at capacity. Enrollment can be filled for the new grades requested. According to the Arizona Department of Education (“ADE”) School Finance, the Charter Holder’s average daily membership for FY 2018 for 7 th grade is 23.950 and 8 th grade is 12.950. 8 th grade is 162% above the target enrollment of 8 students for 9 th grade in FY 2019.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder’s 100 th day average daily membership in FY 2017 was 170.5. This number is within 91% of the current enrollment cap of 188.
Each school offers a unique program of instruction within a five-mile radius from the school’s location	The proposed school offers a unique program of instruction. According to the ADE website and ASBCS Online, there are no autism or similar disorder schools within a five-mile radius of the proposed location.



Additional Information

The Charter Holder was granted a new charter in 2013.

Governance

Corporate Board Members
Viet Do
Genaro Delgadillo
Ronald Harrison
Kiesha McKinnon
Gregory Torrez
Leo Valdez

School Profiles

School Name	Letter Grade		Month/ Year Open	Location	Grade Levels Served	AzMERIT Passing (State Average)			
	FY 14	FY 17				ELA		Math	
						FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Arizona Autism Charter School	NA	*	August/2014	Phoenix	K – 5	17%	28%	22%	28%
Arizona Autism Charter School, Upper Campus	NA	*	August/2016	Phoenix	5 - 8	NA	8%	NA	20%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration

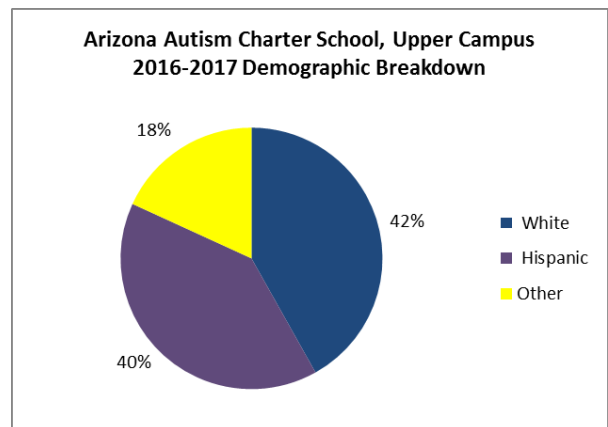
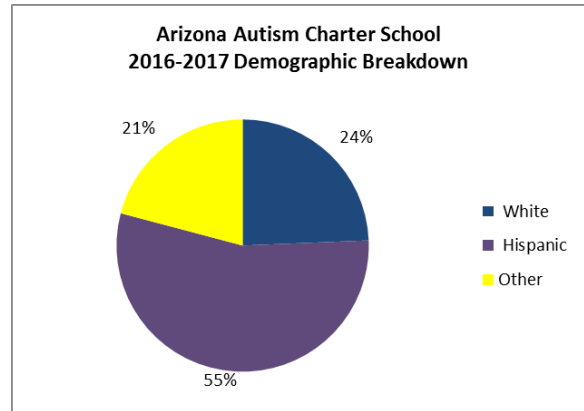
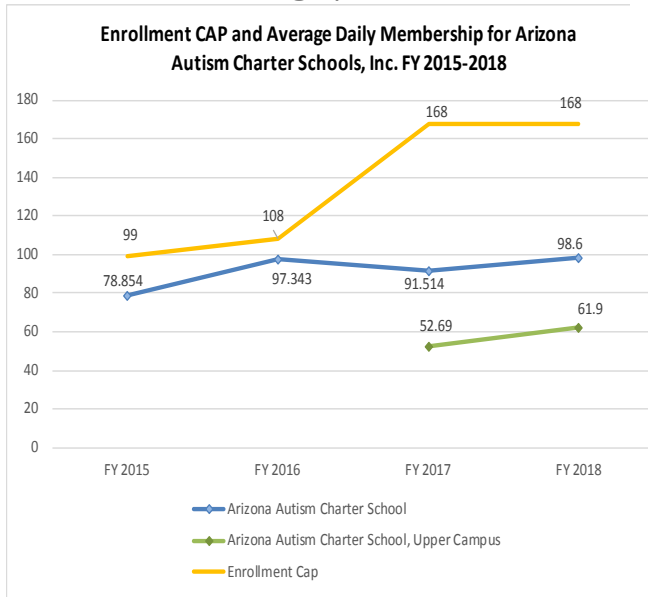
Additional Schools Serving Grades 9 - 12 within 5 Miles

Total Schools	FY 2014** Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than (State Average)		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
8	A	3	6	6	1	*	*
6	B	4	2	1	*	*	*
7	C	3	2	1	1	*	*
0	D	0	0	0	*	*	*
1	F	1	0	0	*	*	*

*Because the percentage of ELL AND SPED students is not available for the Charter Holder, comparison to nearby schools is not possible.

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	72%
English Language Learners	*
Special Education	100%

**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 A

AMENDMENT REQUEST MATERIALS



Arizona State
Board for
Charter Schools



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

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Arizona Autism Charter
Schools, Inc.

CTDS:
07-82-26-000

Mailing Address:
4433 North 7th Street
Phoenix, AZ 85014
> [View detailed info](#)

Representative

Name:
Diana Diaz

Phone Number:
602-487-0434

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

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



New Grade Levels

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

New Grade Levels Served

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Curriculum Samples

-  [Download File](#) – 9th Grade Math
-  [Download File](#) – 9th Grade ELA
-  [Download File](#) – 10th Grade Math
-  [Download File](#) – 10th Grade ELA
-  [Download File](#) – 11th Grade ELA
-  [Download File](#) – 12th Grade Math
-  [Download File](#) – 12th Grade ELA
-  [Download File](#) – 11th Grade Math

Effective Date

08/01/2018





Attachments

Board Minutes

-  [Download File](#) – Board Minutes

Narrative –  [Download File](#)

Additional Information

-  [Download File](#) – Elementary Enrollment Chart
-  [Download File](#) – Elementary Staffing Chart
-  [Download File](#) – Upper School Enrollment Chart
-  [Download File](#) – Upper School Staffing Chart

Signature

Charter Representative Signature

Diana Diaz 08/20/2017

Arizona Autism Charter Schools, Grade Level Amendment Request Narratives

Rationale Narrative Elementary Campus

The Arizona Autism Charter School's (AZACS) Elementary Campus is currently not seeking an expansion in grade levels as its elementary campus currently serving grades K-4. The elementary facility located at 4433 N. 7th St. Phoenix is well equipped to serve younger students and will remain a lower elementary site for the foreseeable future. The grade level expansion is currently being sought for the AZACS Upper School Campus, located about one mile away from the elementary campus, at 1445 E. Indian School Rd. Phoenix.

Rationale Narrative Upper School Campus

Arizona Autism Charter Schools is currently approved to serve grades K-8 and is now seeking approval to serve grades 9-12. The continued motivation and rationale for a grade level expansion at Arizona Autism Charter School (AZACS), Upper School Campus is to grow by one grade level each year and by at least two classes or approximately 20 students. This will allow students who have had success in the AZACS elementary and middle school programs to continue with this specialized type of programming through the High School grades. (The school is also submitting an Enrollment Cap Increase Amendment Request in conjunction with the Grade Level Expansion Amendment Request.)

AZACS offers unique programs using high-level behavioral interventions using Applied Behavior Analysis (ABA) to help students access curriculum that is aligned with the state standards. There are few documented programs in metro Phoenix offering this type of programming successfully, therefore, it makes sense for AZACS to continue to grow by increasing its enrollment cap by about 20 students per year and growing to the High School grades. If the school only offered programming through 8th grade, it would certainly create a gap in educational services for students and families who have now relied on AZACS to offer a best practice education for their children on the autism spectrum. The school's K-8 program has been successful with students at all levels of the spectrum and the motivation for making the program accessible to more students and expanding to High School is to prepare students for post-secondary opportunities in college and vocational programs. The overarching goal and vision is to help students with autism overcome the deficits associated with this disorder and build their skills to become fulfilled, productive citizens.

Staffing Plan Narrative Elementary Campus

Changes to instructional, non-instructional, and leadership staff in the staffing chart

The grade level expansion amendment request is for the Upper School Campus and will not affect the grades served at the Elementary Campus, which now serves students in grades K-4.

Since the grade levels served at the elementary will remain the same, there are no staffing changes needed to the instructional and non-instructional staff servicing the school and the students. However, there are some planned changes to the leadership team. The Founder & Executive Director will continue to oversee both schools. The school will move away from having one Principal overseeing both schools to having one Director for the Elementary and one Upper School Program Director (reflected in Upper School Staffing Chart). The school would also move to having one Special Education Coordinator at each site. The role of Lead Behavior and School Operations Manager would be changed to Director of School Safety and Plant Management starting in the 2018-19 school year.

While the school is fully staffed to meet the needs of students in grades K-4, if any vacancies were to occur year to year, the following processes would take place:

Recruitment: AZACS will posts instructional, non-instructional and leadership positions on its own website, national job boards and communication channels throughout the special education and autism professional community. AZACS' special focus on best practices for autism attracts people from around the country who want to specialize in this field.

Hiring: AZACS will hire staff by engaging in a thorough interview process including reference checks, work samples and teaching demonstrations for instructional staff. All staff hired are probed to ensure they are in alignment with the school's mission and have a desire to work in a best-practice environment for students with autism.

Training: AZACS offers an intensive three week summer training program to help teachers and instructional staff prepare for the upcoming school year. In addition, the school offers regular instructional and behavioral coaching to meet the needs of the target population. Non-instructional staff are on-boarded and trained by the administrative team and given opportunities to overlap with people who are skilled in their job function. The leadership team engages in trainings through the Arizona Charter Schools Association, ADE and leadership consultants.

Staffing Plan Narrative Upper School Campus

Changes to Instructional Staff

The changes to the instructional staff over the years on the staffing chart for the Upper School project out the number of office administrative support staff, teachers, paraprofessionals and behavioral specialists needed to grow by one grade level each year. It's important to note that the AZACS instructional program is a special education program offering multi-grade classrooms grouping students by abilities and needs. As noted in the Staffing Chart, in the current school year, the AZACS Upper School employs two office support staff, five teachers, three therapists, one SPED compliance coordinator, approximately 25 paraprofessionals and three behavior support staff. The leadership team includes the school's Founder and Executive Director, the School Principal and the Director of Special Education and Human Resources. All of the previously mentioned leadership positions support both the Elementary and Upper School Sites.

The Middle School Dean & ABA Program Supervisor is a leadership role that supports the Upper School exclusively.

For the 2017-18 school year, the model that will be implemented looks at the academic needs of the student and places them appropriately depending on their abilities and needs. There will be two levels of classes, one for high-functioning students who are working at or near grade level and can access Arizona College and Career Ready Standards with minimal accommodations (“A” Level Program). The other level will be designed for students who are moderately to severely impacted by autism and other related disabilities and have intensive needs for accommodations to access the Arizona College and Career Ready Standards. These students also need clinical instructional approaches using Applied Behavior Analysis (ABA) strategies to make progress on goals (“C” Level Program).

“A” level students will have five content area classes (Science, Math, Social Studies, English and Life Skills) in the daily schedule. These classes will be taught by content area teachers that are SPED certified along with the appropriate number of paraprofessionals to support the IEP’s and behavior plans of each student. In addition, Speech and Occupational Therapists are an integral piece of the instructional program. The behavior support for “A” level students will be one ABA Program Supervisor to oversee the behavior plans for all students at this level. The day to day responsibility for implementation of behavior plans will be with the two behavior specialists for the fidelity of de-escalation strategies, self-management and executive functioning.

“C” level students will have two certified Special Education teachers that will serve as the students’ case managers and four ABA Program Leads to offer the data-driven ABA programming needed for these students. The Special Education teachers will be responsible for making sure each student accesses grade level appropriate material in each academic area modified to their academic abilities. In addition, one ABA Program Supervisor will oversee the programming throughout the C level classrooms and ensure the appropriate number of paraprofessionals are supporting the IEP’s and behavior plans of each student. In the 2018-19 school year, it is expected that the same number of certified teachers can service about 15-20 more students but five paraprofessionals and two ABA Behavior Leads will be added from the previous year. In the 2019-2020 school year, it is planned to add 15 to 20 more students who will be serviced by adding another SPED certified teacher, as well as five paraprofessionals and two more ABA Behavior Leads.

Changes to Non-Instructional Staff

The non-instructional staff required to meet the needs of the school in the current school year are one Front Office Receptionist who handles attendance, phone calls, student medications and other clerical duties as needed. The school also employs an Operations and Enrollment Assistant that handles student records, registrar duties and other school operations functions. With the anticipated growth of approximately 20 new students in the 2017-18 school year, AZACS plans to use the same two non-instructional employees to cover the same job functions. It is anticipated that an additional office staff member will be needed in the 2018-19 school year to meet the

needs of about 15 more students. The same three office staff will be able to cover the administrative support functions for the 2019-20 school year.

Changes to the Leadership Team

The leadership changes that will result over the course of adding grade levels and increasing enrollment are the following: The Middle School Dean & ABA Program Supervisor will go from her current position to the Upper School Program Director in the next year and then stay in that position through the 2019-20 school year. The Director of Special Education and Human Resources will continue next year however will transition to only focus on Human Resources. During the 2017-18 school year, a Manager of SPED, Assessment, Academic Counseling and Transition Programs has been hired and will take over the SPED compliance responsibilities and begin to help with the high school program and schedule. A Director of School Safety, Plant Manager and CPI will be hired for the 2017-18 school to take over the added facility responsibilities at both the Elementary and Upper School sites. Those position would remain the same in the 2018-19 school year and the 2019-20 school year.

Narrative describing the staffing, enrollment and target population needs are addressed by the following processes.

Leadership Staffing

Recruited – Administrators at Arizona Autism Charter Schools are grown from the instructional staff and are given multiple opportunities to seek professional development. AZACS leaders have identified the most exemplary teachers who have a track record of exceptional instruction and leadership skills. Additionally, AZACS is a part of the greater autism clinical and education community and has had success recruiting the best and brightest autism educators from out of state who are seeking to implement evidence based methods in a school specializing in autism.

Hired – Applicants go through an intensive screening and interview process that includes an interview, reference checks, submission of work samples and hands on teaching and coaching demonstrations. A panel of school leaders evaluates candidates and comes to a consensus about hiring.

Trained – Administrators are coached by the school Founder and Executive Director to implement the mission and vision of the school and charter. Additionally, they are coached and mentored by outside consultants, and are participants in training provided by the AZ Charter Schools Association, The Center for Student Achievement and professional development provided by various ADE departments.

Instructional Staffing

Recruited – AZACS advertises in national teacher recruitment websites, its own website, job fairs and through social media boards for various autism stake holders. In addition, AZACS has established partnerships with GCU and ASU's teacher education programs

to recruit top special education candidates. Behavior Analysts, who serve an essential function in autism education, are grown from within the school by offering supervision hours towards becoming a Board Certified Behavior Analyst (BCBA). Paraprofessionals are recruited from various job boards and incentivized by offering a career path towards becoming a teacher or a BCBA.

Hired- Teachers, BCBA's and Paraprofessionals are hired by the administration team and the Staffing Coordinator. All future employees complete a thorough interview process including scored responses and instructional demonstration activities.

Trained – AZACS offers a robust summer training conducted by its lead administrators, who are well versed in evidence based special education and behavioral practices. Training is continued throughout the school year through competency coaching and various group and individual trainings specific to classroom needs. Teachers and BCBA's are provided with a yearly stipends towards professional development that is pre-approved to ensure fidelity with the school's mission and instructional philosophy. AZACS is also a sponsor of the Arizona Association of Behavior Analysis (AZABA), which covers membership dues to all AZACS employees. AZABA offers frequent continuing education credits throughout the year across various topics under the umbrella of Applied Behavior Analysis. Paraprofessionals are trained in desired competencies and in conjunction with teachers who participate in professional learning onsite.

Non-instructional Staffing

Recruited – Non-instructional members of the team are recruited through online job ads and staffing agencies that specialize in providing schools with excellent clerical, support staff and other office employees.

Hired – All non- instructional employees are hired by the administrative team and the Staffing Coordinator. All future employees complete a thorough screening and interview process and are asked to obtain a fingerprint clearance card prior to working at the school. At least three references are checked as well.

Trained – Each non-instructional employee trains with the members of the administrative team they are supporting. AZACS leaders set up overlap coaching opportunities before staff is expected to take on duties. Support staff are given goals to be reached at the end of each year and through that process professional development opportunities are identified to enable success.

Enrollment and Target Population Needs

AZACS only employs people who have a track record of success working with children on the autism spectrum. The focus on Applied Behavior Analysis (ABA) teaching strategies attracts local professionals as well as professionals from around the country who want to specialize in

this field and are looking for an environment that offers professional development and growth opportunities in autism education.

As the only charter school focused on best practices for the autism population in the Phoenix metro area, the programs and services offered by Arizona Autism Charter School are in high demand. The school has had a waiting list of at least 100 students since its inception in 2014 and has always met its enrollment targets. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

Enrollment Justification Narrative Elementary School Campus

Narrative for Plan for meeting each year's enrollment targets

Enrollment targets for the AZACS elementary campus have been met since the inception of the school in the fall of 2014. The school aims to have 12 classrooms with an average of nine students each, groupings students in programs based on abilities and needs. Since 2014, the enrollment has varied between 103 and 108 students and the enrollment cap is set at 108 at the elementary site. After surveying students to determine who will be re-enrolling for the 2017-18 school year, it has been determined that the school will have 18 new kindergarten spots and about 5 spots open in other grades. The school has already filled those 5 spots with students who submitted timely applications and were selected through the lottery process. The school received about 50 kindergarten applications and will conduct its lottery process to fill available spots.

Necessary advertising and/or promotion

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

Number of returning students

Based on information obtained in intent to re-enroll forms, AZACS expects **85 students** to return to the elementary campus. About 18 of the previous students will move on to the Upper School, but those students will be replaced by 18 new incoming Kindergarten students. That will leave five open spots, which have been filled by new students that submitted a timely application during open enrollment and were selected through the lottery process.

Anticipated new student enrollment for 2017-18 School Year

- Kindergarten: 18
- 1st Grade: 0
- 2nd Grade: 0
- 3rd Grade: 2
- 4th Grade: 3

Enrollment Justification Narrative Upper School Campus

Narrative for Plan for meeting each year's enrollment targets

Arizona Autism Charter School's growth plan includes growing by one grade level each year. The school has successfully implemented that model since its inception. Below is a timeline of the school's growth:

2014-15 – Opened serving grades K-5, met enrollment target of 90 students

2015-16 – Amendment Request Approved to Add 6th Grade, added about 18 students

2016-17 – New Site and Adding Grade Levels Request Approved to Add Grades 7 and 8, only 7th grade added and more than 50 students

2017-18 – Enrollment Cap Amendment Pending, Plan to Add 8th Grade and grow by about 20 students

2018-19 – Grade Level Amendment Request pending, plans to add 9th Grade, and grow by about 20 students

2019-20 – Grade Level Amendment Request pending, plans to add 10th Grade

Throughout this process, all enrollment targets have been met and the school has had a waiting list of approximately 100 students since its inception. The enrollment targets identified in the Enrollment Matrix for the Upper School that include the addition of 8th grade are projections for each of the classes moving up by one grade level. The current 7th graders will move to 8th grade, the current 6th graders move to 7th grade, the current 5th graders move to 6th grade and the current 4th graders at the elementary campus will move to the Upper Campus. Therefore, the targets are based on each set of students moving up with their class therefore creating a 5-8 school at the Upper Campus. In addition, screening was completed and a lottery held to invite new students to enroll for about five open spots.

Necessary advertising and/or promotion

The trained staff and specialty focus has created a high demand for enrollment at AZACS. Some of the strategies that have been used and will continue to be used to ensure the community is aware of the school and that high-needs students have access to enrolling are the following:

- Robust website describing the specialized program and announcing open enrollment
- Dissemination of flyers in English and Spanish with information on specialized program of instruction
- Visits to agencies serving the special needs and autism community
- Open Houses and tours for interested families

Number of returning students

AZACS distributed intent to re-enroll forms to current families and has acquired written confirmation that approximately 90% of students intend to re-enroll. That equals about 50 students.

Anticipated new student enrollment for 2017-18 School Year

AZACS has already conducted its open enrollment and lottery process and has filled open student spots. New students have been enrolled in the following grades:

- 5th grade: 20 (18 coming from the elementary campus)
- 6th grade: 3
- 7th grade: 2
- 8th grade: 1

Resources Narrative Elementary Campus

A grade level expansion is not being requested for the elementary school. The current campus serves students in grades K-4 and plans to continue that grade level span in future school years. The school has already adopted and purchased curriculum for grades K-4 and will continue to use those resources. The school also has adopted assessments including the ReThink Autism assessment, data and curriculum program, the Galileo assessment and the MAP assessment. The school is already equipped with instructional materials and will only need to make minor replacements of books, technology and manipulatives. These costs have already been budgeted for the upcoming school year.

Resources Narrative Upper School Campus

Curriculum

AZACS' founding team has worked together and in consultation with experts in the field of autism education to develop the initial curriculum plan as submitted to the Arizona State Board for Charter Schools. The team has worked under the leadership of Dr. Joseph Gentry, a doctorate level Board Certified Behavior Analyst and autism education expert with more than ten years of experience implementing best practices in school settings to continue to develop the plan.

The Arizona College and Career Ready standards form the core basis of curriculum. In addition, the needs of the student population at AZACS is considered. AZACS' population is primarily students on the autism spectrum. The school uses evidence based methods established through peer reviewed methods to educate our students. Thus, curriculum is evaluated on how well it aligns to the standards; how adaptable it is to students' IEP goals; the developmental sequence of the grade levels; and the evidence based methods it employs that supports the academic achievement of students with autism. The AZACS leadership team has engaged in a curriculum selection and review process and has adopted the following curriculum resources:

Curriculum for High Functioning Students- "A" Level Classes

English Language Arts	Math	Social Studies	Science
8 th – 10 th Grade Engage New York	8 th – 10 th Grade Engage New York	8 th – 10 th Grade Engage New York	Foss Kits: Human Systems Interactions
			Foss Kits: Heredity and Adaptations
			Foss Kits: Populations and Ecosystems
			Foss Kits: Diversity of Life

Curriculum for High Needs Students, moderately to severely impacted by disability- "C" Level Classes

English Language Arts	Math	Social Studies	Science
8 th – 10 th Grade Edmark Reading Program	8 th – 10 th Grade Touch Math, functional math materials	8 th – 10 th Grade Unique Learning Systems	Foss Kits: Human Systems Interactions
Unique Learning			Foss Kits: Heredity and Adaptations

			Foss Kits: Populations and Ecosystems
			Foss Kits: Diversity of Life
			Foss Kits: Unique Learning

These curriculum programs are currently being used in the current classrooms serving grades 5-7, therefore, the rationale for all the materials above is to provide continuity for both students and teachers with the curriculum used from the previous grade levels.

Assessments

The school plans to purchase standardized assessment programs to meet the needs of various levels of students on the autism spectrum. In addition, the school will use curriculum based assessments, internal data driven instruction and various formative assessments to ensure students are making progress.

Students in A level, high functioning classrooms must be prepared to take the AZ Merit test. The Galileo assessment tool will be administered at the beginning, middle and end of the school year to determine students' acquisition of standards based content in language arts, math and science. The school will use AZ-CSP funding to make this purchase.

Students in C level classes will use an Applied Behavior Analysis (ABA) system to acquire data and make assessments on progress. Either the Catalyst or PEAK assessment will be purchased. AZ-CSP funding will be used to acquire this assessment tool.

Students in B level classes or moderately impacted by intellectual disability will use the NWEA MAP assessment to measure their progress. This is an adaptive achievement test that modifies the difficulty of questions based on students' abilities. This assessment is recognized as a best practice option for students in special education. This also will purchased with AZ-CSP funding.

Instruction

AZACS' program of instruction uses techniques in Applied Behavior Analysis (ABA), the most empirically supported methodology for children with autism. In addition, AZACS offers rigorous academic programming so students access grade level standards to the best of their abilities.

High quality ABA programs require intensive individualized instruction based on assessments that inform the creation of program goals. The daily data on goals serve as formative assessments that determine if instruction is successful or needs to be adjusted.

To create the conditions to ensure quality ABA programs take place, AZACS has an average 3:1 or 2:1 student to instructor ratio and very small class sizes with an average of nine students per

class. This allows for individualized and small group instruction and data collection throughout the day. Most AZACS teachers and staff have a background and training in ABA and are further trained in program implementation and data over the summer and continuously throughout the school year. The credentialed professionals qualified to oversee ABA programs are Board Certified Behavior Analysts (BCBAs). At AZACS, each classroom is overseen by a BCBA who ensures student instruction is being implemented following ABA principles and that data is being collected and analyzed with fidelity. Furthermore, AZACS teachers ensure that all student ABA goals are aligned to AZ College and Career Ready Standards. This is done by requiring teachers to indicate goal alignment on student IEPs and lesson plans.

The concrete resources needed to implement this type of program are facilities, technology, software and instructional materials. The school received start up grants to equip the Upper School in its first year of operation, and will continue to receive funding for the next two years through the AZ-CSP grant to acquire the additional resources needed to grow by approximately 15-20 students per year. Once the AZ-CSP grant expires, the school will be enrolled at capacity and state funding will cover the remaining concrete resources needed. Additionally, school leaders will continue to seek other public and private grant funding.

Courses Narrative Upper School Campus

Course Offerings

The chart below outlines the courses that will be taught and required at AZACS for high school students. All courses are aligned to the Arizona College and Career Ready Standards and taught to mastery. In addition to the English, Math, Social Studies, Science core classes, AZACS will implement a rigorous and functional Career and Technical Education program including Entrepreneurship and Network Technologies.

Courses	Freshman	Sophomores	Juniors	Seniors
English (4 credits Req'd)	• Freshman English	• Sophomore English	• Junior English	• Senior English
Math (4 credits Req'd)	• Algebra I	• Geometry	• Algebra II	• STATS
Social Studies (3.5 credits Req'd)	• World History/Geography		• American History/AZ History	• Economics (.5 credit) • American Government/AZ Government(.5 credit)
Lab Science* (3 credits Req'd)	• Integrated Science	• Biology I	• Earth/Space	

Fine Arts/CTE (1 credit Req'd)	<ul style="list-style-type: none"> • Career Exploration 		<ul style="list-style-type: none"> • Network Technologies (2 year program) Fundamentals of Information Technology Network Technologies 	<ul style="list-style-type: none"> • Entrepreneurship (2 year program) Fundamentals of Marketing Entrepreneurship
Electives (7 credits Req'd)	<ul style="list-style-type: none"> • Life Skills • Physical Education 			

Process and Criteria for Awarding Course Credit

The school will establish minimum performance requirements in each course, which will be an average of at least 70% on assignments and assessments to pass a course. The IEP team may determine other criteria based on a student's individual plan. These criteria may be based in part on proficiency in content and participation and attendance. Any student who does not meet the minimum performance requirement will not pass that course nor receive credit, but will be given opportunities for remediation or to repeat the course.

Policy on Acceptance of Transfer Credit

When a student enrolls at Arizona Autism Charter High School without transfer grades three weeks after a semester begins, the student may not receive credit for classes during that semester unless the student participates in a transfer grade restoration opportunity.

- An incoming student may be required to attend outside the regular school day to learn required material
- A student may enroll in a credit recovery course.
- A student may take an on-line course through an approved online program.

Graduation Requirements

Course		Cohort 2013 and beyond
English/Language Arts	Freshman, Sophomore, Junior and Senior	4.0 credits
Mathematics	Algebra I & II, Geometry and Financial Math	4.0
Science	Integrated Science, Biology and Earth/Space Science	3.0

Social Studies	World History/Geography, American/Arizona History, Economics, Civics and American Government	3.5
Physical Education/Health		.5
Career and Technical Education		1.0
Electives		6.0
Total		22

In addition to these graduation credit requirements, each student must pass the Civics Test to be granted a diploma from Arizona Autism Charter School.

The Governing Board at AZACS has determined that each student on an IEP may have modified curriculum, adjusted timeframes, or other agreed upon changes to the course of study to satisfy completion certificates. AZACS will also abide by the guidelines of the Arizona Department of Education Department for Exceptional Student services for graduation for students with disabilities. Those guidelines are currently under revision by ADE. Arizona Autism Charter School's leadership will follow those guidelines when they become available.



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: Arizona Autism Charter School K-4				
Grade Level	Number of Students			
	Current—FY16-17	Target—FY17-18	Target—FY18-19	Target—FY19-20
Kindergarten	18	18	18	18
1 st	21	20	20	20
2 nd	25	25	25	25
3 rd	23	25	25	25
4 th	16	20	20	20
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
Total Enrollment	103	108	108	108



Arizona State Board for Charter Schools

Staffing Chart

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

Directions*:

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

School Name: Arizona Autism Charter School				
Position	Number of Staff Members			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Admin Office Staff	3	3	3	3
Teachers/Instructional Staff				
Kindergarten	1	1	1	1
1 st	2	2	2	2
2 nd	2	2	2	2
3 rd	3	3	3	3
4 th	3	3	3	3
5 th				
6 th				
7 th				
8 th				
9 th				
10 th				
11 th				
12 th				
Therapists-Speech, Occupational	4	4	4	4
Paraprofessional	32	32	32	32
Additional Staff				
List title: _Behavioral Specialists	4	4	4	4
ABA Program Supervisor	2	2	2	2
Facilities Manager/Floater	1	1	1	1
Total Number of Staff Members	57	57	57	57

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: Arizona Autism Charter School Elementary Campus K-4				
Title	Leadership Team			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Founder & Executive Director – Diana Diaz-Harrison	1	1	1	1
Principal – Tanya Brodd	1	0	0	0
Elementary Program Director – LaToya Horton-Williams	0	1	1	1
Staffing Coordinator – Patrick Masson	1	1	1	1
Director of SPED and Human Resources – Rosetta Hicks	1	0	0	0
Coordinator of Human Resources – Nisha Teague	0	1	1	1
Coordinator of SPED – Natalie Batts	0	1	1	1



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: Arizona Autism Charter School Upper Campus				
Grade Level	Number of Students			
	Current—FY16-17	Target—FY17-18	Target—FY18-19	Target—FY19-20
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th	16	20	20	20
6 th	23	20	20	20
7 th	12	28	20	20
8 th		8	28	20
9 th			8	28
10 th				8
11 th				
12 th				
Total Enrollment	51	76	96	116



Arizona State Board for Charter Schools

Staffing Chart

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

Directions:

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

School Name: Arizona Autism Charter School, Upper School Campus				
Position	Number of Staff Members			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Office Administration	2	3	3	3
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th - 7 th	5*			
5 th - 8 th		5**		
5 th - 9 th			7**	
5 th - 10 th				8**
9 th				
10 th				
11 th				
12 th				
Therapist – Speech, Occupational	3	3	4	4
SPED Compliance Coordinator	0	0	1	1
Paraprofessional	25	25	30	35
Curriculum Manager B/C	0	1	1	1
Additional Staff				
<u>ABA Leads</u>	1	4	6	8
<u>Behavioral Specialists</u>	2	2	3	3
<u>ABA Program Supervisors</u>	0	2	2	2
<u>Facilitates Manager/Floater</u>	1	1	1	1
Total Number of Staff Members	39	46	58	66

Staffing Chart

***AZACS' program offers multi-grade classrooms grouping students based on abilities and needs.** The five teachers are teaching students in grades 5-7.

******The five teachers will be teaching students in grades 5-8 for the high functioning students.

******* The eight teachers includes the six teachers that will be teaching 5-9 and two additional teachers for 9th grade English and Math.

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: Arizona Autism Charter School Upper Campus				
Title	Leadership Team			
	Current—FY16-17	Anticipated—FY17-18	Anticipated—FY18-19	Anticipated—FY19-20
Founder/Executive Director Diana Diaz-Harrison	1	1	1	1
Principal Tanya Brodd	1	0	0	0
Middle School Dean & ABA Program Supervisor Megan Tolway	1	0	0	0
Upper School Program Director Megan Tolway	0	1	1	1
Director of SPED and Human Resources Rosetta Hicks	1	0	0	0
Coordinator of Human Resources TBA	0	1	1	1
Manager of SPED, Assessment, Academic Counseling, and Transition	0	1	1	1

Staffing Chart

Programs – Natalie Batts				
-----------------------------	--	--	--	--



Meeting of the Board of Directors of ARIZONA AUTISM CHARTER SCHOOLS, INC.

Monday, November 14, 2016 5:30 PM

4433 N. 7th Street Phoenix, AZ 85014

-----**MINUTES**-----

Board Members Present:

Leo Valdez

Ron Harrison

Gregory Torrez

Keisha McKinnor

Viet Do-Telephonically

Board Members Absent:

Genaro Delgadillo

Mary McEvilly-Hernandez

Others Present:

Diana Diaz-Harrison

Michele Diamond

1) **Welcome and Attendance**

The Board Meeting commenced at 5:30pm. Leo Valdez, Board President, ran the meeting. It was determined that a quorum was present and the meeting could conduct business. Leo asked for a motion to approve the agenda and begin the meeting, Gregory made a motion, Keisha seconded the motion, all were in favor and Leo called the meeting to order.

2) **Public Comment**

Leo asked if there were any members of the public on the conference call line for comment. It was determined no members of the public were present.

3) **Financial Action Items**

Review results from FY16 audit conducted by auditor Anthony Lorenzo: Michele Diamond directed board members to the audit document and said it was important to note the school has no

findings of noncompliance or internal control deficiencies to take corrective action on. She pointed to the fact that the school's assets as of the June 30, 2016 reported that the school's total net assets at the end of the fiscal year were just over \$300,000. Gregory asked about cash flow and Michele indicated the school had a reported cash flow from operating expenses of more than 37,000 and that the bank balance on 6/30/16 was just over \$445,000. Leo asked board members if they had reviewed the letter from auditor Anthony Lorenzo explaining the terms of the audit and summarizing the findings. All board members indicated they had reviewed the letter. Leo asked if there were further questions or discussion. Since there were no further questions or items to discuss, the discussion was closed.

Review and approve quarterly financial reports: Next, Michele Diamond reviewed the Statement of Income for the quarter ending September 30, 2016. She noted that the total revenue was just over \$1,183,000 but that the expenses were approximately \$1,326,000. She said there was a net income loss of about \$143,000 due mostly to expenditures related to the new upper school facility. There was a discussion about how this deficit would be addressed. Diana reported to the group that there were some big grants being finalized and there was an expected payment of \$230,000 from the Walton Family Foundation that would take care of the deficit. Michele also explained IDEA funding and Title 1 funding was also projected in the coming months. She said school staff was being conservative with spending at this time due to the shortfall but school accounts should become flush once expected grant funding came through in the coming months.

Next, Michele asked board members to turn their attention to the balance sheet. Michele noted that the school's total assets at quarter end were at approximately \$2.6 million including total property and equipment. The total current liabilities were approximately \$360,000. Diana noted the Chase operating account was at more than \$95,000, which would cover upcoming expenditures. Gregory asked what the monthly per pupil funding payment was, Michele noted that the monthly state equalization payment was at approximately \$300,000 per month.

Michele asked board members if they has reviewed the Check Detail Report and the Transaction List by Vendors. All board members indicated they has reviewed those documents. Gregory asked if the school was using most of the same vendors as were used for the original elementary campus. Diana indicated most of the same vendors were being used as they provided continuity of services. There were no further questions or comments in the financial reports.

Leo called for a motion to approve the Statement of Income and Balance Sheet as presented. Ron made a motion, Gregory seconded the motion. All were in favor and the motion passed unanimously.

4) **Approval of Minutes**

Leo asked if board members had reviewed the minutes from the October 13, 2016 meeting. Board members indicated they had. Gregory made a motion to approve the minutes as presented, Ron seconded the motion, the motion passed unanimously.

5) **Executive Director Report**

Diana shared with the board that the School Tax Credit campaign had been launched and that the fundraising goal was about \$30,000. She asked board members to share the information to their network to help achieve the goal. Diana shared information about the KaBoom grant which awarded the school more than \$70,000 in playground equipment through a corporate sponsor. She said the school's contribution was set at \$8,500 and that various fundraising activities would be

planned, such as a garage sale, to raise the funds. She asked board members about their interest in forming a specific fundraising committee to plan a signature fundraising event. Board members discussed possible events such as a wine tasting or gala. The group agreed further discussion was needed and that a committee should be formed.

6) **Academic Data Review**

Leo turned it over to Diana to share academic data report. Diana shared data graphs documenting data collection at the schools during first quarter. The graphs demonstrated steady growth in language arts and math targets that met projections for this time in the school year. Additionally, Diana informed the board the school has started the NWEA MAP standardized assessment, which was a tool to help prepare students for state testing, either AZ-Merit or the Alternative State Assessment for students who qualify. Diana also shared with the board that the school would be engaging professional development from the Center for Student Achievement, an arm of the Arizona Charter Schools Association, once funding from the Walton grant became available.

7) **Action Items for Grade Level Amendment and Enrollment Cap Increase**

Leo asked Diana to explain the amendment request being considered. Diana informed the board that she and the leadership team were working on charter amendment requests for expansion to grades 9-12 but that 9th grade would not be offered until the 2018-19 school year. She informed the board the leadership team had been working on the growth plan, course offerings and curriculum samples for the application. She explained it would be optimal for the school to know with certainty that it was approved for High School grades before the end of this school year, so leaders could dedicate time in the 2017-18 school year acquiring the resources necessary to offer 9th grade starting the 2018-19 school year. Leo called for a motion to approve submitting a charter amendment request for grades 9-12, Gregory made a motion, Ron seconded the motion, the motion passed unanimously.

Next, Diana informed the board the current enrollment cap was set at 168 students. She recommended the school seek an enrollment cap increase for the 2017-18 school year to increase to 188 students to accommodate growing by approximately two classrooms at the Upper School Campus. Leo called for a motion to submit an amendment request to increase to 188 students, Keisha made a motion, Viet seconded the motion, the motion passed unanimously.

8) **Action Items to Update Bylaws including Board Member Expectations**

Diana presented a document which that highlighted the current bylaws and the proposed changes. She said bylaws had to be updated to reflect that the school would serve grades K-12, that elections of Directors would happen on an as needed basis as opposed each March and that Officers would serve in their positions continually instead if annually. She also shared with the board a document proposed for inclusion in the bylaws that speaks to board member responsibilities. The document was discussed and most of the expectations were agreeable to board members, but there was a line item regarding refraining from intruding on administrative issues that the board wanted to rework before approving. Leo asked Diana to work on updating the document and table the vote to the next board meeting.

9) **Action item regarding resignation of Board Member**

Leo asked Diana to share with the group that status of board member Mary McEvelly-Hernandez, who served in the office of Vice President/Secretary. Diana shared with the board that Mary had reached out and decided she no longer had the availability to serve on the board. She shared it had

been a very positive experience and she had enjoyed watching the school grow. Mary also shared she currently had time constraints with volunteer hours because she was trying to grow her business. Diana shared that Mary was appreciated for her board service as a founding board member. Leo agreed that Mary's service was much appreciated. Leo called for a motion to accept Mary's resignation, Ron made a motion, Gregory seconded the motion, the motion passed unanimously.

10) **Next Meeting Date**

Diana told board members she would follow up with a date for a board meeting sometime in the first quarter of next year.

Adjournment

Since there were no other items for discussion, Leo called for a motion to adjourn. Gregory made a motion, Viet seconded the motion. The motion passed unanimously and the meeting adjourned at approximately 6:45.

Curriculum Sample Template

Grade Level	9	Content Area	English
Course Title (grades 9–12 Only)	English 9		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (M) d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2)</p>		

<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<ul style="list-style-type: none"> • Copies of the play <i>Romeo and Juliet</i>. • Paper, notebooks, pencils, organizers provided by teacher. • Access to video of play, audio versions, and technology such as Smart boards. • Online access to programs such as Storyboardthat.com and Prezi. • Access to video recording devices e.g. cell phones, tablets, cameras etc. • Slates
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lesson (add as needed)</p>	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i></p>	<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>
<p>1) Bell work: Display on Smart Board a quote from the play and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out graphic organizer and explain the different sections. Review vocabulary and provide examples found in literature (vocabulary: flashback, plot, pacing, mystery, suspense) by showing differing statements on Smart board presentation and then explaining how each is an example of that type literary device by modeling through and doing a think aloud. Explain why authors use structure and time manipulation to add mystery, tension, and surprise in writing. Fill out graphic organizer on Smart board modeling how it should be completed.</p> <p>3) Show different statements of various examples of these literary devices (flashback, pacing, parallel plots) with pictures or cartoons.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill out graphic organizer with teacher identifying different literary devices, examples of each and distinguishing characteristics of that literary type including what kind of effect is created. This will be a model anchor chart for the rest of the assignments in the unit.</p> <p>3) Students will use whiteboards to individually determine</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill out graphic organizer with teacher identifying different literary devices, examples of each and distinguishing characteristics of that literary type including what kind of effect is created. This will be a model anchor chart for the rest of the assignments in the unit.</p> <p>3) Students will use whiteboards to individually determine</p>

<p>Show different quotations from various grade level texts, including from Romeo and Juliet, that demonstrate the same examples. Model expectations of using whiteboards. Clarify questions that arise. Direct students to use whiteboards to determine which literary device the statement is demonstrating. Click through various examples and monitor student answers. Provide feedback to correct and instruct as necessary. Again remind students why authors use structure and time manipulation to add mystery, tension, and surprise in writing.</p> <p>4) Direct students to partner with another classmate. Choose partners as necessary. Direct different pairs of students to read back over the previous parts of the play and find examples of these literary devices. Direct students to analyze what the author’s purpose in using that particular device at that particular point in the play. Monitor progress, answer questions, and adjust as necessary. Work with small groups as necessary to reteach or redirect.</p> <p>5) Model for students how to write a short 5 paragraph essay on their analysis. Model using 1 example from the play related to plot and have students take notes on how to define the literary device, use well chosen quotes and examples from the text to expand their explanation of the literary device, and sufficient detail to support their choice of that item as the example for the literary device. Give examples of appropriate transitions and have students come up with some examples as the model essay is being written. Explain to students that the information they write should be in academic language, with quotations from text, and with appropriate, grade level writing using transitions and tier three vocabulary. Show students rubric that will be used to grade presentation. Monitor progress, answer questions, and adjust as necessary. Work with small groups as necessary to reteach or redirect.</p>	<p>type of literary device (flashback, pacing, parallel plots) is being displayed. Students will hold up whiteboard showing their answer for each example displayed by teacher. Students will note what effect (pacing, mystery, suspense, tension, ect.) is created by this time manipulation.</p> <p>4) Students will partner with classmate. Students will reread text to find examples of the targeted literary devices. They will write at least two examples for pacing and at least one for flashback, explain them and also explain the purpose/role of examples in that particular part in the play. They will also use their anchor chart to ensure they understand what is needed.</p> <p>5) Students will write a 5 paragraph essay explaining their analysis of the play. In the process they will define and expand on suspense, tension, mystery as relevant to the their discussion of pacing and flashback (and if they find it relevant parallel plot). They will review rubric and use a check list to ensure they have all the elements required including at least 1 transition the class used and two others of their own creation to create cohesion and support their analysis.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2</p> <p>1) Bell work: Display on Smart board a quote about time and its significance and direct students to respond by agreeing or disagreeing and then justify.</p> <p>2) Draw attention to the fact that the play only takes place over the course of five days. Ask students to turn to a partner and discuss how this effects their opinion of events that occur in the play.</p> <p>3) Direct students to work in pairs to fill out a timeline of events that occur each day in the play. Hand out graphic organizer for students to fill out with information. Monitor students as they fill out graphic organizer. Redirect and answer questions pertaining to procedures. Work with small groups as necessary to reteach or redirect.</p> <p>4) Ask students to choose one event that feel is the most significant to the overall outcome of the play. Justify why it's the most important. Direct students to think about what would have happened had the story been told without this time manipulation. How would that have impacted the story?</p> <p>5) Direct students to visually present the idea that they think is most significant by creating a picture of it and ensuring that the visual clearly shows why it's the most significant part. Monitor pairs and answer questions and guide students as necessary. Work with small groups as necessary to reteach or redirect.</p> <p>6) Ask students to go around the room and view the other visual representations. Write a one paragraph reflection on learning for the day.</p>	<p>1) Bell work: Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will turn to nearby partner and have a brief discussion two minutes about their perception of play.</p> <p>3) Students will work with partner and fill out timeline graphic organizer.</p> <p>4) Students will choose one event that they think is the most significant and explain why it is the one they chose.</p> <p>5) Students will draw a visual representation of the most significant part of the timeline making sure that the visual clearly shows why it's the most important part. Present visual by displaying on walls.</p> <p>6) Students will gallery walk around the room and view other visuals. Students will return to seats and write</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>S.A.</p>	<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>Reading: Students will analyze the author’s choice concerning how to structure a text, order events within it and how to create such effects as mystery, tension, or surprise. Assessments include creating timelines reflective of a piece of literature, and videos with alterations of a piece of literature and how such alterations impacts the entire reading. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must look deeply at text structure and its impact on mystery, tension, and surprise rather than just a comparison of texts.</p> <p>Writing: Students will write an analysis of a play, create a written timeline, and a video presentation that possesses clear and coherent writing. This goes beyond previous grade level expectations for writing in that students effectively apply the formality and academic style of the ninth grade, and include relevance, quotes, appropriate evidence, and academic level transitions for grade level writing.</p>
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment Item 1 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Summative Assessment Item 1 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write an analysis essay. Prompt: After reading Shakespeare’s, Romeo and Juliet play analyze how the author’s choices create certain effects impacting the overall play. In their answer, students must make detailed references to the play and support with well-chosen illustrative evidence. Student writing must also obtain clear and effective transitions that link ideas and create relationships between concepts. Students will be graded using the rubric below, specifically in the areas of organization and elaboration. Mastery indicates a score of three or higher in each of the highlighted areas.

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea but lacks clarity, focus and/or direction.	Weakly introduces a topic without a controlling idea that is unclear, unfocused and does not provide direction.
Organization	Explicitly organizes complex ideas to make important connections and distinctions. Consistently maintains a logical progression of ideas. Provides an explicit concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Organizes complex ideas to make important connections and distinctions. Maintains a logical progression of ideas. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Ideas lack organization to make important connections and distinctions. Logical progression of ideas is inconsistent. Concluding statement or section does not clearly follow from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Lack of organization makes connections unclear. Ideas do not progress logically. Lacks concluding statement.
Elaboration	Develops topic thoroughly by using a variety of well-chosen, relevant facts, extended definitions, concrete details and	Develops topic thoroughly by using well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level.	Partially develops topic. Use of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level are inadequate.	Topic is inadequately developed. Writing displays a lack of relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge.

	quotations appropriate to the audience knowledge level. Thoroughly and smoothly integrates text evidence using an appropriate style of citation. Consistently maintains a formal style and an objective tone.	Smoothly integrates text evidence using an appropriate style of citation. Establishes and maintains a formal style and an objective tone.	Integrates text evidence using an appropriate style of citation. Inconsistently establishes and maintains a formal style and an objective tone.	Text evidence is not included or not cited. Informal style.
Language & Vocabulary	Uses a variety of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Consistently establishes and maintains a formal style (e.g., essay, formal letter) and objective tone. Frequently uses domain specific and precise language for the complexity of the topic.	Uses transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Establishes and maintains a formal style (e.g., essay, formal letter) and objective tone. Uses domain specific and precise language for the complexity of the topic.	Inconsistent use of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Inconsistently maintains a formal style (e.g., essay, formal letter) and objective tone. Infrequently uses domain specific and precise language for the complexity of the topic.	Little to no use of transitions to link sections and ideas. Repetitive syntax. Unable to identify or resolve complex usage issues. Lacks domain specific and precise language for the complexity of the topic.
Conventions	Effective and consistent use of the conventions of academic English including semicolon and colon.	Consistent use of the conventions of academic English including semicolon and colon.	Demonstrates limited command of the conventions of academic English including semicolon and colon.	Demonstrates many errors in conventions.

Summative Assessment Item 2 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above). (9-10.W.4)

Summative Assessment Item 2 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write a narrative of events that occur in Shakespeare’s Romeo and Juliet and alter one to two events to show how these would affect the overall outcome of the story. The writing needs to use quotations from Romeo and Juliet that illustrate that was happening at a given time in the story. Writing also needs to possess clarity using academic transitions that link major ideas. **A score**

that demonstrates mastery is a score of 24 with at least a score of 3 in the areas of: topic development and transitions.

Narrative Essay : Romeo and Juliet		Student Name: _____		
CATEGORY	4 - Mastery	3 - Proficient	2 - Approaching Proficiency	1 - Not Yet Proficient
Analysis of Events	The alteration of two key events to create suspense, mystery, or surprise is fully explained and illustrates how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one key event to create suspense, mystery, or surprise is fully explained and illustrates how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one to two key events to create suspense, mystery, or surprise is partially explained or does not illustrate how manipulation of events through parallel plots, pacing or flashbacks results in tension.	The alteration of one key event to create suspense, mystery, or surprise is not explained and does not illustrate how manipulation of events through parallel plots, pacing or flashbacks results in tension.
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.
Topic Development with Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.

Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Few supportive facts are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

Summative Assessment Item 3 (M) Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)

Summative Assessment Item 3 (9-10.W.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (M) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Students will write an original narrative of events using the play as an exemplar. Students must use pacing, flashbacks, or parallel plots at least once to create mystery, tension, or surprise. Once students have wrote their narrative, they will create a brochure defining parallel plots, pacing, flashbacks, mystery, tension, and surprise. They will use examples from both the play and their narrative to illustrate the definitions. Students will use transitions to an academic level of writing.

Mastery is a score of 21 with at least a 3 in the areas of focus of assigned topics, requirements, and transitions.

Narrative and Brochure: Romeo and Juliet

CATEGORY	4 - Mastery	3 - Proficient	2 - Approaching Proficiency	1 - Not Yet Proficient
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Requirements	All of the written requirements (definitions of required words, specific examples, brochure format) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Few supportive facts are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.

Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
--------------------	-----------------------------------------------------------	-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------

Curriculum Sample Template

Grade Level	9	Content Area	Math
Course Title (grades 9–12 Only)	Algebra I		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Explain why the sum or product of two rational numbers are rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. (HS.N-RN.B.3)</p> <p>Reason abstractly and quantitatively. (HS.MP.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Calculators</p> <p>Khan -Teaching the Properties of Rational and Irrational Numbers https://www.khanacademy.org/math/algebra/rational-and-irrational-numbers/alg-1-irrational-numbers/v/introduction-to-rational-and-irrational-numbers</p> <p>Whiteboards</p> <p>Each small group: the task sheet Always, Sometimes or Never True; a copy of the sheet Poster; headings, scissors, glue stick, large sheets of paper</p>		

Lesson <small>(add as needed)</small>	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<ol style="list-style-type: none"> 1. Pre-assess where the students are at individually with rational and irrational numbers. Hand out the worksheet Rational or Irrational, spend ten minutes on your own answering these questions. Show all calculations and reasoning on the sheet. I have calculators if you would like to use one. 2. Teacher collects the work and makes informal notes on the work revealing a summary of their difficulties. Identify a few questions that came to light due to the outcome of the assessment. 	<p>Students needs to reason abstractly and quantitatively to completed the problems.</p> <p>Students will construct viable arguments and critique the reasoning of others in complete sentences.</p> <p>Students complete the worksheet Rational or Irrational numbers in complete sentences.</p>
2	<ol style="list-style-type: none"> 1. Put the questions on the board at the beginning of class generated at the end of the last lesson. 2. Introduce the lesson by directing the students to recall their work with rational and irrational numbers including the list of questions located on the board. 3. Distribute the mini whiteboards, pens and erasers. 4. Write this statement on the board. The hypotenuse of a right triangle is irrational. 5. You'll be given a set of statements like this one. They are all about rational and irrational numbers. Your task is to decide whether the statement is always, sometimes or never true. 6. Ask the students to spend a few minutes working in pairs to find an example of a right triangle and show a calculation on their whiteboard of the length of the diagonal. For your triangle, was the hypotenuse an irrational number? So was this statement true or false for your triangle? Ask additional questions: What other side lengths could you try? How about working backwards? Choose a rational number for the hypotenuse and see what happens. What if the triangle has hypotenuse 5 units? What could the other side lengths be? Do you think this statement always sometimes or never true? 7. Now explore the reasoning involved in the task. What did you 	<p>Students work in pairs to find an example of a right triangle and show calculation on their whiteboards of the length of the diagonal.</p> <p>Organize now into collaborative groups of two or three. You are going to make a poster with three columns, 'Always True', 'Sometimes True', and 'Never True'. You will be given some statements to classify on your poster.</p>

	<p>need to do to show the statement was sometimes true? Find an example for which the statement is true and an example for which it is false. Some of the statements you will work with in this lesson are always or never true. What would you need to show to be sure that a statement is always true or never true? You're not expected to prove all the statements in this lesson. You do have to form conjectures, that is, decide what you think is correct with examples to support your conjecture. To show a statement is always/never true requires proof. Now summarize the task: Try out examples of different numbers until you form a conjecture about whether the statement is always, sometimes or never true. It's important to try lots of different examples. Write your number examples, your conjecture and your reasons for your conjecture on the task sheet.</p>	
3	<p>Teacher will direct students to pair up and formulate an example that illustrates the sum of an irrational and rational number is irrational, the product of two rational numbers is rational, or the product of a nonzero rational number and an irrational number is irrational.</p>	<p>Students will work together to provide an example for each case listed in the standard and will present to the rest of the class.</p>
4	<p>Teacher will provide one on one instruction to investigate rational and irrational numbers with students with students to support Tier II and III interventions.</p>	<p>Students will develop a deeper understanding of ratios and how numbers can be expressed rationally, if possible, and how they are expressed if they are irrational by exploring the different expressions for rational numbers and the limited expression for irrational numbers. Students will practice adding and multiplying rational and irrational numbers and comparing their answers to their inputs in each problem</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>Summative Assessment 1 Students will answer the multiple-choice test in order to demonstrate mastery of HS. N.RN.B3. This assessment addresses the expectation of procedures and fluency with rational numbers. There are 10 questions on the assessment: 7 with statements about sums and products and 3 with examples of expressions or equations. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of HS.N-RN.B.3. This assessment addresses the expectation of conceptual understanding of operations with rational and irrational numbers. Students will complete the two</p>

		<p>data charts: one for sums and one for products. Students will analyze the data in the charts and make conjectures regarding patterns in sums and products of rational and irrational numbers. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators. Proficiency will be determined by a score of 12 out of 16 points on the scoring guide.</p> <p>Summative Assessment 3 Students will complete the open-ended assessment to demonstrate mastery of HS. N-RN.B.3. This assessment addresses the expectation of application of operations with rational and irrational numbers. In this assessment, students generate sets of numbers to meet the conditions presented in geometric contexts of perimeter and area. Students will complete the assessment in 30 minutes working with a partner or independently. Students may use a calculator.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.N-RN.B.3

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 2 pages of document)

Acceptable score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 questions correct).

- 0-4 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 5-6 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 7-8 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 9-10 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.N-RN.B.3

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 12 out of 16 points on the scoring guide.

-

Summative Assessment 2 Prompt

Complete the addition and multiplication tables. You may use a calculator if needed. Conjecture which statements are ALWAYS true, SOMETIMES true, and NEVER true. Support your statements with evidence from the patterns in the tables.

1. The sum of a rational number and a rational number is rational
2. The sum of a rational number and an irrational number is irrational

3. The sum of an irrational number and an irrational number is irrational
4. The product of a rational number and a rational number is rational
5. The product of a rational number and an irrational number is irrational
6. The product of an irrational number and an irrational number is irrational

COMPLETE USING ADDITION							COMPLETE USING MULTIPLICATION						
+	6	$\frac{1}{2}$	0	$\sqrt{2}$	$-\sqrt{2}$	π	X	6	$\frac{1}{2}$	0	$\sqrt{2}$	$\frac{1}{\sqrt{2}}$	π
6							6						
$\frac{1}{2}$							$\frac{1}{2}$						
0							0						
$\sqrt{2}$							$\sqrt{2}$						
$-\sqrt{2}$							$\frac{1}{\sqrt{2}}$						
π							π						

Summative Assessment 2 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
1. Complete the addition and multiplication tables. You may use a calculator if needed.	Completed addition table (2) Completed multiplication table (2)	____/4
2. Conjecture which statements are ALWAYS true, SOMETIMES true, and NEVER true. Support your statements with evidence from the patterns in the tables.	Provides a conjecture for each statement and evidence from the data. The sum of a rational number and a rational number is rational (2) The sum of a rational number and an irrational number is irrational (2) The sum of an irrational number and an irrational number is irrational (2) The product of a rational number and a rational number is rational (2) The product of a rational number and an irrational number is irrational (2) The product of an irrational number and an irrational number is irrational (2)	____/12
Total		____/16

Summative Assessment 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

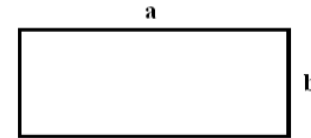
Standard Assessed: HS.N-RN.B.3

Type of Assessment and Scoring Guide: Open-ended assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 70% or higher on the assessment (10 out of 14 points on the scoring guide).

Summative Assessment 3 Prompt

Give values to “a” and “b” to make.....



1. the perimeter of the rectangle a rational number: a = _____ b = _____
2. the perimeter of the rectangle an irrational number: a = _____ b = _____
3. the area of the rectangle a rational number a = _____ b = _____
4. the area an irrational number: a = _____ b = _____
5. the perimeter of the rectangle rational and the area irrational: a = _____ b = _____
6. the perimeter of the rectangle irrational and the area rational: a = _____ b = _____
7. both the perimeter and the area of the rectangle irrational: a = _____ b = _____

Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
1. Give values to “a” and “b” to make the statements true.	Provides values for “a” and “b” that make the statement true. The perimeter of the rectangle is a rational number. (2) The perimeter of the rectangle is an irrational number. (2) The area of the rectangle is a rational number. (2) The area of the rectangle is an irrational number. (2) The perimeter of the rectangle is rational and the area is irrational. (2) The perimeter of the rectangle is irrational and the area is rational. (2) Both the perimeter and area of the rectangle are irrational. (2)	_____/14
Total		_____/14

Summative Assessment #1 – Algebra

Read each question carefully.

1) Which of the following statements is correct?

- A) The quotient of two rational numbers can be irrational.
- B) The quotient of an irrational number and a rational number can be rational.
- C) The product of two rational numbers can be irrational.
- D) The product of an irrational number and a rational number can be rational.

3) If a is an irrational number, and $a + x$ is rational, what must be true about x ?

- A) $x = a$
- B) $x = 0$
- C) x is rational.
- D) x is irrational.

2) Which of the following statements is correct?

- A) The sum of two irrational numbers cannot be rational.
- B) The sum of a rational number and an irrational number cannot be rational.
- C) The quotient of a rational number and an irrational number cannot be irrational.
- D) The quotient of two rational numbers cannot be rational.

4) If n is a rational number, and $x + n$ is rational, what must be true about x ?

- A) $x \neq 0$
- B) $x \neq n$
- C) x is rational.
- D) x is irrational.

5) Which expression is irrational?

- A) $\sqrt{3} - 3 - \sqrt{3}$
- ✓ B) $-\sqrt{3} + 3\sqrt{3}$
- C) $(\sqrt{3})^2$
- D) $\frac{\sqrt{3}}{3\sqrt{3}}$

6) Which expression is rational?

- A) $\frac{1}{\sqrt{3}}$
- B) $\frac{3}{\sqrt{5}}$
- C) $\frac{5}{\sqrt{7}}$
- ✓ D) $\frac{7}{\sqrt{9}}$

7) Let a , b , c , and d be whole numbers not equal to zero. For which value of x can the equation be true?

- $\frac{a}{b} = \frac{c}{d}\sqrt{x}$
- A) 0
 - B) 2
 - ✓ C) 4
 - D) 6

8) When is the following statement true?

The sum of two irrational numbers is irrational.

- A) always
- ✓ B) sometimes
- C) never

9) When is the following statement true?

The product of two rational numbers is irrational.

- A) always
- B) sometimes
- ✓ C) never

10) When is the following statement true?

The difference of a rational number and an irrational number is irrational.

- ✓ A) always
- B) sometimes
- C) never

Curriculum Sample Template

Grade Level	10	Content Area	English
Course Title (grades 9–12 Only)	English 10		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.RL.3)</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (M) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (M) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2) 		

<p>Materials/Resources Needed</p> <p>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</p>	<ul style="list-style-type: none"> • Copies of book, <i>Lord of the Flies</i> • Access to technology where students can do research on the internet. • Paper, notebooks, pencils, markers, and organizers provided by teacher. • Access to video of story, audio versions, and technology such as Smart boards.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lesson (add as needed)</p>	<p>Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</p>	<p>Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</p>
<p>1</p>	<p>1) Bell work- Display on Smart board the definition of characterization and define indirect and direct characterization. Monitor and answer clarifying questions as necessary.</p> <p>2) Ask students which characters in <i>Lord of the Flies</i> stand out the most in their minds and invite them to give reasons for choices. Then point out that some of the characters seem more part of a crowd than definite individuals. Others emerge clearly as the text develops and William Golding gradually unveils subtle dimensions of character and personality.</p> <p>3) Have students brainstorm their impressions of and responses to Simon. Where does he fit in the social fabric of the island? Does the novel present him in a positive or a negative light?</p> <p>Review or explain the difference between direct <u>characterization</u> (what the text explicitly states) and indirect characterization (what readers can infer from the text even though it is not directly stated). Provide one or two examples (e.g., an author can state that a character is dishonest (direct characterization) or can describe the</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will fill answer questions about which characters stand out and their reasons for that choice and write them in their notebooks.</p> <p>3) Students will write a well-crafted paragraph of their impressions and reactions to Simon answering the two questions with examples from the text.</p> <p>4) Students will write what the theme is in the novel and justify their answer. Students will consider how the theme is reflected in the development of the four main characters by brainstorming their thoughts now. They will use this for a later assignment.</p>

	<p>character filching a wallet from someone’s pocket (indirect characterization). Stress that perceptive reading involves the recognition of what a text implies as well as of what it states directly.</p>	
2	<p>1) Bell work- Display on Smart board a quote relating to good deeds and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary. Students will decide if Simon does good deeds or bad deeds according to the quote.</p> <p>2) Pass out a graphic organizer related to Simon and model for students working through the graphic organizer filling in what is directly said about Simon and what can be inferred from the text.</p> <p>3) Students will do a quick write to the prompt: How does Simon change over the course of the text? How do these changes contribute to the development of the theme?</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will copy teacher example. Working in groups of four, students will complete the process of what is said directly and indirectly about Simon for the remaining chapters.</p> <p>3) Students will do a quick write of 2-3 paragraphs, using their graphic organizer, to respond to the prompt: How does Simon change over the course of the text? How do these changes contribute to the development of the theme? Students will need to respond in academic language using the words direct characterization, indirect characterization, theme.</p>
3	<p>1) Direct instruction on introducing a topic. Students will be introduced to the formatting needed for MLA style. Give multiple examples of how to organize a more complex writing, how to utilize academic language and specifically relevant vocabulary and how to highlight connections in the text.</p> <p>2) Direct students in groups, to complete a graphic organizer for Ralph and Jack. Let students know that this information will be used to complete a writing assessment.</p>	<p>1) Students will take notes on how to introduce a topic. Students will take note of the examples for organization, vocabulary, and connections and add one way each could have been used in their quick write regarding Simon.</p> <p>2) Students complete graphic organizer for Ralph and Jack.</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</i></p>	<p>Reading: Students will analyze how characters develop over the course of a text, how they interact with other characters, and advance the plot or develop the theme Students will be assessed a number of different ways; examples include such creating posters based on a</p>

	<p><i>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>piece of literature, and writing an essay based on a prompt that is tied to a piece of literature. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must look deeply at theme and how character development propels theme, rather than looking at dialog and superficial development of characters.</p> <p>Writing: Students will produce clear and coherent introductions of ideas in which the development of writing conveys complex ideas. Students will also be tasked with using grade level appropriate and domain specific vocabulary. Students will be graded using a writing rubric. Examples of this include writing an essay and creating a written poster. This goes beyond previous grade level expectations for writing in that students effectively organize writing in such a way that it helps the reader to make connections.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment Item 1 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **(9-10.RL.3)**

Summative Assessment Item 1: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **(9-10.W.2)**

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Students will write an essay analyzing the development of the characters of Ralph and Jack. Students will outline how the characters change and impact each other using specific examples from the text. Students will explain how this develops the theme. Students will use MLA format as introduced in class and demonstrate the ability to succinctly introduce a topic, connect ideas, and utilize appropriate vocabulary.

Mastery will be a score of 20 with at least a score of 3 in each individual category. Students will be assessed using the rubric below:

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1- Not Yet Approaching Proficiency
Characterization	Both Ralph's and Jack's characterization is fully explained with multiple references to how they impact each other supported by text examples each time.	Both of the characters are fully explained with 2-3 references to how they impact each other supported by text examples.	One of the characters are fully explained with 2-3 references to how they impact each other supported by examples. OR there are few references to their impact on each other.	Neither character is fully explained or there are few references.
Impact on Theme	Both character's development on the theme is explained and explored in depth with text examples.	Both character's development on the theme is explained and explored with 1-2 text examples.	One character's development on the theme is explained and explored in depth with text examples. OR both are explained but there are no examples.	The theme is not explored or the character's development is not explained in relation to the theme.
Vocabulary	Vocabulary introduced in class is utilized both for academic language and for specifically taught vocabulary (direct & indirect characterization, theme).	Academic language is present but vocabulary usage may have 1 -2 mistakes.	Academic language is used improperly or not included so that it affects the reading of the essay.	Vocabulary is below grade level or an overly informal vocabulary is used.
Connections	Writing is organized and it is easy to see the connections between the	Writing is organized but it is not always clear what the connection is between the	Writing is organized in places but the connections generally are clear.	Writing is disorganized or the connections are missing.

	theme and the character development in the analysis.	theme and the character development.		
Introductions	The introductory paragraph is clear and introduces what is to follow succinctly following examples introduced in class.	The introductory paragraph is not clear and introduces what is to follow succinctly following examples introduced in class.	The introductory paragraph is clear and does not introduce what is to follow succinctly following examples introduced in class.	The introductory paragraph is not evident.
MLA Format	MLA is utilized in all places correctly.	MLA is utilized with 1-2 errors that do not distract from the meaning.	MLA is utilized with more than 2 errors or such that it detracts from the meaning.	MLA is not utilized correctly.

Summative Assessment Item 2 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **(9-10.RL.3)**

Summative Assessment Item 2: Summative Assessment Item 1: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **(9-10.W.2)**

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Students will write an analysis essay. Prompt: Many readers of Lord of the Flies interpret that Golding sees no hope for mankind. Many believe that Golding sees evil as an inborn trait of mankind. Write a paper that supports this statement by analyzing how the characters development over the course of the novel support the theme. Students will incorporate quotations, grade level ideas and content, and connections between book and writing; students will also use tier three, domain specific vocabulary.

Mastery is a score of 12 or higher based on the rubric below. Must get a 3 in each category.

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea that is clear and focused and provides direction.	Introduces a topic providing a controlling idea but lacks clarity, focus and/or direction.	Weakly introduces a topic without a controlling idea that is unclear, unfocused and does not provide direction.
Organization	<p>Explicitly organizes complex ideas to make important connections and distinctions.</p> <p>Consistently maintains a logical progression of ideas.</p> <p>Provides an explicit concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Organizes complex ideas to make important connections and distinctions.</p> <p>Maintains a logical progression of ideas.</p> <p>Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Ideas lack organization to make important connections and distinctions.</p> <p>Logical progression of ideas is inconsistent.</p> <p>Concluding statement or section does not clearly follow from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Lack of organization makes connections unclear.</p> <p>Ideas do not progress logically.</p> <p>Lacks concluding statement.</p>
Elaboration	<p>Develops topic thoroughly by using a variety of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level.</p> <p>Thoroughly and smoothly integrates text evidence using an appropriate style of citation.</p> <p>Consistently maintains a formal style and an objective tone.</p>	<p>Develops topic thoroughly by using well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level.</p> <p>Smoothly integrates text evidence using an appropriate style of citation.</p> <p>Establishes and maintains a formal style and an objective tone.</p>	<p>Partially develops topic. Use of well-chosen, relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge level are inadequate.</p> <p>Integrates text evidence using an appropriate style of citation.</p> <p>Inconsistently establishes and maintains a formal style and an objective tone.</p>	<p>Topic is inadequately developed. Writing displays a lack of relevant facts, extended definitions, concrete details and quotations appropriate to the audience knowledge.</p> <p>Text evidence is not included or not cited.</p> <p>Informal style.</p>
Language & Vocabulary	<p>Uses a variety of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts.</p> <p>Consistently establishes and maintains a formal style (e.g.,</p>	<p>Uses transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts. Establishes and maintains a formal style (e.g., essay, formal letter) and objective tone.</p>	<p>Inconsistent use of transitions to link major sections of text and clarifies relationships and creates cohesion among complex ideas/concepts.</p> <p>Inconsistently maintains a formal style (e.g., essay, formal letter) and objective tone.</p>	<p>Little to no use of transitions to link sections and ideas.</p> <p>Repetitive syntax.</p> <p>Unable to identify or resolve complex usage issues.</p>

Summative Assessment Item 3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a

text, interact with other characters, and advance the plot or develop the theme. (9-10.RL.3)

Summative Assessment Item 3: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (9-10.W.2)

(M) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(M) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Select a key moment of at least two complex characters' development in the novel. In a five paragraph essay, demonstrate how this moment is significant to the development of the plot and/or theme. Your essay should include the following: first, describe the context. Second, state what Golding says directly about these characters – select appropriate quotations. Third, state what you can infer from the text about the characters' motivations and include evidence to support these inferences. In conclusion, explain how this moment advances the plot and/or theme of the novel. Use the assessment checklist to guide your writing.

Students will be assessed on the following checklist. Mastery is an answer of yes on 5 out of 5 items in the checklist below.

Checklist for “Lord of the Flies” Moment

Necessary Components	Yes	No
Identifies context in the novel		
The author’s direct characterization is detailed with quotations.		
Includes your inferences about characters motivations		
Inferences are supported with evidence		
Conclusion shows how this moment advances the plot and/or theme		

Curriculum Sample Template

Grade Level	10	Content Area	Math
Course Title (grades 9–12 Only)	Geometry		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction identified research-based programs that will meet a variety of learners and the curriculum developed is reached based and designed to teach and support a variety of learners. Higher school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. (HS.G-SRT.A.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Use appropriate tools strategically. (HS.MP.5)</p> <p>Look for and make use of structure. (HS.MP.7)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Projector with programmed graphics</p> <p>Projectable coordinate plane</p> <p>White boards and markers for students</p> <p>Worksheets with practice problems</p>		

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component</i>
----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<i>identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<ol style="list-style-type: none"> 1. Teacher will introduce lesson with differently sized triangles that have corresponding angle measures, but different corresponding side lengths. 2. Teacher will ask students to create ratios of corresponding sides for the triangles and reduce the fractions. 3. Teacher will ask students to define similarity based on their results. 	<p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Use appropriate tools strategically. (HS.MP.5)</p> <p>Look for and make use of structure. (HS.MP.7)</p> <ol style="list-style-type: none"> 1. Students will create ratios out of corresponding sides for differently sized triangles with congruent, corresponding angle measures. 2. Students will reduce fractions and write a description of their findings. 3. Students will define similarity as the proportionality of corresponding pairs of sides based on these results.
2	<ol style="list-style-type: none"> 1. Teacher will present students will triangles that have only two corresponding angles of equal measure. 2. Teacher will ask students to determine if the triangles are similar based on the previous lesson. 3. Teacher will ask students to determine the requirements for similarity. 	<ol style="list-style-type: none"> 1. Students can work in pairs or groups of three to determine what requirements are necessary to determine if similarity is present. 2. Students will write an argument for the AA postulate for similarity and defend their argument by using evidence from the initial images presented by the teacher and/or by using evidence they have collected themselves.
3	<ol style="list-style-type: none"> 1. Teacher will present triangles with corresponding congruent angles and ask students to solve for missing side measures by setting up proportions of corresponding sides and solving for a missing value. 2. Teacher will present students with various scenarios involving whole number, decimal number, fraction values, and side lengths represented by expressions for corresponding side lengths in similar triangles. 	<ol style="list-style-type: none"> 1. Students will set up proportions and solve for missing values by comparing cross products for equivalence. 2. Students will use inverse operations as well as the distributive property to simplify and solve for missing values in proportions of corresponding triangle sides.
4	<ol style="list-style-type: none"> 1. Teacher will ask students to compare transformations of images on a coordinate plane to determine if the two figures are similar. 2. Teacher will ask students to identify the scale factor for the similar images. 	<ol style="list-style-type: none"> 1. Students will compare images in a coordinate plane for similarity and determine the scale factor for similar images. 2. Students will make predictions about the effects of a scale factor on area and perimeter. 3. Students will determine the new coordinates of a dilated figure, given a scale factor.
S.A.	<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</i>	<p>Summative Assessment #1</p> <p>Students will answer the multiple-choice test in order to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of procedures and fluency with similar figures. The assessment includes questions about triangle similarity and solving for missing</p>

	<p><i>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>side lengths. Students will apply the definition of similarity and proportions to solve problems. Some of the questions provide labeled diagrams and others only a narrative. 6 of the questions are labeled diagrams of triangles, 2 with only numeric values and 4 with numeric values and expressions. 9 of the questions are in context; 2 are geometric contexts and 7 are real world contexts. The assessment will be administered in a classroom setting. Students will have a class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment. #2 Students will complete the written assessment providing answers to the open-ended prompt to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of conceptual understanding with similar figures. The assessment includes two parts: one about the definition of triangle similarity related to transformations and one about conditions necessary to prove similarity. Students will complete the assessment at the beginning of classes as a quiz and should complete the quiz in 15 minutes.</p> <p>Summative Assessment. #3 Students will develop a poster project to demonstrate mastery of HS.G-SRT.A.2. This assessment addresses the expectation of application with similar figures. In this assessment, students create a poster showing the application of a chosen method to generate similar triangles to calculate the height of a flagpole and justifying the accuracy of the results. Students will complete the poster project outside class time and will have one week to complete. Students may complete the project independently or with a partner. Students will complete a self-assessment and submit it with their poster.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment Item 1 Students will answer the multiple choice questions. (HS.G-SRT.A.2)

Type of Assessment and Answer Key: Multiple Choice Assessment with Answer Key Embedded in questions provided

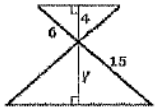
Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (11 out of 15 questions correct).

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support as needed
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment #1 – Geometry

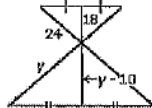
Read each question carefully.

1) What is the value of y ?



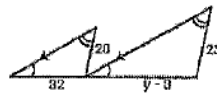
- ✓ A) 10
- B) 12
- C) 14
- D) 16

2) What is the value of y ?



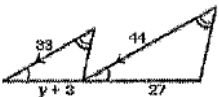
- A) 12
- B) 15
- C) 20
- ✓ D) 40

3) What is the value of y ?



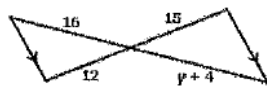
- A) 28,6
- B) 37
- C) 40
- ✓ D) 43

4) What is the value of y ?



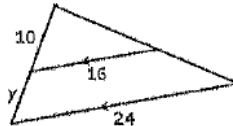
- ✓ A) 17,25
- B) 33
- C) 37
- D) 39

5) What is the value of y ?



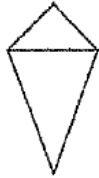
- A) 8,8
- ✓ B) 16
- C) 20
- D) 24

6) What is the value of y ?



- A) 25
- B) 15
- ✓ C) 5
- D) 2

- 7) A kite is constructed of two similar triangles. The bases of the two triangles are the same length. The sides have a ratio of 2:1. If the length of each side of the larger triangle is 30 inches, what is the length of each side of the smaller triangle?

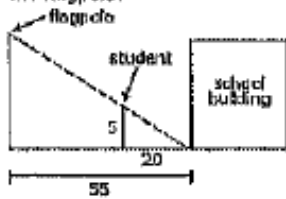


- A) 15 inches
B) 30 inches
C) 45 inches
D) 60 inches
- 8) Two cars start at the same point on a straight road and travel 8 miles in opposite directions. Both cars then turn left on a perpendicular road and travel 6 miles. What is the distance between the two cars?
- A) 10 miles
B) 16 miles
C) 18 miles
 D) 20 miles
- 11) A blueprint for a new house has a scale of 0.5 inch = 2 feet. If the fireplace in the house is 5 feet wide, how many inches long is the fireplace on the blueprint?
- A) 1.25 inches
B) 1.5 inches
C) 1.75 inches
D) 2.5 inches

- 9) If a 3-meter flagpole casts a 5-meter shadow, how tall is a nearby house that casts a 25-meter shadow?
- A) 10 meters
B) 12 meters
 C) 15 meters
D) 20 meters

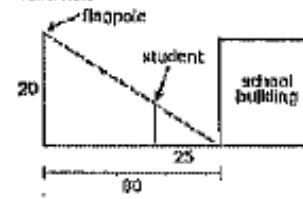
- 10) Two cars start at the same point on a straight road and travel 3 miles in opposite directions. Both cars then turn left on a perpendicular road and travel 4 miles. What is the distance between the two cars?
- A) 5 miles
 B) 10 miles
C) 14 miles
D) 25 miles
- 12) The shadow of an 8-foot-tall street sign is 10 feet. A parking meter nearby has a shadow of 60 inches. What is the height of the parking meter?
- A) 16 feet
B) 8 feet
C) 4.8 feet
 D) 4 feet

- 13) A flagpole is 55 feet away from the school building. A 5-foot tall student stands 20 feet away from the building. What is the height of the flagpole?



- A) 11.5 feet
 B) 12.25 feet
 C) 13 feet
 ✓ D) 13.75 feet

- 14) A 20-foot flagpole is 80 feet away from the school building. A student stands 25 feet away from the building. What is the height of the student?



- A) 5.5 feet
 ✓ B) 6.25 feet
 C) 7.25 feet
 D) 8.75 feet

- 15) In the figure shown below, triangle TUV is formed by joining the midpoints of the sides of equilateral triangle QRS . Triangle WXY is formed by joining the midpoints of the sides of triangle TUV .

If the area of triangle QRS is 80 square inches, what is the area of triangle WXY ?



- ✓ A) 5 square inches
 B) 10 square inches
 C) 15 square inches

Summative Assessment Item 2 Students will complete the written assessment providing answers to the open-ended prompt to demonstrate mastery of **HS.G-SRT.A.2**. This assessment addresses the expectation of conceptual understanding with similar figures. The assessment includes two parts: one about the definition of triangle similarity related to transformations and one about conditions necessary to prove similarity. Students will complete the assessment at the beginning of classes as a quiz and should complete the quiz in 15 minutes. (HS.G-SRT.A.2)

Type of Assessment and Scoring Rubric: Open-ended written assessment, prompt and scoring rubric provided below

Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 points on the scoring rubric).

Summative Assessment #2 Prompt

Demonstrate your understanding of the concept of similarity by answering the following prompt. Provide a written explanation for each part. You may use diagrams and examples to support your explanations.

1. Define similarity of triangles and describe how transformations can be used to determine similarity.
2. Give three conditions necessary to prove that two or more triangles are similar.

Summative Assessment #2 Scoring Rubric

Prompt Part	Scoring Guide and Points Possible	Score
1. Define similar triangles and describe how transformations can be used to determine similarity.	Addresses relationship of angle measures (1) Addresses relationship of side lengths (1) Explains similarity in terms of translation, rotation, reflection, and dilation (4)	_____/6
2. Give three conditions necessary to prove that two or more triangles are similar.	Explains AAA (1) Explains SSS (1) Explains SAS (2)	_____/4
Total		_____/10

Summative Assessment Item 3 Students will develop a poster project to demonstrate mastery of **HS.G-SRT.A.2**. This assessment addresses the expectation of application with similar figures. In this assessment, students create a poster showing the application of a chosen method to generate similar triangles to calculate the height of a flagpole and justifying the accuracy of the results. Students will complete the poster project outside class time and will have one week to complete. Students may complete the project independently or with a partner. Students will complete a self-assessment and submit it with their poster. (HS.G-SRT.A.2)

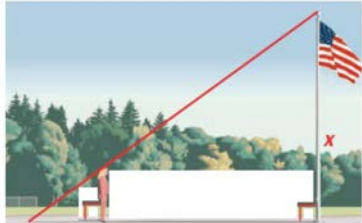
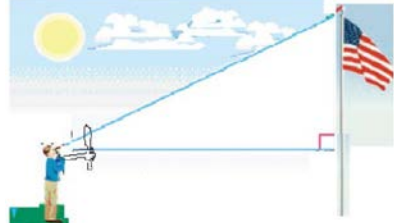
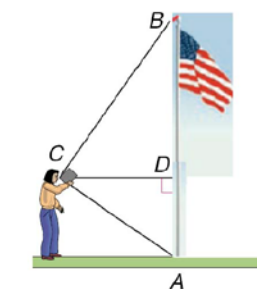
Type of Assessment and Scoring Rubric: Poster Project, prompt and scoring rubric provided below

Mastery score: Proficiency will be determined by a score of 70% or higher on the assessment (7 out of 10 points on the scoring rubric). Extension for the project can be provided by asking students to research another method for calculating the height of a flagpole or for calculating the height of the flagpole using two methods and comparing the results.

Summative Assessment #3 Prompt

Select 1 of the 3 methods to calculate the height of the flagpole. Create a poster explaining your selected method and showing the calculation of the height of the flagpole. Provide a diagram of the similar triangles created in your chosen method. Provide a statement and justification about your confidence in your results. Use the scoring guide to complete a self-assessment of your project and submit it with your poster.

METHOD 1 – SHADOWS	METHOD 2 – JD WILDE STICK	METHOD 3 – GEOMETRIC MEAN
--------------------	---------------------------	---------------------------

 <p>On a sunny day, hold a stick of known height such that shadow of the stick ends at the same place the flagpole's shadow ends. (The shadows of the tip of the stick and tip of the flagpole coincide.) The overlapping triangles are similar.</p>	 <p>Not to scale.</p> <p>Take a stick the length of your arm. Hold it out in front of you so that it forms a 45-45-90 right triangle, like in the picture (not drawn to scale). Hold your arm steady and parallel to the ground. Hold the stick steady and perpendicular to the ground. Move toward the flagpole such that the tip of the flagpole is aligned in your sight with the tip of the stick, forming similar triangles.</p>	 <p>Hold a book near your eye so that the base of the flagpole is in your line of sight (CA). Keep the base of the flagpole in your sight and move toward or away from the flagpole so that the tip of the flagpole is in line with the other edge of the cover (CB). This method is best done by using a tripod or other stationary device that holds the right angle (at C) in place.</p> <p>We all recognize three similar triangles (called the "geometric mean") in the figure to the left.</p> <p>By measuring any two distances, you can calculate the rest. You will measure the height of the corner of the book (DA), and the distance from the book to the flagpole (CD).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment #3 Scoring Guide

Prompt	Scoring Guide and Points Possible	Student Self-Assessment	Score
Select 1 of the 3 methods to calculate the height of the flagpole. Create a poster explaining your selected method and showing your calculation of the height of the flagpole. Provide an explanation of your confidence in your results.	Name 1 of the 3 methods to calculate the height of the flagpole or research an alternate method. Explain the selected method for calculating the height of the flagpole. (2)	____/2	____/2
	Draw a diagram of similar triangles created through the method. Label the diagram with the known measures. (3)	____/3	____/3
	Show calculation for height of the flagpole. Include knowns, proportion and units (3)	____/3	____/3
	Justify confidence in results. (2)	____/2	____/2
Total			____/10

Curriculum Sample Template

Grade Level	11	Content Area	English
Course Title (grades 9–12 Only)	English 11		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6)</p> <p>(M) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (M) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (M) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1) 		

<p>Materials/Resources Needed</p> <p><i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i></p>	<p>Highlighters, copies of text-“A Date Which Will Live in Infamy”-Roosevelt and “A Great People Have Been Moved to Defend a Great Nation”- George W. Bush, “I Have a Dream” & “I Have Been to the Mountaintop” – Martin Luther King, Jr. and “The Gettysburg Address” – Abraham Lincoln, audio of speeches, paper, pencils, and access to technology.</p> <p>Youtube video: “I Have a Dream” speech</p> <p>Graphic organizer template for annotating “I Have a Dream” speech.</p> <p>Chart paper and markers</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Lesson n (add as needed)</p>	<p>Instructional Strategies—<i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i></p>	<p>Student Activities—<i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i></p>
<p>1</p>	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech and highlighters ensuring that each student has access to three colors.</p> <p>3) Use Smart board to project the speech “The Gettysburg Address” and model for students using highlighters how to highlight the speech analyzing it for rhetorical devices. One color for logos, another color for ethos, and the last color for pathos. Model how to underline emotive or powerful words. Include a think aloud regarding rhetorical devices and the appeal to action that they cause.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will highlight speech while watching teacher highlight and explain the process.</p> <p>4) Work independently to highlight the remainder of the text looking ethos, logos, or pathos. Students will underline emotive words.</p> <p>5) Keep completed speech.</p>

	<p>4) Monitor students as they work highlighting the rest of the speech.</p> <p>5) Work with small groups as necessary to help and guide them.</p>	
2	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of the speech “I Have Been to the Mountaintop” by Martin Luther King, Jr. with the rhetorical devices highlighted. Project the speech on the Smartboard. Have students take turns reading the speech aloud.</p> <p>3) Hand out a skeleton model of notes for an essay analyzing this speech. Model for students crafting an essay analyzing the rhetorical devices used in the speech. Ensure there are claims and counterclaims that are well developed. Use connecting words, varied syntax and highlight these areas. Note for students how these words develop the relationship between claims and evidence.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students read the speech aloud.</p> <p>3) Student fill in the skeleton notes including definitions of words they don't know and examples of words that clarify the relationship between the claims and the evidence that supports the claims.</p>
3	<p>1) Provide background information about Dr. Martin Luther King Jr. famous speech, I Have a Dream, on August 28, 1963 to an audience of more than 200,000 people. Explain that these people had come from all over the United States to gather at the Lincoln Memorial in Washington D.C. for the March on Washington for Jobs and Freedom. 1963 was a time in American history that was characterized by many forms of racial discrimination and injustices in education, employment, housing, military service, and voting. There</p>	<p>1) Students will take notes on the background information.</p> <p>2) Students will pair up to discuss possible responses of King's audience and report out.</p>

	<p>were separate schools for white and black children, and many landlords refused to rent houses to black families, forcing them to live in poor and over-crowded neighborhoods. In the months leading up to the March on Washington, there was a lot of frustration at racial inequity in black communities. Demonstrations by African Americans and confrontation with police were common. By the end of the year, twenty thousand activists had been arrested and over nine hundred demonstrations had taken place in over one hundred cities.</p> <p>2) Based on this background knowledge, teacher will ask students to discuss King’s audience’s knowledge level, concerns, values, and possible biases at the time.</p> <p>3) Hand out copies of speech “I Have a Dream” speech which students will annotate as they watch the video.</p> <p>2) Supervise students as they craft an essay explaining how the rhetorical devices attempt to create a particular mood or move people to action.</p>	<p>3) Students annotate “I Have A Dream” speech and mark vocabulary or language that addresses audience’s knowledge level, concerns, values, and possible biases.</p> <p>4) Gallery walk – create four stations to represent possible audience responses reflecting: knowledge level, concerns, values, biases</p>
<p>S.A.</p>	<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>Reading: Students will analyze an author’s ability to effectively use structure within their writing to argue a specific point of view with clear and coherent ideas. Students will take three assessments; examples might include the reading or recreation of two speeches. Students will be graded using rubrics, and students will be reading at grade level. This is much different than the previous grade common core standard in that the student must go beyond how effectively the author presents ideas and look closer at the structure of the ideas.</p> <p>Writing: Students will produce effective writing that produces well developed claims and counterclaims in a fair and thorough</p>

		<p>manner. Students will be assessed at grade level. This writing will be different than the previous grade level in that the writing requires additional layers of significance and requires the logical sequencing of the argument. Examples of assessment include rewriting a historical speech, and creating a presentation analyzing a historical speech. Each assessment will be graded on a rubric.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment Item 1: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will write a “Who Said It Better?” essay

Directions: Read through the speeches by George W. Bush and Franklin D. Roosevelt. In one paragraph, discuss how the speeches are similar, in terms of their social and political message, as well as tone (i.e. negative, positive, forceful, passive, use of imagery and metaphors) of the speech itself. In another paragraph, discuss how the speeches are different. They are both calling for action, but how do each of the men ask for the action to be carried out? Explain these differences. Also, discuss differences in the tone of the speech and the way language is used to create a particular mood in each. In a final paragraph, explain which speech you think is more effective and why.

You must include the following in your comparison.

- Word choice
- Emotive language

- Tone (formal vs. casual)
- Argumentation

Pathos, logos, ethos

Which is the better speech? Defend your choice with examples from both texts. (Hint: Define your terms. You will first need to determine the qualities that make a good speech, and then decide which one is better.)

Mastery: The mastery on this assessment would be a 3 (Proficient) on the categories of focus and elaboration with an overall score of at least 12 on the rubric below.

Rubric

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces precise, knowledgeable claim(s), establishes the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Effectively introduces precise, knowledgeable claim(s), establish the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Introduces precise claim(s), and knowledgeable claims but does not establish the significance or distinguish the claim from the counterclaim.	Weakly introduces a specific claim and does not acknowledge alternate or opposing claim(s) or distinguish between the two.
Organization	Consistently and effectively sequences claim(s), counterclaim(s), reasons and evidence. Explicitly creates cohesion and clarifies the relationships between claim(s)/reasons, between reasons/evidence, and between claims(s) and counterclaim(s). Provides an effective concluding statement/section that	Logically sequence claim(s), counterclaim(s), reasons and evidence. Creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). Provides a concluding statement or section that follows and supports the argument presented.	Inconsistently sequence of claim(s), counterclaim(s), reasons and evidence. Inconsistently creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).	Lacking sequence of claim(s), counterclaim(s), reasons and evidence. Lacks cohesion and clarity of the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). No concluding statement is provided or is not tied to the argument.

	follows and supports the argument.		Concluding statement follows but does not support the argument presented.	
Elaboration	Effectively and consistently develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Frequently includes techniques such as metaphor, simile and analogy. Accurately anticipates audience's values and biases.	Develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Includes techniques such as metaphor, simile and analogy. Anticipates audience's values and biases.	Inconsistently develops claim(s) and counterclaim(s) fairly. Is not thorough in citing textual evidence and/or does not use appropriate format. Attempts to include techniques such as metaphor, simile and analogy. Misinterprets audience's values and biases.	Weakly develops claims(s) and counterclaim(s). Inadequate textual evidence inappropriately cited. Does not include techniques such as metaphor, simile and analogy. Writing does not demonstrate awareness of audience bias and values.
Language & Vocabulary	Explicitly uses words, phrases and clauses as well as varied syntax to link major sections of the text. Independently and accurately resolves issues of complex usage by consulting references.	Uses words, phrases and clauses as well as syntax to link major sections of the text. Resolves issues of complex usage by consulting references.	Limited or improper use of phrases and clauses as well as syntax to link major sections of the text. Identifies but is unable to resolve issues of complex usage issues without help.	No transition words, phrases or clauses. Repetitive syntax. Unable to identify or resolve complex usage issues.
Conventions	Effective and consistent use of the conventions of academic English including	Consistent use of the conventions of academic	Demonstrates limited command of the conventions of academic English including	Demonstrates many errors in conventions.
	hyphenation and varied syntax for effect.	English including hyphenation and varied syntax for effect.	hyphenation and syntax for effect.	

Summative Assessment Item 2: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze the two speeches. Choose a speech of your choice. The speech can be from any period in history, and relevant to any aspect of life, i.e. politics, war, sports, civil rights, education, religious, etc. and then write an essay analyzing which one has the better argument using claims, counter claims, evidence and reasons for which argument is the better argument. Ensure that there is a clear relationship between the claim and the reason, the reasons and evidence and how the claims and counterclaims can be resolved.

Mastery: The mastery of this assessment would be a score of at least 20 with at least a 3 in claims and counterclaims, evidence and reason, and cohesion and clarity.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.

Relationships of Each Piece	Each piece makes clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	1-2 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	3-4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	More than 4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Summative Assessment Item 3: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Mastery: The mastery for this assessment would be a score of at least 22 with at least a 3 in speech, claims and counterclaims, evidence and reason, and cohesion and clarity.

Using one of the speeches discussed in class as a model, students will write a short speech on a topic of their choice. The speech should include samples of each rhetorical device. Students will then analyze their speech for the rhetorical devices discussed in class and discuss which device was most effective in their speech. Students will also provide counterclaims for the other devices and determine those devices' level of effectiveness.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims , or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim,	1-2 pieces do not make clear the relationship of the claim,	3-4 pieces do not make clear the relationship of the claim,	More than 4 pieces do not make clear the relationship of the claim, counterclaim,

	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.
Speech	Student speech has examples of each rhetorical device used to a moving effect.	Students are missing 1 rhetorical device in their speech.	Students are missing 2 rhetorical devices.	Students don't show evidence of any of the rhetorical devices.

Curriculum Sample Template

Grade Level	11	Content Area	Math
Course Title (grades 9–12 Only)	Algebra II		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Build a function that models a relationship between two quantities. A2.F-BF.A.1a</p> <p>Write a function that describes a relationship between two quantities. Functions include linear, quadratic, exponential, polynomial, logarithmic, rational, sine, cosine, tangent, square root, cube root and piecewise-defined functions. Include problem-solving opportunities utilizing real-world context.</p> <p>(M) a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine function types using arithmetic operations and function composition.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>SMART board or other projector</p> <p>White boards and markers</p> <p>Graph paper</p>		

Lesson <small>(add as needed)</small>	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<ol style="list-style-type: none"> Teacher will introduce function notation using a variety of contexts. Teacher will present linear relationships, such as the constant rate of change in terms of money earned hourly as it relates to time. Teacher will also present exponential relationships where change is not constant as in the case of compounded growth of value in an investment as it relates to time. Teacher will present contexts and ask students to write the functions that describe the relationships between variables included in the contexts. 	<p>Make sense of problems and persevere in solving them. (HS.MP.1) Reason abstractly and quantitatively. (HS.MP.2) Model with mathematics. (HS.MP.4) Use appropriate tools strategically (HS.MP.5) Attend to precision. (HS.MP.6) Look for and make use of structure. (HS.MP.7) Look for and express regularity in repeated reasoning. (HS.MP.8)</p> <ol style="list-style-type: none"> Students will evaluate functions when given values as inputs and will write functions when given contexts and variables.
2	<ol style="list-style-type: none"> Teacher will present sequences of numbers or images and ask students to determine the next term in the sequence or next image in the set of images. For instance, the numbers 1, 5, 9, 13, or a set of images consisting of one dot, then five dots, then nine, and thirteen. Teacher will ask students to pair up and produce evidence of their thought processes. Teacher will present explicit as well as recursive sets of numbers/images, and have students work together to write functions to describe them. 	<ol style="list-style-type: none"> Students will work together to construct functions, using function notation, that describe sets of numbers or images, as well as to calculate any future number in a sequence. Students will document their steps taken and will present to the class their results. Students will work on explicit as well as recursive sets.
3	<ol style="list-style-type: none"> Teacher will present contexts in which linear and exponential functions are combined by modeling and using the following real-world example: If Sofia has a part-time job during her Senior year earning \$10 per hour for 10 hours per week and invested 20% of her wages at a 5% return, how much would Sofia have saved at the end of the school year? Teacher will model the problem on the board. In this and other examples teacher will demonstrate the linear relationship between money earned per hour added to the net result of a compound investment over time and how it can determine final value. 	<ol style="list-style-type: none"> Students will use real-world application when solving the following problem: Choose your favorite store and imagine you are working there 10 hours per week after school. You will earn \$11 per hour and you will invest 15% of your wages at a 3% interest rate. How much will you have saved at the end of 10 months?

<p>4</p>	<p>1. Teacher will present contexts where functions are composed. For instance, the relationship between time and temperature as it may relate to energy and temperature in a particular context.</p>	<p>1. Students will collaborate to solve a Sample Problem such as: Cooling a cup of tea. Let's say that we have 250mL of hot tea which we would like to cool down before we try to drink it. The tea is currently at 370 K, and we'd like to cool it down to 350 K. How much thermal energy has to be transferred from the tea to the surroundings to cool the tea?</p>
<p>S.A.</p>	<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>Summative Assessment 1 Students will answer the multiple-choice assessment in order to demonstrate mastery of A2.F-BF.A.1a. This standard will address the expectation that students will write a function that describes a relationship between two quantities. There are 15 questions on the assessment: 4 questions where students create an explicit equation from an input/output table, 5 questions with recursive formulas, 1 contextual problem, and 5 questions involving combinations of functions. Acceptable score: Proficiency will be determined by a score of 10 out of 14 questions correct. The assessment will be administered in a classroom setting. Students will have one class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of A2.F-BF.A.1a. This assessment addresses the expectation of application of writing and representing a function that describes a relationship between two quantities. Students will create a table, write a formula, create a graph, and apply the formula to solve problems. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide described below. The assessment will be administered in a classroom setting. Students will have 30 minutes to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 3 Students will complete a problem-solving summary to demonstrate mastery of A2.F-BF.A.1a. This assessment addresses the expectation of conceptual understanding and application of writing a function that describes a relationship between two</p>

		quantities. Students will choose a scenario, summarize the details of the problem, explain their solution and strategy for solving the problem, and explain why their solution is reasonable. Students will complete the assessment in a class period with a partner or individually. Students may use a calculator or other technology.
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: **A2.F-BF.A.1a and**

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 3 pages of document)

Acceptable score: Proficiency will be determined by **a score of 10 out of 14 questions correct.**

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: **A2.F-BF.A.1a**

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score **of 8 out of 10 points on the scoring guide.**

Summative Assessment 2 Prompt

A rider mower is purchased in 2010 for \$2,500. Each year, the value of the mower decreases by 15%.

1. Create a table to show the value of the rider mover in the first 5 years.
2. Write an explicit formula for the value of the rider mower in year n.
3. What will the value of the rider mower be in year 10?
4. How long will it take for the mower to be worth only \$1000?
5. Create a graph of the sequence on graph paper.

Summative Assessment 2 Scoring Guide **8 out of 10 points on the scoring guide**

Prompt Part	Scoring Guide and Points Possible	Score
Create a table to show the value of the rider mover in the first 5 years.	Creates a table listing year 1 through year 5 in the input column and the correct calculation for the value of the mower in the output column. 1, \$2500; 2, \$2125; 3, \$1806; 4, \$1535; 5, \$1305	_____/2
Write an explicit formula for the value of the rider mower in year n.	Creates an explicit formula for the value of the rider mower. The equation is as listed below or an equivalent equation. $A_n = 2500 * (0.85)^{(n-1)}$	_____/2

What will the value of the rider mower be in year 10?	Uses the formula, table, or recursive calculation to determine the value of the mower in year 10. The value is rounded to \$579.	_____/2
How long will it take for the mower to be worth only \$1000?	Uses the formula, table, or other calculation to determine when the value of the mower will be \$1000. The value of the mower will become less than \$1000 between year 6 and year 7. The exact value is 6.64 years or 6 years and 233 days.	_____/2
Create a graph of the sequence on graph paper.	Sets up coordinate grid with appropriate x and y values, plots points, and graphs function as a continuous function.	_____/2
Total		_____/10

Summative Assessment 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standards Assessed: A2.F-BF.A.1a

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 11 out of 15 points on the scoring guide. Each complete response is worth 5 points. Each component of the response is worth 1 or 2 points. Partial credit is possible.

Summative Assessment 3 Prompt

Choose one of the following three problems. Work with a partner to complete a problem solving summary that includes:

1. Summary of what is going on in the problem. This should include a discussion of the number of individual deposits or withdrawals, the appropriate interest rate, the number of compounding periods, and how often the interest is compounded.
2. The solution strategy chosen and how you knew it was a good choice
3. The answer and how you knew it was reasonable.

<p>Future Value of Periodic Savings</p> <p>Suppose your bank is offering an account that pays 2.5% per annum compounded annually. You deposit \$1200 each year on Valentine's Day for 5 years. You will make your first deposit on February 14th 2014. How much money will you have on February 13th of 2020? That is, what is the future value of this investment?</p>	<p>Determining Monthly Payment</p> <p>Mimi wants to set up an investment plan that allows her to give her newborn granddaughter, Sophie, \$16,000 on her 16th birthday. On the day her daughter is born, she starts making equal monthly payments into an account that pays 8.4% per year compounded monthly. The last payment will be made on the day Sophie turns 16. How much will Mimi need to put away each month to make this happen?</p>	<p>Car Loan Payment</p> <p>Alex wants to buy a car but does not have enough cash to buy it outright. He decides to finance the car by taking out a \$30,000 loan. Alex can comfortably afford to pay \$400 each month towards paying off the loan. How for how long will he have to continue making these monthly payments to pay off the loan? Assume that the lowest interest rate he can get is 8.4% annual interest, compounded monthly.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
What is going on in the problem?	Students break down problem into its components (1point). Students show their understanding of the individual deposits or withdrawals (1point), interest rates (1point), number of compounding periods (1point), and frequency of compounding (1point).	_____/5 Partial credit possible

Solution strategy and rationale	Students explain their solution strategy (2 points) and why the strategy will work (2points). Students use formulas, tables, graphs, or other strategies (1point).	_____/5 Partial credit possible
Solution and why it is reasonable	Students determine a solution (2points) and are able to justify why it is reasonable (2points). Students may calculate the solution in multiple ways to check their work (1 point).	_____/5 Partial credit possible
Total		_____/15

SUMMATIVE ASSESSMENT #1

Acceptable score: Proficiency will be determined by a score of 10 out of 14 questions correct.

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment #1

Read each question carefully.

1) Which rule was used to create the Input/output model?

Input x	Output y
-4	-6
-1	-3
1	-1
3	1

- ✓ A) $y = x - 2$
 B) $y = x + 2$
 C) $y = -2x$
 D) $2x = y$

2) Which rule was used to create the Input/output model?

Input x	Output y
2	-8
1	-4
-3	12
-5	20

- A) $y = 4x$
 ✓ B) $y = -4x$
 C) $y = x - 10$
 D) $y = x + 25$

3) Which rule was used to create the input/output model?

Input x	Output y
1	3
2	6
3	9
4	12

- A) $y = x + 2$
- B) $x = y + 2$
- C) $y = 3x$
- D) $3y = x$

5) 1, 5, 17, 53 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = 3a_{n-1} + 2$$

- A) 163
- B) 161
- C) 159
- D) 156

7) 120, 70, 45, 32.5 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = \frac{a_{n-1} + 20}{2}$$

- A) 20.625
- B) 21.25
- C) 22.5
- D) 26.25

4) Which rule was used to create the input/output model?

Input x	Output y
4	16
3	9
2	4
1	1

- A) $y = x + 12$
- B) $y = \sqrt{x}$
- C) $y = x^2$
- D) $y = 4x$

6) In each of the months of January and February, a company was using 60% of the concentrate available in storage at the beginning of the month. At the end of each month, the company supplemented 150 gallons of concentrate. At the beginning of March, the company had 500 gallons of concentrate in storage. How many gallons of concentrate did it have at the beginning of January?

- A) 732
- B) 746
- C) 1,813
- D) 2,600

8) 0, -3, -10, -93 is a pattern derived from the following formula. What is the value of the 5th term in the sequence?

$$a_n = 5a_{n-1} - 3$$

- A) -468
- B) -678
- C) 1,393
- D) 2,393

- 9) Ms. Lucie grew 12 carrots with her plants the first year. Each year she grew 15 more carrots than the previous year. She wrote a formula to determine how many carrots she will grow in the next few years. The formula is shown below.

$$a_n = 12 + 15(n - 1)$$

Which formula is equivalent to the one Ms. Lucie wrote?

- A) $a_1 = 12, a_n = 15a_{n-1}$
 B) $a_1 = 15, a_n = a_{n-1} + 12$
 C) $a_1 = 12, a_n = a_{n-1} + 15$
 D) $a_1 = 15, a_n = 12a_{n-1}$

Which expression represents $f(x) + g(x)$

11)

If $f(x) = 2x - x^2$ and $g(x) = 2x^2 + 3x - 4$?

- A) $x^2 + 5x - 4$
 B) $3x^2 + 5x - 4$
 C) $x^2 + 5x + 4$
 D) $3x^2 + 5x + 4$

13) Which expression represents $g(f(x))$

If $f(x) = 2x^2 + 3$ and $g(x) = x - 5$?

- A) $2x^3 - 10x^2 + 3x - 15$
 B) $2x^2 - 20x + 53$
 C) $2x^2 - 2$
 D) $2x^2 - 47$

- 10) If $f(x) = 3(x - 1)(x + 3)$ and $g(x) = 3(x - 1)(x - 3)$, which is an equivalent form of $f(x) - g(x)$?

- A) 6
 B) $3(x - 1)$
 C) $18(x - 1)$
 D) $6x(x - 1)$

Which expression represents $f(x) - g(x)$

12)

If $f(x) = 2x^2 - 3x - 8$ and $g(x) = -2x^2 + 3x + 8$?

- A) 0
 B) $-6x - 16$
 C) $4x^2$
 D) $4x^2 - 6x - 16$

14) What is $f(g(3))$ if $f(x) = x^2 - 4$ and $g(x) = 2x + 4$?

- A) 14
 B) 15
 C) 50
 D) 96

Curriculum Sample Template

Grade Level	12	Content Area	English
Course Title (grades 9–12 Only)	English 12		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	<p>The Program of Instruction builds on the 5 pillars of reading instruction moving from the critical pieces at the early grades in phonics and phonemic awareness to the three pillars of comprehension, vocabulary and fluency all the way through high school. In addition, the program has a focus on non-fiction background and knowledge that is coherent and sequenced by integrating the topics of history, science and the arts. These alignments will be strong in the course offerings at the high school level.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6)</p> <p>(M) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. (M) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. (M) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.1) 		

Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	Highlighters, copies of text-“The Ballot or the Bullet”-Malcolm X and “I Have a Dream”-Martin Luther King Jr., “The Man with Muck-rake” by Theodore Roosevelt, “Remarks at Brandenburg Gate” by Ronald Reagan audio of speeches, paper, pencils, and access to technology.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson <small>(add as needed)</small>	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech and highlighters ensuring that each student has access to three colors.</p> <p>3) Use Smart board to project the speech “The Man with the Muck-rake” and model for students using highlighters how to highlight the speech analyzing it for rhetorical devices. Spend considerable time modeling a think aloud regarding bias and highlighting how the specific word choice impacts whether something is appealing to the rhetorical devices. One color for logos, another color for ethos, and the last color for pathos. Model how to underline emotive or powerful words. Have students note potential bias in the margin.</p> <p>4) Monitor students as they work highlighting the rest of the speech.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will highlight speech while watching teacher highlight and explain the process.</p> <p>4) Work independently to highlight the remainder of the text looking ethos, logos, or pathos. Students will underline emotive words. Note in margins potential areas of bias.</p> <p>5) Keep completed speech.</p>

	5) Work with small groups as necessary to help and guide them.	
2	<p>1) Bell work- Display on Smart board a quote relating to war and direct students to respond by agreeing or disagreeing and then justify. Monitor and answer clarifying questions as necessary.</p> <p>2) Hand out copies of speech “Remarks at Brandenburg Gate” by Ronald Reagan and highlighters ensuring that each student has access to three colors. Monitor as students</p> <p>3) Hand out a skeleton model of notes for an essay analyzing this speech. Model for students crafting an essay analyzing the rhetorical devices used in the speech. Ensure there are claims and counterclaims that are well developed. Use connecting words, varied syntax and highlight these areas. Notate for students how these words develop the relationship between claims and evidence. Analyze Reagan’s beliefs, biases, and rhetorical style and how it relates to this speech.</p>	<p>1) Students will write in their interactive notebooks (IN) whether they agree or disagree with quote and justify. Discuss answers whole class Socratic method.</p> <p>2) Students will choose three highlighters of different colors.</p> <p>3) Students will fill out skeleton notes for the essay and keep for a model on the assessment.</p>
3	3) Supervise students as they craft a paragraph explaining how the rhetorical devices attempt to create a particular mood or move people to action. Students will also identify areas of bias and how that could have been addressed while still employing the rhetorical devices.	3) Students will craft a paragraph explaining how the rhetorical devices and choice of words create a particular mood or move people to action. Students will also identify areas of bias and how that could have been addressed while still employing the rhetorical devices.
S.A.	<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</i>	Reading: Students will analyze an author’s use of point of view in its ability to persuade the reader. Students will take three assessments; examples might include the reading speeches and analyzing for power and persuasive ability. Students will be graded using rubrics, and students will be reading at grade level. This is much

	<p><i>identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>different than the previous grade common core standard in that the student must look at more than the rhetoric, but analyze the power, persuasiveness, and beauty of the text.</p> <p>Writing: Students will produce effective writing that produces well developed claims and counterclaims in a fair and thorough manner. Students will be assessed at grade level. This writing will be different than the previous grade level in that the writing requires additional layers of significance and requires the logical sequencing of the argument. Examples of assessment include rewriting a historical speech, and creating a presentation analyzing a historical speech. Each assessment will be graded on a rubric.</p>
--	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment Items and Scoring:

Summative Assessment Item 1: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will write a “Who Said It Better?” essay

Directions: Read through the speeches Malcolm X and Martin Luther King, Jr. In one paragraph, discuss how the speeches are similar, in terms of

their social and political message, as well as tone (i.e. negative, positive, forceful, passive, use of imagery and metaphors) of the speech itself. In another paragraph, discuss how the speeches are different. They are both calling for action, but how do each of the men ask for the action to be carried out? Explain these differences. Also, discuss differences in the tone of the speech and the way language is used to create a particular mood in each. Identify areas where bias can impact each speech. In a final paragraph, explain which speech you think is more effective and why.

You must include the following in your comparison.

- Word choice
- Emotive language
- Tone (formal vs. casual)
- Argumentation

Pathos, logos, ethos

Which is the better speech? Defend your choice with examples from both texts. (Hint: Define your terms. You will first need to determine the qualities that make a good speech, and then decide which one is better.)

Mastery: The mastery on this assessment would be a score of 15 on the rubric below with at least a 3 in focus, organization, and elaboration.

Rubric

Criteria	4-Exceeds Proficiency	3-Proficient	2-Approaches Proficiency	1-Below Proficiency
Focus	Thoroughly introduces precise, knowledgeable claim(s), establishes the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Effectively introduces precise, knowledgeable claim(s), establish the significance of the claim(s) and distinguishes the claims from alternate/opposing claim(s).	Introduces precise claim(s), and knowledgeable claims but does not establish the significance or distinguish the claim from the counterclaim.	Weakly introduces a specific claim and does not acknowledge alternate or opposing claim(s) or distinguish between the two.
Organization	Consistently and effectively sequences claim(s), counterclaim(s), reasons and evidence. Explicitly creates cohesion and clarifies the relationships between claim(s)/reasons, between reasons/evidence, and between claims(s) and counterclaim(s).	Logically sequence claim(s), counterclaim(s), reasons and evidence. Creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s). Provides a concluding	Inconsistently sequence of claim(s), counterclaim(s), reasons and evidence. Inconsistently creates cohesion and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).	Lacking sequence of claim(s), counterclaim(s), reasons and evidence. Lacks cohesion and clarity of the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s).

	follows and supports the argument.		Concluding statement follows but does not support the argument presented.	
Elaboration	Effectively and consistently develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Frequently includes techniques such as metaphor, simile and analogy. Accurately anticipates audience's values and biases.	Develops claim(s) and counterclaim(s) thoroughly citing relevant textual evidence in an appropriate formal format. Includes techniques such as metaphor, simile and analogy. Anticipates audience's values and biases.	Inconsistently develops claim(s) and counterclaim(s) fairly. Is not thorough in citing textual evidence and/or does not use appropriate format. Attempts to include techniques such as metaphor, simile and analogy. Misinterprets audience's values and biases.	Weakly develops claims(s) and counterclaim(s). Inadequate textual evidence inappropriately cited. Does not include techniques such as metaphor, simile and analogy. Writing does not demonstrate awareness of audience bias and values.
Language & Vocabulary	Explicitly uses words, phrases and clauses as well as varied syntax to link major sections of the text. Independently and accurately resolves issues of complex usage by consulting references.	Uses words, phrases and clauses as well as syntax to link major sections of the text. Resolves issues of complex usage by consulting references.	Limited or improper use of phrases and clauses as well as syntax to link major sections of the text. Identifies but is unable to resolve issues of complex usage issues without help.	No transition words, phrases or clauses. Repetitive syntax. Unable to identify or resolve complex usage issues.
Conventions	Effective and consistent use of the conventions of academic English including	Consistent use of the conventions of academic	Demonstrates limited command of the conventions of academic English including	Demonstrates many errors in conventions.
	hyphenation and varied syntax for effect.	English including hyphenation and varied syntax for effect.	hyphenation and syntax for effect.	

Summative Assessment Item 2: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze a major historical figure. Choose one person and research that person and their beliefs, their rhetorical style, and any fallacies or bias that person may have had. The person can be from any period in history, and relevant to any aspect of life, i.e. politics, war, sports, civil rights, education, religious, etc. Students will analyze one speech from this political activist and write an essay detailing how the individual’s beliefs, rhetorical style and biases affected the impact of the speech. Students are expected to provide claims and counterclaims with evidence and reasoning. In addition, students are to model the in-class essay in creating cohesion and clarifying relationships between claims. Writing is expected to demonstrate a full understanding of MLA as demonstrated in the class example.

Mastery: The mastery of this assessment would be a 21 on the rubric below with at least a 3 claims and counterclaims; historical figure; & cohesion and clarity.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Historical Figure	The historical figure is fully explained including the rhetorical devices used, the beliefs and biases that impacted the reception of the speech are included.	The historical figure is fully explained including the rhetorical devices used, but the beliefs and biases that impacted the reception of the speech may not be complete.	Some of the historical figure’s rhetorical devices are left out but the beliefs and biases of the figure are complete.	The rhetorical devices are left out OR the beliefs and biases are left out OR both are incomplete.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization.	There are 1-2 errors that make it	There are 3-4 errors that make it	There are more than 4 errors that

	Each paragraph flows smoothly and completely.	difficult to follow in the internal organization of the writing.	difficult to follow in the internal organization of the writing.	make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	1-2 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	3-4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.	More than 4 pieces do not make clear the relationship of the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Summative Assessment Item 3: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **(11-12.RI.6)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the

relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. **(11-12.W.1)**

Students will analyze a speech from 20th or 21st century to see what rhetorical strategies are incorporated. Students will include an analysis of the biases or beliefs that impacted the reception of the speech. Students are expected to provide claims and counterclaims with evidence and reasoning. In addition, students are to model the in-class essay in creating cohesion and clarifying relationships between claims. Writing is expected to demonstrate a full understanding of MLA as demonstrated in the class example.

Mastery of this assessment is 24 points on the rubric below or 23 with a “3” in MLA form and style.

Category	4 - Mastery	3 - Proficiency	2 - Approaching Proficiency	1 - Not Yet Proficient
Claims and Counterclaims	There are at least 3 claims and 3 counterclaims fully explained for which speech is best.	There are at least 3 claims and 2 counterclaims fully explained for which speech is best.	There are 2 claims and at least 1 counter claim fully explained OR there are more than 2 claims and more than 1 counterclaim but they are not fully explained.	There are less than 2 claims, or no counterclaims. OR it is hard to distinguish what are claims and counterclaims.
Evidence and Reason	There is evidence and convincing reasons supporting each claim and counterclaim.	Only 1-2 of the claims and counterclaims do not have convincing reasons and support.	There is evidence and reasons that are not clear or logical. OR there are more than 3-4 claims or counterclaims that do not have support.	The evidence and reasons is severely lacking in explanation OR there are more than 4 claims or counterclaims that do not have support.
Organization	There is a logical organization. Each paragraph flows smoothly and completely.	There are 1-2 errors that make it difficult to follow in the internal organization of the writing.	There are 3-4 errors that make it difficult to follow in the internal organization of the writing.	There are more than 4 errors that make it difficult to follow in the internal organization of the writing.
Relationships of Each Piece	Each piece makes clear the relationship of the claim,	1-2 pieces do not make clear the relationship of the claim,	3-4 pieces do not make clear the relationship of the claim,	More than 4 pieces do not make clear the relationship of

	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	counterclaim, evidence, and reasons for such choice.	the claim, counterclaim, evidence, and reasons for such choice.
Cohesion and Clarity	The words, phrases, clauses and syntax support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are less than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax mostly support the cohesion and clarity of the arguments. The syntax is varied and shows clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.	The words, phrases, clauses and syntax do not support the cohesion and clarity of the arguments. The syntax is repetitive and does not show clear evidence of supporting the author's argument. There are more than 3 areas where there is less cohesion and clarity.
Academic Writing Norms	All writing is to MLA standards and there are not grammatical errors.	All writing is to MLA standards and there are less than 3 grammatical errors.	All writing is to MLA standards and there are more than 3 grammatical errors.	MLA use is inconsistent OR there are significant errors in writing that detract from the meaning.

Curriculum Sample Template

Grade Level	12	Content Area	Math
Course Title (grades 9–12 Only)	Statistics		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>	The Program of Instruction identified research-based programs. The curriculum developed is research-based and designed to teach and support a variety of learners. High school students will use manipulatives when necessary to understand an abstract concept and group learning, cooperative learning, will be used throughout the lessons. Each math classroom will use differentiation of instruction resulting in tier II and III completed in the classroom with one on one instruction used when needed.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation (HS.S-IC.A.2)</p> <p>Make sense of problems and persevere in solving them. (HS.MP.1)</p> <p>Reason abstractly and quantitatively. (HS.MP.2)</p> <p>Construct viable arguments and critique the reasoning of others. (HS.MP.3)</p> <p>Model with mathematics. (HS.MP.4)</p> <p>Use appropriate tools strategically (HS.MP.5)</p> <p>Attend to precision. (HS.MP.6)</p> <p>Look for and make use of structure. (HS.MP.7)</p> <p>Look for and express regularity in repeated reasoning. (HS.MP.8)</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>Six sided dice enough for the class</p> <p>Playing cards</p> <p>Pennies or other coins</p> <p>SMART board</p> <p>Student access to computers</p>		

Lesson <small>(add as needed)</small>	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	1. Teacher will present independent and dependent events and demonstrate how to calculate the basic and compound probability of events.	Make sense of problems and persevere in solving them. (HS.MP.1) Reason abstractly and quantitatively. (HS.MP.2) Construct viable arguments and critique the reasoning of others. (HS.MP.3) Model with mathematics. (HS.MP.4) Use appropriate tools strategically (HS.MP.5) Attend to precision. (HS.MP.6) Look for and make use of structure. (HS.MP.7) Look for and express regularity in repeated reasoning. (HS.MP.8) <ol style="list-style-type: none"> Students will practice calculating the basic and compound probability of independent and dependent events.
2	<ol style="list-style-type: none"> Teacher will introduce mutually exclusive and inclusive events. Teacher will ask students to generate examples of each and calculate the theoretical probability for each. 	<ol style="list-style-type: none"> Students will work independently or in pairs to generate examples of mutually inclusive and exclusive events. Students will calculate the theoretical probability for each.
3	<ol style="list-style-type: none"> Teacher will present scenarios of mutually exclusive events (events whose outcomes are one or another, but not both). Teacher will ask students to make predictions about the outcomes of those mutually exclusive events. Teacher will have students determine if those outcomes are sometimes, always, or never the case for each scenario. Teacher will ask students to write an essay comparing and contrasting experimental and theoretical probability of mutually exclusive events. 	<ol style="list-style-type: none"> Students will examine different mutually exclusive events and compare them to the theoretical probability of particular outcomes. Students will determine if the theoretical probability for those scenarios are sometimes, always, or never the same as the experimental probability of those outcomes.
4	<ol style="list-style-type: none"> Teacher will have students work in pairs or groups of three to design an experiment to compare the theoretical probability to the experimental probability of mutually exclusive events. Teacher will instruct students to collect their findings by testing the outcomes not fewer than fifty times, collecting their data in a table, comparing that data to the theoretical probability of that scenario, and writing an analysis comparing their data to the theoretical 	<ol style="list-style-type: none"> Students will select an event to test against the theoretical probability of particular outcomes. Students will perform their experiment and write an analysis of their findings.

	probability for their chosen event.	
S.A.	<p>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.</p>	<p>Summative Assessment 1 Students will answer the multiple-choice assessment in order to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of procedures and fluency with determining if a model is consistent with a data set. There are 15 questions on the assessment: 5 questions about the law of large numbers, 5 questions about theoretical probability, 3 questions about experimental probability, and 2 questions with a comparison of theoretical and experimental probability. Acceptable score: Proficiency will be determined by a score of 11 out of 15 questions correct. The assessment will be administered in a classroom setting. Students will have one class period to complete the assessment and will be allowed to use calculators.</p> <p>Summative Assessment 2 Students will complete the written assessment to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of conceptual understanding of modeling probabilities. Students will explain mutually exclusive and inclusive events and describe the difference between theoretical and experimental probability and scenarios where they are the same and different. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.</p> <p>Summative Assessment 3 Students will complete a simulation to demonstrate mastery of HS.S-IC.A.2. This assessment addresses the expectation of application of building a model consistent with an expected result. Students will chose a scenario, describe and run a simulation, and provide justification for the approach and its accuracy. Students will complete the assessment in a class period with a partner or individually. Students may use a calculator or other technology. Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.</p>

Summative Assessment Items and Scoring:

Summative Assessment 1 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: **HS.S-IC.A.2**

Type of Assessment and Answer Key: Multiple-choice assessment with answer key embedded in questions (last 3 pages of document)

Acceptable score: Proficiency will be determined by a score of 11 out of 15 questions correct.

- 0-7 correct - Minimally proficient – teacher will examine error patterns and determine focus for reteaching
- 8-10 correct – Partially proficient – teacher will examine error patterns and determine focus for reteaching
- 11-13 correct – Proficient – students will reflect on missed questions and analyze their errors and points of confusion, teacher will provide support
- 14-15 correct – Highly proficient – students will be provided opportunities for extended learning

Summative Assessment Item 2 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.S-IC.A.2

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.

Summative Assessment 2 Prompt

Demonstrate your understanding of the concept of probability by answering the following prompt. Provide a written explanation for each part. You may use diagrams and examples to support your explanations.

1. Write a description of mutually exclusive events and give an example.
2. Write a description of mutually inclusive events and give an example.
3. Describe the difference between theoretical probability and experimental probability and include an instance where the two are always the same, sometimes the same, or never the same.

Summative Assessment 2 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
Mutually exclusive events	Description of mutually exclusive events Example of mutually exclusive events	_____/2
Mutually inclusive events	Description of mutually inclusive events Example of mutually inclusive events	_____/3
Difference between theoretical and experimental probability	Explain difference between theoretical and experimental probability Instance where the two are always the same Instance where the two are sometimes the same Instance where the two are never the same	_____/5
Total		_____/10

Summative Assessment Item 3 (clearly identify standard area assessed, answer key/scoring rubric, and acceptable score)

Standard Assessed: HS.S-IC.A.2

Type of Assessment and Scoring Guide: Written assessment, prompt and scoring guide provided below

Acceptable score: Proficiency will be determined by a score of 7 out of 10 points on the scoring guide.

Summative Assessment 3 Prompt

Choose one of the following three scenarios or a different scenario of your choosing. Work with a partner to create and run a simulation for the scenario. Include a description of the simulation you have created and the results of running the simulation. Provide a justification of the approach and accuracy.

Create a simulation to model the reproduction of a population of birds over ten years if 25% of the original population are unable to reproduce and there is one reproductive cycle each year.	Create a simulation to model the chance of the next 8 customers buying a specific brand of cell phone from a store with 5 different brands of phones.	Create a simulation to model assigning 50 plants to groups to receive either an experimental fertilizer, standard fertilizer or no fertilizer.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------

Summative Assessment 3 Scoring Guide

Prompt Part	Scoring Guide and Points Possible	Score
Describe a simulation for the scenario	Choose or list a scenario Describe a simulation for the scenario and any tools that will be used to create the simulation	_____/2
Run the simulation	Run the simulation and summarize the results	_____/5
Justify the approach to the simulation and accuracy	Write a justification for the approach to the simulation Write a statement about the accuracy of the simulation and why it is adequate to model the scenario	_____/3
Total		_____/10

Summative Assessment #1 – Stats

Read each question carefully.

- 1) The table below shows the number of times a coin was flipped by each group. Which group will most likely find results tending towards the theoretical probability of flipping a coin?

Group	# of flips
A	25
B	60
C	300
D	150

- A) Group A
- B) Group B
- ✓ C) Group C
- D) Group D

- 2) The table below shows the number of times a number cube was rolled by each group. Which group will most likely find results tending towards the theoretical probability of rolling a number cube?

Group	# of rolls
A	3
B	16
C	6
D	50

- A) Group A
- B) Group B
- C) Group C
- ✓ D) Group D

- 3) The table below shows the number of times a spinner with 4 equal sections was spun by each group. Which group will most likely find results tending towards the theoretical probability of spinning the spinner?

Group	# of spins
A	500
B	325
C	275
D	160

- ✓ A) Group A
 B) Group B
 C) Group C
 D) Group D
- 5) The table below shows the number of times a card was selected from a deck and then replaced by each group. Which group will most likely find results tending towards the theoretical probability of selecting a 4 from the deck?

Group	# of picks
A	425
B	325
C	525
D	625

- A) Group A
 B) Group B
 C) Group C
 ✓ D) Group D
- 7) A bag contains 5 black glass marbles, 5 black ceramic marbles, 8 white glass marbles, and 2 white ceramic marbles. Marsha picks 1 marble out of the bag.

What is the best prediction for the outcome?

- A) Marsha will pick a black marble.
 B) Marsha will pick a white marble.
 C) Marsha will pick a ceramic marble.
 ✓ D) Marsha will pick a glass marble.

- 4) The table below shows the number of times a marble was selected out of a bag of red, blue, and green marbles and then replaced by each group. Which group will most likely find results tending towards the theoretical probability of selecting red marble out of the bag?

Group	# of picks
A	190
B	375
C	40
D	85

- A) Group A
 ✓ B) Group B
 C) Group C
 D) Group D
- 6) Peter picked two of the bills below without looking.

What is the best prediction for the outcome?



- A) He will pick a \$1 bill and then a \$5 bill.
 B) He will pick two \$1 bills.
 ✓ C) He has the same chance of picking a \$5 bill and a \$1 bill as picking two \$1 bills.
 D) He has the same chance of picking a \$1 bill and a \$5 bill as picking two \$5 bills.

- 8) Gerald is playing a spinning game with a spinner which is equally divided into eight parts (see Figure 1). He spins the spinner 80 times. Which prediction is most reasonable?

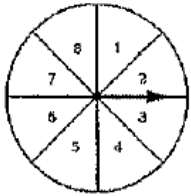


Figure 1.

- A) The spinner will land on the number 8 about 5 times and on the number 7 fifteen times.
- B) The spinner will land on the number 8 more times than it lands on the number 7.
- ✓ C) The spinner will land on the number 8 the same amount of times it lands on the number 7.
- D) The spinner will land on the number 8 fewer times than it lands on the number 7.

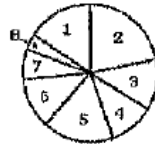
- 10) Jerry picked one of the marbles below without looking.

What is the most likely outcome?



- A) Jerry will not pick a white marble or a black marble.
- B) Jerry will pick a white marble.
- ✓ C) Jerry will pick a black marble.
- D) Jerry has an equal chance of picking a black marble or a white marble.

- 9) Ken will conduct an experiment to find out how many times the spinner will land on the numbers in 45 spins. Which prediction is the most reasonable?



- A) The spinner will land on number 1 the most.
- ✓ B) The spinner will land on number 2 the most.
- C) The spinner will land on number 3 the most.
- D) The spinner will land on number 4 the most.

- 11) During an experiment, two coins are simultaneously tossed 50 times. If the number of times two heads appear is 12, what was the experimental probability?

- ✓ A) $\frac{6}{25}$
- B) $\frac{1}{25}$
- C) $\frac{4}{25}$
- D) $\frac{3}{25}$

12) A number cube was tossed 8 times. Each time it showed a number greater than 3. What is the experimental probability of tossing a number less than 4?

- a) 0.10
- b) 0.01
- ✓ c) 0
- d) 1

14) Mrs. Hunt predicted that three-fourths of her chemistry students would have accurate results during their lab experiment. After her 4 classes of 30 students each completed the experiment, 100 of the students had accurate results.

Was the prediction correct?

- a) Yes, her prediction was exact.
- b) No, her prediction was higher than the outcome.
- ✓ c) No, her prediction was lower than the outcome.
- d) There is not enough information to compare.

13) Four players made predictions, and then Fred spun the spinner 20 times. The spinner landed on g 5 times.

Which player's prediction was closest to the actual results?



- a) Player 1 predicted it would land on g 13% of the time.
- ✓ b) Player 2 predicted it would land on g 25% of the time.
- c) Player 3 predicted it would land on g 35% of the time.
- d) Player 4 predicted it would not land on g at all.

15) A number cube was tossed 5 times. Each time it showed a number less than 5. What is the experimental probability of tossing a number greater than 4?

- a) 0.80
- ✓ b) 0
- c) 0.20
- d) 1.00

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Boys & Girls Clubs of the East Valley (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 240 to 525, beginning in FY 2018. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request Materials.

The rationale for Boys & Girls Clubs of the East Valley to increase its enrollment cap is because “over the past 22 years, we have consistently exceeded our enrollment estimates and have continued to hold a healthy waiting list at every grade level.” Student retention is over 90% and half of the 8th grade students that have promoted to high school started with the school in Kindergarten. In addition, the Charter Holder states that “we often disappoint families in our neighborhood by not having available spaces for siblings of students – sometimes for more than a year as we wait for space to open.” With strong community advocates the school’s governing body and the Boys & Girls Clubs of the East Valley “realize this is the moment and opportunity to expand our capacity to meet the needs of the community.” The increase in the enrollment cap will facilitate the Charter Holder to add one additional classroom teacher per grade level and one full time Academic Coach that will work with teachers and assist in the professional evaluation process. The Charter Holder indicates that they currently have a wait list of approximately 60 students, which is in line with the Mesa Arts Academy’s historic wait list. This is accomplished “without any marketing or outreach beyond word-of-mouth and the occasional flyer in the neighborhood for new kindergarten students.” There are also approximately 200 students that attend the Boys and Girls Club afterschool program that do not attend Mesa Arts Academy, “marketing directly to these families is a natural extension of the work we already do.”

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 22 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Financial Performance Dashboard in FY 2016.
Past enrollment trends indicate need for increase within three years	Enrollment in FY 2017 was 225.456, FY 2016 was 226.872 and FY2015 was 225.647. This demonstrates a need for an increase as the Charter Holder has maintained a consistent enrollment, that under the current enrollment cap number, precludes them from expanding their services to the community.
ADM is within 85% of current enrollment cap	According to the Arizona Department of Education (“ADE”) School Finance, the Charter Holder currently serves 220.975 students. The FY 2018 average daily membership is 240 and the Charter Holder is within 92% of its current enrollment cap.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location	The school operated by the Charter Holder performed at or above the average performance of the majority of schools within a five-mile radius in ELA and Math for FY 2017.

Additional Information

The Charter Holder was granted a renewal charter in 2010.

Governance

School Governing Body Members	Type
David Crummey	Other
Sue Douglas	School Staff
Amadore Gaye	Unknown
Michael Hughes	Unknown
Erica Litz	Parent
John Lopez	Unknown
Christopher Owen	Community Member

School Profile

School Name	Letter Grade		Month/ Year Open	Location	Grade Levels Served	AzMERIT Passing (State Average)			
	FY 14	FY 17*				ELA		Math	
						FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Mesa Arts Academy	A	X	August/1995	Mesa	K-8	45%	52%	47%	43%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration.

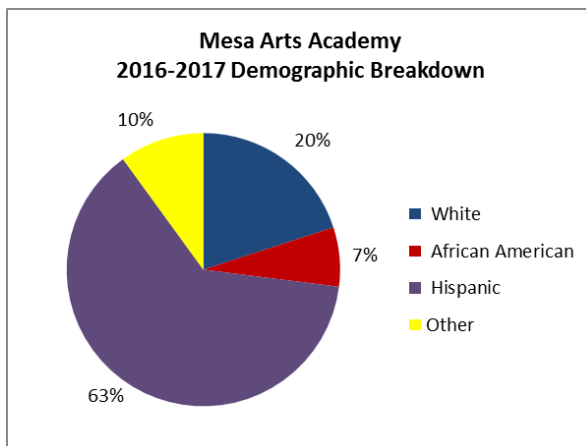
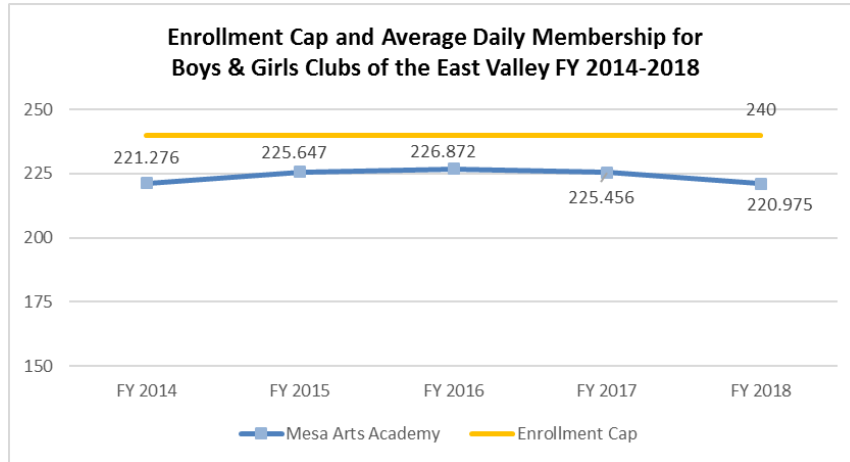
Additional School Choices Serving Grades K-8 within 5 Miles of School

Total Schools	FY 2014* Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than (State Average)		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
22	A	8	22	20	1	6	12
26	B	6	14	18	5	18	19
27	C	6	2	2	9	9	17
5	D	2	1	0	1	0	3

*Because the percentage of FRL students is not available for the Charter Holder, comparison to nearby schools is not possible.

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration.

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	83%
English Language Learners	8%
Special Education	14%

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

APPENDIX A

AMENDMENT REQUEST MATERIALS

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Boys & Girls Clubs of the East
Valley

CTDS:
07-86-13-000

Mailing Address:
221 West Sixth Avenue
Mesa, AZ 85210
> [View detailed info](#)

Representative

Name:
Susan Douglas

Phone Number:
480-844-3965

Downloads

 [Download all files](#)


Enrollment Cap

From:
240

To:
525

Attachments

Board Minutes

 [Download File](#) — School board minutes approving the change.

Increase to Enrollment Cap Attachments




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

Occupancy Documentation (Increase Only)

 [Download File](#) — Certificate of Occupancy, Drawings of existing school, drawings of to be developed school

Narrative — [Download File](#)

Additional Information

-  [Download File](#) — Enrollment Matrix
-  [Download File](#) — Staffing Chart Revised
-  [Download File](#) — Site Study Scheme B

Signature

Charter Representative Signature
Susan Douglas 08/25/2017

Description

Mesa Arts Academy is ready to expand. At our Charter renewal, the State Board indicated that we had a 'moral obligation' to replicate or expand. We are now ready to do just that. We have finished acquisition of the land we had been renting from the City of Mesa and are preparing for the development of the next phase of Mesa Arts Academy to meet the needs of our neighborhood and students.

Over the past 22 years, we have consistently exceeded our enrollment estimates and have continued to hold a healthy waiting list at every grade level. We have reached this with little-to-no advertising – focusing instead on the neighborhood immediately surrounding our school and word-of-mouth. Student retention continues to be excellent -- over 90%. More than half of our 8th grade students promoted to High School started with us from kindergarten. Unfortunately, we often disappoint families in our neighborhood by not having available spaces for siblings of students – sometimes for more than a year as we wait for space to open.

Recognized as a 'beat the odds' school – we have consistently outperformed our sister-schools in the area and across the state. Much of this has to do with our community-oriented teaching and the support and buy-in we cultivate with our families. We are also committed to professional growth for our staff -- finding numerous training opportunities both in-house and in the greater education community. This includes sending teachers at their request to sister-schools to observe teachers and classrooms at the same grade level of instruction -- something we cannot do currently.

In our greater neighborhood area, we have begun to see the effects of the light rail expansion and the renewed growth and attention in downtown Mesa. In addition to the existing demand from the neighborhood, we have seen a few hundred units of new residential construction in the last few years, and see additional future demand with many more units of residential construction on the planning horizon.

With strong advocates in the community, the Academy governing board, and the Boys & Girls Clubs of the East Valley board, we realize this is the moment and opportunity to expand our capacity to meet the needs of the community. Since the beginning, the school has been operating in used portable classrooms. Our staff and board agree that it is time we invest in new facilities to meet the needs of our current students, as well as the next generation. Doubling our capacity at each grade level is the most straight-forward and cost-effective manner to meet the demand in our community without losing sight of our vision for the school and the lives of our individual students.

Detailed Staffing Plan

The Academy plans to continue its model of one certified teacher and one Title I qualified instructional aide in each classroom. This model has been supported by State support and Federal entitlement grants for over 20 years, and we have seen significant impact for both teachers and students. The Academy also hires additional aides as needed to meet specific special education IEP requirements, supported by IDEA and state Special Education support.

Historically, when the need arises for additional staffing, we utilize local media sources as well as the Arizona Department of Education Employment Board. Most importantly have been the partnerships we have created over the years with teacher training institutes such as Rio Salado, ASU, and Mesa Community College to bring significant numbers of interns and volunteers onto our campus. These valued partners often become the future aides and teachers we hire. Our turnover rate for full-time

teachers is extremely low. In addition, four of the nine classroom-based teachers we currently have on staff came to us as interns, student teachers, or as part of the Teacher in Residence program. Continuing to use these strong partnerships will allow us to adequately staff additional classrooms, but we are aware of current staffing issues at other schools and districts. We believe our high-quality environment, supportive families and community, competitive pay and benefits, arts-based model, and supportive classroom infrastructure allows us to be competitive in the regional market for teachers. Because of the longevity and strength of our current instructional staff we feel that we can continue to recruit and hire new as well as veteran teachers for this expansion endeavor.

The Academy budget currently funds 1.5 FTE academic Instructional Coaches to work with teachers and assist in the professional evaluation process. Instructional Coaches at the Academy have completed ADE Cognitive Coaching training as well as the ADE Qualified Educator Evaluation Academy. It is anticipated that increased enrollment will require an additional full-time Academic Coach position. As in curriculum and assessment, the increase in local ADM and federal grants will adequately fund these staffing areas. The 0.5 FTE coaching position is covered currently by two classroom-based full-time teachers with specific endorsements. Not only does this provide additional and more diverse coaching support, it also provides classroom based teachers with a mechanism to “grow” without leaving the classroom.

Our expansion request will add one additional classroom per each current grade level. The addition of a second teacher at each grade level will facilitate the professional development and training processes. In the past, training has been handled by a grade-band team approach with support from our coaching staff. Under an expanded model, there will be an actual grade level teacher to assist in this process. This will also increase collaboration and expand differentiation opportunities for our diverse population of students.

Our arts programs form the heart of our model. Younger students (K-5th grades) participate in dance, drama, music, technology, visual arts, and P.E. classes. Most of these artists/teachers have second jobs because our current enrollment cannot sustain full-time positions. It is anticipated that increased enrollment will address that concern with several of our part-time arts positions becoming full-time. The Middle School elective program currently has one teacher with 10-14 students. Again, increased enrollment will expand those classes and may allow for more diversification in the arts for our students.

Our current limited enrollment does not allow for us to support an orchestra class during regular school hours. We already have the donated instruments for that program. The Academy currently employs a full-time Arts Director who also has some teaching responsibilities. After expansion, the position will become all administrative to meet the growing number of classes and teachers. This individual attends all ADE trainings related to coaching and evaluation of instructional staff. Our goal is that our arts teachers will be evaluated and rated on the artistic progress of their students based on pre- and post-assessment which we have developed. A broader student base would facilitate this process.

Our anticipated staffing budget includes an additional office manager to handle NSLP, data entry, payroll recording, etc. and a part time front desk person to cover the reception area and duties. Starting in SY 2018 we are computerizing some of our lunch and attendance reporting by fully utilizing applications we already have in place. This, plus reallocation of budget funding, will allow us to turn current part-time support staff into full-time staff positions. Full-time employees are much more sustainable over time than part-time employees.

Enrollment Target Description

Currently, we have approximately sixty students on our waiting list with no openings. This is in-line with our historic averages for waiting lists. Again, this is done without any marketing or outreach beyond word-of-mouth and the occasional flyer in the neighborhood for new kindergarten students. Our year-over-year average for retaining students is above 90% across grade levels. In addition, currently there are approximately 200 students that attend the Boys & Girls Club afterschool program on-site that are not currently Academy students. Marketing directly to these families is a natural extension of the work we already do.

While we do not expect to exceed beyond a capacity of 27 students per classroom in grades 1-8, and 25 in Kindergarten (a total enrollment of 482 students) – we are requesting total enrollment capacity of 500 students (28 students in each class, grades 1-8) and 26 in Kindergarten to ensure we have flexibility in future planning and to reduce the chance we will have to return to request another enrollment capacity increase in the next three years.

The new facility plan is expected to replace the existing school in phases – allowing continued operation of the school while creating additional capacity. Phase One would include 9 classrooms with 800 square feet each, plus another 7,450 square feet of new construction. Phase Two will include another 9 classrooms of 800 square feet each, as well as the demolition of the old portable classrooms. The existing main building will remain and be renovated to support the school with additional classroom space, cafeteria, computer lab, gymnasium and additional restrooms, as well as provide space for the after-school program, ensuring at least twelve-hours of use of the site and better serving our neighborhood.

As the expanded school is constructed, a concerted effort will run parallel to the construction project to build interest in enrollment and filling the waiting list for the new classrooms. We have built significant relationships with our local neighborhood associations, apartment complex managers, and more. The first line for meeting our enrollment targets always begins with family of current students and families living nearby. Flyering the neighborhood with marketing materials will generate excitement and interest in the expanded school, with staff reaching out to our community partners and gaining earned media attention. In addition, our social media outreach can be boosted beyond our organic reach with paid support and having our community partners share and increase our reach and engagement. We also expect to have a physical presence at local events, both in our neighborhood and at the Mesa Arts Center.

In the event our traditional and expanded marketing efforts are not showing their usual success, a substantial marketing budget will be reserved and would reflect substantial additional marketing efforts including door hangers, direct mail, targeted social media advertisement, and potential radio spots. The Boys & Girls Clubs of the East Valley has an experienced marketing person on staff, as well as additional support from their board of directors.

Concrete Resources Needed for Expansion

Mesa Arts Academy has strong kindergarten – 8th grade curriculum and assessment programs in place. Our main curriculum components have been reviewed by staff, parents, and School Board members and

have been adopted by the School Board at open meetings. Curriculum is reviewed annually as part of our Federal Continuous Improvement Plan and adjustments and additions made as required. Teachers have worked with consultants (funded with Title II grant money) to align instructional and curriculum maps with best practices.

The Academy utilizes a multi-tiered Response to Intervention process that requires strong formative as well as summative (benchmark) assessment. Interventions are determined after monthly review of formative assessment and quarterly review of benchmark assessments. (Main components include but are not limited to: Ten Marks, DIBELS, Accelerated Star Reader, ATS Galileo, etc.) As teachers delve deeper into classroom and student level data at meetings, the need for additional assessments can arise.

Increased ADM student enrollment will also increase state level support and federal grant funding to meet those needs. We will continue to review and revise curriculum, supplemental materials, and assessment tools to meet identified needs. This process is documented annually in our Continuous Improvement Plan document that describes our federal programs. Through our continuous review and improvement process, it is anticipated that some of those resources will change.

Because the Academy is doubling in size and not adding additional grade levels, we plan to continue to utilize the curricula, assessments, and instructional methods that have proven successful with our current population of students. Additional and replacement books are ordered on an annual basis in preparation for the coming school year. The Academy will order all additional physical materials needed as well as digital subscriptions that need to be expanded. Should the need for emergency or interim funding arise, the school maintains a healthy reserve that could be used if necessary to purchase additional materials.



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: Boys & Girls Clubs of the East Valley dba Mesa Arts Academy				
Grade Level	Number of Students			
	Current—FY16/17	Target—FY17/18	Target—FY18/19	Target—FY19/20
Kindergarten	25	25	25	52
1 st	27	27	27	56
2 nd	27	27	27	56
3 rd	27	27	27	56
4 th	27	27	27	56
5 th	27	27	27	56
6 th	27	27	27	56
7 th	27	27	27	56
8 th	27	27	27	56
9 th				
10 th				
11 th				
12 th				
Total Enrollment	241	241	241	500

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



Arizona State Board for Charter Schools

Staffing Chart

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

Directions*:

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

School Name: Boys & Girls Clubs of the East Valley dba Mesa Arts Academy				
Position	Number of Staff Members			
	Current— FY16/17	Anticipated— FY17/18	Anticipated— FY18/19	Anticipated— FY19/20
Administration	6	6	6	9
Teachers/Instructional Staff				
Kindergarten	1	1	1	2
1 st	1	1	1	2
2 nd	1	1	1	2
3 rd	1	1	1	2
4 th	1	1	1	2
5 th	1	1	1	2
6 th	1	1	1	2
7 th	1	1	1	2
8 th	1	1	1	2
9 th				
10 th				
11 th				
12 th				
Specialty Staff (Music, Art, PE, etc.)	8 part time	8 part time	8 part time	6 full time
Special Education	1	1	1	2
Paraprofessional	10	10	10	20
Additional Staff				
List title: ELL Teacher	1	1	1	2
List title: Lunch Staff	1	1	1	2
List title: _____				
List title: _____				
Total Number of Staff Members	36	36	36	59

*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: Boys & Girls Clubs of the East Valley dba Mesa Arts Academy				
Title	Leadership Team			
	Current—FY16/17	Anticipated—FY17/18	Anticipated—FY18/19	Anticipated—FY19/20
President & CEO	Mark Hanke	Mark Hanke	Mark Hanke	Mark Hanke
Director	Michael Dillon	Michael Dillon	Michael Dillon	Michael Dillon
Administrative Director	Cindy LePert	Cindy LePert	Cindy LePert	Cindy LePert
Prevention / Family Specialist	Arcelia Tovar	Arcelia Tovar	Arcelia Tovar	Arcelia Tovar
Arts Director	Robyn Kotte	Robyn Kotte	Robyn Kotte	Robyn Kotte
Academic Director Math Coach	Miranda Koperno	Miranda Koperno	Miranda Koperno	Miranda Koperno
Academic Director Reading Coach	Charity Kranz (0.5FTE)	Charity Kranz (0.5FTE)	Charity Kranz (1.0 FTE)	Charity Kranz and new hire (1.5 FTE)

MESA ARTS ACADEMY
SCHOOL BOARD MEETING AGENDA

April 19th, 2017

5:15 pm

221 W. 6th Ave

Mesa, AZ 85210

Mission Statement: No better place to learn.

Vision Statement: Be the premier learning environment for all students.

Members Present: Michael Hughes Amadou Gaye Erica Litz John Lopez Chris Owen Sue Douglas (non-voting member)

Members Absent: David Crumme

Staff Present: Swati Webb Elise Brewer Joyce Oyer

1. CALL TO ORDER

The Board reviewed Board minutes from February 8, 2017. Amadou Gaye moved to accept the Board Minutes from February 8, 2017 as presented. Erica Litz 2nd the motion. Motion Carried Unanimously (MCU).

2. FINANCIAL REPORT

Board members reviewed the FY 2017 Year-to-Date Income and Expenses Report and expenditure journals from September through March 2017. Swati described some of the categories to members. Funding from the State and Prop 301 is on track. She noted that most federal grant funding was received in April and; therefore, is not reflected on the report. Mrs. Douglas mentioned that tax credit donations of \$15,000.00 were only reflected through March. There have been additional donations that came in as a result of the later donation window. There is a Tax Credit carry-over, but it is a restricted fund and may only be spent on specific types of events. All expenses are on track, and with 22% remaining in expenses we are at the exact same place as we were last year at this time. Chris Owens moved to approve the September through March 2017 expenditure journals. Amadou Gaye 2nd. MCU.

3. OLD BUSINESS

A. Report from Boys & Girls Club CEO

In Mark Hanke's place, Chris Owens reported that the Boys & Girls Clubs of the East Valley (BGCEV) will be separating itself from the Globe Branch. The branch is too far and difficult to maintain. May 8th Christi Worsley will be touring Mesa Arts Academy to discuss a relationship with the school and Mesa Arts Center. She is interested in establishing an art based high school. The BGCEV is investigating the process of developing a permanent building for the Academy on this site that would house a school that is double in size. They would like to begin a fund raising campaign.

B. Technology Update

Joyce Oyer reported that AzMerit testing went by very well from a technology stand-point. NPCE did a wonderful job of providing technical support with two staff members on site during most of the testing period. We expanded the WiFi into the teen center to optimize testing location opportunities. Joyce Oyer and Elise Brewer are working to ensure our up-loads to the State are successful through Synergy. They are also working to get the Civil Rights Data Collection (CRDC) programmed to do that up-load. We may be acquiring an add-on to be able to track the breakfast and lunch program using a mobile device. The cost of the program will be less than what we are currently paying to have this data inputted manually. We plan to add a chrome book cart, instead of a laptop cart, for the one middle school classroom that needs one. The intercom system has still not been installed due to the phone system not being able to handle the extra duty. New phone boards have been donated, and the school is exploring the costs involved with having them installed.

C. Adoption of School Calendar for SY 2017/2018

Sue Douglas presented a new version of the school calendar for Board approval. This version deviates slightly from the Mesa Public Schools Calendar due to the Boys & Girls Club staff holiday calendar. Under the new version, school would start a day earlier (May 8th vs. May 9th) and finish in December a day earlier (December

21st vs. December 22nd). December 22nd is a Boys & Girls Club holiday. Michael Hughes asked if the school has considered a model closer to what Chandler Unified School District does with a modified year round schedule. Susan Douglas responded that due to the local Boys & Girls Club requiring use of the school building based on the mesa District school calendar, the Academy must follow the MUSD calendar. John Lopez moved to adopt the proposed 2017-2018 School Calendar as presented. Amadou Gaye 2nd. MCU.

4. NEW BUSINESS

A. Approve 2017 Summer Food Contract

Elise Brewer announced that the Academy will be sponsoring five additional summer food sites located at Boys & Girls Clubs in Maricopa County. She requested that the School Board approve the additional sites for the summer food program. Chris Owens moved to expand the Summer Food Program to include the additional sites (see attachment provided to Board members for exact locations.) Amadou Gaye 2nd. MCU.

B. Approve National School Lunch Catering Contract for SY 2018

Ms. Brewer presented the catering contract for SY 2017/2018. She noted that within procurement requirements we are able to use our current food provider for next year. Board members reviewed the catering contract from Banner Catering. Amadou Gaye moved to accept the catering contract from Banner Catering for the 2017-2018 school year. Erica Litz 2nd. MCU.

C. Approve Amendment for Expansion of Student Enrollment

Susan Douglas presented an amendment to our charter contract to expand enrollment cap to 525 students. That would allow the school to have 18 classrooms with 29 students per classroom. Mrs. Douglas pointed out that this would not change the grade levels, program of study, or staffing patterns of the Academy. Board members briefly discussed the advantages of having two classrooms at each kindergarten through 8th grade level. They also discussed the need for this expansion to support a permanent building. Michael Hughes noted that the current classroom portable buildings are extremely old and will need to be replaced soon. A permanent building would be the best choice to address that. Amadou Gaye moved to expand the enrollment cap to 525 students. Chris Owens 2nd. MCU.

5. ADMINISTRATOR'S REPORT

Sue Douglas presented the 100 day ADM report to Board members. She noted that, once again, ADM of 224.94 exceeded the SY 2017 budget expectations of 222. In addition, the absence rate at 4.0 % was slightly lower than last year's rate. Ms. Douglas presented Board members with a printout of all activities and field trips since the last Board meeting in February (attached.) She also presented Board members with a plaque received from the East Valley Tribune designating the Mesa Arts Academy as the "Best Charter School in the East Valley" based on the Tribune's Peoples Choice Award. Board members were provided with a list of County Fair art and photography ribbon winners. There were over 160 total ribbons won by Academy students in the County Fair competition. In addition, Academy students currently have an art show at the i.d.e.a. Museum in Mesa. One whole room at the museum is filled exclusively with our students' artwork based on the museum theme "Superheroes." She invited Board members to attend our three upcoming end-of-year musical theater shows which will include presentations from our Harmony Project violin students and an art gallery each evening. The Visual Art Gallery will also include a pre-show presentation by students involved in the "Phonetic Spit" poetry and percussion after school group. Board members were invited to participate in our 8th grade graduation ceremony on May 25th in the wood gymnasium. She noted that this year 14 of the 25 graduating students have been in our program since kindergarten. The Academy is again offering a free half day summer school program for qualifying students during the month of June. We will also offer a free breakfast and lunch program to the neighborhood starting the last week in May through the week before the start of school next year.

6. CALL TO PUBLIC: None were present

7. NEXT BOARD MEETING: June 28, 2017 5:15. This will be a budget meeting. Michael Hughes closed the meeting at 6:18 pm.



Certificate of Occupancy Building Safety Division

This Certificate is issued pursuant to the requirements of the Mesa Administrative Code, Section 4-1-6 (B), which became effective March 3, 2008, certifying that on this date the structure and site listed below is in compliance with said Code (2006 International Codes) and with Title XI, of the Mesa City Code entitled "Zoning" and with the various ordinances of the City regulating building construction and use insofar as ascertained by the undersigned:

Building Permit Number: PMT17-00327
Owner's Name: BOYS & GIRLS CLUB OF THE EAST VALLEY
Owner's Address: 2602 W BASELINE RD STE 25, MESA, AZ, 85202
Project Address: 221 W 6TH AVE, MESA, AZ 85210
Project Name: Boys & Girls Club of the East Valley

OCCUPANCY:

Occ Grp	Const Type	SqFt	Occ Load
A-3.2 General Assembly, Community Halls, Libraries, Museums	VB	12226	514
E Educational School to 12th Grade/Child Care (more than 5)	VB	5207	149
S-1 Moderate Hazard Storage	VB	430	2
B Business	VB	17863	73
Total SQ FT :		35726	

Zoning District: RM-2

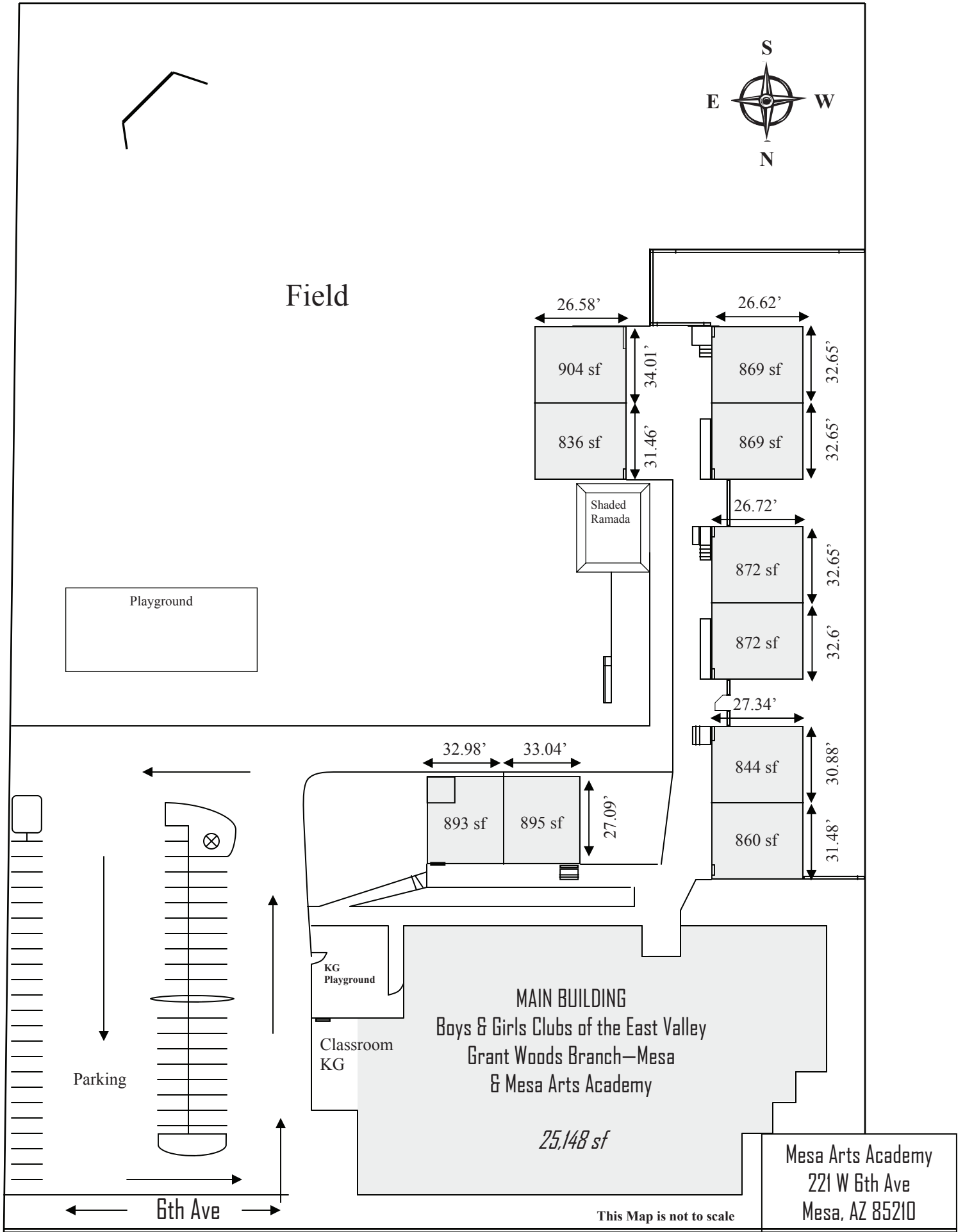
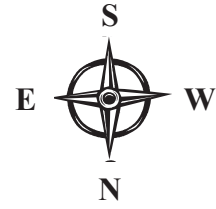
Conditions/Restrictions:

Deputy Director/Building Official:

Date: 07/12/2017

ANY ALTERATIONS OR CHANGES TO ITEMS ABOVE SHALL VOID THIS CERTIFICATE.
POST AND MAINTAIN THIS CERTIFICATE IN A CONSPICUOUS PLACE.

Mesa Arts Academy Facility Plan — Part A

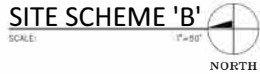
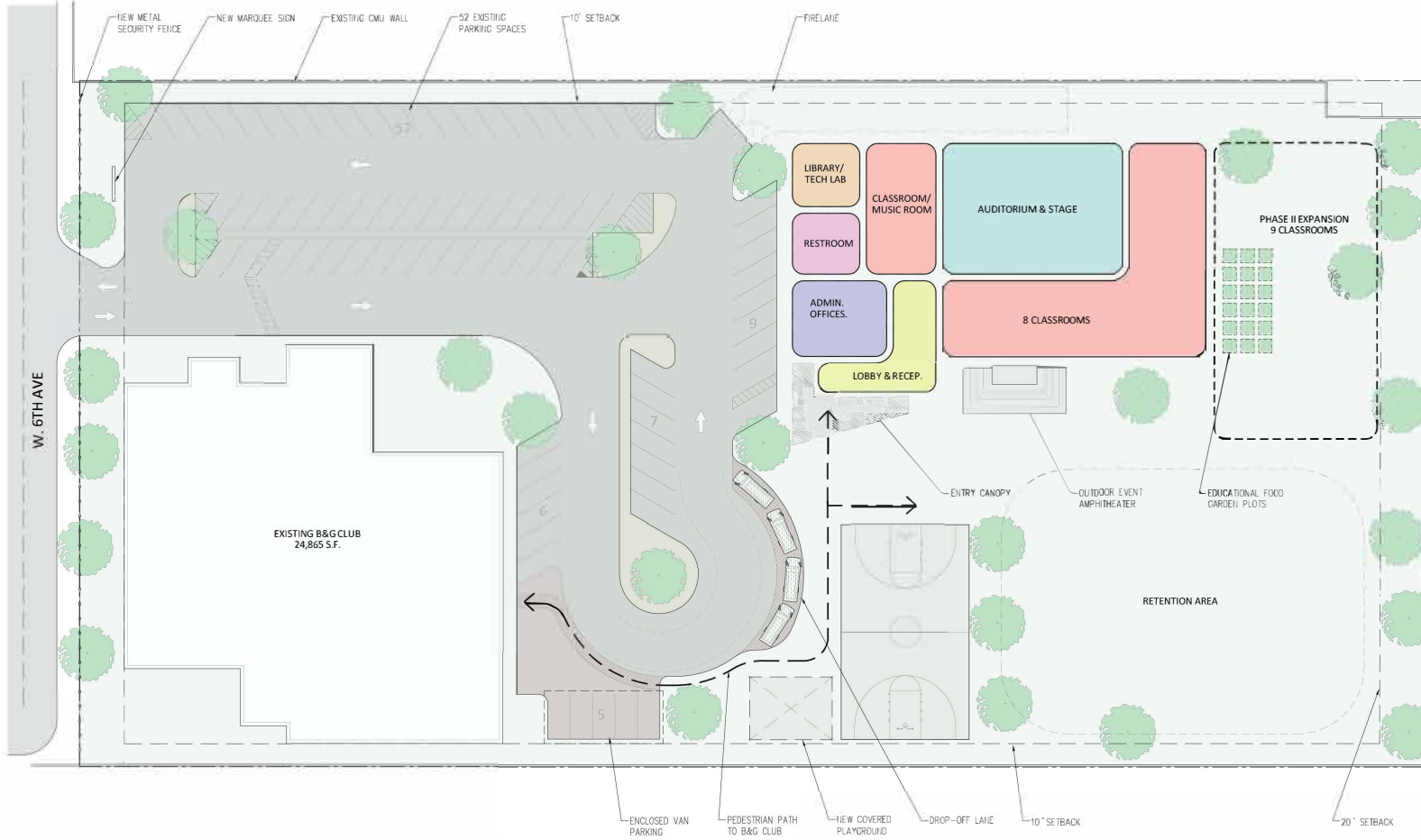


This Map is not to scale

Mesa Arts Academy
 221 W 6th Ave
 Mesa, AZ 85210

NEW FACILITY FOR MESA ARTS ACADEMY (K-8)

DATE: 09/12/13



ARCHITECT:
 BOLLINGER CONSULTING ARCHITECTS
 3428 E. INDIAN SCHOOL RD.
 PHOENIX, ARIZONA 85018
 TEL: (602) 957-9205
 EMAIL: INFO@BCAARCH.COM

OWNERSHIP OF DOCUMENTS: Drawings and Specifications for the subject project, whether used on the project as instruments of service or not, shall remain the property of the Architect. They are not to be used by the Owner on other projects or extensions of use. Project except by agreement in writing and with the appropriate compensation to the Architect.
 ©P-191917 2012
 Bollinger Consulting Architects, Inc.

SITE DATA

**PARKING REQUIRED WAS DETERMINED AS FOLLOWS:
 ELEMENTARY/JR. HIGH (K-8) 1 SPACE PER CLASSROOM

ART SCHOOL - PHASE I

9 CLASSROOMS - 7,200 S.F./600	= 12 SPACES
AUDITORIUM 4000 S.F./125	= 32 SPACES
ADMINISTRATIVE OFFICES 1000 S.F./300	= 4 SPACES

BOYS & GIRLS CLUB

TEEN CENTER & COMPUTER LAB (1200S.F./200)	= 6 SPACES
KINDERGARTEN 1/375	= 3 SPACES
GAMES ROOM 2000/600 RECEPTION	= 4 SPACES = 1 SPACE
ADMINISTRATIVE STAFF & SUPPORT (900/300)	= 3 SPACES

EXISTING PARKING	: 52
EXISTING ACCESSIBLE PARKING	: 0
REQUIRED PARKING PHASE I	: 65 SPACES
REQUIRED ACCESSIBLE PARKING	: 3

ART SCHOOL - PHASE II

9 CLASSROOMS - 7,200 S.F./600	= 12 SPACES
REQUIRED PARKING PHASE I	: 77 SPACES
REQUIRED ACCESSIBLE PARKING	: 4
PROVIDED PARKING	= 74 SPACES
VAN PARKING	+ 5 SPACES

PROGRAM SPACES

AUDITORIUM

PERFORMANCE STAGE/EQUIPMENT ROOMS	= 950 SF
AUDITORIUM (MULTI-USE)	= 4,200 SF
EQUIPMENT STORAGE: 2x 150 SF	= 300 SF

CLASSROOMS (FOR 25-27 STUDENTS)

9 CLASSROOMS (LAB, K-8, etc): 9 x 800 SF	= 7,200 SF
------------------------------------------	------------

ADMIN

3 PRIVATE OFFICES:	= 400 SF
OPEN OFFICE (4+ WORK STATIONS)	= 300 SF
COPY ROOM/OFFICE SUPPLY	= 200 SF
1 RECEPTION AREA & LOBBY	= 300 SF
BREAK ROOM	= 200 SF

FUNCTIONAL

RESTROOMS:	= 900 SF
------------	----------

EXTERIOR

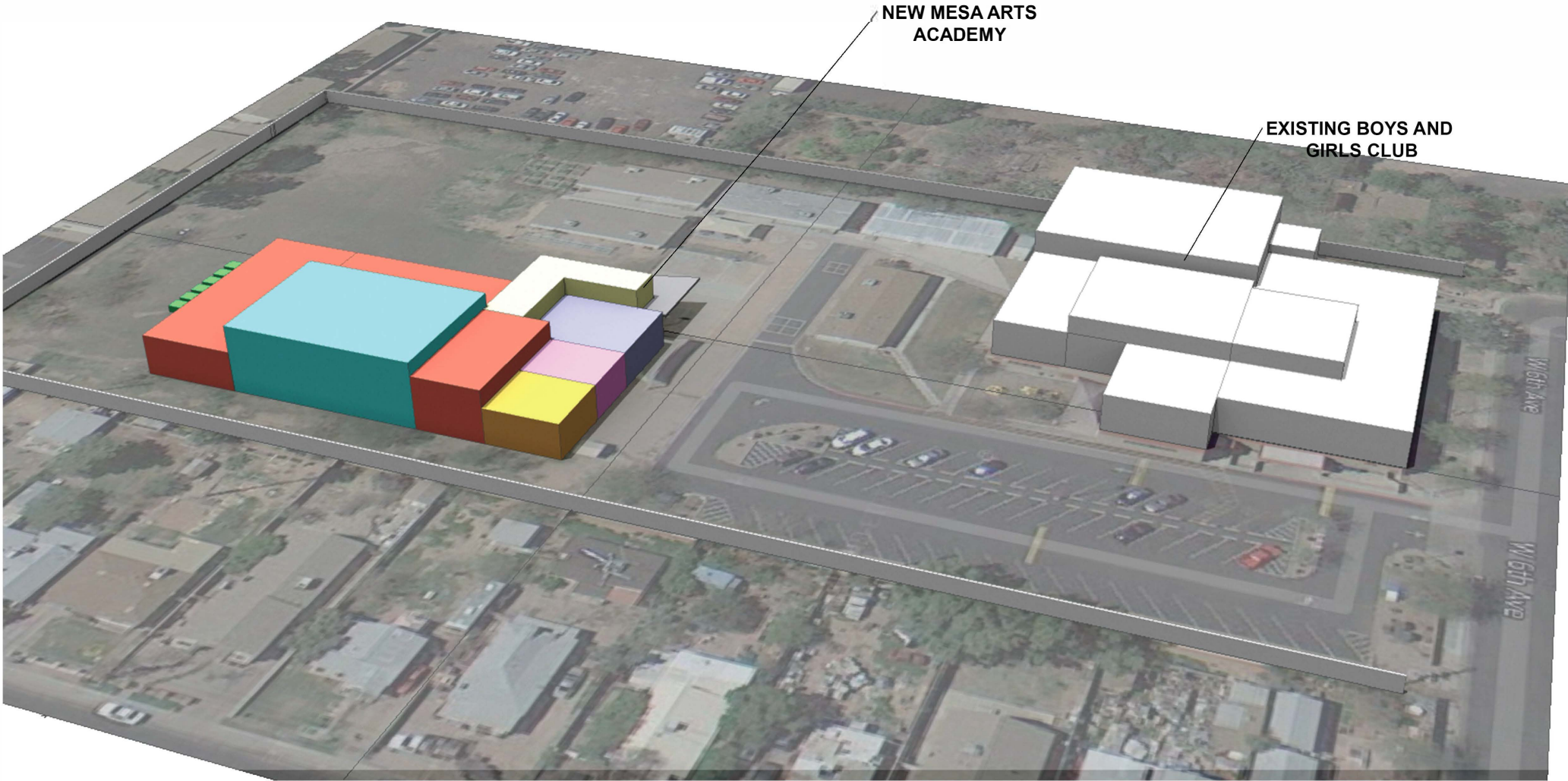
EDUCATIONAL FOOD GARDEN	= 800 SF
-------------------------	----------

TOTAL INTERIOR SPACE NET	= 14,950 SF
TOTAL INTERIOR SPACE GROSS (FACTOR 1.3)	= 19,435 SF

OTHER ROOM CONSIDERATIONS (PLEASE VERIFY):

NURSES OFFICE	= 100 SF
DONATIONS STORAGE	= 100 SF
CONFERENCE ROOM	= 250 SF
LIBRARY	= 400 SF
MUSIC ROOM	= 400 SF
FITNESS ROOM	= 400 SF
COMPUTER ROOM	= 400 SF
TECHNOLOGY / MULTIMEDIA ROOM	= 400 SF
SERVER ROOM	= 80 SF
FIRE RISER / ELECTRICAL / ROOF ACCESS	= 150 SF
ADDITIONAL STORAGE	

SITE MASSING STUDY SCHEME 'B'



ARCHITECT:
BOLLINGER CONSULTING ARCHITECTS
3428 E. INDIAN SCHOOL RD
PHOENIX, ARIZONA 85018
TEL: (602) 957-9205
EMAIL: INFO@SCAARCH.COM

OWNERSHIP OF DOCUMENTS: Drawings and Specifications for the subject project, whether used on the project as instruments of service or not, shall remain the property of the architect. They are not to be used by the owner on other projects or extensions of this Project except by agreement in writing and with the appropriate compensation to the Architect.
©Copyright 2012
Bollinger Consulting Architects, Inc.

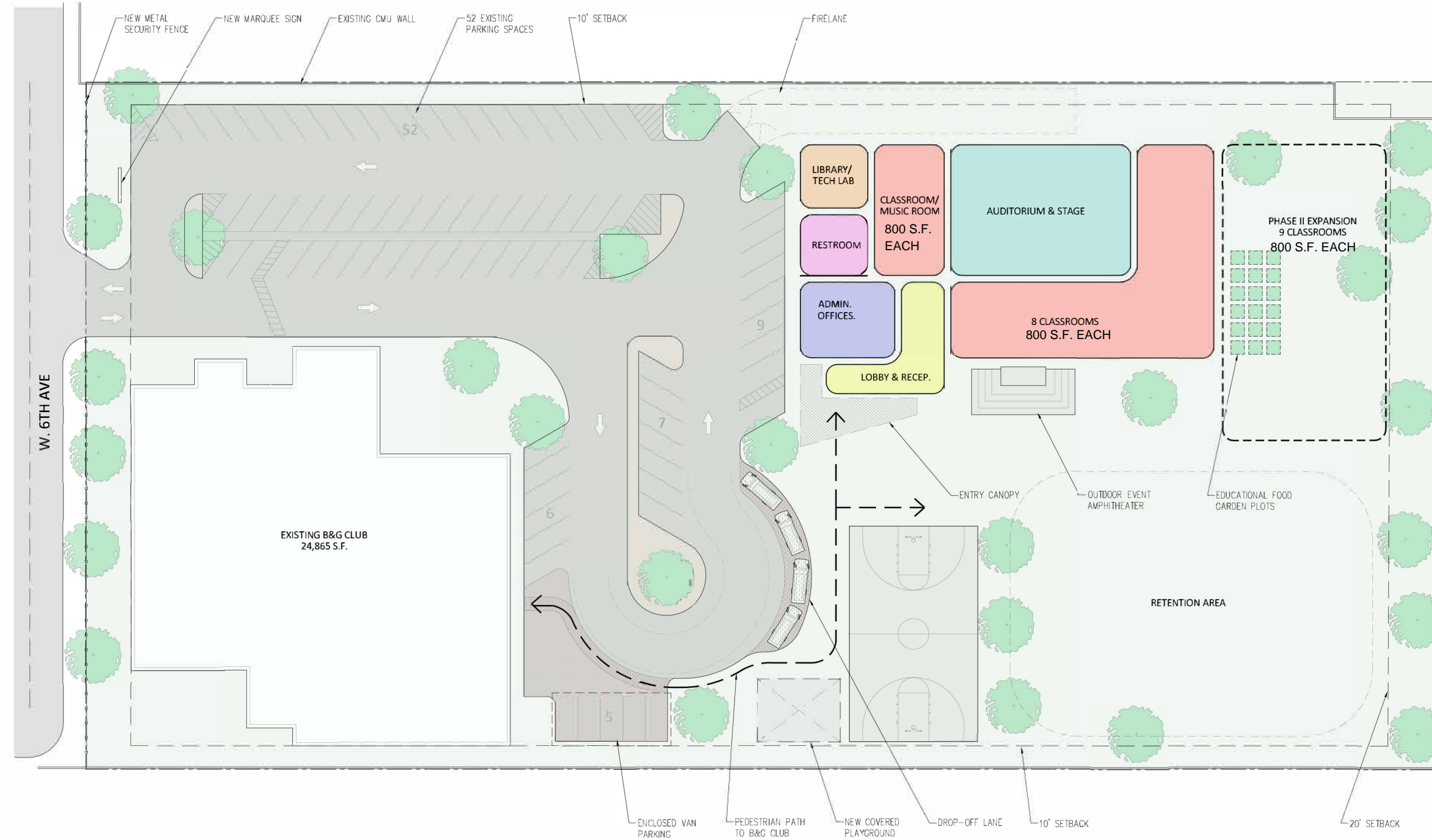


**BOYS & GIRLS CLUBS
OF THE EAST VALLEY**



NEW FACILITY FOR MESA ARTS ACADEMY (K-8)

DATE: 09/12/13



SITE DATA

**PARKING REQUIRED WAS DETERMINED AS FOLLOWS:
ELEMENTARY/JR. HIGH (K-8) 1 SPACE PER CLASSROOM

ART SCHOOL - PHASE I (Parking Calculation)

9 CLASSROOMS - 7,200 S.F./600 = 12 SPACES
AUDITORIUM 4000 S.F./125 = 32 SPACES

ADMINISTRATIVE OFFICES
1000 S.F. /300 = 4 SPACES

BOYS & GIRLS CLUB

TEEN CENTER & COMPUTER LAB (1200S.F. /200) = 6 SPACES

KINDERGARTEN 1/375 = 3 SPACES

GAMES ROOM 2000/600 = 4 SPACES
RECEPTION = 1 SPACE

ADMINSTRATIVE STAFF & SUPPORT (900/300) = 3 SPACES

EXISTING PARKING : 52

EXISTING ACCESSIBLE PARKING : 0

REQUIRED PARKING PHASE I : 65 SPACES

REQUIRED ACCESSIBLE PARKING : 3

ART SCHOOL - PHASE II (Parking Calculation)

9 CLASSROOMS - 7,200 S.F./600 = 12 SPACES

REQUIRED PARKING PHASE I : 77 SPACES

REQUIRED ACCESSIBLE PARKING : 4

PROVIDED PARKING = 74 SPACES

VAN PARKING + 5 SPACES

PROGRAM SPACES

AUDITORIUM

PERFORMANCE STAGE/EQUIPMENT ROOMS = 950 SF

AUDITORIUM (MULTI-USE) = 4,200 SF

EQUIPMENT STORAGE: 2x 150 SF = 300 SF

CLASSROOMS (FOR 25-27 STUDENTS)

9 CLASSROOMS (LAB, K-8, etc): 9 x 800 SF = 7,200 SF

ADMIN

3 PRIVATE OFFICES: = 400 SF

OPEN OFFICE (4+ WORK STATIONS) = 300 SF

COPY ROOM/OFFICE SUPPLY = 200 SF

1 RECEPTION AREA & LOBBY = 300 SF

BREAK ROOM = 200 SF

FUNCTIONAL

RESTROOMS: = 900 SF

EXTERIOR

EDUCATIONAL FOOD GARDEN = 800 SF

TOTAL INTERIOR SPACE NET = 14,950 SF

TOTAL INTERIOR SPACE GROSS (FACTOR 1.3) = 19,435 SF

OTHER ROOM CONSIDERATIONS (PLEASE VERIFY):

NURSES OFFICE = 100 SF

DONATIONS STORAGE = 100 SF

CONFERENCE ROOM = 250 SF

LIBRARY = 400 SF

MUSIC ROOM = 400 SF

FITNESS ROOM = 400 SF

COMPUTER ROOM = 400 SF

TECHNOLOGY / MULTIMEDIA ROOM = 400 SF

SERVER ROOM = 80 SF

FIRE RISER / ELECTRICAL / ROOF ACCESS = 150 SF

ADDITIONAL STORAGE

SITE SCHEME 'B'
SCALE: 1"=50'
NORTH

ARCHITECT:
BOLLINGER CONSULTING ARCHITECTS
3428 E. INDIAN SCHOOL RD.
PHOENIX, ARIZONA 85018
TEL: (602) 957-9205
EMAIL: INFO@BCAARCH.COM

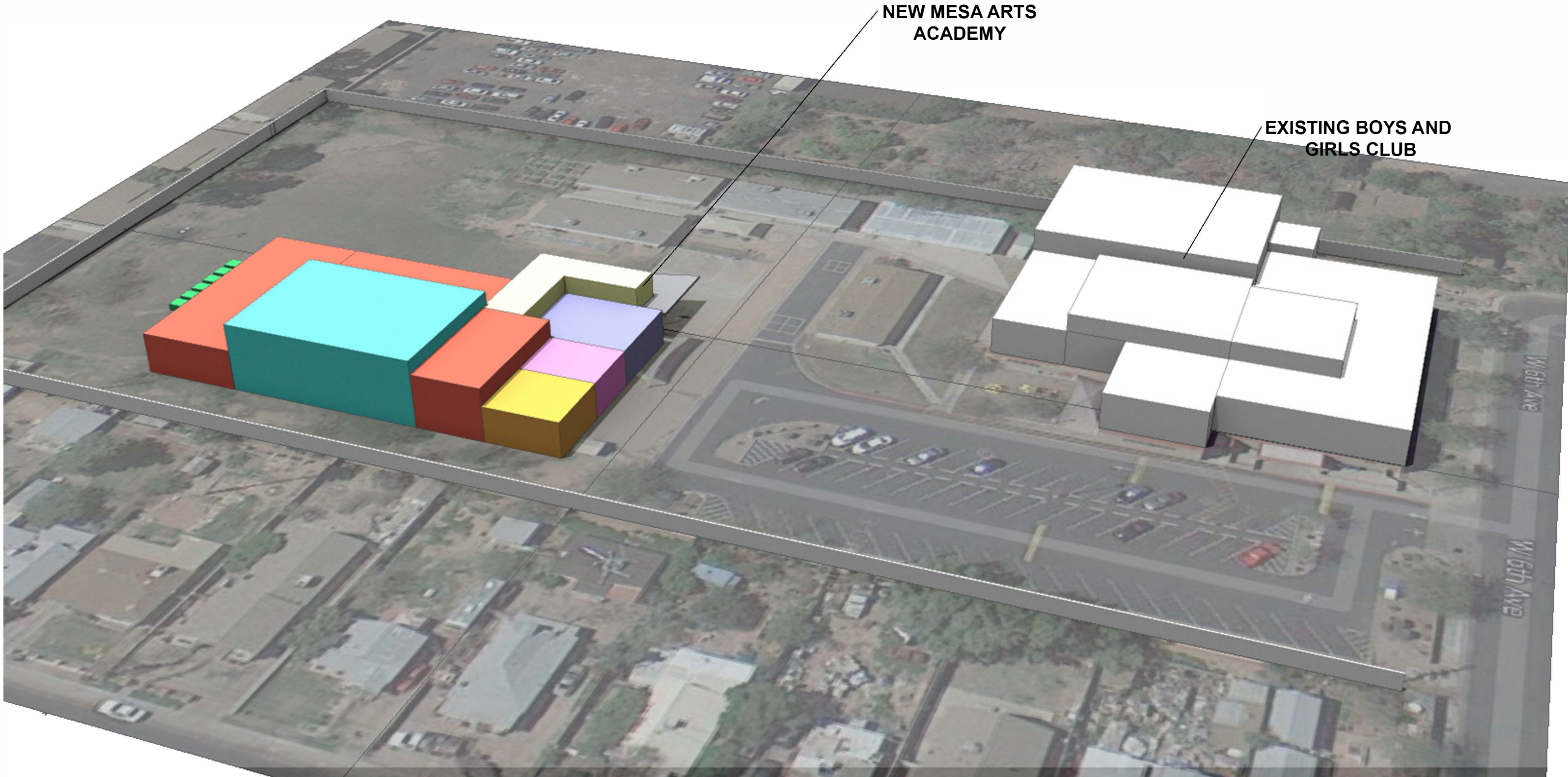
OWNERSHIP OF DOCUMENTS: Drawings and Specifications for the subject project, whether used on the project as instruments of service or not, shall remain the property of the Architect. They are not to be used by the Owner on other projects or extensions of this Project except by agreement in writing and with the appropriate compensation to the Architect.
©COPYRIGHT 2012
Bollinger Consulting Architects, Inc.



**BOYS & GIRLS CLUBS
OF THE EAST VALLEY**



SITE MASSING STUDY SCHEME 'B'



ARCHITECT:
BOLLINGER CONSULTING ARCHITECTS
3428 E. INDIAN SCHOOL RD.
PHOENIX, ARIZONA 85018
TEL: (602) 957-9205
EMAIL: INFO@BCAARCH.COM

OWNERSHIP OF DOCUMENTS: Drawings and Specifications for the subject project, whether used on the project as instruments of service or not, shall remain the property of the Architect. They are not to be used by the Owner on other projects or extensions of this Project except by agreement in writing and with the appropriate compensation to the Architect.
©COPYRIGHT 2012
Bollinger Consulting Architects, Inc.



**BOYS & GIRLS CLUBS
OF THE EAST VALLEY**



AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Imagine Desert West Middle, Inc. (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 375 to 510, beginning in FY 2018. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request Materials.

The rationale for the Charter Holder’s enrollment cap increase is to accommodate the increase in enrollment since the arrival of the current administration at Imagine Desert West Middle and the influx of residential and commercial growth in the West Valley over the last 5 years. A strong reputation within the local community and strong word of mouth from the school’s families to friends and relatives has also led to increased enrollment. The staffing plan approach includes “representation at local and national education recruiting fairs” and “cultivating a relationship with teacher training and learning programs in local colleges and universities (Rio Salado College, Grand Canyon University and ASU)”. Advertising also occurs through online recruiting sites like INDEED, the Arizona Department of Education (“ADE”), and Carney Sandoe. The Charter Holder anticipates hiring one additional content area and one reading interventionist for FY 2018. When full capacity is reached in FY 2020, approximately 4 more teachers and one vice principal will be needed to accommodate the school’s growth. At the time of submission of the amendment request, the Charter Holder indicated that for FY 2018 the school has 390 6-8th graders re-enrolled, 27 new student enrollments, and a waitlist of 19 students.

Staff Recommendation

The Charter Holder has met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 9 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Financial Performance Dashboard in FY 2016.
Past enrollment trends indicate need for increase within three years	Enrollment in FY 2015 was 316.202, FY 2016 was 344.419 and FY2017 was 377.492.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder currently serves 400 students. The current enrollment cap is 375, the Charter Holder is currently over its current enrollment cap.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location	The school operated by the Charter Holder performed at or above the average performance of the majority of schools within a five-mile radius in ELA and Math for FY 2017.

Additional Information

The Charter Holder was granted a new charter in 2007.

Governance

Corporate Board Members
Leonora Ketyer
Herman Orcutt
Megan Zimmermann



School Profile

School Name	Letter Grade		Month/ Year Open	Location	Grade Levels Served	AzMERIT Passing (State Average)			
	FY 14	FY 17				ELA		Math	
						FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Imagine Desert West Middle	B	X*	July/2007	Phoenix	6-8	29%	34%	33%	36%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration.

Additional School Choices Serving Grades 6-8 within 5 Miles of School

Total Schools	FY 2014** Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than (State Average)		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
1	A	0	1	1	*	0	1
24	B	6	2	3	*	11	11
22	C	2	0	0	*	10	13
4	D	0	0	0	*	3	1
1	F	0	0	0	*	1	0

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

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration.

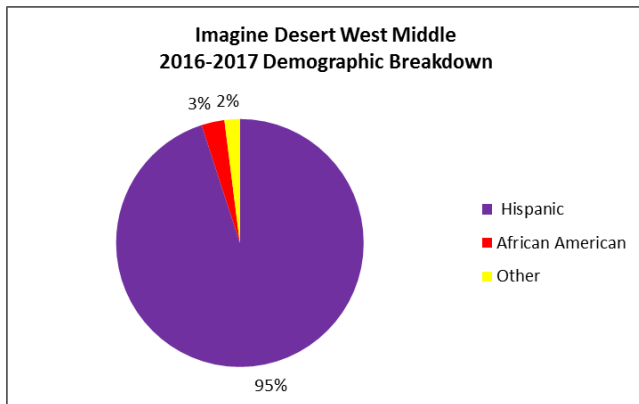
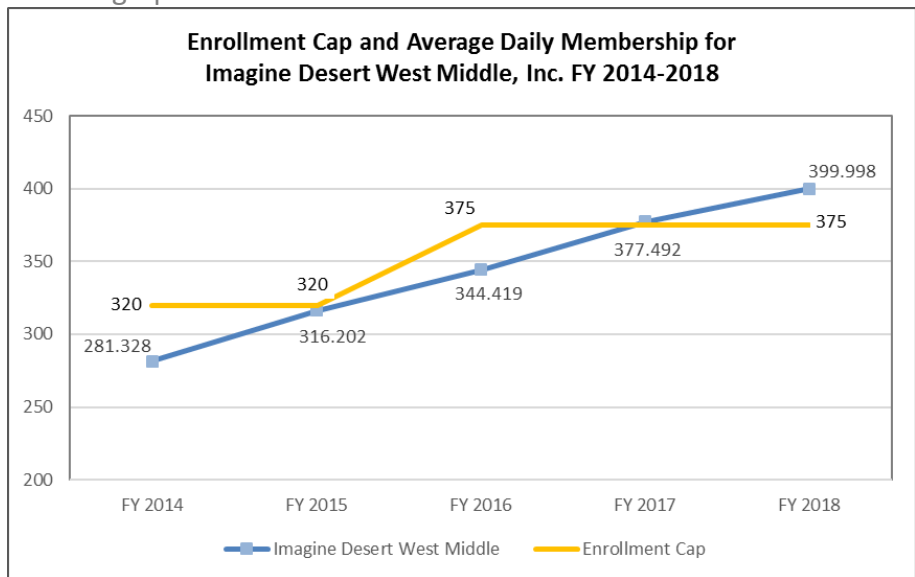
Associated Schools

20 Schools Associated with Imagine Desert West Middle					
Schools operated by the charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.					
School	Charter Holder	AzMERIT Passing			
		ELA		Math	
		FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Imagine Avondale Elementary	Imagine Avondale Elementary, Inc.	42%	39%	39%	44%
Imagine Avondale Middle	Imagine Avondale Middle, Inc.	31%	34%	30%	36%
Imagine Bell Canyon	Bell Canyon Charter School, Inc.	43%	43%	37%	41%
Imagine Camelback Elementary	Imagine Charter Elementary at Camelback, Inc.	21%	21%	37%	21%
Imagine Camelback Middle	Imagine Camelback Middle, Inc.	17%	27%	28%	26%
Imagine Coolidge Elementary	Imagine Coolidge Elementary, Inc.	33%	34%	41%	40%
Imagine Cortez Park Elementary	Pathfinder Charter School Foundation	26%	32%	33%	37%
Imagine Cortez Park Middle	Cortez Park Charter Middle School, Inc.	21%	26%	34%	34%
Imagine Desert West Elementary	Imagine Charter Elementary at Desert West, Inc.	30%	25%	28%	29%
Imagine East Mesa Elementary	East Mesa Charter Elementary School, Inc.	46%	47%	60%	59%
Imagine East Mesa Middle	Imagine Middle at East Mesa, Inc.	29%	51%	44%	49%
Imagine Prep Coolidge	Imagine Prep Coolidge, Inc.	22%	22%	13%	14%
Imagine Prep Superstition	Imagine Prep Superstition, Inc.	31%	25%	40%	37%
Imagine Rosefield	Rosefield Charter Elementary School, Inc.	62%	63%	65%	68%
Imagine Superstition Middle	Imagine Superstition Middle, Inc.	37%	33%	36%	30%
Imagine Surprise Middle	Imagine Middle at Surprise, Inc.	39%	39%	38%	38%
Imagine Prep Surprise	Imagine Prep Surprise, Inc.	34%	34%	29%	35%
Imagine Tempe	Imagine Elementary at Tempe, Inc.	42%	36%	38%	35%



20 Schools Associated with Imagine Desert West Middle					
Schools operated by the charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.					
School	Charter Holder	AzMERIT Passing			
		ELA		Math	
		FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Imagine West Gilbert Elementary	West Gilbert Charter Elementary School, Inc.	45%	39%	52%	45%
Imagine West Gilbert Middle	West Gilbert Charter Middle School, Inc.	33%	33%	30%	27%

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	11%
Special Education	6%

**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 A

AMENDMENT REQUEST MATERIALS

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Imagine Desert West Middle,
Inc.

CTDS:
07-85-32-000

Mailing Address:
18052 N. Black Canyon
Highway
Phoenix, AZ 85053
> [View detailed info](#)

Representative

Name:
Monte Lange

Phone Number:

Downloads

 [Download all files](#)


Enrollment Cap

From:
375

To:
510

Attachments




Board Minutes

 [Download File](#) — Board Meeting Minutes

Increase to Enrollment Cap Attachments



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

Occupancy Documentation (Increase Only)

-  [Download File](#) — Certificate of Occupancy
-  [Download File](#) — Square footage map-entire school
-  [Download File](#) — New Portable buildings

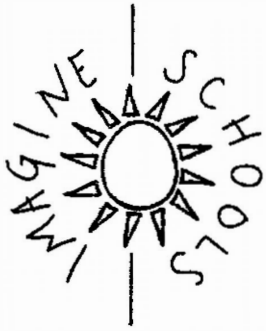
Narrative —  [Download File](#)

Additional Information

-  [Download File](#) — Updated Enrollment Matrix
-  [Download File](#) — Updated Staffing Chart

Signature

Charter Representative Signature
Monte Lange 08/18/2017



July 10, 2017

Arizona State Board for Charter Schools
1616 W. Adams St. Suite 170
Phoenix, AZ. 85007

To Whom It May Concern:

Imagine Desert West Middle School Inc. would like to formally submit a request to increase our enrollment capacity from 375 to 510 students. Since the current administration has arrived at Imagine Middle School, we have increased enrollment substantially over the last 5 years. This increased enrollment is due to the following factors:

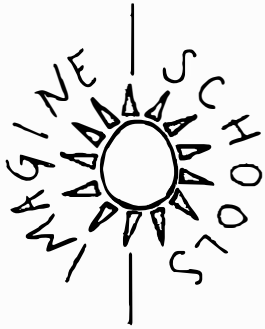
1. We have created a strong reputation within the local community as a school that honors the cultural and social needs of the students we serve, while offering strong academics, and a focus on character.
2. A large word of mouth campaign initiated by our families. Our school community is comprised of many related family members and friends whose positive experiences within our school have led to them recruiting other friends and family to our student body.
3. Over the past 5 years the West valley has experienced an influx of residential and commercial growth. Families that have moved into the area have created a need for good schools. District schools in the area have been plagued by low academic scores and high levels of behavior and discipline problems.

Current and Projected Enrollment

Currently, we have 390 6th- 8th graders re-enrolled for the 2017-2018 school year with another 27 new enrollments. For the last 3 years, we have had a 97% or better re-enrollment rate and this year we are at 97% re-enrollment. We also have an active wait list of 19 students. Our enrollment target for the 2018-2019 school year is 450 and we expect to reach capacity of 510 by the 2019-2020 school year. [See enrollment matrix or breakdown of enrollment information]

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



Advertising

Imagine Desert West Middle School has a great reputation in the area as a school with strong academics and a focus on character. We consistently have outperformed or matched local school in state testing results and have extremely low incidence of discipline problems. Our focus on character was rewarded this year as we achieved distinction as both a state and national School of Character. Our primary advertising has been word of mouth campaigns that have served us well over the past 5 years. Our school community is comprised of many related family members and friends whose positive experiences within our school have led to them to recruit other friends and family to our student body.

We have consistently hit our enrollment targets and grown each year. We hit our enrollment goals for this year (AY2016-2017), we have also hit our enrollment targets for the upcoming school year (AY2017-2018) and we are confident that we will hit our goal of 450 students for the the 2018-2019 school year.

Recruitment and Hiring

Due to the increased enrollment, staffing will need to increase to accommodate growth. During the 2017-2018 fiscal year we are projected to increase our enrollment by approximately 50-75 students in the middle school. By the 2018-2019 school year we are projected to increase our enrollment to a total of 450 students and then to capacity of 510 students by the 2019-2020 school year. Based on our current projections, for the 2017-2018 school we have a need to hire 1 additional content area teacher for middle school and 1 additional reading interventionists. Our middle school will be moving to a true middle school schedule in which each student will rotate through 4 content area blocks (reading, math, social studies and science) and through two electives (one academic and one arts/technology or PE). As such we need to add one content area teacher for 8th grade as grades 6 and 7 already had 4 content area teachers each. When full capacity (510) is reached by the 2019-2020 school year we will have a need for approximately 4 new teachers and a vice principal to accommodate the additional growth.

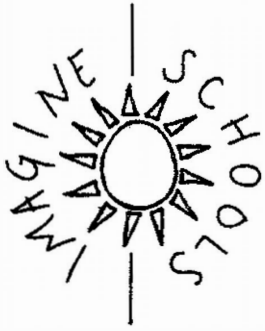
We have used a multi-pronged approach over the years to meet our staffing needs which has included representation at local and national education recruiting fairs, cultivating a relationship with teacher training and learning programs in local colleges and universities (Rio Salado College, Grand Canyon University and ASU). We also advertise through several online recruiting sites including INDEED, ADE and Carney Sandoe. Finally, we rely on word of mouth marketing on social network communities by our current staff and teachers. To date these efforts have served us well enabling to meet our staffing needs at the beginning of each academic school year.

Training and Professional Development

Professional Development is a key component of the Imagine philosophy. For the 2017-2018 school year new teachers will report on July 24, 2017. Professional development classes, seminars, and training will occur from July 24th through July 31st. During this time, all teachers receive professional development through participation in large group sessions and small group activities.

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



A sample of some topics to be addressed is provided below.

- Evidence based Best Teaching practices,
- Core Imagine philosophy and ideas
- New Curriculum Training
- The role of an Instructional Coach and coaching cycle
- Thinking map
- Strategies for Effective classroom management
- Data driven Instruction
- Increasing Rigor in the Classroom
- Lesson Planning
- Standards Based Grading

New teachers will also participate in a teacher mentor program in which they are paired with more tenured teachers within our school to cultivate a mentorship relationship that provides them with additional supports throughout the year. Throughout the year all content area teachers have common planning time each day and once a week the content areas teams participate in Professional Learning Communities (PLCs) that are facilitated by one of our instructional coaches. All teachers are also assigned an instructional coach that can provide PD supports through co-teaching sessions, gathering of additional curricular materials, and pairing teachers with external PD opportunities. Additionally, once a month we offer ½ day PD on-site covering topics selected based on school needs. Finally, our teachers all participate in Professional Development opportunities offered through the Southwest Region of Imagine Schools three times a year.

Curriculum Needs

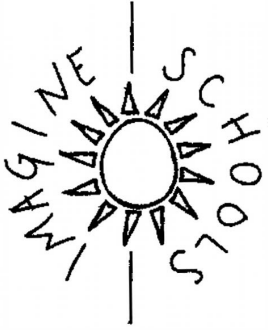
The increase in students for the 2017-18 academic school year will not necessitate the need for additional curriculum. The reason we will not need additional curriculum is because we have purchased the required materials in last year's budget in anticipation of the growth. With regard to the increase in the subsequent years we will allot money in our budget as needed to ensure all students and staff have access to curricular materials.

Assessment Needs

Imagine Desert West Middle School utilizes several formative and summative assessments for our students. We currently utilize Galileo and STAR to measure student outcomes. The increase in students for the 2017-18 will not increase the need for additional assessment licenses. The reason we will not need additional licenses is that we have purchased the required materials in last year's budget in anticipation of growth. With regard to the increase in the subsequent years we will allot money in our budget as needed to meet these needs.

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com




Instruction Needs

The staffing instructional needs are discussed above and have been met for the 2017-2018 school year. The resources and personnel needed to monitor and supervise instruction will not necessitate any increase for the 2017-2018 school year. The reason we will not need any additional resources is that these resources were included in this last year's budget. Imagine Desert West Middle School has a robust system for monitoring instruction including informal walkthroughs conducted by instructional coaches, and leadership, and a formal evaluation system based on the Charlotte Danielson framework. Teachers receive numerous informal walkthroughs and debriefs with their instructional coaches and get 1:1 coaching meetings focused on improving their practice at least every other week. Teachers receive 2 formal evaluations a year from an administrator. These practices will continue into the 2017-2018 school year.

Other Needs

In addition, any desks and or supplies needed to accommodate growth has been put in our budget to ensure all students have the needed materials.

Respectfully Submitted,


Jason Archuleta
Regional Director
Imagine Schools

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



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: Imagine Desert West Middle School				
	Number of Students			
Grade Level	Current—FY17	Target—FY18	Target—FY19	Target—FY20
6 th	137	140	150	170
7 th	120	134	150	170
8 th	110	125	150	170
Total Enrollment	367	399	450	510

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



Arizona State Board for Charter Schools Staffing Chart

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

Directions*:

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

School Name: Imagine Desert West Middle School				
Position	Number of Staff Members			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Administration	1.5	1.5	2	2
Teachers/Instructional Staff				
6 th	4	4	4	4
7 th	4	4	4	4
8 th	3	4	4	4
Specialty Staff (Music, Art, PE, etc.)	3.5	3.5	4.5	5.5
Special Education	.5	1	1	1
Paraprofessional	5	5	6	6
Additional Staff				
List title: Gifted Teacher	.5	.5	.5	.5
List title: Crossing Guards	1.5	1.5	1.5	1.5
List title: Health Aide	1	1	1	1
List title: Registrar	1	1	1	1
List title: Receptionist	.5	.5	1	1
Total Number of Staff Members	26	27.5	30.5	31.5

*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: Imagine Desert West Middle School				
Title	Leadership Team			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	Davitta Hernandez	Davitta Hernandez	Davitta Hernandez	Davitta Hernandez
Vice Principal	.5 Jose Lozano	.5 Jose Lozano	1 TBD	1 TBD
Dean	1 Heather Schoenthal	1 TBD	1 TBD	1 TBD
Business Manager	.5 Amy Sundhagen	.5 Amy Sundhagen	.5 Amy Sundhagen	.5 Amy Sundhagen
Data and Grants	.5 Rajni Nair	.5 Rajni Nair	.5 Rajni Nair	.5 Rajni Nair
Compliance	.5 Kristen Kalvoda	.5 Kristen Kalvoda	.5 Kristen Kalvoda	.5 Kristen Kalvoda

**MINUTES OF THE MAY 8, 2017 JOINT MEETING
OF THE BOARDS OF DIRECTORS OF
WEST GILBERT CHARTER ELEMENTARY SCHOOL, INC.,
WEST GILBERT CHARTER MIDDLE SCHOOL, INC.,
IMAGINE CHARTER ELEMENTARY AT DESERT WEST, INC.,
IMAGINE DESERT WEST MIDDLE, INC.,
IMAGINE CHARTER ELEMENTARY AT CAMELBACK, INC.,
IMAGINE CAMELBACK MIDDLE, INC.,
IMAGINE ELEMENTARY AT TEMPE, INC.**

Pursuant to the notice of public meeting, a joint meeting of the Boards of Directors (the “Boards”) of West Gilbert Charter Elementary School, Inc. (“IWGE”), West Gilbert Charter Middle School, Inc. (“IWGM”), Imagine Charter Elementary at Desert West, Inc. (“IDWE”), Imagine Desert West Middle, Inc. (“IDWM”), Imagine Charter Elementary at Camelback, Inc. (“ICBE”), Imagine Camelback Middle, Inc. (“ICBM”), and Imagine Elementary at Tempe, Inc. (“ITP”) (collectively the “Schools”) was held at Imagine Schools Southwest Group Office located at 1843 W 16th Ave, Apache Junction, AZ 85120 at approximately 8:30 a.m. (Arizona Time), on the 8th day of May 2017.

The following directors of the Schools were present by telephone:

Dr. Leonora Ketyer
Herman Orcutt
Megan Zimmermann

The following others were present in person:

Bradie Orton – Administrative Assistant

The following others were present by telephone:

Monte Lange – Executive Vice President
Brad Uchacz – Executive Vice President
Brandon Dahl – Regional Finance Director
Jason Archuleta
Heidi Lindsay
MaryAnn Stackhouse
Matt Rawley
Jeff Armstrong
Laurie Murray

Mary Ann Hartwick
Mandy Metcalf
Tim Rouiller
Selethia Benn
Laila Valencia
Bill Heintz
Davitta Hernandez
Amy Sundhagen

Dr. Leonora Ketyer called the meeting to order and took roll of the governing Board members. Dr. Ketyer served as Chairman of the meeting, Bradie Orton tape-recorded the meeting and recorded the minutes.

The Chairman stated that the next item of business was the report, review, and possible action regarding the revised budget FY17. There being no further discussion, upon motion of Dr. Mr. Orcutt duly made and seconded by Megan Zimmermann, the following resolutions were unanimously adopted:

RESOLVED, that the revised FY17 budget has been approved.
IWGE

RESOLVED, that the revised FY17 budget has been approved.
IWGM

RESOLVED, that the revised FY17 budget has been approved.
IDWE

RESOLVED, that the revised FY17 budget has been approved.
IDWM

RESOLVED, that the revised FY17 budget has been approved.
ICBE

RESOLVED, that the revised FY17 budget has been approved.
ICBM

RESOLVED, that the revised FY17 budget has been approved.
ITP

The Chairman stated that the next order of business was the Desert West expansion. Brad Uchacz informed the board of the additions that are going to be made at the campus for

next year. The campus will be adding 4 portables as a part of phase one of the expansion. Will be updating the board during the next meetings regarding financing. No action needed on this item.

The Chairman stated that the next order of business was the enrollment cap increase to 960 for Imagine Desert West Elementary and 510 for Imagine Desert West Middle. Megan Zimmermann made a motion seconded by Herman Orcutt to approve the enrollment cap increase for both IDWE and IDWM. Motion passed unanimously.

The Chairman then issued a call to the public for issues and there were none.

The next meeting will be held on May 22, 2017.

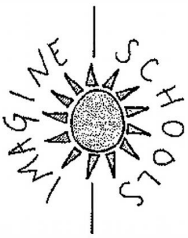
There being no further business to come before the Board, the meeting was adjourned at approximately 8:41 a.m.

APPROVED:



Secretary

West Gilbert Charter Elementary School, Inc.
West Gilbert Charter Middle School, Inc.
Imagine Charter Elementary at Desert West, Inc.
Imagine Desert West Middle, Inc.
Imagine Elementary at Camelback, Inc.
Imagine Camelback Middle, Inc.
Imagine Elementary at, Tempe, Inc.



Imagine Desert West 2015-2016

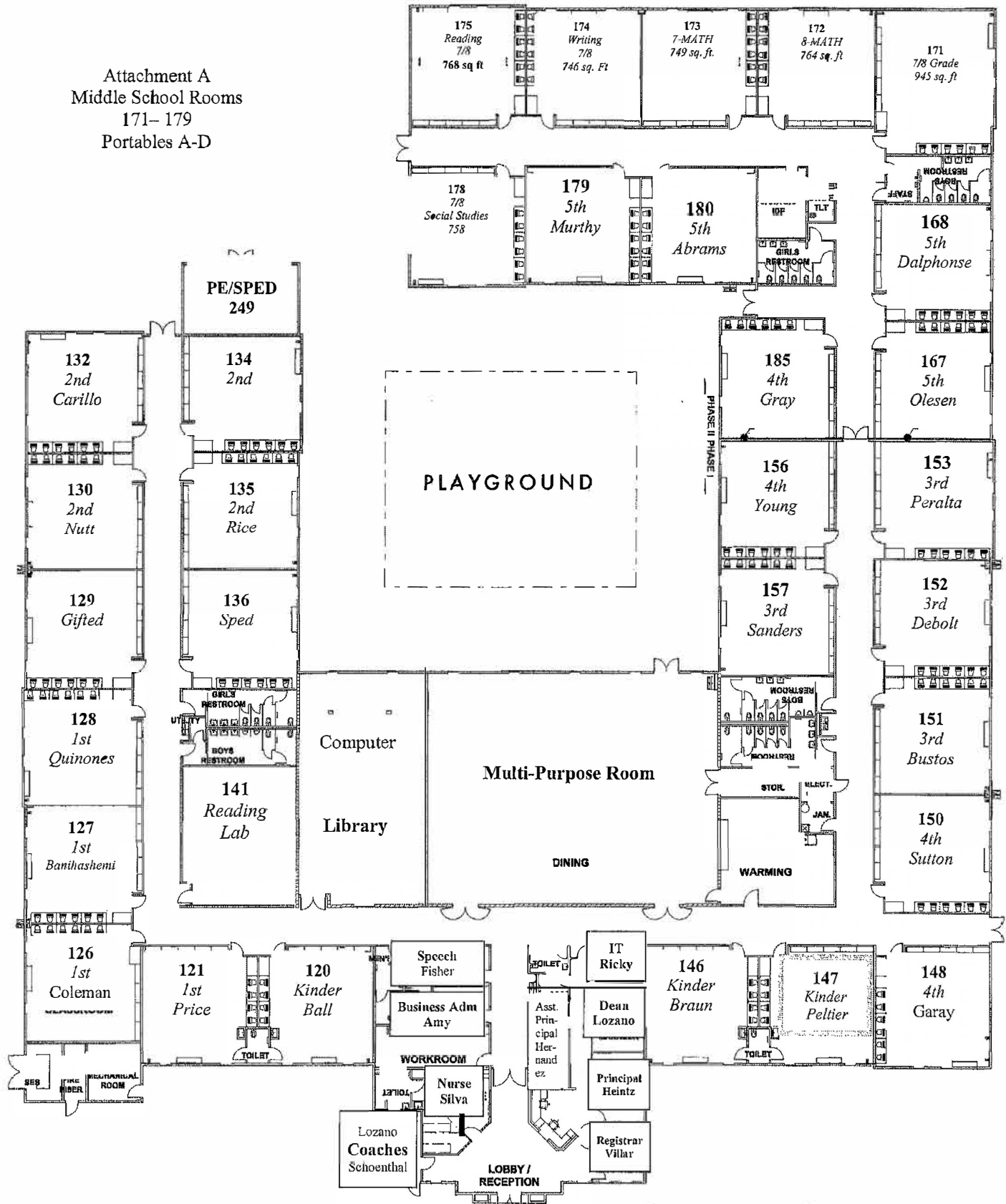
A
6th
690 sq. ft.

B
6th
690 sq. ft.

D
6th
690 sq. ft.

C
6th
690 sq. ft.

Attachment A
Middle School Rooms
171-179
Portables A-D





City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

BOUMA CONSTRUCTION INC
4101 ROGER B CHAFFEE MEMORIAL BLVD
GRAND RAPIDS, MI 49548

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 6738 W MCDOWELL RD
OWNER: SCHOOLHOUSE FINANCE LLC
2338 W ROYAL PALM RD STE J
PHOENIX, AZ 85021

CERTIFICATE #: 0703256 **BUILDING PERMIT:** BLD 06014951
ISSUED: 26-MAR-2007
PROJECT: 05-3839 - IMAGINE CHARTER SCHOOL

FLOOR AREA: 47,186

AUTHORIZED USE AND OCCUPANCY: E/A3/B

DESCRIPTION OF USE: COMMERCIAL NEW

EFFECTIVE BUILDING CODES: 2003 IBC, 2003 IRC, 2003 IMC, 2003 IECC (As amended by the 2004 supplement), 2005 NEC, ARIZONA STATE PLUMBING CODE

PROJECT NAME:IMAGINE CHARTER SCHOOL LOG#:LPRN 0600401 PROJECT#:05-3839 SITE INSP (Y) SPECIAL EGRESS CONTROL (N)
SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)
DEFERRED SUBMITTAL (Y - WOOD TRUSSES) SPEC PER PCC SEC. 1701 (Y - CONCRETE, STEEL, MASONRY, EXPANSION/EPOXY ANCHORS, SOIL) STR SEC. 1702 (N)
ELEC PCC SEC. 2702 (Y) ELEC OBS PCC SEC. 2703 (N)

WATER METERS: Two new 2" domestic water meters, One new 2" landscape irrigation water meter SECONDARY BACKFLOW (Y)

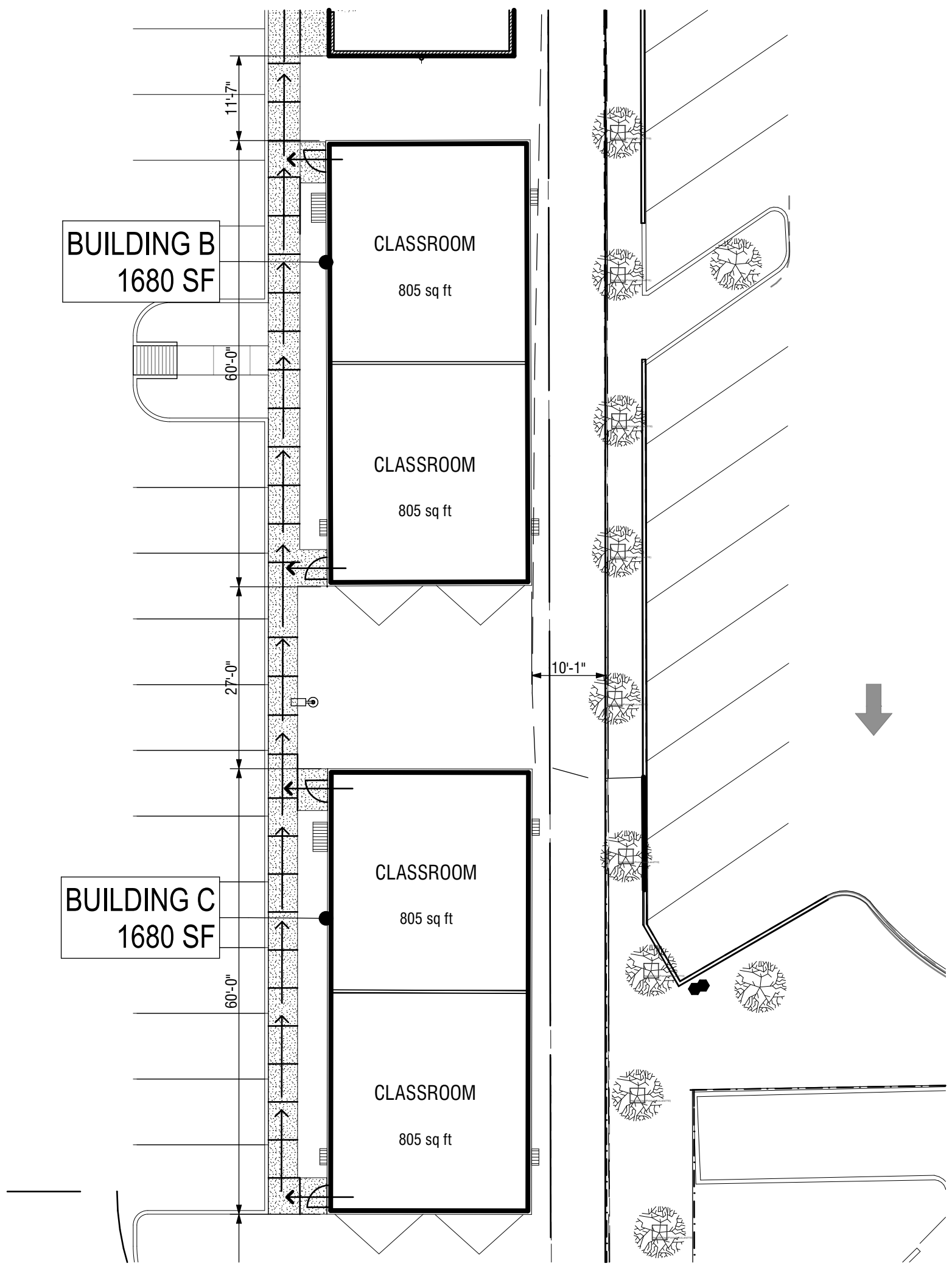
SCOPE OF WORK: BLDG STRUC PLMB MECH ELEC LSC PLAT SITE CIVIL IMPACT PCD

ZONING:C-2

REVIEWER: MGL

Low Slope Sewer Certificate CMOD 060078

DESCRIPTION OF WORK: NEW K-8 SCHOOL WITH WOOD FRAME CONSTRUCTION AND RELATED SITE WORK. BUILDING IS DIVIDED BY FIREWALL INTO TWO SEPARATE AREAS. ASSEMBLY AREA IS INCLUDED AS A NON-SEPARATED USE. BOTH PHASES INCLUDED IN THIS PERMIT, BUT COURTYARD CANOPY IS NOT INCLUDED AND WILL REQUIRE SEPARATE PERMIT AND AREA ANALYSIS.



FACTORY BUILDINGS B AND C



BUILDING CODE DATA IBC Chapter 3

Occupancy Group: E & A3, E & B
 Occupancy separation required: 2-Hour, 2-Hour
 Exception 1 to Section 302.3.2: 302.2 Accessory use areas/less than 10%

Exceptions:
 302.2 Accessory use areas: A fire barrier shall be required to separate incidental use areas in accordance with Section 302.1.1. Any other accessory use area shall not be required to be separated by a fire barrier provided the accessory use area occupies an area not more than 10 percent of the area of the story in which it is located and does not exceed the tabular values in Table 503 for the allowable height or area for such use.
 See Code Plan for 10 percent calculation, accessory to E. No 2-hour separation required if an accessory to E.

302.3.2 Separated Uses, Exception 1:
 Where the building is equipped throughout with an automatic sprinkler system, installed in accordance with section 903.3.1.1, the fire-resistance ratings in table 302.3.3 shall be reduced by 1 hour but to not less than 1 hour and to not less than that required for floor construction in accordance with the type of construction.
Exception being taken: Reduce separation to 1 hour at E&A3 because automatic fire sprinklers are being installed throughout the building.

Construction Type IBC Chapter 6
 Type VB Table 601

Fire Resistance Requirements for Building Elements:

Structural Frame	0
Bearing Walls	0
Interior	0
Exterior	0
Nonbearing Walls - Exterior	0
Nonbearing Walls - Interior	0
Floor construction	0
Floor construction	0

General Building Limitations IBC Chapter 6
 Exterior Wall Protection - Location on Property: Exterior Walls VB > 30 0

General Building Limitations IBC Chapter 5

Type VB - E Occupancy		Type VB - A-3 Occupancy:	
Square Footage	9500	Square Footage	6000
Height	40	Height	40
Stories	1	Stories	1

Section 506 Area Modifications
 Sprinkler and Frontage Increase by:
 Area (Actual) = 11,577 sq ft

Where:
 Aa = Allowable Area per floor
 At = Tabular area (table 503)
 If = Area increase due to frontage: 1001F(1-25)(W/30)
 North: 100659(1022-25)(W/30) = 69 South: 100420(486-25)(W/30) = 61
 Is = Area increase due to sprinkler: single story
 F = Perimeter of building fronting on public way
 P = Perimeter of entire building
 W = Minimum width of public way

E Occupancy - North
 Aa = 9500 + (9500-6000)(11577/9500) = 11577
 At = 9500 + (9500-6000)(11577/9500) = 11577
 Actual: 33,698 + 1,577 canopy

E Occupancy - South
 Aa = 9500 + (9500-6000)(11577/9500) = 11577
 At = 9500 + (9500-6000)(11577/9500) = 11577
 Actual: 11,910

Occupancy Load and Means of Egress: IBC Chapter 10

Use	Occupant Load Factor	Actual sq. ft.	Occupant Load
Classrooms (B)	1.00 sq. ft./person	4,455 sq. ft.	4,455 occupants
Multi-purpose (A3)	7 sq. ft./person	8,836 sq. ft.	1,262 occupants
			1452 occupants

Corridor Width
 The minimum corridor width shall be as determined in section 1005.1, but not less than 44 inches

Exits Required:
 Table 1005.1 Egress Width Per Occupant Served
 With Sprinkler System: 0.15
 Other egress components: 0.15

Required: 1452 Occ x 15 = 21,780 inches, 4 Exits
 Provided: 252 Inches, 4 Exits
 See exit plan on Sheet G-002 for occupant loads, path of travel, and exit widths provided

Exits Required:
 Two exits required if occupant load of any story exceeds 50 persons
 Three reqd. if occupant load of any story is between 501 & 1,000 persons
 Four reqd. if occupant load is more than 1000 persons

Travel Distance:
 Table 1016.1
 E Occupancy w/sprinkler system max. travel distance is 250.
 Table 1016.1
 Travel consists of moving from each area directly to either the exterior with no intervening spaces, or Non-Rated Corridors

Plumbing Fixture Requirements: IBC Chapter 25

E Occ. Load Factor (Based on Classrooms)		875	
A-3 Occ. Load Factor (Based on Multipurpose)		548	
Plumbing Fixture Requirements based on Actual Student Population			
See project narrative and letter from Imagine Schools			
750 students		500 Elementary	
		250 Secondary	
		375 boys	
		375 girls	

375 boys	IBC Fixt. Req't. Calc.	UFC Fixt. Req't. Elem.	Secondary	Fixt. Req'd IBC	UFC	Fixtures Provided
Urinals	1.00	1.00	1.00	8	97.3	11
Lavs	1.00	1.00	1.00	8	77.3	9

375 girls	Fixture Requirement Calc.	1.00	1.36	8	107.4	14
WC	1.50	1.50	1.50	8	107.4	14
LAV	1.50	1.50	1.50	8	107.4	14

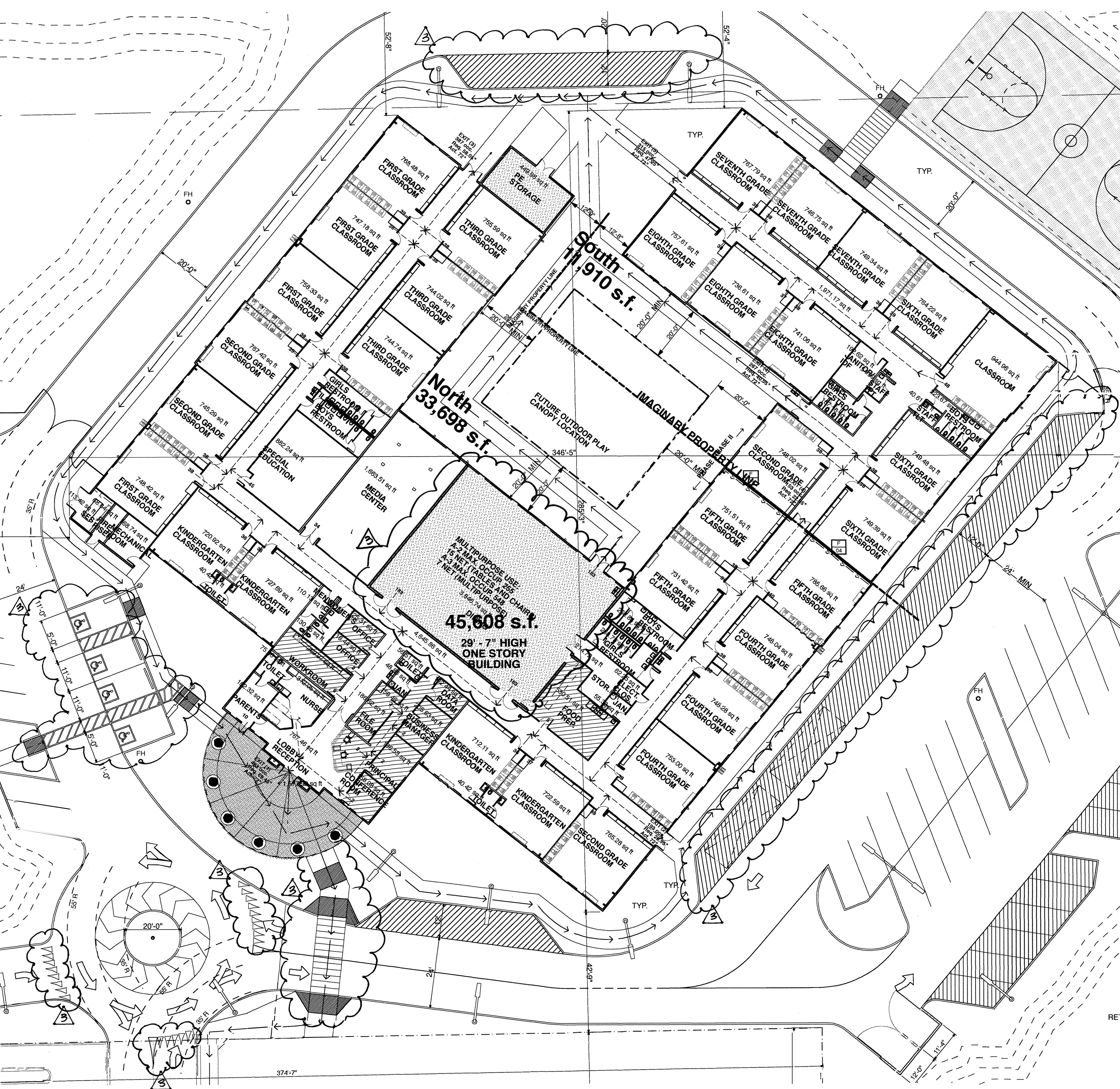
Drinking Fountains: 1:100, 1:150, 1:150, 8, 6, 12

*Additional fixtures for use of students of either sex

Unisex	Fixture Requirement Calc.	1.00	1.00	1	1	1
WC	1.00	1.00	1.00	1	1	1
LAV	1.00	1.00	1.00	1	1	1

30 men	Fixture Requirement Calc.	1.00	1.00	1	1	1
WC	1.00	1.00	1.00	1	1	1
LAV	1.00	1.00	1.00	1	1	1

30 women	Fixture Requirement Calc.	1.00	1.00	1	1	1
WC	1.00	1.00	1.00	1	1	1
LAV	1.00	1.00	1.00	1	1	1



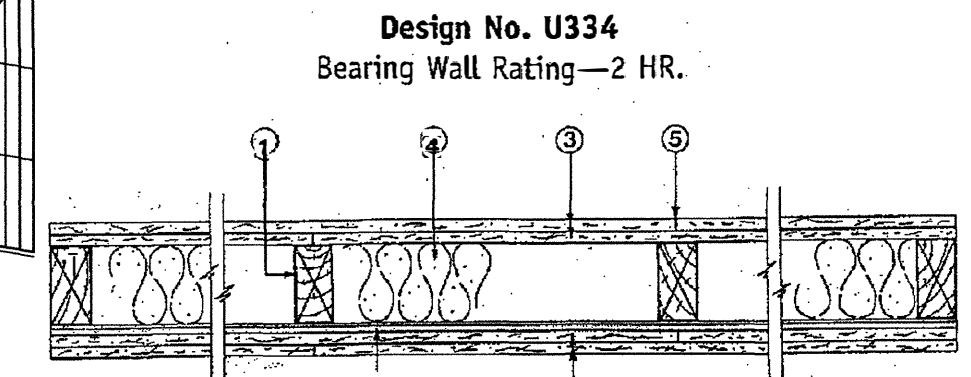
CODE LEGEND PHASE 1 BUILDING "A" (EXISTING)

A-2/A-3 OCCUPANCY	(3,847 sq ft)
B OCCUPANCY (Classified as Accessory to E)	(1,525 sq ft)
E OCCUPANCY	(26,040 sq ft)
STORAGE (Incidental to E)	(748 sq ft)

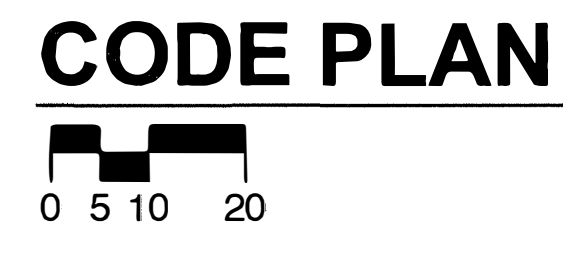
33,698 Gross sq ft (north)
 11,910 Gross sq ft (south)

B as accessory to E calc. per IBC 302.2. Any accessory use area shall not be required to be separated by a fire barrier provided the accessory use area occupies an area not more than 10 percent of the area of the story in which it is located and does not exceed tabular values in Table 503 for the allowable height or area for such use.

1,525 sq ft/33,479 sq ft = .08 < .10



- Wood Studs—Nom 2 by 4 in., spaced 16 in. OC. Studs cross braced at mid-height and effectively fire stopped at top and bottom of wall.
 - Furring Channel—Resilient, 25 MS6 galv steel, nom 2-1/2 in. wide by 1/2 in. deep. Furring channels placed perpendicular to studs, spaced vertically max 24 in. OC, flange portion attached to each intersecting stud with 1 in. long Type 5 steel screws.
 - Wallboard, Gypsum—3/8 in. thick, 4 ft wide. Attached to furring channels: base layer with 1 in. long Type 5 steel screws spaced max 24 in. OC, face layer with 1-5/8 in. long Type 5 steel screws spaced max 12 in. OC. Attached to wood studs: base layer with 1-7/8 in. long 6d coated nails spaced max 14 in. OC, face layer with 2-3/8 in. long 6d coated nails spaced max 7 in. OC. Base layers installed vertically; face layers installed horizontally with butt joints offset 16 in. from base layers.
 - Batts and Blankets—Nom 2 in. thick mineral wool insulation, 96 in. long, cut to 15 in. widths, friction fitted between studs in wall cavity. Thermafiber LLC—Type SAFS.
 - Joint Tape and Compound—Vinyl, dry or premixed joint compound, applied to joints, screw heads, and nail heads (two applications); paper tape, 2 in. wide, embedded in first layer of compound over all joints.
- *Bearing the UL Classification Marking



ACCESSIBILITY GENERAL NOTES:

A ACCESSIBLE ENTRANCES TO THE BLDG. SHALL BE IDENTIFIED BY THE INTERNATIONAL SYMBOL OF ACCESSIBILITY.

B EXTERIOR EXITS THAT ARE LOCATED ADJACENT TO ACCESSIBLE AREAS & WITHIN 6' OF ADJACENT GROUND LEVEL SHALL BE ACCESSIBLE.

C ACCESSIBLE RAMPS REQ. BY ANSI A117.1 SHALL NOT HAVE SLOPES THAT EXCEED 1 FT. IN 12 FEET.

D THE SURFACE OF RAMPS AND GRADING SURFACES SHALL BE ROUGHENED OR SHALL BE OF SLIP RESISTANT MATERIALS.

E AN ACCESSIBLE ROUTE OF TRAVEL 3FT. WIDE MIN. MUST BE PROVIDED TO ALL PORTIONS OF THE BLDG. AND RETURNED TO THE BLDG. AND THE PUBLIC WAY.

F THRESHOLD MUST BE 1/2" IN HEIGHT OR LESS.

G ALL ACCESSIBLE PARKING SPACES SHALL HAVE A SLOPE NOT EXCEEDING 1:50.

H ALL ACCESSIBLE PARKING SPACES SHALL BE OUTLINED ON ALL FOUR SIDES, HAVE A CONTRASTING COLOR AND THE INTERNATIONAL WHEELCHAIR SYMBOL ON THE GROUND WITHIN THE SPACE.

I ALL ACCESSIBLE PARKING SPACES SHALL HAVE A SIGN (MIN 5 FT. ABOVE FINISH GRADE IN FRONT OF THE SPACE) WHICH INCLUDES THE INTERNATIONAL SYMBOL OF ACCESSIBILITY.

J SIGNS DESIGNATING PERMANENT ROOMS AND SPACES SHALL MEET ACCESSIBILITY REQUIREMENTS.

K ALL ALARMS SHALL MEET ACCESSIBILITY REQUIREMENTS.

L ACCESSIBLE ROUTES SHALL BE WITHOUT STEPS OR CHANGES IN LEVEL GREATER THAN 1/2" WITHOUT AN APPROVED RAMP.

M ACCESSIBLE ROUTES SHALL SERVE AS EXITS OR CONNECT TO AREAS OF RESCUE ASSISTANCE.

WALL & PARTITION GENERAL NOTES:

A ALL FIRE RATED WALLS SHALL BE COMPLETELY AND CONTINUOUSLY CONSTRUCTED FIRST WITH OTHER NON-RATED WALLS CONSTRUCTED TO THEM. FIRE RATED WALLS SHALL BE BUILT IN THE ORDER OF HIGHEST PROTECTION (4 HOUR FIRST, THEN 3 HOUR, 2 HOUR, ETC.)

B ALL FIRE RATED WALLS EXTEND FULL HEIGHT TO STRUCTURE ABOVE AND SEAL TO DECK UNLESS NOTED AS PART OF A WALL-CeILING PROTECTED ASSEMBLY.

C ALL PENETRATIONS AT SMOKE AND FIRE RATED WALLS, FLOORS OR CEILINGS SHALL BE PROTECTED, SEALED AND DAMPERED, USING ONLY U.L. OR I.C.B.O. APPROVED METHODS, MATERIALS AND INSTALLATION, AS REQUIRED TO MAINTAIN THE ASSEMBLY'S RATING AND SMOKE RESISTANT REQUIREMENTS. ALL MATERIALS AND INSTALLATION DETAILS SHALL CONFORM TO THE U.L. LISTINGS FOR THROUGH-PENETRATION FIRE STOP SYSTEMS WHERE APPLICABLE. THE CONTRACTOR SHALL SUBMIT SHOP DRAWING DETAILS, FURNISHED BY THE MANUFACTURER OF THE FIRE STOP MATERIAL, THAT SHOW COMPLETE CONFORMANCE TO THE U.L. LISTING AND SUCH DRAWINGS SHALL BE AVAILABLE TO THE FIRE OR BUILDING INSPECTORS. THE DRAWINGS SHALL BE SPECIFIC FOR EACH PENETRATION, WITH ALL VARIABLES DEFINED.

D SMOKE SEPARATION WALLS SHALL FORM AN EFFECTIVE MEMBRANE, CONTINUOUS FROM OUTSIDE WALL TO OUTSIDE WALL, FROM FIRE BARRIER TO FIRE BARRIER, FROM SMOKE BARRIER TO SMOKE BARRIER AND FROM FLOOR SLAB TO FLOOR OR ROOF SLAB ABOVE, THEREBY PROVIDING CONTINUITY THROUGH ALL CONCEALED SPACES SUCH AS THOSE FOUND ABOVE A SUSPENDED CEILING, AND INCLUDING INTERSTITIAL SPACES. TO ENSURE THAT A SMOKE BARRIER IS COMPLETELY AIR-TIGHT, THE CONTRACTOR SHALL SEAL COMPLETELY ALL OPENINGS WHERE THE SMOKE BARRIER ABUTS OTHER SMOKE BARRIERS, FIRE BARRIERS, EXTERIOR WALLS, THE FLOOR BELOW AND THE FLOOR OR CEILING ABOVE.

E ALL BLOCKING SHALL BE 20 GA. MIN. METAL STRAPPING.

F BRACE INTERIOR NON-BEARING WALLS TO STRUCTURE PER ARCHITECTURAL DRAWINGS.

PROJECT GENERAL NOTES:

A DO NOT SCALE DRAWINGS.

B TYPICAL DETAILS MAY NOT NECESSARILY BE CUT ON PLANS, BUT APPLY UNLESS NOTED OTHERWISE.

C ALL WORK AND MATERIAL SHALL BE REGARDED AS NEW UNLESS SPECIFICALLY INDICATED AS "EXISTING" OR "IN PLACE" ON THE DRAWINGS AND/OR WITHIN THE SPECIFICATIONS.

D CONTRACTOR SHALL COORDINATE ALL TRADES AND METHODS OF CONSTRUCTION AS REQUIRED FOR COMPLETION OF THE PROJECT WITH THE INTENT OF RELATED WORK.

E ALL MATERIALS AND UNFINISHED SURFACES EXPOSED TO VIEW SHALL BE PAINTED UNLESS FACTORY FINISHED, NOTED OTHERWISE OR DIRECTED BY THE ARCHITECT.

F NO UTILITIES PLUMBING, PIPING, CONDUIT, ETC. SHALL BE EXPOSED WITHOUT THE WRITTEN APPROVAL OF THE ARCHITECT.

G SPECIAL DIMENSIONS BE MISSING OR CONFLICTING, NOTIFY ARCHITECT PRIOR TO PROCEEDING WITH RELATED WORK.

H CONTRACTOR SHALL VERIFY LOCATIONS OF UTILITIES PRIOR TO EXCAVATING, TRENCHING, ETC. AND SHALL REPAIR OR REPLACE UTILITIES DAMAGED AS A RESULT OF CONSTRUCTION.

I CONTRACTOR SHALL BE RESPONSIBLE FOR ALL TEMPORARY SHORING AND BRACING REQUIRED DURING CONSTRUCTION.

J SECURITY AND SAFETY ARE THE CONTRACTOR'S RESPONSIBILITY. SITE SHALL BE COMPLETELY FENCED AND SECURED DURING CONSTRUCTION.

K NO ASBESTOS SHALL BE USED OR INCORPORATED INTO THE PROJECT IN ANY FORM.

L SEPARATE DISSIMILAR METALS AS THEY OCCUR AND/OR PER MANUFACTURER'S RECOMMENDATIONS.

M APPLY SEALANT AT INTERSECTIONS OF ALL DISSIMILAR MATERIALS.

CODE GENERAL NOTES:

A FIRE DEPARTMENT ACCESS AND WATER SUPPLY SHALL BE IN PLACE PRIOR TO COMMENCEMENT OF VERTICAL CONSTRUCTION.

B ALL PENETRATIONS AT SMOKE AND FIRE RATED WALLS, FLOORS, OR CEILINGS SHALL BE PROTECTED, SEALED OR DAMPERED USING ONLY U.L. AND/OR I.C.B.O. APPROVED METHODS, MATERIALS AND INSTALLATION.

C SEE REFLECTED CEILING PLANS AND ELECTRICAL DRAWINGS FOR EXIT SIGNS.

D ALL EXITS TO BE OPENABLE FROM THE INSIDE WITHOUT THE USE OF A KEY OR ANY SPECIAL KNOWLEDGE.

E PANIC HARDWARE TO BE PROVIDED AT EACH EXIT DOOR FROM ROOMS WITH AN OCCUPANT LOAD OF MORE THAN 50, INCLUDING MAIN CORRIDOR EXTERIOR DOORS.

F ALL UTILITIES WILL BE PLACED UNDERGROUND.

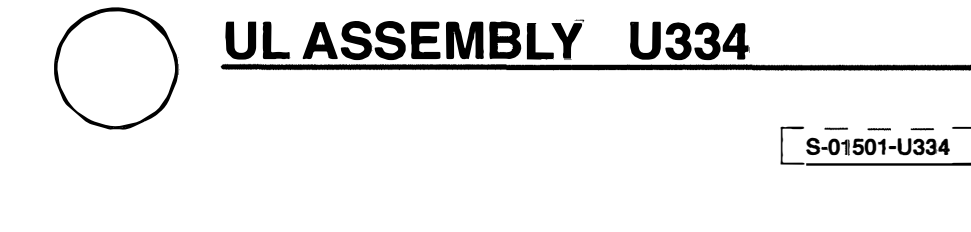
G ELEVATORS SHALL COMPLY WITH A.D.A., A.D.A.G.G. AND A.N.S.I. REQUIREMENTS.

H SPECIAL STRUCTURAL INSPECTIONS ARE REQUIRED. REVIEW GENERAL STRUCTURAL NOTES FOR REQUIREMENTS.

I SPECIAL ELECTRICAL INSPECTIONS ARE REQUIRED. REVIEW ELECTRICAL DRAWINGS AND SPECIFICATIONS FOR REQUIREMENTS.

J SIGNAGE AND PARKING SHELTERS REQUIRE SEPARATE REVIEW PERMITS AND FEES. CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING SUCH PERMITS. OWNER SHALL SUBMIT BUILDING SIGNAGE TO CITY FOR APPROVAL PRIOR TO INSTALLATION.

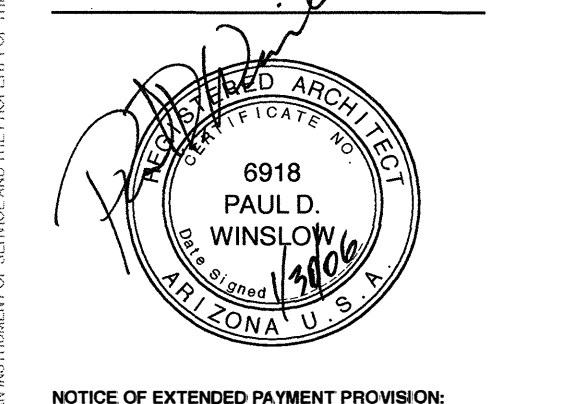
K FIRE SPRINKLERS AND FIRE ALARM SYSTEM SHALL BE PROVIDED PER NFPA NO. 13. APPROVALS TO BE OBTAINED FROM LOCAL FIRE MARSHAL. SUBMIT ALL REQUIRED DRAWINGS AND INFORMATION TO FIRE MARSHAL AND AUTHORITY FOR APPROVAL PRIOR TO COMMENCEMENT OF ANY RELATED WORK. OBTAIN APPROVAL OF COMPLETED SYSTEMS PRIOR TO FINAL ACCEPTANCE.



the orcutt winslow partnership
 architects | interiors | planners
 1130 north second street
 phoenix, arizona
 85004.1896
 v+602.257.1764
 f+602.257.9029
 www.owp.com

BOUMA CONSTRUCTION
Imagine Charter School
 6738 West McDowell Road
 Phoenix Arizona 85305

consulting engineers



NOTICE OF EXTENDED PAYMENT PROVISION:
 THIS CONTRACT ALLOWS THE OWNER TO MAKE PAYMENT WITHIN 30 DAYS AFTER CERTIFICATION AND APPROVAL OF BILLINGS AND ESTIMATES.

PROJECT NUMBER: 2005_264
 DATE OF ISSUE: 09.20.05
 REVISION NO. / REVISION DATE: 12/19/05
 bid set / DSD submittal: 12/19/05 / 1/5/06
 Add #1: 2/2/06

PROJECT PHASE: Construction Documents
 PROJECT TEAM: DRAWN BY: scolaro / mcardio
 SHEET CONTENTS: code & fire information

G-002
 SHEET NO.

AGENDA ITEM EXECUTIVE SUMMARY: Program of Instruction Amendment Request

Request

Career Success Schools (“Charter Holder”) submitted a request to amend the charter’s program of instruction to add methods of instruction for a dropout recovery program.

See Appendix A: Amendment Request Materials.

The Charter Holder operates an alternative school that serves students between the ages of 14 and 22 who are “having difficulty finding success in a traditional school setting.” Since 2013, the Charter Holder has operated a Dropout Recovery Program. This request is submitted to update the Charter Holder’s program of instruction to reflect the currently operating Dropout Recovery Program.

The Dropout Recovery Program is described as a “natural extension” to the work of Career Success High School and is designed to “assist students recover their high school credits and complete new courses successfully at a manageable self-pace”. The instructional program provided through the Dropout Recovery Program is in an online format but is intended to follow similar methods, processes, and procedures to the instructional program provided at the brick and mortar schools operated by the Charter Holder. Students are able to work via computer remotely or in Learning Centers sponsored by the school. The student populations is described as including students that are two or more years behind in credits and 18-19 years old.

Additional Information

Background

A dropout recovery program is a program that enrolls students who have already dropped out of public school and provide services designed to enable them to earn a high school diploma. In order to amend the charter contract, the Charter Holder is required to submit a program of instruction amendment request. Approval of the request by the Board, is a prerequisite for the Arizona Department of Education in approving the operation of a dropout recovery program.

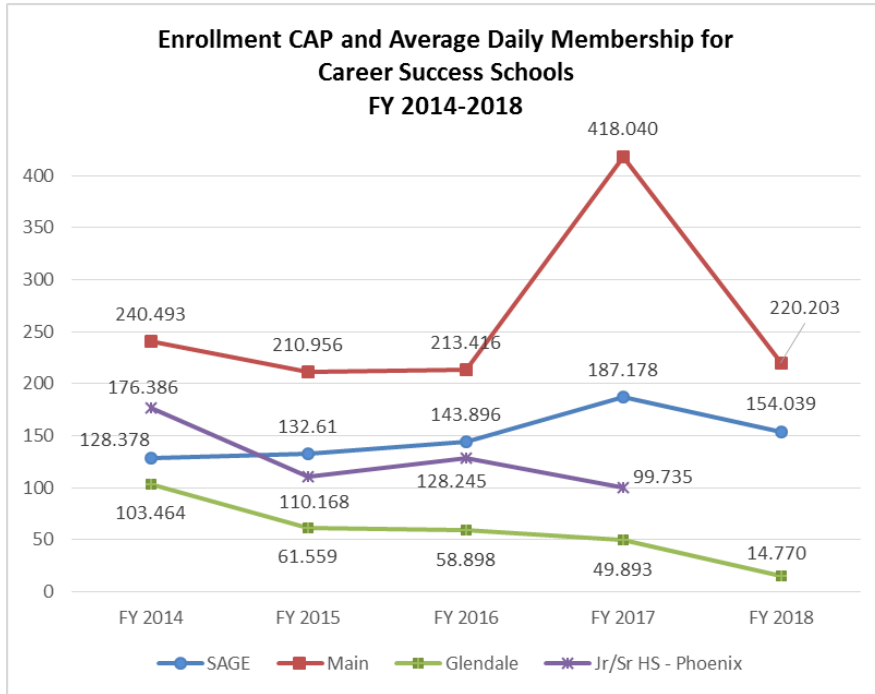
Governance

The Charter Holder was granted a renewal charter in 2014.

Corporate Board Members
Harriet Caruso
Jean Duffy
Renee Gayden

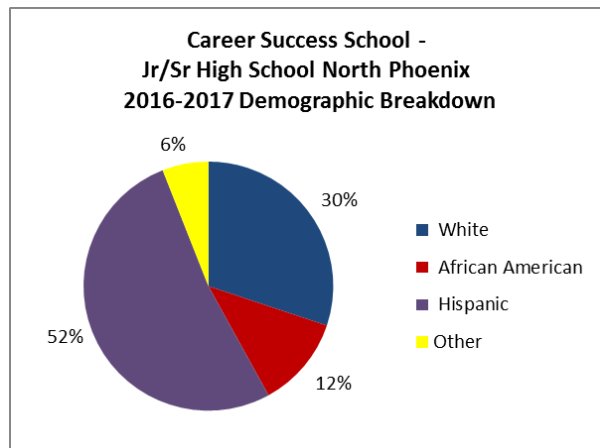
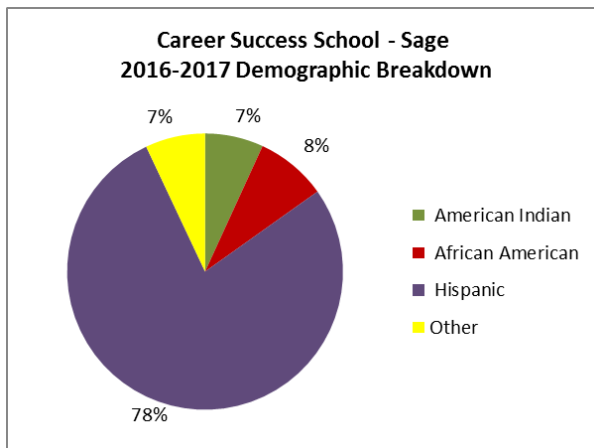
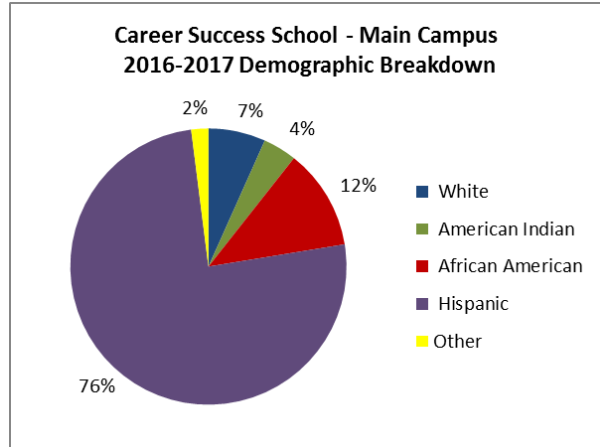
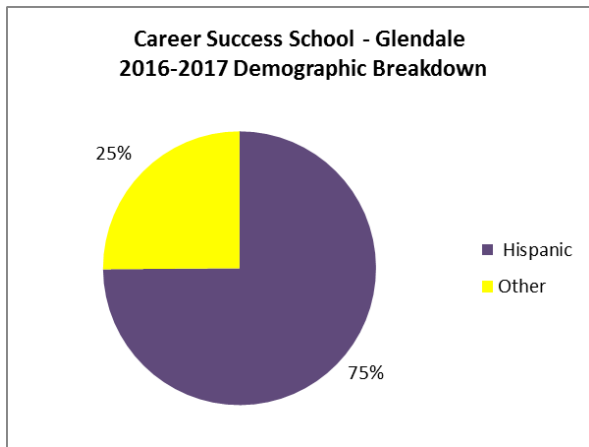
School Governing Body Members	Type
Jean Duffy	Charter Organization
Jeffrey Olson	Charter Organization
Ditza Ben Shallom Pillow	Charter Organization
Kevin Zirk	Charter Organization

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	55%
English Language Learners	10%
Special Education	5%

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



Summary of Current and Past Academic Performance

School Name	FY 2014 Letter Grade	5-Year Grad Rate ¹	Dropout Rate ²	FY 2017 AzMERIT ³ Passing	
		State Average 49%	State Average 17.37%	ELA State Average 8%	Math State Average 7%
Career Success Jr/Sr High School – North Phoenix	C-ALT	57.33%	19.86%	2%	4%
Career Success High School – Glendale	C-ALT	21.54%	39.36%	*	*
Career Success High School – Main Campus	C-ALT	31.3%	31.75%	5%	3%
Career Success School – SAGE Campus	C	N/A school is K-8	N/A school is K-8	19%	21%

¹ The provided graduation rate is for the 2015 cohort. Per the Arizona Department of Education (“ADE”), graduation rate is calculated by dividing the number of graduates in the cohort by the number of students in the cohort. Graduation Rate state average represents the unweighted average for alternative schools. This data was provided by the Center for Student Achievement. The data was derived from published data from the ADE. <http://centerforstudentachievement.org/alternative-schools-just-the-facts/>

² The provided dropout rate is from 2015. Per the ADE, “dropouts are defined as students who are enrolled in school at any time during the school year, but are not enrolled at the end of the school year and did not transfer, graduate, or die. When the dropout rate is calculated, year-end or exit codes are used to determine the percentage of students who are no longer enrolled in any Arizona public school prior to exiting as a graduate or completer. Students in grades 7 through 12 are included in the dropout rate calculation”. Dropout Rate average represents the unweighted average for alternative schools. This data was provided by the Center for Student Achievement. The data was derived from published data from the ADE.

³ AzMERIT data provided by the ADE. The provided state average reflects the average for alternative schools in FY 2016.



APPENDIX A

AMENDMENT REQUEST MATERIALS

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Career Success Schools

CTDS:
07-85-24-000

Mailing Address:
7955 E. CHAPARRAL RD
UNIT 49
SCOTTSDALE, AZ 85250
> [View detailed info](#)

Representative

Name:
Jean Duffy

Phone Number:
(480) 219-4595

Fax Number:
(480-219-4415

Downloads

 [Download all files](#)

Description of changes

Change From:


Career Success High School (CSHS) is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medical issues, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a "work at your own pace" program which gives the student additional time to complete classes, if needed. We follow a block calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our enrollments come during the school year. As other students graduate or leave, we have space to accommodate new enrollments.

Change To:

The Dropout Recovery Program follows the same methods, processes, procedures and instructional programs as our "brick and mortar" schools, but in an "Online" format per the requirements of A.R.S. § 15-901.06. Ages served in the Dropout Recovery Program are 16 to 22 years for students who have been out of school for at least 30 days, and the program operates on a 12 month calendar. Students may work on courses via computer from any location or in Learning Centers sponsored by the School. The Learning Centers are designed to provide a computer facility to those many students who do not have access to a computer or to the internet, provide a convenient location for students and mentors to meet, provide tutoring and special needs services, and an opportunity for students to gain access to social services offered by other organizations.

Attachments

Board Minutes

 [Download File](#) – Agenda and minutes for DRP program.

Narrative –  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Jean Duffy 07/13/2017

Narrative

Career Success High School (CSHS) is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medical issues, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a “work at your own pace” program which gives the student additional time to complete classes, if needed. We follow a block calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our enrollments come during the school year. As other students graduate or leave, we have space to accommodate new enrollments.

In September 2013, Career Success High School was approved by the Arizona Department of Education to begin operations of a Dropout Recovery Program (in compliance with A.R.S. § 15-901.06. Career Success High School launched this initiative as a pilot project in the Phoenix area to establish program feasibility, confirm market viability, and to validate expected resource requirements. Through various outreach efforts including with civic and social organizations, community center liaisons and contact with students/families, enrollment quickly grew in just a few short months. We currently have over 230 students participating in our Dropout Recovery Program.

Operating a Dropout Recovery Program is a natural extension to the work CSHS is doing for the Arizona “At-Risk” student population and has been doing for the past 21 years. CSHS schools are accredited by the North Central Association and our Charter has recently been renewed by the Arizona Charter School Board. Providing an alternative high school program with diverse online delivery options will provide a critical service for the dropout student population.

The Dropout Recovery Program follows the same methods, processes, procedures and instructional programs as our “brick and mortar” schools, but in an “Online” format per the requirements of A.R.S. § 15-901.06. Ages served in the Dropout Recovery Program are 16 to 22 years for students who have been out of school for at least 30 days, and the program operates on a 12 month calendar. Students may work on courses via computer from any location or in Learning Centers sponsored by the School. The Learning Centers are designed to provide a computer facility to those many students who do not have access to a computer or to the internet, provide a convenient location for students and mentors to meet, provide tutoring and special needs services, and an opportunity for students to gain access to social services offered by other organizations. Learning Centers may be operated in locations operated by Social or Civic organizations, Public Libraries, or businesses offering sponsorship for the Dropout Recovery Program.

Students applying for the Dropout Recovery Program must complete an enrollment form which indicates the last date they were in school. Validated by official transcripts, if the student has been out of school for at least 30 days and between the ages of 16 and 22, they are eligible to enroll in the program. When starting the program the student reports to the Main Campus for an orientation and course planning session. In this orientation the student will learn how to operate in the Edgenuity software environment, work with the Mentor/Teacher on a 12 month course curriculum plan including

engagement in the Education and Career Action Plan (ECAP) process. The 12 month written learning plan includes start and end dates of the plan, courses to be completed by the student during the academic year, sequencing of courses, State competency exams to be taken, school required assessment/benchmark tests, expectations for satisfactory monthly progress, and communications plan with assigned mentor and school administration. The student remains enrolled in the program as long as progress against the monthly plan is achieved. In cases where the student does not meet the progress requirements or drops from the program, she/he then must follow the entire enrollment process to be eligible to re-enroll.

According to the Arizona Department of Education, for the 2012-2013 school year, there were more than 18,000 dropouts just for that single school year. Over 12,000 of those dropouts were in Maricopa County alone. In a recent report commissioned by the Arizona Mayor's Education Roundtable, Phoenix is listed as the number one city in the country suffering from economic losses associated with its over 24% dropout rate. From the report, the following are relevant statistics from some of Arizona's larger and smaller cities, all of whom are affected:

Avondale Population: 78,822 (2013 census estimate) Mayor: Kenn Weise High-school dropout rate: 21.3 percent Lifetime economic losses from one year's dropouts: \$110 million Benefits of reducing dropouts by half: \$55 million Cost of each dropout to Avondale over a lifetime: \$439,400

Gilbert Population: 229,972 (2013 census estimate) Mayor: John Lewis High-school dropout rate: 11.3 percent Lifetime economic losses from one year's dropouts: \$139 million Benefits of reducing dropouts by half: \$79 million Cost of each dropout to Gilbert over a lifetime: \$414,200

Goodyear Population: 72,864 Mayor: Georgia Lord High-school dropout rate: 15.4 percent Lifetime economic losses from one year's dropouts: \$66 million Benefits of reducing dropouts by half: \$33 million Cost of each dropout to Goodyear over a lifetime: \$428,400

Mesa Population: 457,587 (2013 estimate) Mayor: Alex Finter High-school dropout rate: 21.2 percent Lifetime economic losses from one year's dropouts: \$516 million Benefits of reducing dropouts by half: \$258 million Cost of each dropout to Mesa over a lifetime: \$437,700

Miami Population: 1,837 (2010 census) Mayor: Rosemary Castaneda High-school dropout rate: 19.1 percent Lifetime economic losses from one year's dropouts: \$3.8 million Benefits of reducing dropouts by half: \$1.9 million Cost of each dropout to Miami over a lifetime: \$401,200

Oro Valley Population: 41,011 (2010 census) Mayor: Satish Hiremath High School drop-out rate: 13 percent Lifetime economic losses from one year's dropouts: \$40 million Benefits of reducing dropouts by half: \$20 million Cost of each dropout to Oro Valley over a lifetime: \$358,800

Phoenix Population: 1.51 million (2013 census) Mayor: Greg Stanton High School drop-out rate: 24.1 percent Lifetime economic losses from one year's dropouts: \$1.4 billion Benefits of reducing dropouts by half: \$711 million Cost of each dropout to Phoenix over a lifetime: \$463,500

Sahuarita Population: 25,259 (2010 census) Mayor: Duane Blumberg High School drop-out rate: 22.6 percent Lifetime economic losses from one year's dropouts: \$31 million Benefits of reducing dropouts by half: \$15 million Cost of each dropout to Sahuarita over a lifetime: \$359,700

Tempe Population: 161,719 (2010 census) Mayor: Mark Mitchell High School drop-out rate: 10.3 percent
Lifetime economic losses from one year's dropouts: \$160 million Benefits of reducing dropouts by half:
\$80 million Cost of each dropout to Tempe over a lifetime: \$471,100

Tucson Population: 520,116 Mayor: Jonathan Rothschild High school drop-out rate: 21.8 percent
Lifetime economic losses from one year's dropouts: \$435 million Benefits of reducing dropouts by half:
\$217 million Cost of each dropout to Tucson over a lifetime: \$382,900

According to the Arizona Department of Education 2016, statewide there are 828,517, 16-22 year olds
and 32% who are not in school.

In the amount of time that the Career Success High School Dropout Recovery Program has been in operation, we have proven that the program fulfills a critical need in the community for a high school program designed to serve the dropout student population. We have proven that the Dropout Recovery Program has given our students an alternative route to gaining their high school diploma and moving on to careers or to college. The program is designed to assist students recover their high school credits and complete new courses successfully at a manageable self-pace. Our program quickly builds confidence in the student and encourages them to successfully complete their courses and experience academic achievement. Because the program is provided in an online format, working students, student that are parents or heads of households, etc., can access the curriculum on a 24X7 basis, which is of course supplemented by our Learning Centers where students have the opportunity for collaborating directly with teachers, mentors, and fellow students as needed.

Many of the students we have enrolled in the DRP are two or more years behind in school credits and are 18/19 years old. For the majority of the transcripts we receive, most of the student's credits are electives with very little core coursework completed. As we assess each student's level, we design an individualized program that may include assignment of lower level courses, courses that help them work toward credit recovery, and a full course plan leading them to graduation.

Students attending our Dropout Recovery Program have often experienced a large number of barriers in their lives which may have prevented them from completing their high school diploma or have circumstances that keep them falling further and further behind in their academics. We have students that are living with their parents/guardians and they are the bread winners of the family. We have students that are in difficult living situations with other family members, foster homes, group homes or even homeless. Many of our students are also parents that bring upon them added responsibilities and schedule pressures. These barriers are just a few of the reasons we need the Dropout Recovery Program. In short, the Dropout Recovery Program gives these students a fighting chance to be successful in high school.

The Dropout Recovery Program utilizes the same procedures, processes, software, and analytical tools implemented by all Career Success High Schools. As a standard, all campuses use Edgenuity. It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Career Success High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. Edgenuity curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in

each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Progress against the monthly plan is monitored by a teacher/mentor. If a student does not achieve the desired proficiency, the teacher/mentor will do "mini lessons" and tutoring to ensure the student can move along to the next lesson. The program is designed for independent learning with one-on-one instruction available at a Learning Center.

Renaissance Math is also utilized as a supplemental tool for those students needing to pass the state test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the State exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Renaissance is the live teaching component for over 60 math lessons. Renaissance allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo is also implemented and used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the state exam for use in these activities.

Following are the Standards and Courses purchased by Career Success Standard Sets Licensed

ACCUPLACER Proficiency Statements

GED® 2014 Assessment Targets

ACT - College Readiness Standards

Arizona Career and College Ready Standards

SAT-10 Instructional Standards

Arizona Articulated Standards

TABE - Forms 5 & 6

Common Core State Standards

TABE - Forms 7 & 8

DOD Content Standards

TABE - Forms 9 & 10

GED 2002 Objectives

TASC(TM) Assessment Targets

Titles Licensed

Edgenuity

English XII - Skills

Edgenuity GED® 2014 Readiness Assessments

GED 2002 - Adaptive Assessment Tests

Edgenuity HiSET® Readiness Assessments

GED 2002 - Course Assessments

Edgenuity Power Pack (Support + VIP) Package Level 1

Geometry - Legacy

Edgenuity TASC(TM) Readiness Assessments

Government

Adaptive Assessments - Language Arts

Health

Adaptive Assessments - Mathematics

History of the World I

Adaptive Assessments - Science

History of the World II

Algebra I Part 1 - Legacy

Humanities I

Algebra I Part 2 - Legacy

Humanities II

Algebra I: A Function Approach Part 2

Language Arts Keyboard Companion III

Algebra I: A Function Approach Part I

Language Arts Keyboard Companion IV

Algebra II Part 1

Language Arts Keyboard Companion V

Algebra II Part 2

Language Arts Keyboard Companion VI

Anthropology
Language Usage VII
Art Appreciation
Language Usage VIII
Base
Lifetime Fitness
Building Vocabulary VII
Matemáticas VII
Building Vocabulary VIII
Matemáticas VIII
Calculus I
Mathematics VII
Calculus II
Mathematics VIII - Legacy
Career Essentials
Media Pack 1
Chemistry IA
Midlevel Social Sciences
Chemistry II
NLVM
Civics
Personal Finance
College Readiness - Arithmetic
Physical Science
College Readiness - College Algebra
Physics
College Readiness - Elementary Algebra
Pre-Algebra Legacy (2012)
College Readiness - PreCalculus/Trigonometry

Psychology

College Readiness - Prescriptive Assessments

Reading VII

College Readiness - Reading Comprehension

Reading VIII

College Readiness - Sentence Skills

Sociology

Comprehensive Biology

Spanish I A

Course Assessments - English Skills

Spanish I B

Course Assessments - Language Arts

The Sciences VII

Course Assessments - Mathematics

The Sciences VIII

Course Assessments - Science

Trigonometry

Course Assessments - Social Science

U.S. Geography

Earth and Space Science

U.S. History I

Economics

U.S. History II

Encyclopedia Britannica

World Geography

English IX - Literature

Writing IX

English IX - Skills

Writing VII

English X - Literature

Writing VIII

English X - Skills

Writing X

English XI - Literature

Writing XI

English XI - Skills

Writing XII

English XII - Literature

Formal/traditional lesson plans are not created by the teachers for Edgenuity. Lessons are generated and presented to students via their computer-based curriculum in Edgenuity. Teachers monitor the students' work via the student monitoring system in Edgenuity software and through direct contact either in the Learning Lab or via telephone or online email, messaging, or chat. It allows teachers to oversee their online learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observations give them the tools needed for individual intervention plans. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests.

The Special Education Director/Career Success High School – Main TECH Campus has overall management responsibility for the Dropout Recovery Program and CSHS meets the Financial, Operational, and Academic performance requirements.

Career Success School Campuses



Enroll Today!

Enter your e-mail for more information on enrolling:

Join

Powered by: [Mapado](#)

Quick Links

- Parent Information
- Board Meetings
- Graduation Requirements
- Credits Each 9 - Weeks
- AIMS Testing & Tutoring
- Co-Ed Sports
- 9th - 10th Grade
- North Central Accredited
- Credit Recovery
- Day Care
- Tax Credit Donation
- Why Choose Us

Our High Schools

- Complete High School in 3 years
- Attend School 4 Days a Week
- 9-Week Terms - Earn Credit Fast
- AIMS Prep Classes & Tutoring
- Free Day Care
- Free & Reduced Lunch
- Reduced Price Bus/Rail Passes
- Co-ed Sports
- Hands-On Career Classes
- Caring & Qualified Teachers

Our SAGE K-8 School

- CORE Knowledge Curriculum
- Pre-school for 3 and 4 year olds
- Free and Reduced Lunch

Welcome to Career Success Schools

We Believe... Every child can learn. Failure is not an option. Young people do not rise to low expectations. Constant motivation and belief in oneself is the key to success.

Welcome to our web site. Career Success Schools are fully accredited, free, public charter schools. Each of our five schools offer a "small school" environment with caring and dedicated teachers and class sizes of 20:1 or less.

We are in our 13th year and are proud to have graduated over 2500 young men and women.

Our SAGE K-8 elementary school offers a solid curriculum at each grade level using CORE Knowledge Curriculum.

Thank you, Bob Duffy, Superintendent & Founder

Please note, there will be a School Board Meeting at Sage 3120 N 32nd St 85018 on 10-10-13 at 3:30 pm.

Congratulations to all our graduates

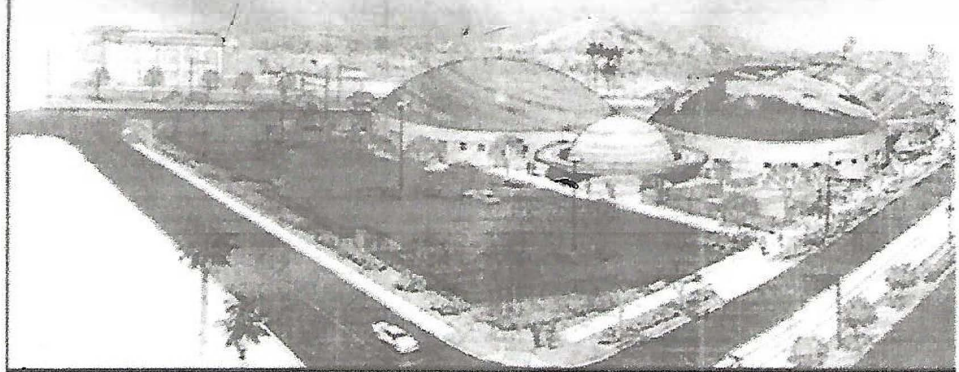


Our Newest High School

Highly Qualified Teachers



Our Newest High School...
Robert L. Duffy High School - on the light rail



Opened in 2010

Company

Philosophy

Certification

Student Testimonials

CORE Knowledge

North Central

Why Choose Us



©Copyright 2013 All Rights Reserved www.csschools.com / Site Design Stella M. Albea
/ Site Template Alwebco Design



CSS Career Success Schools

Building a World Class Charter School: A Student Ownership Approach to Learning and Success

CAREER SUCCESS CHARTER SCHOOLS SCHOOL BOARD MEETING Oct 10, 2013

**Location: Sage Campus - 3120 N. 32 ND ST
Phoenix, AZ 85018
Time: 3:30 pm**

AGENDA

- 1. Call to order**
- 2. Approval of Minutes**
- 3. Approval of AFR (MOTION REQUIRED)**
- 4. Dropout Recovery Program**

CSS Career Success Schools

Building a World Class Charter School: A Student Ownership Approach to Learning and Success

CAREER SUCCESS CHARTER SCHOOLS SCHOOL BOARD MEETING Oct 10, 2013

**Location: Sage Campus - 3120 N. 32 ND ST
Phoenix, AZ 85018
Time: 3:30 pm**

AGENDA

- 1. Call to order**
- 2. Approval of Minutes**
- 3. Approval of AFR (MOTION REQUIRED)**
- 4. Dropout Recovery Program**

CSS Career Success Schools

Building a World Class Charter School: A Student Ownership Approach to Learning and Success

CAREER SUCCESS CHARTER SCHOOLS SCHOOL BOARD MEETING Oct 10, 2013

**Location: Sage Campus - 3120 N. 32 ND ST
Phoenix, AZ 85018
Time: 3:30 pm**

MINUTES

**In attendance: Jean Duffy; Kevin Zirk; Ditz Ben Shalom
Robert Duffy was unable to attend and gave Jean his proxy vote for approval of AFR
Also in attendance Carolyn Love District SAIS coordinator CSS
Jim Lee – Program Director Dropout Recovery Program and Brenda Lee
Kurt Walker – Principal Sage**

- 1. Call to order – quorum established**
- 2. Approval of Minutes – Jean motioned to approve minutes – Kevin 2nd – motion passed**
- 3. Approval of AFR (MOTION REQUIRED) – Jean motioned to approve AFR – Ditz 2nd – Motion passed**
- 4. Dropout Recovery Program – an in depth review of the recently developed and instituted program at CSS. Jim Lee discussed in detail how leads are generated; the enrollment process into the program; the student record keeping involved and other program requirements. Procedures between CSS and DRP were outlined.**

Both Bob Duffy and Jim Lee have been in constant contact with the Department to ensure that the program is meeting the requirements. Jean indicated that the program and its requirements were also reviewed by their attorney Roger Hall.

It was decided that Ms. Love will be the primary CSS contact for the program- Jean motioned to approve DRP Program – Ditz 2nd – motion passed

- 5. Kevin motioned to adjourn meeting - Jean 2nd – motion passed**

Arizona State Board for Charter Schools
October 4, 2017
12439 North 32nd Street
Phoenix, Arizona 85032
Minutes

Members Present- Kathy Senseman - President Freddy Mendoza - Vice President Diane Douglas - Superintendent (Joined during Item D.) Carol Crockett - Public Member Hans-Dieter Klose - Reservation Resident Member Mary Ellen Lee - Charter School Teacher (Joined during Item D.) Matthew Mason - Business Member Greta de la Melena - Public Member James Swanson - Business Member Erik Twist - Charter School Operator (Joined during Item D. and left for the day during Item G.) Rachel Yanof - Public Member (Left for the day during Item G.) Meeting began at 9:16 a.m.	Members Absent-
Agenda Item A. Pledge of Allegiance	
Agenda Item B. Moment of Silence	
Agenda Item C. Roll Call	Bianca Ulibarri called the roll and confirmed a quorum.
Agenda Item D. Breakfast	Board members and Charter Board staff gave introductions and brief background on experiences in education.
Agenda Item E. Arizona Policy Initiatives	Becky Hill and Whitney Chapa with the Arizona Chamber of Commerce presented on growing excellence.
Agenda Item F. Arizona Charter Landscape - 1. Charter Schools in Arizona Break taken at 12:01 p.m. Returned at 12:13 p.m. 2. Arizona Alternative Charter Schools	Eileen Sigmund and Kate Gottfredson with the Arizona Charter Schools Association presented on the development of their organization’s history and the services they provide to charter schools throughout the State. Binky Jones with the Arizona Alternative Education Consortium presented about the alternative charter schools in Arizona.
Agenda Item G. A - F Accountability	Catcher Baden with the Arizona State Board of Education presented on the State’s A-F Accountability. He provided background on the development, process, and State and Federal requirements of certain components of the accountability system. The Board had discussion on next steps and what to expect once

<p>Break taken at 2:08 p.m. Returned at 2:26 p.m.</p>	<p>the A-F letter grades are released October 9th.</p>
<p>Agenda Item H. Charter Board Communication</p>	<p>David Leibowitz with the Leibowitz Solo spoke about his background and experience in public relations. Provided information on the services he can provide to the Board and Board staff.</p>
<p>Agenda Item I. Summary of Current Events, Future Meeting Dates and Items for Future Agendas</p>	<p>Bianca Ulibarri informed the Board that the next meeting is Tuesday, October 10th at 9:00am.</p>
<p>Agenda Item J. Adjournment The meeting adjourned at approximately 3:05 p.m.</p>	

DRAFT

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Imagine Charter Elementary at Desert West, Inc. (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 825 to 960, beginning in FY 2018. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request Materials.

The rationale for the Charter Holder’s enrollment cap increase is to accommodate the increase in enrollment since the arrival of the current administration at Imagine Desert West Elementary and the influx of residential and commercial growth in the West Valley over the last 5 years. A strong reputation within the local community and strong word of mouth from the school’s families to friends and relatives has also led to increased enrollment. The staffing plan approach includes “representation at local and national education recruiting fairs” and “cultivating a relationship with teacher training and learning programs in local colleges and universities (Rio Salado College, Grand Canyon University and ASU)”. Advertising also occurs through online recruiting sites like INDEED, the Arizona Department of Education (“ADE”), and Carney Sandoe. The Charter Holder anticipates hiring two teachers for FY 2018 and when full capacity is reached in FY2020, approximately 3 more teachers will be needed to accommodate the school’s growth. At the time of submission of the amendment request, the Charter Holder indicated that for FY 2018 the school has 643 K-5th graders re-enrolled and 215 new student enrollments. Over the last 3 years the school has had a 97% or better re-enrollment rate.

Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 10 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Financial Performance Dashboard in FY 2016.
Past enrollment trends indicate need for increase within three years	Enrollment in FY 2015 was 751.571, FY 2016 was 757.59 and FY2017 was 736.438. Since FY 2014 the Charter Holder has maintained enrollment that exceeds 85% of its enrollment cap.
ADM is within 85% of current enrollment cap	According to ADE School Finance, the Charter Holder currently serves 722 students. The current enrollment cap is 825 and is within 88% of its current enrollment cap.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five-mile radius of the school’s location	The school operated by the Charter Holder performed at or above the average performance in ELA for FY 2017. For Math in FY 2017, the school did not perform at or above the average performance of a majority of schools within a five-mile radius. <i>See the chart below for Additional School Choices Serving Grades K-5 within 5 Miles of School</i>

Additional Information

The Charter Holder was granted a new charter in 2006.

Governance

Corporate Board Members
Leonora Ketyer
Herman Orcutt
Megan Zimmermann

School Profile

School Name	Letter Grade		Month/ Year Open	Location	Grade Levels Served	AzMERIT Passing (State Average)			
	FY 14	FY 17				ELA		Math	
						FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Imagine Desert West Elementary	B	*	July/2006	Phoenix	K-5	30%	25%	28%	29%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY2017 letter grades will be made available to the Charter Board for its consideration.

Additional School Choices Serving Grades K-5 within 5 Miles of School

Total Schools	FY 2014** Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than (State Average)		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
5	A	0	1	2	*	2	5
36	B	6	1	4	*	7	25
23	C	2	2	3	*	2	17
6	D	0	0	0	*	0	4
1	F	0	0	0	*	0	1

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

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the FY 2017 letter grades will be made available to the Charter Board for its consideration.

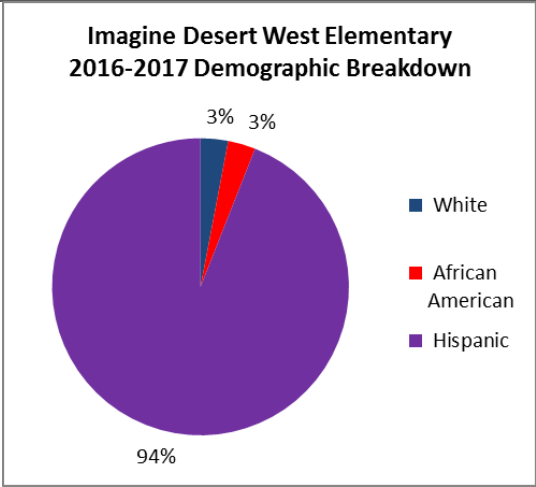
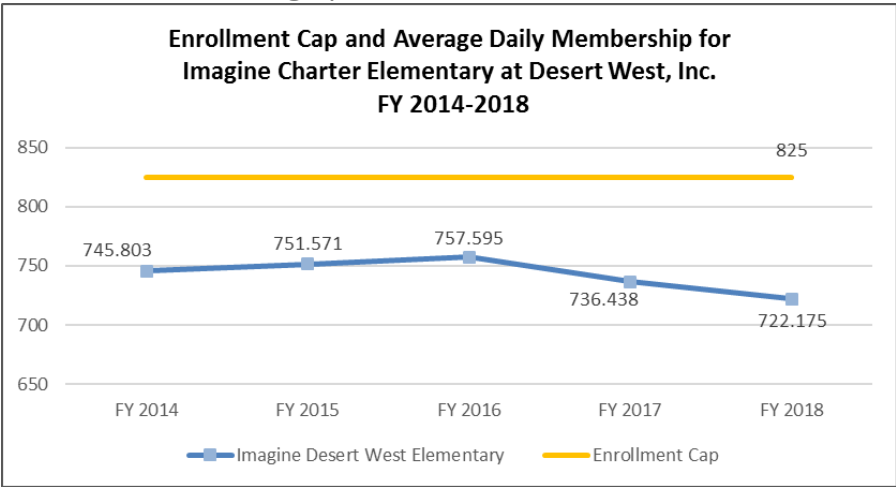
Associated Schools

20 Schools Associated Imagine Desert West Elementary						
Schools operated by the charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.						
School	Charter Holder	AzMERIT Passing				
		ELA		Math		
		FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)	
Imagine Avondale Elementary	Imagine Avondale Elementary, Inc.	42%	39%	39%	44%	
Imagine Avondale Middle	Imagine Avondale Middle, Inc.	31%	34%	30%	36%	
Imagine Bell Canyon	Bell Canyon Charter School, Inc.	43%	43%	37%	41%	
Imagine Camelback Elementary	Imagine Charter Elementary at Camelback, Inc.	21%	21%	37%	21%	
Imagine Camelback Middle	Imagine Camelback Middle, Inc.	17%	27%	28%	26%	
Imagine Coolidge Elementary	Imagine Coolidge Elementary, Inc.	33%	34%	41%	40%	
Imagine Cortez Park Elementary	Pathfinder Charter School Foundation	26%	32%	33%	37%	
Imagine Cortez Park Middle	Cortez Park Charter Middle School, Inc.	21%	26%	34%	34%	
Imagine Desert West Middle	Imagine Desert West Middle, Inc.	29%	34%	33%	36%	

20 Schools Associated Imagine Desert West Elementary
Schools operated by the charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common.

School	Charter Holder	AzMERIT Passing			
		ELA		Math	
		FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Imagine East Mesa Elementary	East Mesa Charter Elementary School, Inc.	46%	47%	60%	59%
Imagine East Mesa Middle	Imagine Middle at East Mesa, Inc.	29%	51%	44%	49%
Imagine Prep Coolidge	Imagine Prep Coolidge, Inc.	22%	22%	13%	14%
Imagine Prep Superstition	Imagine Prep Superstition, Inc.	31%	25%	40%	37%
Imagine Rosefield	Rosefield Charter Elementary School, Inc.	62%	63%	65%	68%
Imagine Superstition Middle	Imagine Superstition Middle, Inc.	37%	33%	36%	30%
Imagine Surprise Middle	Imagine Middle at Surprise, Inc.	39%	39%	38%	38%
Imagine Prep Surprise	Imagine Prep Surprise, Inc.	34%	34%	29%	35%
Imagine Tempe	Imagine Elementary at Tempe, Inc.	42%	36%	38%	35%
Imagine West Gilbert Elementary	West Gilbert Charter Elementary School, Inc.	45%	39%	52%	45%
Imagine West Gilbert Middle	West Gilbert Charter Middle School, Inc.	33%	33%	30%	27%

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	31%
Special Education	7%

**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 A

AMENDMENT REQUEST MATERIALS

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Imagine Charter Elementary at
Desert West, Inc.

CTDS:
07-85-20-000

Mailing Address:
18052 N. Black Canyon
Highway
Phoenix, AZ 85053
> [View detailed info](#)

Representative

Name:
Monte Lange

Phone Number:

Downloads

 [Download all files](#)

Enrollment Cap

From:
825

To:
960

Attachments


Board Minutes


 [Download File](#) —

Increase to Enrollment Cap Attachments

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

Occupancy Documentation (Increase Only)


 [Download File](#) — Square Footage Map

 [Download File](#) — Certificate of Occupancy and school map

Narrative —  [Download File](#)

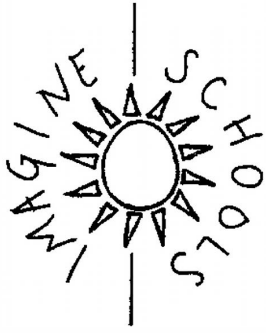
Additional Information

 [Download File](#) — Updated Enrollment Matrix

 [Download File](#) — Updated Staffing Chart

Signature

Charter Representative Signature
Monte Lange 08/18/2017



July 10, 2017

Arizona State Board for Charter
Schools
1616 W. Adams St. Suite 170
Phoenix, AZ. 85007

To Whom It May Concern:

Imagine Charter Elementary at Desert West Inc. would like to formally submit a request to increase our enrollment capacity from 825 to 960 students. Since the current administration has arrived at Imagine Elementary School, we have increased enrollment substantially over the last 5 years. This increased enrollment is due to the following factors:

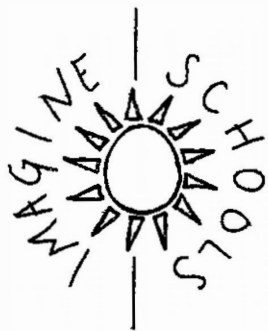
1. We have created a strong reputation within the local community as a school that honors the cultural and social needs of the students we serve, while offering strong academics, and a focus on character.
2. A large word of mouth campaign initiated by our families. Our school community is comprised of many related family members and friends whose positive experiences within our school have led to them recruiting other friends and family to our student body.
3. Over the past 5 years the West valley has experienced an influx of residential and commercial growth. Families that have moved into the area have created a need for good schools. District schools in the area have been plagued by low academic scores and high levels of behavior and discipline problems.

Current and Projected Enrollment

Currently, we have a total of 643 K-5th graders re-enrolled for the 2017-2018 school year with another 215 new enrollments. For the last 3 years, we have had a 97% or better re-enrollment rate and this year we are at 97% re-enrollment. We also have an active wait list of 48 students. Our enrollment target for the 2018-2019 school year is 880 and we expect to reach 910 by the 2019-2020 school year. [See enrollment matrix or breakdown of enrollment information]

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



Advertising

Imagine Desert West Elementary School has a great reputation in the area as a school with strong academics and a focus on character. We consistently have outperformed or matched local school in state testing results and have extremely low incidence of discipline problems. Our focus on character was rewarded this year as we achieved distinction as both a state and national School of Character. Our primary advertising has been word of mouth campaigns that have served us well over the past 5 years. Our school community is comprised of many related family members and friends whose positive experiences within our school have led to them to recruit other friends and family to our student body.

We have consistently hit our enrollment targets and grown each year. We hit our enrollment goals for this year (AY2016-2017), we have also hit our enrollment targets for the upcoming school year (AY2017-2018) and we are confident that we will hit our goal of 880 students for the the 2018-2019 school year.

Recruitment and Hiring

Due to the increased enrollment, staffing will need to increase to accommodate growth. During the 2017-2018 fiscal year we are projected to increase our enrollment by approximately 60 students in the elementary school. By the 2018-2019 school year we are projected to increase our enrollment to a total of 880 students and then to 910 students by the 2019-2020 school year. Based on our current projections, for the 2017-2018 school we have a need to hire 2 additional teachers for elementary school. When full capacity (960) is reached by the we will have a need for approximately 3 new teachers and to accommodate the additional growth.

We have used a multi-pronged approach over the years to meet our staffing needs which has included representation at local and national education recruiting fairs, cultivating a relationship with teacher training and learning programs in local colleges and universities (Rio Salado College, Grand Canyon University and ASU). We also advertise through several online recruiting sites including INDEED, ADE and Carney Sandoe. Finally, we rely on word of mouth marketing on social network communities by our current staff and teachers. To date these efforts have served us well enabling to meet our staffing needs at the beginning of each academic school year.

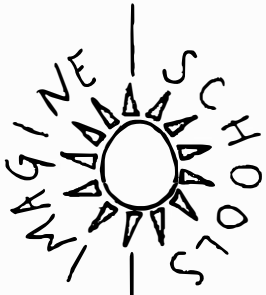
Training and Professional Development

Professional Development is a key component of the Imagine philosophy. For the 2017-2018 school year new teachers will report on July 24, 2017. Professional development classes, seminars, and training will occur from July 24th through July 31st. During this time, all teachers receive professional development through participation in large group sessions and small group activities. A sample of some topics to be addressed is provided below.

- Evidence based Best Teaching practices,
- Core Imagine philosophy and ideas
- New Curriculum Training
- The role of an Instructional Coach and coaching cycle
- Thinking maps

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



- Strategies for Effective classroom management
- Data driven Instruction
- Increasing Rigor in the Classroom
- Lesson Planning
- Standards Based Grading

New teachers will also participate in a teacher mentor program in which they are paired with more tenured teachers within our school to cultivate a mentorship relationship that provides them with additional supports throughout the year. Throughout the year all content area teachers have common planning time each day and once a week the content areas teams participate in Professional Learning Communities (PLCs) that are

facilitated by one of our instructional coaches. All teachers are also assigned an instructional coach that can provide PD supports through co-teaching sessions, gathering of additional curricular materials, and pairing teachers with external PD opportunities. Additionally, once a month we offer ½ day PD on-site covering topics selected based on school needs. Finally, our teachers all participate in Professional Development opportunities offered through the Southwest Region of Imagine Schools three times a year.

Curriculum Needs

The increase in students for the 2017-18 academic school year will not necessitate the need for additional curriculum. The reason we will not need additional curriculum is because we have purchased the required materials in last year's budget in anticipation of the growth. With regard to the increase in the subsequent years we will allot money in our budget as needed to ensure all students and staff have access to curricular materials.

Assessment Needs

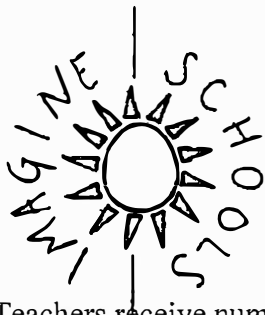
Imagine Desert West Middle School utilizes several formative and summative assessments for our students. We currently utilize Galileo and STAR to measure student outcomes. The increase in students for the 2017-18 will not increase the need for additional assessment licenses. The reason we will not need additional licenses is that we have purchased the required materials in last year's budget in anticipation of growth. With regard to the increase in the subsequent years we will allot money in our budget as needed to meet these needs.

Instruction Needs

The staffing instructional needs are discussed above and have been met for the 2017-2018 school year. The resources and personnel needed to monitor and supervise instruction will not necessitate any increase for the 2017-2018 school year. The reason we will not need any additional resources is that these resources were included in this last year's budget. Imagine Desert West Middle School has a robust system for monitoring instruction including informal walkthroughs conducted by instructional coaches, and leadership, and a formal evaluation system based on the Charlotte Danielson framework.

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



Teachers receive numerous informal walkthroughs and debriefs with their instructional coaches and get 1:1 coaching meetings focused on improving their practice at least every other week. Teachers receive 2 formal evaluations a year from an administrator. These practices will continue into the 2017-2018 school year.

Other Needs

In addition, any desks and or supplies needed to accommodate growth has been put in our budget to ensure all students have the needed materials.

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Jason Archuleta'.

Jason Archuleta
Regional Director
Imagine Schools

SOUTHWEST GROUP OFFICE

A Member of the Imagine Schools Family
18052 N. Black Canyon Hwy. Phoenix, AZ 85053
602•547•7960 www.imagineschools.com



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: Imagine Desert West Elementary				
Grade Level	Number of Students			
	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten	107	138	149	149
1 st	126	114	160	160
2 nd	133	130	140	170
3 rd	142	138	143	143
4 th	145	140	143	143
5 th	136	145	151	151
Total Enrollment	789	805	886	916

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



Arizona State Board for Charter Schools

Staffing Chart

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

Directions*:

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

School Name: Imagine Desert West Elementary School				
Position	Number of Staff Members			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Administration	1.5	1.5	2	2
Teachers/Instructional Staff				
Kindergarten	3	5	5	5
1 st	4	4	5	5
2 nd	4	4	4	5
3 rd	4	4	4	4
4 th	4	4	4	4
5 th	4	4	4	4
Specialty Staff (Music, Art, PE, etc.)	6	6	6	6
Special Education	.5	1	1	1
Paraprofessional	11	11	11	11
Additional Staff				
List title: Gifted Teacher	.5	.5	.5	.5
List title: Crossing Guards	1.5	1.5	1.5	1.5
List title: Health Aide	1	1	1	1
List title: Registrar	1	1	1	1
List title: Receptionist	.5	.5	1	1
List title: Academic Coach	2	2	2	2
List title: Intervention Specialist	1	1	1	1
Total Number of Staff Members	49.5	52	54	55

*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: Imagine Desert West Elementary School				
Title	Leadership Team			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	1 Bill Heintz	1 Bill Heintz	1 Bill Heintz	1 Bill Heintz
Vice Principal	.5 Joseluis Lozano	.5 Joseluis Lozano	1 TBD	1 TBD
Business Manager	.5 Amy Sundagen	.5 Amy Sundagen	.5 Amy Sundagen	.5 Amy Sundagen
Data and Grants	.5 Rajni Nair	.5 Rajni Nair	.5 Rajni Nair	.5 Rajni Nair
Compliance	.5 Kristen Kalvoda	.5 Kristen Kalvoda	.5 Kristen Kalvoda	.5 Kristen Kalvoda

**MINUTES OF THE MAY 8, 2017 JOINT MEETING
OF THE BOARDS OF DIRECTORS OF
WEST GILBERT CHARTER ELEMENTARY SCHOOL, INC.,
WEST GILBERT CHARTER MIDDLE SCHOOL, INC.,
IMAGINE CHARTER ELEMENTARY AT DESERT WEST, INC.,
IMAGINE DESERT WEST MIDDLE, INC.,
IMAGINE CHARTER ELEMENTARY AT CAMELBACK, INC.,
IMAGINE CAMELBACK MIDDLE, INC.,
IMAGINE ELEMENTARY AT TEMPE, INC.**

Pursuant to the notice of public meeting, a joint meeting of the Boards of Directors (the “Boards”) of West Gilbert Charter Elementary School, Inc. (“IWGE”), West Gilbert Charter Middle School, Inc. (“IWGM”), Imagine Charter Elementary at Desert West, Inc. (“IDWE”), Imagine Desert West Middle, Inc. (“IDWM”), Imagine Charter Elementary at Camelback, Inc. (“ICBE”), Imagine Camelback Middle, Inc. (“ICBM”), and Imagine Elementary at Tempe, Inc. (“ITP”) (collectively the “Schools”) was held at Imagine Schools Southwest Group Office located at 1843 W 16th Ave, Apache Junction, AZ 85120 at approximately 8:30 a.m. (Arizona Time), on the 8th day of May 2017.

The following directors of the Schools were present by telephone:

Dr. Leonora Ketyer
Herman Orcutt
Megan Zimmermann

The following others were present in person:

Bradie Orton – Administrative Assistant

The following others were present by telephone:

Monte Lange – Executive Vice President
Brad Uchacz – Executive Vice President
Brandon Dahl – Regional Finance Director
Jason Archuleta
Heidi Lindsay
MaryAnn Stackhouse
Matt Rawley
Jeff Armstrong
Laurie Murray

Mary Ann Hartwick
Mandy Metcalf
Tim Rouiller
Selethia Benn
Laila Valencia
Bill Heintz
Davitta Hernandez
Amy Sundhagen

Dr. Leonora Ketyer called the meeting to order and took roll of the governing Board members. Dr. Ketyer served as Chairman of the meeting, Bradie Orton tape-recorded the meeting and recorded the minutes.

The Chairman stated that the next item of business was the report, review, and possible action regarding the revised budget FY17. There being no further discussion, upon motion of Dr. Mr. Orcutt duly made and seconded by Megan Zimmermann, the following resolutions were unanimously adopted:

RESOLVED, that the revised FY17 budget has been approved.
IWGE

RESOLVED, that the revised FY17 budget has been approved.
IWGM

RESOLVED, that the revised FY17 budget has been approved.
IDWE

RESOLVED, that the revised FY17 budget has been approved.
IDWM

RESOLVED, that the revised FY17 budget has been approved.
ICBE

RESOLVED, that the revised FY17 budget has been approved.
ICBM

RESOLVED, that the revised FY17 budget has been approved.
ITP

The Chairman stated that the next order of business was the Desert West expansion. Brad Uchacz informed the board of the additions that are going to be made at the campus for

next year. The campus will be adding 4 portables as a part of phase one of the expansion. Will be updating the board during the next meetings regarding financing. No action needed on this item.

The Chairman stated that the next order of business was the enrollment cap increase to 960 for Imagine Desert West Elementary and 510 for Imagine Desert West Middle. Megan Zimmermann made a motion seconded by Herman Orcutt to approve the enrollment cap increase for both IDWE and IDWM. Motion passed unanimously.

The Chairman then issued a call to the public for issues and there were none.

The next meeting will be held on May 22, 2017.

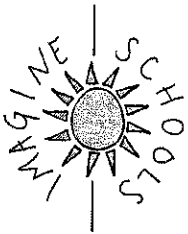
There being no further business to come before the Board, the meeting was adjourned at approximately 8:41 a.m.

APPROVED:



Secretary

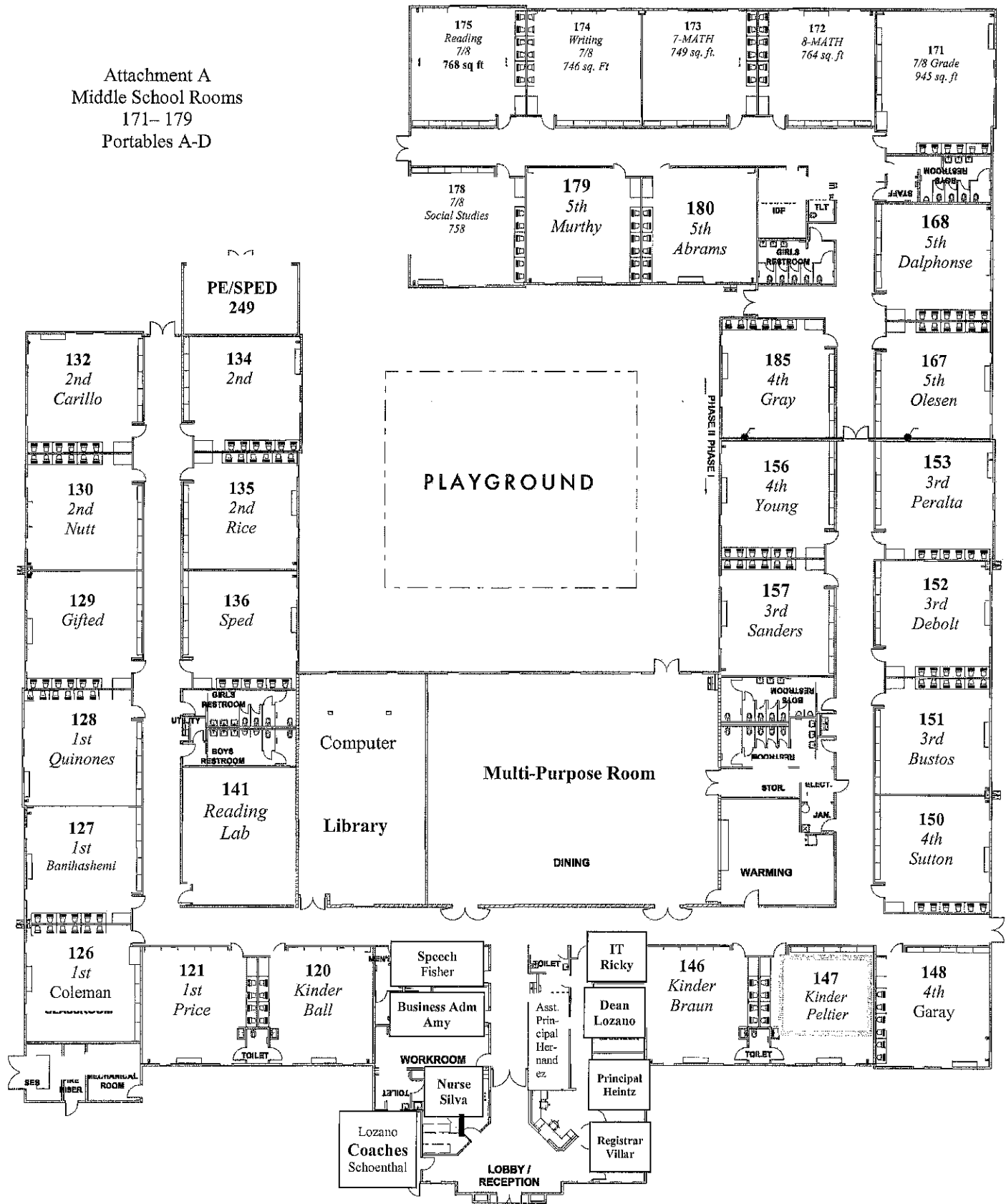
West Gilbert Charter Elementary School, Inc.
West Gilbert Charter Middle School, Inc.
Imagine Charter Elementary at Desert West, Inc.
Imagine Desert West Middle, Inc.
Imagine Elementary at Camelback, Inc.
Imagine Camelback Middle, Inc.
Imagine Elementary at, Tempe, Inc.



Imagine Desert West 2015-2016

A 6th 690 sq. ft.	D 6th 690 sq. ft.
B 6th 690 sq. ft.	C 6th 690 sq. ft.

Attachment A
Middle School Rooms
171-179
Portables A-D





City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

BOUMA CONSTRUCTION INC
4101 ROGER B CHAFFEE MEMORIAL BLVD
GRAND RAPIDS, MI 49548

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 6738 W MCDOWELL RD
OWNER: SCHOOLHOUSE FINANCE LLC
2338 W ROYAL PALM RD STE J
PHOENIX, AZ 85021

CERTIFICATE #: 0703256 **BUILDING PERMIT:** BLD 06014951
ISSUED: 26-MAR-2007
PROJECT: 05-3839 - IMAGINE CHARTER SCHOOL

FLOOR AREA: 47,186

AUTHORIZED USE AND OCCUPANCY: E/A3/B

DESCRIPTION OF USE: COMMERCIAL NEW

EFFECTIVE BUILDING CODES: 2003 IBC, 2003 IRC, 2003 IMC, 2003 IECC (As amended by the 2004 supplement), 2005 NEC, ARIZONA STATE PLUMBING CODE

PROJECT NAME:IMAGINE CHARTER SCHOOL LOG#:LPRN 0600401 PROJECT#:05-3839 SITE INSP (Y) SPECIAL EGRESS CONTROL (N)
SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (N)
DEFERRED SUBMITTAL (Y - WOOD TRUSSES) SPEC PER PCC SEC. 1701 (Y - CONCRETE, STEEL, MASONRY, EXPANSION/EPOXY ANCHORS, SOIL) STR SEC. 1702 (N)
ELEC PCC SEC. 2702 (Y) ELEC OBS PCC SEC. 2703 (N)

WATER METERS: Two new 2" domestic water meters, One new 2" landscape irrigation water meter SECONDARY BACKFLOW (Y)
SCOPE OF WORK: BLDG STRUC PLMB MECH ELEC LSC PLAT SITE CIVIL IMPACT PCD
ZONING:C-2
REVIEWER: MGL

Low Slope Sewer Certificate CMOD 060078

DESCRIPTION OF WORK: NEW K-8 SCHOOL WITH WOOD FRAME CONSTRUCTION AND RELATED SITE WORK. BUILDING IS DIVIDED BY FIREWALL INTO TWO SEPARATE AREAS. ASSEMBLY AREA IS INCLUDED AS A NON-SEPARATED USE. BOTH PHASES INCLUDED IN THIS PERMIT, BUT COURTYARD CANOPY IS NOT INCLUDED AND WILL REQUIRE SEPARATE PERMIT AND AREA ANALYSIS.

AGENDA ITEM EXECUTIVE SUMMARY: Enrollment Cap Amendment Request

Request

Yuma Private Industry Council, Inc. (“Charter Holder”) submitted an expansion request to increase its enrollment cap from 105 to 110, beginning in FY 2018. This enrollment cap accounts for 3 years of projected student enrollment.

See Appendix A: Amendment Request Materials.

The rationale for Yuma Private Industry Council, Inc.’s increase in enrollment cap is to accommodate the students requesting to attend the school but have not been enrolled due to the charter being at its enrollment cap limit. The staffing plan indicates that no additional staff will need to be hired due to the increase only adding approximately one student per class. Enrollment targets indicate that approximately 80 students are returning for FY 2018 and 20 applications for new enrollment have been received for FY 2018. No additional curriculum, assessment, or instructional materials will be needed as part of the enrollment cap increase.

Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years	The Charter Holder has been in operation for 21 years.
“Meets Operational Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.
“Meets Financial Performance Standard” in the most recent Fiscal Year	The Charter Holder received an Overall Rating of “Does Not Meet” on the Financial Performance Dashboard in FY 2016.
Past enrollment trends indicate need for increase within three years	Enrollment in FY 2015 was 108.632, FY 2016 was 89.603 and FY2017 was 113.023.
ADM is within 85% of current enrollment cap	According to the Arizona Department of Education (“ADE”) School Finance, the Charter Holder currently serves 86.537 students. The current enrollment cap is 105 and the Charter Holder is within 82% of its current enrollment cap.
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location	The school operated by the Charter Holder performed at or above the average performance of the majority of schools within a five-mile radius in ELA and Math for FY 2017.

Additional Information

The Charter Holder was granted a renewal charter in 2011.

Governance

Corporate Board Members
Maria Chavoya
Edward Ford
Steve Miller
Nancy Ngai
Tom Tyree



School Profile

School Name	Letter Grade		Month/ Year Open	Location	Grade Levels Served	AzMERIT Passing (State Average)			
	FY 14	FY 17				ELA		Math	
						FY 16 (35%)	FY 17 (39%)	FY 16 (35%)	FY 17 (40%)
Educational Opportunity Center	A-ALT	*	August/1996	Yuma	9-12	<2%	4%	<2%	4%

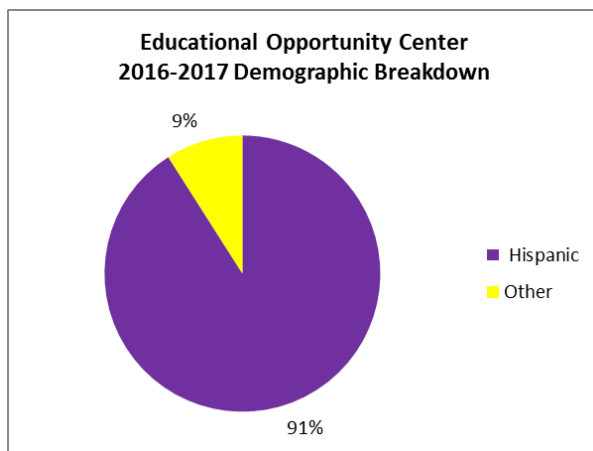
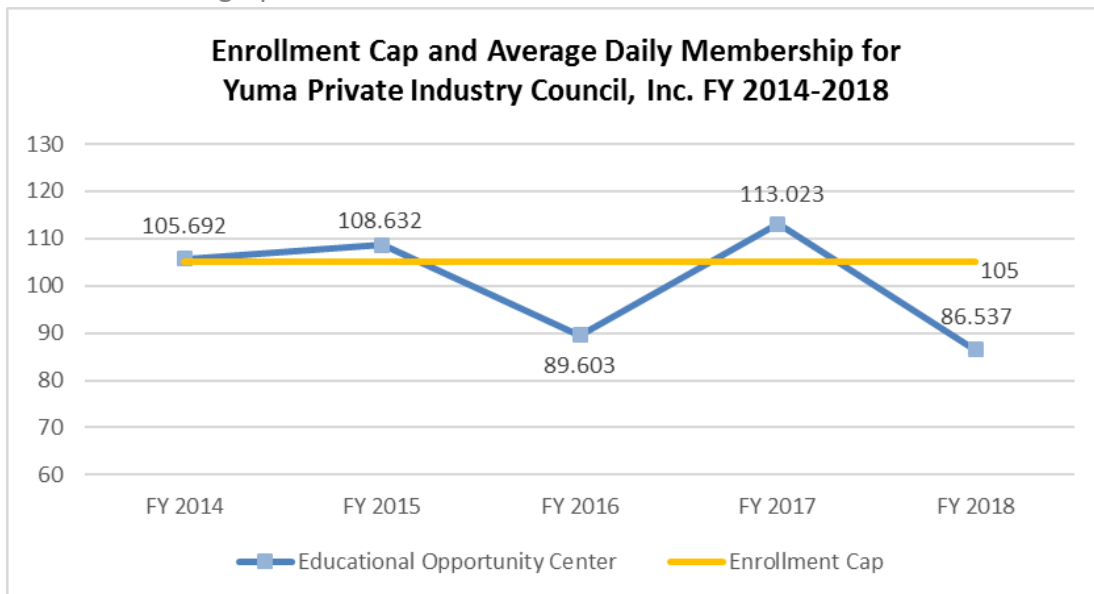
*FY 2017 letter grades are not yet available for alternative schools.

Additional School Choices Serving Grades 9-12 within 5 Miles of School

Total Schools	FY 2014* Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than (State Average)		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
2	C-ALT	1	0	0	*	*	*

*Because the percentage of FRL, ELL, AND SPED students is not available for the Charter Holder, comparison to nearby schools is not possible.

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	*

* 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 A

AMENDMENT REQUEST MATERIALS

Enrollment Cap Request

Charterholder Info

Charter Holder

Name:
Yuma Private Industry Council,
Inc.

CTDS:
14-87-58-000

Mailing Address:
3834 West 16th Street
Yuma, AZ 85364
> [View detailed info](#)

Representative

Name:
Patricia Ray

Phone Number:
928-329-0990

Fax Number:
928-783-0886

Downloads

 [Download all files](#)


Enrollment Cap

From:
105

To:
110

Attachments


Board Minutes

 [Download File](#) — Minutes from the Charter High School Board meeting in May approving the increase to 110 and authorizing staff to request the enrollment cap increase.

Increase to Enrollment Cap Attachments

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


Occupancy Documentation (Increase Only)


 [Download File](#) — This is the Facilities Documentation indicating that we have sufficient space for the increase of 5 students. Also attached below is the Certificate of Occupancy indicating the facilities are approved for Education and allowing the 110 students.

 [Download File](#) —

Narrative —  [Download File](#)

Additional Information

 [Download File](#) — Attached is the Enrollment Matrix

 [Download File](#) — Attached is the Staffing Chart

Signature

Charter Representative Signature
Patricia Ray 07/10/2017

Narrative

The Yuma Private Industry Council, Inc. is requesting an amendment to increase the Enrollment Cap from 105 to 110 for our Charter High School. We have students requesting to attend our Charter High School but we are at our enrollment cap. Therefore, we are requesting the increase.

The staffing would remain the same as the addition of 5 students will only result in an approximate increase of 1 student per classroom. We continually have students waiting for enrollment into the Charter High School. Therefore, we do not anticipate having to do additional recruitment. The Yuma Private Industry Council operates an Out of School Youth Program and the Charter High School works with this program to encourage students to return to school.

We will not need to hire additional staff to accommodate the increase in the student enrollment.

No additional training will be needed.

We have approximately 80 returning students and have 20 applications for enrollment already for next school year. We anticipate that by July 31st we will have another 20 applications. We are confident we will have the additional students to reach our enrollment by the first day of school in August.

We have the resources available to meet the student needs. We do not need additional curriculum, assessments, or instructional materials.



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: Yuma Private Industry Council, Inc. – Educational Opportunity Center Charter High School				
Grade Level	Number of Students			
	Current—FY17	Target—FY18	Target—FY19	Target—FY20
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th	1	2	2	2
10 th	19	20	20	20
11 th	31	32	32	32
12 th	54	56	56	56
Total Enrollment	105	110	110	110

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



Arizona State Board for Charter Schools

Staffing Chart

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

Directions*:

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

School Name: Yuma Private Industry Council, Inc. – Educational Opportunity Center Charter High School				
Position	Number of Staff Members			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Administration	1	1	1	1
Teachers/Instructional Staff				
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th				
7 th				
8 th				
9 th				
10 th	4	4	4	4
11 th	(Multi-level Core	Teachers)		
12 th				
Specialty Staff (Music, Art, PE, etc.)				
Special Education	1	1	1	1
Paraprofessional	3	3	3	3
Additional Staff				
List title: <u>Principal</u>	1	1	1	1
List title: <u>Guidance Counselor</u>	1	1	1	1
List title: <u>Registrar</u>	1	1	1	1
List title:				
Total Number of Staff Members	12	12	12	12

*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: Yuma Private Industry Council, Inc. – Educational Opportunity Center Charter High School				
Title	Leadership Team			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Principal	Brian Grossenburg	Brian Grossenburg	Brian Grossenburg	Brian Grossenburg
Lead Teacher	Juan Lerma	Juan Lerma	Juan Lerma	Juan Lerma
Superintendent	Patricia Ray	Alicia Huizar	Alicia Huizar	Alicia Huizar

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

Regular Meeting
Martin Luther King Center
May 10, 2017

MINUTES

I. CALL TO ORDER

Ed Ford called the meeting to order at 8:00 a.m.

II. PLEDGE OF ALLIGIANCE

Ed Ford led the Pledge of Allegiance

III. ROLL CALL

Roll was called and those present and absent were:

<u>Members Present:</u> Ed Ford Steve Miller Nancy Ngai	<u>Member Absent:</u> Maria Chavoya Tom Tyree, Excused Absence
-------------------------------------------------------------------------	-----------------------------------------------------------------------------

Thereby, a quorum was established.

Staff Present:

John Morales, Executive Director
Patricia Ray, Operations Director
Brian Grossenburg, School Principal
Alicia Huizar, Clerk to the Board
Denise Mires, Clerk to the Board

Staff Absent:

Guests (from the sign in list)

There were no guests at the public meeting.

IV. CALL TO THE PUBLIC

There were no comments from the public.

V. APPROVAL OF MINUTES

Ed Ford asked for a motion to accept the minutes from the April 12, 2017 meeting.
Nancy Ngai moved to approve the minutes from the meeting of April 12, 2017;
Seconded by Steve Miller. The motion carried.

VI. SCHOOL PRINCIPAL’S REPORT

Brian Grossenburg reported the following:

- A. Attendance and Enrollment
 - Enrollment is at 105.
 - Attendance is at 94%.

B. Student Information Update

- Pat Ray is currently negotiating with Amy from Illuminate to consider offering a different price plan for a small school like the Charter High School. An update will be provided next month.
- Brian tried negotiating with Infinite, but they are not willing offer a different price plan for a small school.

C. Discipline Report

- Brian was happy to report that there were no discipline issues to report for the month of April. Therefore, April was a very good month.
- The School rating was released by the State and the EOC Charter High School received an “A” rating.

D. Amended procedures regarding expulsion/suspension

- Gina from the Yuma Union High School District provided a Long-Term Suspension/Expulsion Form that they use when informing parents that their child will be having a hearing. They also ask the parents if the will attend the hearing.
- Yuma Union High School District follows the same procedure as the EOC Charter School. Each student must have their individual hearing.
- Brian will be sending the Hearing Script to Gina for review. He will also ask if they have a shorter version.

E. Next Meeting Date: Wednesday, June 14, 2017 at 8:00 am at the Martin Luther King Center located at 300 S. 13th Avenue, Yuma, AZ.

VII. CONSENT DISCUSS / ACTION ITEMS

A. Student Council Account for Educational Opportunity Center Charter High School for the period of April 30, 2017 in the amount of \$4,280.11.

Ed Ford asked for approval of the consent items as presented.

Steve Miller moved to accept the consent item as presented; Seconded by Nancy Ngai. The motion carried.

VIII. DISCUSSION / ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending April 30, 2017 in the amount of \$778,112.00.

Ed Ford asked for a motion to approve the Expenditures for the Educational Opportunity Center High School for period ending April 30, 2017.

Nancy Ngai moved to approve the Expenditures for the Educational Opportunity Center Charter High School for period ending April 30, 2017; Seconded by Steve Miller. The motion passed.

B. FY 2016-2017 Budget Amendment

Pat Ray asked for approval of the FY 2016-2017 Budget Amendment.

Nancy Ngai made a motion to approve the FY 2016-2017 Budget Amendment; Seconded by Steve Miller. The motion carried.

C. Submitting a proposal to Arizona State Board of Charter School to increase to 110 students.

Pat Ray asked for approval to submit a proposal to the Arizona State Board of Charter Schools to increase the student population to 110 students.

A conversation took place among the board members and Brian regarding the increase of the enrollment cap.

Steve Miller made a motion to approve to submit a proposal to the Arizona State Board of Charter School to increase the student population to 110 students; Seconded by Nancy Ngai. The motion carried.

D. OTHER INFORMATION OR DISCUSSION ITEMS

Patricia Ray informed the board that EOC Charter High School Graduation will be taking place on Thursday, May 25, 2017 at 6:00 pm at the Historic Yuma Theater.

Patricia Ray informed the board that effective July 1, 2017 Alicia Huizar will be the new Charter High School Superintendent. Therefore, she will be at the graduation this year and Brian will be introducing her at the new Superintendent for the Charter High School.

The school is making arrangement with Post Auditorium for next year's graduation.

E. CALL FOR EXECUTIVE SESSION

There was no need to call for an Executive Session

F. GOOD OF THE ORDER

Mr. Ford thanked and congratulated Brian and his staff for a job well done.

G. ADJOURNMENT

Ed Ford asked for a motion to adjourn the meeting.

Steve Miller made the motion which was seconded by Nancy Ngai. The motion passed and the meeting was adjourned at 8:35 am.

Respectfully submitted by Denise Mires, Clerk to the Board

Re-Issued Certificate of Occupancy

City of Yuma, Arizona
Building Safety Division

A building inspection has been conducted for the purpose of re-issuing a Certificate of Occupancy. This certificate is issued pursuant to the requirements of Section 110 of the 2012 International Existing Building Code certifying that at the time of issuance this structure was in general conformance with this code for the occupancy and division of occupancy and the use for which this occupancy is classified. Certification of compliance with all ordinances of the City of Yuma regulating building construction or use has not been ascertained and is neither intended nor implied.

Building Address: 3810 W. 16Th St

Location: Yuma, AZ 85364

Use Classification: EDUCATIONAL

Type of Construction: VB

Sprinkled Building: Yes

Building Permit No.: COO--035577-2017

Contractor:

Building Owner/Tenant: EDUCATIONAL OPPORTUNITY CENTER

Zoning District: TR

Occupant Load: 110

Date: 5/26/2017

Randall Crist

Randall Crist, C.B.O.

POST IN A CONSPICUOUS PLACE

AGENDA ITEM EXECUTIVE SUMMARY: Application for Replication Charter

Request

Self Development Charter School, Inc. dba Self Development Academy (“Charter Holder”) submitted a replication charter application package on August 16, 2017. The Charter Holder seeks a charter for a new entity, Self Development Eastmark Academy to replicate Self Development Academy, the Replication Model School, and to operate a new school in Mesa. The proposed school will be named Self Development Eastmark Academy and will serve students in grades K-8 with a targeted start date of August 13, 2018.

Eligibility

Academic Performance

The Replication Model School is eligible to replicate based on 3 years of academic performance meeting the Board’s standard, based on the Board’s academic framework in effect at that time. The Charter Holder’s academic dashboard is included in Appendix A. Summary Review.

As part of the replication eligibility, the academic performance of associated schools is reviewed, as summarized in the table below.

School	Opened	Grades Served	FY 2014* Overall Rating	FY 2017 AzMERIT Passing (State Average)	
				ELA (39%)	Math (40%)
Self Development Academy-Phoenix	August/2015	K-8	N/A	30%	33%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board’s meeting on October 10th; therefore, the FY 2017 letter grade for Self Development Academy-Phoenix will be made available to the Charter Board for its consideration.

Operational Compliance

As stated in Board policy, prior to a replication application being considered by the Board, staff conducts a compliance check. The Charter Holder and Associated Schools do not have any compliances issues.

Additional Information

The Charter Holder was granted a renewal charter in 2015.

Governance

Corporate Board Members
Rachel Hunt
Vernetta Madsen
Anjum Majeed
Asif Majeed

School Profile

School Name	FY 2014* Letter Grade	Month/ Year Open	Location	Grade Levels Served	FY 2017 AzMERIT Passing (State Average)	
					ELA (39%)	Math (40%)
Self Development Academy	A	August/2003	Mesa	K-8	84%	89%

*Please note, the FY 2017 letter grades are expected to be made public before the Charter Board’s meeting on October 10th; therefore, the FY 2017 letter grade for Self Development Academy will be made available to the Charter Board for its consideration.



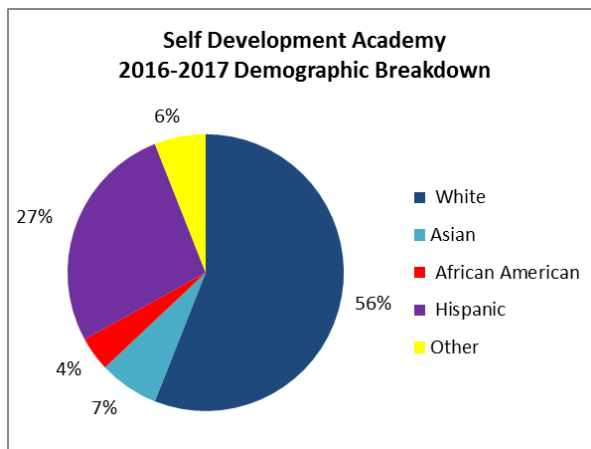
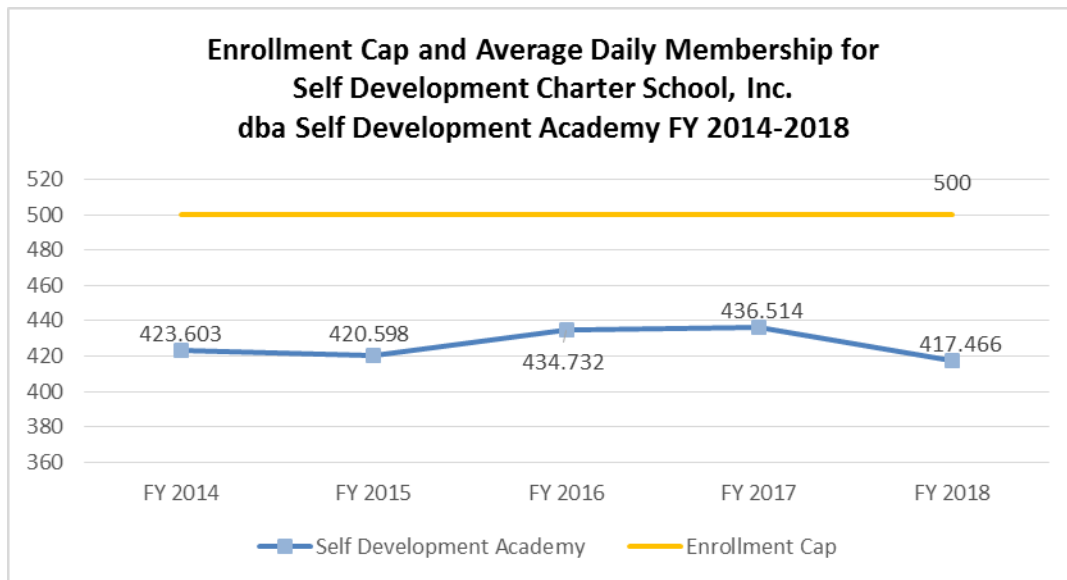
Additional Schools Serving Grades K-8 within 5 Miles of New School Location

Total Schools	FY 2014** Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than State Average		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
29	A	14	28	28	*	*	13
3	B	2	3	3	*	*	3
1	C	1	1	1	*	*	1

*Because the percentage of FRL AND ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the letter grades for the schools serving grades K-8 within 5 Miles of the new school location will be made available to the Charter Board for its consideration.

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	7%

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



Educational Plan Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix B: Educational Plan).

The Charter Holder has affirmed that the Educational Plan of the proposed school will be consistent with the Educational Plan of the Replication Model School. The Charter Holder's mission is "Self Development Charter School is dedicated to providing an enriched learning environment that inspires each child to achieve his/her potential. We are committed to laying a foundation for developing lifelong learners".

According to the Charter Holder, the existing program features a rigorous curriculum that includes high standards, a rigorous curriculum to gain 21st century skills with challenging mathematics and inquiry-based science programs with laboratory experience, direct instruction, fluency building, mastery learning, and a modified traditional model with emphasis on strong foundational skills.

The Charter Holder has identified a target location near Pecos Road and Ellsworth Road in Mesa. The Charter Holder has stated that the population demographic of the Replication Model School is 21% Hispanic, 5% African American, with the remaining population being a majority white demographic. The Charter Holder indicates that the proposed school's target population is similar to the Replication Model School.

Proposed Growth Plan for the New School

FY	Grades Served	# of Students
2019	K-8	350
2020	K-8	500
2021	K-8	700

Operational Plan Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix C: Operational Plan).

The charter holder has affirmed that the governance structure of the new entity, Self Development Eastmark Academy, will be consistent with the organizational and governance structure of the existing entity.

New Entity for Replication Charter

The replication charter will be held by Self Development Eastmark Academy. The corporate board of Self Development Eastmark Academy and the governing body of the proposed school are identical to the Charter Holder and the Replication Model School governing body.

In the Operational Plan narrative, the Charter Holder described an organizational development plan that indicates a five-year growth to replicate in east Mesa with Self Development Eastmark Academy and in south Scottsdale with Self Development Scottsdale Academy for FY 2019. Additionally, the Charter Holder states that "in SY 2020 through SY2022, we plan to expand at a rate of 1-2 schools per year. Each school will serve 500-700 K-8 students."

Facility Acquisition Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix D: Facility Acquisition)

Site Information

Proposed School Name:	Self Development Eastmark Academy
Proposed Location	Pecos Road and Ellsworth Road
Proposed Facility	The school will include a secured entrance and office spaces separate from the classrooms. The facility will provide for 12 classrooms during the first year and by the third year 20 classrooms in a two-story complex. The facility will also include a technology room/library, a staff room, multipurpose room/cafeteria, conference room, offices/reception area, gym, a courtyard surrounded by the classrooms and a playground that will include climbing equipment, jogging tracks, and soccer field.

APPENDIX A

AMENDMENT REQUEST MATERIALS

Replication Application

Downloads

 [Download all files](#)

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

1. Applicant Agreement

Application Agreement Information

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

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

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

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

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

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

Application Agreement Signature

Anjum Majeed 08/11/2017

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

Self Development Charter School dba Self Development Academy

Name of Replication Model School

Self Development Academy

Name of Proposed Charter School

Self Development Eastmark Academy

Will the replication charter be held by the existing entity?

No, a new entity will hold the replication charter.

A: Entity and Corporate Principals



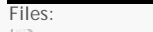






Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of Entity

Self Development Eastmark Academy

Authorized Representative for Entity

- Asif Majeed
 - 
 - 
 - 
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)
- Anjum Majeed
 - 

- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Vernetta Madsen

- o [Redacted]
- o [Redacted]
- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Rachel Hunt

- o [Redacted]
- o [Redacted]
- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

Authorized Representative Mailing Address

1709 N. Greenfield Road
Mesa, AZ 85205

County

Maricopa

Day Time Phone

480-641-2640

Fax

480-807-2773

Form of Organization

Non Profit Corporation

Entity Type

Domestic Corporation

Charter Principals Background Information

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Vernetta Madsen






- o [Redacted]
- o [Redacted]
- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations

- Asif Majeed

- o [Redacted]
- o [Redacted]
- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations

- Rachel Hunt

- o [Redacted]
- o [Redacted]
- o [Redacted]
- o Files:
 - Fingerprint Clearance Card







-  Affidavit
-  Background Information Sheet
-  Resume
-  Verification of Coursework/Degree
-  Current Charter Affiliations

- Anjum Majeed




- 

- 

- Files:

-  Fingerprint Clearance Card
-  Affidavit
-  Background Information Sheet
-  Resume
-  Verification of Coursework/Degree
-  Current Charter Affiliations

Required Exhibits for A:

-  [Download File](#) — Arizona Corporation Commission Filing - Articles of Incorporation for Self Development Eastmark Academy
-  [Download File](#) — Bylaws for Self Development Eastmark Academy
-  [Download File](#) — Email from ASBCS dated June 28, 2017 confirming that Vernetta Madsen Resume and Verification of Coursework are on file.

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by a new entity described in Section A, which will act as the governing body. (Skip Section B and go to Education Service Providers.)

B: Governing Body

- Asif Majeed (Charter Organization)
- Anjum Majeed (Charter Organization)
- Vernetta Madsen (Charter Organization)
- Rachel Hunt (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

C.1: Education Service Providers -- Contractual Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Required Exhibits for C.1

No documents were uploaded.

C.2: Education Service Providers -- Governance Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the target population of the new school should be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below as a component of the Replication Application process.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

Enrollment Cap

700

Grades Served Year 1

K-8

Projected Enrollment Cap Year 1

350

Grades Served Year 2

K-8

Projected Enrollment Cap Year 2

500

Grades Served Year 3

K-8

Projected Enrollment Cap Year 3

700

School Calendar Type

Standard

Instructional Days

180

Target Start Date

08/13/2018

School Characteristics

- Back to Basics
- College Preparatory
- Traditional
- Math and Science/STEM
- Multiple Intelligences

Target Population and Enrollment of New School Narrative – [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

Our mission is to nurture students' inner spirit of curiosity, inspire students to develop intrinsic motivation to achieve scholarly potential, empower students to take ownership of their learning, foster passion for life-long learning, and promote the merit of serving the community. Each student who graduates from Self Development will embody the 4 R's - they will be responsible, ready for continued academic success, respectful, and resilient.

Program of Instruction Narrative – [Download File](#)

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Required Exhibits

- [Download File](#) – Minutes of the Board authorizing replication to one or more schools
- [Download File](#) – Enrollment Matrix for SDE
- [Download File](#) – Staffing Matrix for SDE

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility

Required Exhibits for D.1:

No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Within a 2.5 mile radius of Pecos Road and Ellsworth Road

Planned Facility Narrative – [Download File](#)

Business Plan

Does the financial performance of the Charter Holder meet the Board's financial performance expectations?

Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E

[Download File](#) – Email from ASBCS stating that SDA meets the Board's financial performance expectations, and therefore is not completing the start up budget or three year operational budget documents

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

Program of Instruction Narrative

1. Provide a description of the charter holder’s philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

The school’s philosophy of self-development emphasizes the importance of self-awareness, self-acceptance, and self-knowledge. First, it is important for students to be aware of their emotions. Second, they must have self-knowledge about their likes and dislikes, their strengths, and their weaknesses. Third, they must have self-acceptance. These three stages of self-awareness, self-knowledge, and self-acceptance direct self-development. Self-development results in self-control, self-discipline, and increases self-efficacy, which results in success in school, college, and beyond. The school’s philosophy has worked well at the existing school as exemplified by the academic performance of students at the school and the performance of ‘graduating’ students when they move on to high schools. Many of our former students are ranked among the top students at large public high schools.

To address the needs of the community being served at the new school, the distinct qualities of Self Development Eastmark Academy (SDE), mirroring the existing school, include the belief that all children can learn, the use of high quality formative data providing immediate feedback to teachers and students, and the use of a challenging curriculum with state’s standards serving as a baseline.

2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

An alignment of the school’s curriculum, instruction, and assessments with updated state standards and assessments is a must. The main features of the rigorous curriculum of the existing program are the following:

- High Standards and rigorous curriculum to gain 21st century skills
- Rigorous and challenging mathematics and inquiry-based science programs with laboratory experience
- Modified Traditional Model with emphasis on strong foundational skills
- Direct instruction, fluency building, and mastery learning
- Blended learning Foreign Languages Programs
- Future Plans include for 8th grade students to take the ACT Aspire and PSAT.

The curriculum will use the Arizona’s standards as a basis, but the manner in which it draws the student into the world of intrinsic learning is by making personal connections with the students and utilizing their lived experiences in the community. The implementation of the curriculum for student learning takes into consideration the theories of Bandura’s self-efficacy, Piaget’s Cognitive Stages, and Vygotsky’s Zone of Proximal Development (ZPD).

3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The leadership team will evaluate the curriculum on an on-going basis to ensure that the students at SDE are successful. The team will make any necessary revisions during the school year. For students who are academically challenged, more supplemental resources in the form of interventions and small group or individual tutoring, will take place to bring them to become proficient. Similarly, those students who need to be challenged further will have access to enrichment material, technology resources, and may initiate their own

project-based learning, once they have demonstrated mastery of the concepts to be learned. At the core of the SDE's philosophy is providing supplemental curriculum for intervention as well as for enrichment.

Using the existing model, after the first four weeks, teachers will temporarily group their students in five categories based on their formative weekly tests. The top two groups will continue to use the regular curriculum and will be pushed to the higher level. The two middle groups will receive smaller group instructions and then will be continuously assessed to determine if they are ready to return to the classroom for instructions or do they need more intervention. The bottom group will receive intensive intervention. Based on their performance, students may be referred for special education services.

At the end of each year, the results of yearly summative tests and teacher input will help evaluate the effectiveness of the curriculum and its implementation. The curriculum will then be updated as necessary to address any weaknesses and accentuate any strength. Curriculum review is a continuing process to maximize student learning.

4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Mastery is defined as achieving a comprehensive knowledge of content area. Mastery is reached with a score of 80% or better. Proficiency is defined as a score of 70% and provides for a minimum working knowledge of the material covered in the course. The goal at SDE is that 50% of its students should attain proficiency at 70% the first year when they take state standardized tests. By the end of the third year, 85% of its students would achieve proficiency at 70% or above in the state standardized tests.

Grade level promotion will be at 70% proficiency. The cumulative score would include school's final exams, participation, and the averages of tests and projects. The cumulative grade includes recommendations of the instructional team. The leadership of the school recognizes that 15-20% of the population may face special challenges and would require more time for proficiency and mastery. The school will focus on individualized programs for low-performing students who face special challenges to address their needs appropriately.

5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

Not Applicable, as Self Development Eastmark Academy is not a high school.

Operational Plan Narrative

- 1. Describe the organization's strategic growth plan and desired outcomes in Arizona over the next five years including the number of schools and grades served, projected opening dates and projected numbers of students served.**

Over the next five years the growth plan of Self Development Academy is to replicate in east Mesa with Self Development Eastmark Academy, and in South Scottsdale with Self Development Scottsdale Academy in SY 2019. In SY 2020 through SY2022, we plan to expand at a rate of 1-2 schools per year. Each school will serve 500-700 K-8 students.

- 2. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion and how to avoid or minimize challenges in the replication school**

The experience gained in the start-up of SDA and the growth achieved through three phases will be helpful in developing an effective strategic plan to develop for SDE. Additionally, the establishment of Self Development Academy-Phoenix in 2015 has also been instrumental in providing lessons regarding how to replicate and operate effective schools. The management team at SDE will carefully plan and develop expansion plans using the data gleaned from the associate school, using the available resources, fundraising, grants, and if needed personal resources. By virtue of an understanding gained during the expansion of the existing two schools, the leadership of SDE is well-versed with the challenges expected at each expansion phase. This includes the use of contractors who are dependable for meeting construction deadlines, having a sound marketing plan to recruit new students, and hiring the most committed and qualified teachers for student achievement.

Lesson Learned:

SDE leadership will not only take into consideration the lessons learned from the challenges that SDA faced with the increase in enrollment and enriching the curriculum, but also will assess the need to remain steadfast and committed to improving student achievement at SDA's associated school, Self Development Academy-Phoenix (SDA-Phoenix). During the expansion phase of SDE, special care will be given to having extra staff on campus to provide for more one-on-one attention for the new students and help meet their educational needs.

SDA-Phoenix serves a different demographics compared to SDA in Mesa. Over 93% of students qualified for free/reduced meals, a large percentage of students are ELL students, and significant numbers of students have IEPs. The understanding of continuous commitment to closing the achievement gap requires competent teachers and developing a respectful relationship with students and families. SDE leadership will take into consideration research based strategies and hands-on experience when developing a culture of high expectation and performance.

Minimizing Challenges

The risk factors associated with the population expansion and a diverse community may be remarkable and innumerable. When compounded by language barriers, adversity becomes an insurmountable monolith, affecting students' self-esteem and self-efficacy. With nearly 21% of Hispanic population, the educational challenges facing some of the community members include the language barriers and low academic performance. In short: the community faces numerous challenges. Based on an extensive research and experience of the SDA's leadership, SDE acknowledges the presence of several risk factors which will be addressed to minimize challenges.

- 3. Summarize the organization's plan to support the quality and long term academic success of the replication school, the quality and long term operational success of the replication school, and the financial viability of the replication school.**

SDA began operations in 2000. The school has consistently received an A or an equivalent rating for every year since the school's inception. Not only has SDA been an A rated school but has been ranked as one of the top 10 highest performing schools in Arizona in the past several years. Every year, the school's audit reports have had no findings. The school's balance sheet shows a healthy cash reserve.

Dr. Anjum Majeed along with her husband, Asif Majeed, co-founded SDA. Dr. Majeed has successfully established several for-profit and not-for-profit sustainable organizations, small and large, with the number of employees ranging from 15 to 60. Because of Dr. Majeed's strategic planning, strong foundation, well-thought succession plans, and development of governance structure, these organizations have continued to flourish and thrive, although Dr. Majeed has moved on to focus on her lifelong passion of providing quality education for all children.

The Board of SDA will function as the governing authority for the new school. The current Superintendent, Dr. Anjum Majeed, who has an outstanding track of achieving academic and financial success, will serve as a direct mentor for the leader of SDE. The new school will be operated based on similar principles that include providing academic excellence and good governance by using time tested practices of leadership experience of 17 years.

Planned Facility Narrative

1. Describe the facility size and layout suitable for implementing the Educational Plan including square footage, number of classrooms and layout of space

The following description, along with the accompanying building space program documents, outline the overall school program over a three-year period. Year one will accommodate 300 students for grades K-8. In year 1, there will also be 12 classrooms, a technology room/library, a staff room, multipurpose room/cafeteria, conference room, offices/reception area, and per code number of required bathrooms. In subsequent years 2 and 3, four (4) additional classrooms and two bathrooms will be added each year. In addition, in years 2 and 3 one office will be added in each of the two years. In year 2, a science laboratory and in year 3, possibly a theater room will be added, if the logistics of the facility allows for it.

A new facility will be organized such that additional classrooms and support spaces can be easily added in the future with minimal disruption to student activities and learning. This will probably take place during the summer break following the completion of each year.

The decision will be either to acquire an existing facility to save time and costs of initial capital outlay. If an existing facility cannot be obtained, then the facility will be constructed that and designed to add additional classroom spaces. All additions to space will be constructed during the summer break.

Projected Space Requirements – YEAR 1

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	12	700	8400	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	3	300	900	
Bathrooms	4	150	600	
Total of above space	NA	11,100	15,300	
Hallways and Closet Space 10% of total above space	NA	10% of 15,300	1,530	
Total Space Requirement Year 1				16,830 sq ft

Projected Space Requirements – YEAR 2

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	16	700	11,200	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	

Conference Room	1	300	300	
Offices	4	300	1200	
Bathrooms	6	150	900	
Total of above space	NA		18,700	
Hallways and Closet Space 10% of total above space	NA	10% of 18,700	1870.00	
Total Space Requirement Year 2				20,570.00 sq. ft

Projected Space Requirements – YEAR 3

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	20	700	14,000	
Technology Room	1	500	500	
Library	1	600	600	
Gym	1	10000	10,000	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	5	300	1500	
Bathrooms	8	150	1200	
Total of above space	NA	17,500	32,100	
Hallways and Closet Space 10% of total above space	NA	10% of 30,900	3210	
Total Space Requirement Year 3				35,310.00 sq. ft

The lay out of space will include a secured entrance and the office spaces separate from the classrooms. The lay out of space includes 12 classrooms during the first year to 20 classrooms the third year in a two-story complex. At one end of the two-story complex will be the gym. There will be a courtyard surrounded by the classrooms. The playground will include climbing equipment and preferably jogging tracks and soccer field, which will be on one end of the campus, beyond the gym.

2. Describe the timeline for acquiring a suitable facility by the start date identified in Section 5.

The anticipated start date for the 2019 academic year is August 13, 2018. The timeline for obtaining the certificate of occupancy and acquiring a facility (both leased and new facility options) is as follows:

Leased Facility	
Property Search	August 1 - Oct 15, 2017
Execute Letter of Intent	Nov 15, 2017
Due Diligence	Nov 15, 2017 - Dec 15, 2017
Execute Lease	Jan 1, 2018 – Jan 31, 2018

Design + Permit	Feb 1, 2018 - May 1, 2018
Remodel-Tenant Improvement	May 1, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 22, 2018
School Starts	Aug 13, 2018

New Facility	
Property Search	August 1, 2017 – September 30, 2017
Due Diligence/Execute Contract	October 1, 2017 – October 31, 2017
Design + Permit	Oct 31, 2017 – February 15 , 2018
Facility Construction	Feb 15, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 15, 2018
School Starts	Aug 13, 2018

Target Population and Enrollment of New School Narrative

- 1. Describe the student population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.**

Demographic profile of replication model school

Self Development Academy – Mesa (SDA) has a diverse population with varied levels of economic status and ethnic representation. Because the school does not collect data for free/reduce meals, SDA is unable to report the economic demographics of its population. However, as indicated in the graph below, the ethnic composition of its students include 61% white, 22% Hispanics, 7% Asian, and 5% Black.

Academic performance of students entering the replication model school

The academic performance of students entering the replication model school is quite diverse, as indicated by the 2016 pass rates of the other schools nearby. Self Development has the highest pass rates in the area for 2016 in both Math and English Language Arts, with 86% passing in each. The next highest performing elementary school is Franklin at Brimhall Elementary. They have 84% passing in reading and 82% in math. They are the only other school given a “very high” rating by MapLit (<http://geo.azmag.gov/maps/readonaz/>) in the area. Of the 30 schools in the surrounding area, the average passing rate is 48% in reading and 46% in math. Seven of them are considered “high” with between 60% and 79% passing both tests, 11 are considered “medium” with between 40% and 59% passing both tests, 9 are considered “low” with between 20% and 39% passing both tests, and 2 are considered “very low” with fewer than 19% passing. Of these nearby schools, almost half of the schools (14) have a passing rate below 50% in reading and over half (16) have a pass rate below 50% in math.

In 2014, SDA was ranked as the third highest performing school in Maricopa County (Arizona Republic, August, 2014) and the top eighth highest performing school among all schools in Arizona (ADE). The website SchoolDigger ranked SDA 2nd in 2014, 5th in 2015, and 4th in 2016. Niche ranked SDA as #1 in the state and #2 in the Nation in early 2017.

Distance travelled of replication model school

Presently SDA serves about 460 students from Kindergarten to grade 8. The distance travelled by current students vary from two miles to 50 miles one way. A few students walk to school, while most of them are driven in cars to SDA in Mesa because the parents or guardians believe the school provides their children opportunities for future growth and well-being.

- 2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including a demographic profile; current levels of academic performance; whether the students will be primarily neighborhood or commuter; and, how the target population differs from the Replication Model School**

Students population and demographic profile

The student population is diverse compared to the immediate surrounding areas.

Although Non-Hispanic whites comprise a 69.5% portion of the population, the Hispanic population accounts for a sizeable portion as well. In fact, over one in five persons in that district are Hispanicⁱ. This is the largest minority group in the area, as blacks comprise 4.5%, Asians-1.9%, and Mixed-1.4%. Sensitivities to Hispanic enrollment will be important as the largest concentrations of the population seem to be at the younger ages: from 0-14. Our school, which will be located on Ellsworth between Ray and Pecos has the strongest concentrations of Hispanicsⁱⁱ.

Current Levels of Academic Performance:

QCUSD has a fairly high academic performance level. They receive mostly A ratings, except for one high school, which received a B. QCUSD’s performance actually bests the performance of its neighbor district—

Gilbert, which received a B, as did most of its schools. While QCUSD may be highly performing, nearby districts are not as strong, evincing the need for more high quality, high performing charter schoolsⁱⁱⁱ. For instance, nearby is the K-6 Ellsworth Elementary School, in Pinal County which has a C Rating. Only 29% of the 3rd graders are proficient in reading^{iv}. Down the street from Ellsworth Elementary is J.O. Combs Middle School, serving 7th and 8th graders, which also has a C rating^v. Only 9% of the 8th graders were proficient at Math^{vi}. There are fifteen C rated schools in LD-16 and one D Rated School in Legislative District 16^{vii}. Three C-rated schools and the D rated school are all within the proximity of the projected location of our school. Moreover, the effective overall rating remains low due to the fact that the 7 A-Ratings within an approximately five mile radius are mitigated by the nine B-Rankings. Further the highest concentrations of students without a high school diploma^{viii} and those with only a high school diploma^{ix} are within the immediate vicinity of the location of the proposed Self Development Eastmark Academy.

Neighborhood and Commuter Students:

SDE is addressing the community's need for a high academically performing school. The focus of the school will be to enroll students from the neighboring community. A percent of students may be commuter students whose parents may wish to drive their children to and from the school to provide them with opportunities for a good education. The new school will explore options for the supervision of students walking to and from school. Because the focus of the school is to draw students from the immediate neighborhood, some students may be able to ride their bikes or walk to school. Identifying safe routes to school is a pressing need for this group of students.

How the Target population of the proposed to is similar or different from the student population in the replication model school:

The target population of the SDE is similar to the replication model of SDA in Mesa. The schools in Mesa is diverse and has approximately 21% Hispanic students and 5% Blacks, which is higher than the adjacent area in Mesa but similar to the proposed site in Eastmark. The whites are a majority which is also true for the target population.

3. Description of how the Charter Holder will meet the identified enrollment targets

Self Development Academy did a market analysis of the target area and determined that LD-16, and Queen Creek Unified School District in general, are experiencing an explosion of development and enrollment. There were 7,500 housing unit permits approved over the last 10 years, with 1,800 of them approved in 2015/16 alone. School enrollment has been on a steady rise. In 2016 alone, enrollment increased by 820 students, 118 more than last years' projections^x and has increased by 40% since August 2012.

Advertising and Promotion Plan:

The successful enrollment of the projected student is directly linked to Self Development Academy's marketing approach. By bringing to awareness the community's need to demand high-level of academic rigor for their students and high expectations for student performance will create a need for better educational opportunities for community's students. SDE's unique focus on individual students and sensitivity to the local culture will result in successful enrollment. By offering students increasingly challenging course material and building their self-efficacy, SDE will inspire students to succeed in school, college, and in life. Community relationship and on-going communication with the families will promote recruitment and support retention.

Advertising in social media, the local newspaper, word of mouth, Open Houses, and participation in community festivities will serve as means to make people aware of the school coming in the neighborhood. Mass mailings of postcards to real estate agents and local residence are a part of the promotion plan.

Timeline:

Extensive marketing for the new school will begin in the fall of 2017. School leaders will visit local churches, community gathering centers, and walk the neighborhoods informing families of the opening of a new school. The enrollment information will be disseminated between October and December 2017. Enrollment will begin in January of 2018. For the SY 2018-2019, the open enrollment period will be between January 5 and March 23, 2018. If needed, the lottery will be conducted on April 16, 2018.

4. Describe the fair and equitable enrollment procedures and policies compliant with A.R.S. § 15-184.

As per **A.R.S. § 15-184** SDA in Mesa enrolls all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.

Waitlist:

SDA in Mesa announces its enrollment period between mid-January and mid-March in the local newspapers, website, and school's marquee. Because it is a new school to the area and will expand each year by 100 students, SDE does not anticipate having a waitlist the first three years of its operation. Once the classes are full, students are placed on wait-list based on their application dates, using a first come, first serve approach. As openings occur, the individual first on the waitlist is contacted. If the individual is not interested, then the next person on the waitlist is contacted. Because the school has been in operation for several years now and its enrollment procedures are well-known in the community, members in the community who are interested in enrolling their children contact the school and put their names on wait-list or contact the school during the open enrollment period. There has not been a need for conducting a lottery for student enrollment. SDA in Mesa follows all regulations per **A.R.S. § 15-184**.

Lottery Policy:

Under the supervisions of the Governing Board of SDE, the lottery will be held on a specified day. The name and grade of each eligible student will be written on a plain piece of paper and placed in a container for random selection. In the presence of the Governing Board, a member or a designee will withdraw pieces of paper one at a time, numbered sequentially, and generating a lottery list. Once all the names of eligible applicants in the lottery have been randomly selected and numbered, the generated list will specify the order of enrollment. Open seats in the classroom will be filled from the enrollment list. The numbered names will be chronologically assigned to the open spaces in the appropriate grade. For example, the first name on the list will be assigned to the first space in the appropriate grade. The applicant will be allowed to enroll in a designated grade based on the availability of a space in the student's grade. Placement of students is contingent upon the applicant's order on the enrollment list and on the number of openings in each grade.

Once all available classroom spaces are filled, the remaining eligible applicants will be put on a waiting list for each grade in the same order as the enrollment list. Any new applicants will be added in order in which the applications are received.

ⁱ <http://statisticalatlas.com/school-district/Arizona/Queen-Creek-Unified-District/Race-and-Ethnicity>

ⁱⁱⁱ http://educationevaluator.org/advanced-search/?search-by-school-name=&search-by-zip-code=&a-to-f-letter-grade=&advanced_city=&legislative-district=16&congressional-district=&price_low=0&price_max=4200

^{iv} <http://educationevaluator.org/properties/ellsworth-elementary-school/>

^v <http://educationevaluator.org/properties/j-o-combs-middle-school/>

^{vi} *Ibid.*

^{vii} *Ibid.*

^{viii}

^x Applied Economics, 2016.

**MINUTES OF MEETING OF BOARD OF DIRECTORS
OF SELF DEVELOPMENT CHARTER SCHOOL dba SELF DEVELOPMENT
ACADEMY, MESA, ARIZONA**

**April 26, 2017
7:30 am**

The meeting of the Board of Directors of Self Development Charter School dba Self Development Academy was held at 1709 N. Greenfield Road in Mesa, Arizona, on the 26th of April, 2017 at 7:30 am. Having posted this notice on April 24, 2017 at the school's website and the physical site, the School properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Attendance. The following directors of the Corporation were present:

- Anjum Majeed/President
 - Asif Majeed/Vice President
 - Vernetta Madsen, Board Member
 - Rachel Hunt, Board Member
-
- Presiding Officers and Quorum. Anjum Majeed called the meeting to order and acted as the Chair of the meeting. The Chair announced that a quorum of the directors was present, and that the meeting, having been duly convened, was ready to proceed with its business.
 - Call to the Public. Seeing no members of the public present, the Board proceeded to consider its business (Open to the Public, none present).

2. Discussion and Approval of Replication Application for New Site

The board discussed submitting the replication application to Arizona State Board for Charter Schools to open one or more new sites.

A motion was made by Vernetta Madsen and seconded by Rachel Hunt to approve the request to submit the replication application to Arizona State Board for Charter Schools to open one or more new sites. The policy was approved unanimously and was passed.

3. School Report

The current enrollment FTE, 429 students, was discussed. Current enrollment and enrollment for the upcoming school year are going well.

4. Old Business

None to Discuss.

5. New Business

None to Discuss.

6. Adjournment

A motion was made by Rachel Hunt and seconded by Vernetta Madsen. The meeting was adjourned at 8:15 am.

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.



Proposed School Name: Self Development Eastmark Academy			
	Number of Students		
Grade Level	Target—FY18-19_	Target—FY19-20__	Target—FY20-21_
Kindergarten	50	50	.75

1 st	45	.50	.75
2 nd	45	50	75
3 rd	40	.50	.50
4 th	25	..50	.50
5 th	25	50	50
6 th	25	.35	.50
7 th	25	..35	.45
8 th	20	30	30
9 th		.	.
10 th		..	.
11 th			
12 th		.	.
Total Enrollment	300	400	.500





Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name: <u>Self Development Eastmark Academy</u>			
Position	Number of Staff Members		
	Anticipated—FY19	Anticipated—FY20	Anticipated—FY21
Administration	2	3	3
Teachers/Instructional Staff			
Kindergarten	2	3	3
1 st	2	2	3
2 nd	2	2	3
3 rd	2	3	3
4 th	1	2	3
5 th	1	2	3
6 th	1	2	3
7 th	1	2	3
8 th	1	2	3
9 th		2	2
10 th			
11 th			
12 th			
Specialty Staff (Music, Art, PE, etc.)	1.5	2.5	3
Special Education	1	1.5	2
Paraprofessional	2	3	4
Additional Staff			
List title: <u>Book keeper/Student Record</u>	.5	1	1.5
List title: <u>Lunch</u>	1	1.5	2
List title:			
List title:			
Total Number of Staff Members	21	32.5	36.5

**MINUTES OF MEETING OF BOARD OF DIRECTORS
OF SELF DEVELOPMENT CHARTER SCHOOL dba SELF DEVELOPMENT
ACADEMY, MESA, ARIZONA**

**April 26, 2017
7:30 am**

The meeting of the Board of Directors of Self Development Charter School dba Self Development Academy was held at 1709 N. Greenfield Road in Mesa, Arizona, on the 26th of April, 2017 at 7:30 am. Having posted this notice on April 24, 2017 at the school's website and the physical site, the School properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Attendance. The following directors of the Corporation were present:

- Anjum Majeed/President
 - Asif Majeed/Vice President
 - Vernetta Madsen, Board Member
 - Rachel Hunt, Board Member
-
- Presiding Officers and Quorum. Anjum Majeed called the meeting to order and acted as the Chair of the meeting. The Chair announced that a quorum of the directors was present, and that the meeting, having been duly convened, was ready to proceed with its business.
 - Call to the Public. Seeing no members of the public present, the Board proceeded to consider its business (Open to the Public, none present).

2. Discussion and Approval of Replication Application for New Site

The board discussed submitting the replication application to Arizona State Board for Charter Schools to open one or more new sites.

A motion was made by Vernetta Madsen and seconded by Rachel Hunt to approve the request to submit the replication application to Arizona State Board for Charter Schools to open one or more new sites. The policy was approved unanimously and was passed.

3. School Report

The current enrollment FTE, 429 students, was discussed. Current enrollment and enrollment for the upcoming school year are going well.

4. Old Business

None to Discuss.

5. New Business

None to Discuss.

6. Adjournment

A motion was made by Rachel Hunt and seconded by Vernetta Madsen. The meeting was adjourned at 8:15 am.

ARTICLES OF INCORPORATION
OF
SELF DEVELOPMENT EASTMARK ACADEMY

The undersigned, acting as incorporator of a nonprofit corporation under the Arizona Nonprofit Corporation Act (“ANCA”), Arizona Revised Statutes Sections 10-3101 through 10-11702, hereby adopts the following Articles of Incorporation for such corporation:

ARTICLE I
NAME

The name of the corporation is “Self Development Eastmark Academy”. The corporation is hereafter referred to as the “Corporation.”

ARTICLE II
PURPOSE AND CHARACTER OF AFFAIRS

The Corporation is organized and shall be operated exclusively for charitable, educational, scientific, and literary purposes within the meaning of I.R.C. § 501(c)(3). These purposes shall include, but not be limited to, administering property donated to the corporation for charitable, educational, scientific, and literary purposes; distributing donated property and the income from the property to qualified organizations for charitable, educational, scientific, and literary purposes; and developing and operating public charter schools. The character of affairs of the corporation will be to operate and support public charter schools. The Corporation may carry out its purposes directly or by making gifts, grants or other payments to other qualifying organizations. In these Articles, the term “I.R.C.” means the Internal Revenue Code of 1986 and references to provisions thereof are to such provisions as they are from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

ARTICLE III
ACTIVITIES AND RESTRICTIONS

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the Corporation to any private individual or officer or Director of the Corporation.

Section 2. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the Corporation’s exemption under I.R.C. § 501(c)(3). The Corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the Corporation shall inure to the benefit of any private individual or officer or Director of the Corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the Corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under I.R.C. § 501(c)(3) or by a Corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

ARTICLE IV MEMBERS

The Corporation shall have no members.

ARTICLE V BOARD OF DIRECTORS

Section 1. The affairs of the Corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time, but shall not be less than the number of directors required by the ANCA. The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws.

Section 2. The number of directors constituting the initial Board of Directors shall be four (4). The names and addresses of the initial directors are:

Asif Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

Anjum Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

Vernetta Madsen
1709 N. Greenfield Road
Mesa, AZ 85205

Rachel Hunt
1709 N. Greenfield Road
Mesa, AZ 85205

**ARTICLE VI
INCORPORATOR**

The name and address of the incorporator is:

Asif Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

**ARTICLE VII
AMENDMENT**

These Articles of Incorporation may be amended by vote of a majority (51%) of the Board at a meeting at which a quorum is present, provided that no amendment shall substantially change the original purposes of the Corporation.

**ARTICLE VIII
DISSOLUTION**

In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively to one or more organizations then described in I.R.C. § 170(c)(2), 501(c)(3), 2055(a)(2), and 2522(a)(2) having purposes substantially similar to those of the Corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Superior Court of the county in which the principal office of the Corporation is then located.

**ARTICLE IX
PRINCIPAL OFFICE; REGISTERED OFFICE; REGISTERED AGENT**

The mailing and street address of both the principal office is 1709 N. Greenfield Road, Mesa, Arizona 85205. The mailing and street address of the registered office is 2307 S. Rural Road, Tempe, Arizona 85282 and the registered agent at such address CLG Services, LLC.

**ARTICLE X
DIRECTOR LIABILITY**

To the fullest extent permitted by the ANCA as the same exist or may be hereafter amended, no Director of the Corporation shall be liable to the Corporation for monetary damages for any action taken or any failure to take any action as a Director. No repeal, amendment or modification of this article, whether direct or indirect, shall eliminate or reduce its effect with respect to any act or failure to act of a Director of the Corporation occurring prior to such repeal, amendment or modification.

**ARTICLE XI
INDEMNIFICATION**

The Corporation shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its current and former Directors, Officers, and agents against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the Corporation; provided, however, that the Corporation's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, vote of the Members, the ANCA or otherwise. All capitalized terms used in this section and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

DATED: June 29, , 2017.



Asif Majeed, Incorporator

CONSENT OF STATUTORY AGENT

OF

SELF DEVELOPMENT EASTMARK ACADEMY

The undersigned, having been named in the Articles of Incorporation of Self Development Eastmark Academy as its agent for service of process for the State of Arizona, hereby confirms that it has been notified of the appointment and that it accepts the appointment.

DATED: June 29, 2017.

CLG SERVICES, LLC.



Ellis Carter, Manager

CERTIFICATE OF DISCLOSURE*Read the Instructions C003i***1. ENTITY NAME** – give the exact name of the corporation in Arizona:

Self Development Eastmark Academy

2. A.C.C. FILE NUMBER (if already incorporated or registered in AZ): N/AFind the A.C.C. file number on the upper corner of filed documents OR on our website at: <http://www.azcc.gov/Divisions/Corporations>**3. Check only one of the following to indicate the type of Certificate:**

- Initial (accompanies formation or registration documents)
- Annual (credit unions and loan companies only)
- Supplemental to COD filed _____ (supplements a previously-filed Certificate of Disclosure)

4. FELONY/JUDGMENT QUESTIONS:

Has any person (a) who is currently an officer, director, trustee, or incorporator, or (b) who controls or holds over ten per cent of the issued and outstanding common shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation been:

4.1	Convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the seven year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.2	Convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses or restraint of trade or monopoly in any state or federal jurisdiction within the seven-year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.3	Subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the seven-year period immediately preceding the signing of this certificate, involving any of the following: <ul style="list-style-type: none"> a. The violation of fraud or registration provisions of the securities laws of that jurisdiction; b. The violation of the consumer fraud laws of that jurisdiction; c. The violation of the antitrust or restraint of trade laws of that jurisdiction? 	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.4	If any of the answers to numbers 4.1, 4.2, or 4.3 are YES , you MUST complete and attach a <u>Certificate of Disclosure Felony/Judgment Attachment</u> form C004.		

5. BANKRUPTCY QUESTION:

5.1 Has any person (a) who is currently an officer, director, trustee, incorporator, or (b) who controls or holds over twenty per cent of the issued and outstanding common shares or twenty per cent of any other proprietary, beneficial or membership interest in the corporation, served in any such capacity or held a twenty per cent interest in **any other corporation** (not the one filing this Certificate) on the bankruptcy or receivership of the **other corporation**?

Yes

No

5.2 If the answer to number 5.1 is **YES**, you **MUST** complete and attach a Certificate of Disclosure Bankruptcy Attachment form C005.

IMPORTANT: If within 60 days of the delivery of this Certificate to the A.C.C. any person not included in this Certificate becomes an officer, director, trustee or person controlling or holding over ten per cent of the issued and outstanding shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation, the corporation must submit a SUPPLEMENTAL Certificate providing information about that person, signed by all incorporators or by a duly elected and authorized officer.

SIGNATURE REQUIREMENTS:

Initial Certificate of Disclosure: This Certificate must be signed by all incorporators. If more space is needed, complete and attach an Incorporator Attachment form C084.

Foreign corporations: This Certificate may be signed by a duly authorized officer or by the Chairman of the Board of Directors.

Credit Unions and Loan Companies: This Certificate must be signed by any 2 officers or directors.

Asif Majeed

Name

Address 1

1709 N GREENFIELD ROAD

Address 2

MESA

AZ

85205

City

UNITED STATES

State

Zip

Country

SIGNATURE - see Instructions C003i:

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

I ACCEPT

Signature

Asif Majeed

Printed Name

6/29/17

Date

REQUIRED - check only one:

- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
- Officer** - I am an officer of the corporation submitting this Certificate
- Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
- Director** - I am a Director of the credit union or loan company submitting this Certificate.

Name

Address 1

Address 2

City

State

Zip

Country

SIGNATURE - see Instructions C003i:

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

I ACCEPT

Signature

Printed Name

Date

REQUIRED - check only one:

- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
- Officer** - I am an officer of the corporation submitting this Certificate
- Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
- Director** - I am a Director of the credit union or loan company submitting this Certificate.

Filing Fee: None (regular processing)
Expedited processing - add \$35.00 to filing fee.
All fees are nonrefundable - see Instructions.

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

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

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

BYLAWS
OF
SELF DEVELOPMENT EASTMARK ACADEMY

ARTICLE I
NAME; OFFICES; AGENTS

Section 1. Name. The name of this Corporation is “Self Development Eastmark Academy” (“School”).

Section 2. Principal Office. The School may have such offices, either within or without the State of Arizona, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 3. Registered Office and Registered Agent. The School shall maintain a registered office and registered agent in the State of Arizona. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Arizona Corporation Commission pursuant to the provisions of the Arizona Nonprofit Corporation Act (the “ANCA”).

ARTICLE II
BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the School shall be managed by its Board of Directors (the “Board”).

Section 2. Number and Qualifications of Directors.

(a) Number. The number of Directors shall be as determined by the Board from time to time and shall serve for the term provided in Section 4 of this Article.

(b) Qualifications. Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the School or its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing no criminal record exists which could adversely affect the School or its operation. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board’s commitment to the educational and operational purposes of the School.

(c) Ex Officio Director. Both the President and the Vice President of the School shall be ex officio Directors with voting rights. The ex officio Directors shall be included in the total number of Directors authorized in subsection (a) above.

Section 3. Election of Directors.

(a) Initial Directors. The initial Directors named in the Articles of Incorporation, organizational meeting minutes, or consents in lieu of the organizational meeting shall serve until the first annual meeting of the Board.

(b) Successor Directors. Successor Directors, other than any ex officio Directors who shall serve as directors automatically by virtue of their office, shall be elected by the affirmative vote of a majority (51%) of the Directors then in office at the annual meeting of the Board in the year a vacancy will occur.

Section 4. Term of Office. Directors, other than the ex-officio Directors, shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of Directors. The Directors of the first class shall hold office for an initial term of one (1) year, the Directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this School, the successors to the class of Directors whose terms expire that year shall commence to hold office for a term of two (2) years, or until their successors have been elected and qualified. In the event of an increase in the number of Directors, the remaining Directors shall assign the newly created Directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors. There is no limit on the number of terms a Director may serve.

Section 5. Compensation. Directors of the School shall not receive compensation for serving as Directors, but may receive reasonable compensation for other professional services rendered which are necessary to carrying out the exempt purposes of the School. In addition, Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

Section 6. Resignation. A Director may resign at any time by filing a written resignation with the President or the Secretary of the School.

Section 7. Removal. A Director may be removed from office with or without cause by the vote of a majority (51%) of the other Directors of this School either at a regular meeting or at any special meeting called for that purpose.

Section 8. Vacancies. In the event a vacancy occurs in the Board from any cause, including an increase in the number of Directors, the Directors may fill the position at any regular meeting or at any special meeting called for the purpose of electing a director; provided, however, that for the purpose of counting term limits, the newly elected director's term will be counted as beginning on the date of the first annual meeting following his or her election.

ARTICLE III MEETINGS OF THE BOARD

Section 1. Place of Meetings. All meetings shall be held at a location compliant with Arizona Open Meeting Law which may include the principal office of the School or any other place sufficient to accommodate all interested persons and located within a reasonable distance from the School.

Section 2. Annual Meeting. The annual meeting of the Board shall be held at such time and place as the President determines as set forth in the notice given, or waiver signed, with respect to such meeting. At the annual meeting, the incumbent Directors shall elect new Directors to fill any vacancies on the Board, who shall then elect officers and transact such other business as may be properly brought before the meeting. If for any reason any annual meeting is not held during the time period set forth above, a deferred annual meeting may thereafter be called and held in lieu thereof.

Section 3. Regular Meetings. The Board may provide by resolution for regular or stated meetings of the Board to be held at a fixed time and place provided notice of all such meetings are posted in accordance with Arizona Open Meeting Law.

Section 4. Special Meetings. Special meetings of the Board may be held at any time and for any purpose or purposes, unless otherwise prescribed by the ANCA or Arizona Open Meeting Law, on call of the President or Secretary, and shall be called by the Secretary on the written request of any twenty (20%) of the Directors.

Section 5. Notice and Waiver of Notice.

(a) Open Meeting Law. All official actions and deliberations of the Board shall take place at a meeting open to the public in compliance with Arizona Open Meeting Law, ARS 38-431 through 38-431.09 (the "Arizona Open Meeting Law"), for so long as Arizona Open Meeting Law applies to charter schools such as the School, except in cases where and to the extent, Arizona Open Meeting Law authorizes the Board to meet in executive session.

(b) Public Notice of Meetings. Public notice, including both permanent and recurring notices, of all meetings of the Board and of all committees and executive sessions authorized by the Board shall be given pursuant to and as required by Arizona Open Meeting Law.

(c) Recurring Notice. Recurring Notice shall either include the meeting's agenda or directions on how to acquire the meeting's agenda. The agenda shall include the date, time, place, purpose and business to be transacted at the meeting. If the Board is to enter executive session, the agenda shall state such along with the legal justification for entering executive session. Such notice shall be made publicly available and delivered to each Director at least twenty-four (24) hours prior to the meeting and shall be in accordance with the School's permanent notice. In the event of an actual emergency as considered by Arizona Open Meeting Law, the School will post notice of the meeting as soon as possible under the circumstances, but no later than twenty-four (24) hours after the meeting.

(d) Methods of Giving Notice. Notice of any meeting of Directors, and any other notice required to be given under these Bylaws, the ANCA, or Arizona Open Meeting Law shall be posted on the school's website, physically posted in a publicly accessible space, and may additionally be communicated through locally circulated publications, in person, by telephone, e-mail, facsimile or other form of wire or wireless communication, or by mail or private carrier.

Section 6. Appearing by Telephone or Other Communication Technology. Any or all Directors may participate in a regular or special meeting or in a committee meeting of the Board through the use of the telephone or any other means of communication by which all participating Directors and the public present may simultaneously hear each other during the meeting. Participation by such means shall constitute presence in person at a meeting.

Section 7. Quorum. A majority (51%) of the number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. The Board shall not discuss, deliberate, propose, or take any action with less than a quorum of Directors present. If less than a quorum is present when a meeting is convened, or if a quorum is lost due to the departure of one or more directors, the meeting is automatically adjourned.

Section 8. Manner of Acting. At any meeting of the Board, every Director entitled to vote shall have one vote. The act of fifty-one percent (51%) of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by the ANCA, or the Articles of Incorporation or Bylaws of the School.

Section 9. Presumption of Assent. A Director of the School who is present at a meeting of the Board, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 10. Minutes. Written minutes of the business conducted at meetings of the Board shall be kept and retained at the School's principal office, held open for inspection by any director at all reasonable times, and made publicly available in accordance with Arizona Open Meeting Law.

Section 11. Director Deadlock. In the event the Board votes are deadlocked, but only if so required by the written request of any director delivered to the President, the Board shall, within thirty (30) days after receipt of such written request, appoint a mutually-agreed upon neutral mediator to aid the Board in facilitating the decision-making process. If, after appointing the mediator, the deadlock persists for a period not to exceed 60 days after the original deadlock vote, the Board shall, within ten (10) days thereafter, agree upon a neutral, qualified arbitrator who shall have the authority to issue a decision on the issue upon which the Board is deadlocked such decision shall be binding on the School and on each Director.

ARTICLE IV OFFICERS

Section 1. Number. The principal officers of the School shall be a President, a Vice President, a Secretary, and a Treasurer, each of whom shall be elected by the Board. The Board may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. Both the President and the Vice President shall be ex officio voting members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the School shall hold office until a qualified successor is elected upon that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Resignation. Any officer may resign at any time by delivering written notice to the President, the Secretary, or the Board, or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by an affirmative vote of two-thirds (2/3) of the Board of Directors eligible to vote at that time, whenever in its judgment the best interests of the School will be served thereby; such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6. The President. The President shall be the principal executive officer of the School and, subject to the oversight of the Board of Directors, shall in general supervise and control all of the business and affairs of the School including but not limited to the development and implementation of curriculum, assessments, and teacher evaluation and development. The President shall call and preside at all meetings of the Board of Directors and shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the School as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 7. The Vice President. In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are

duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the School if one is authorized by the Board of Directors, in which case the Secretary shall see that the seal of the School is affixed to all documents the execution of which on behalf of the School under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. The Treasurer. The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board and serve as Chair of the Finance Committee; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chair or by the Board.

Section 10. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 11. Compensation. Officers of the School, other than the President and Vice President, shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the School. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

ARTICLE V CONFLICT OF INTEREST

Section 1. Conflict of Interest Procedure. Each Director, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers, on behalf of the School, shall conduct him or herself in a manner consistent with the School's Conflict of Interest Policy as may be amended by the Board from time to time.

Section 2. Disclosure of Conflicts. Each Director, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers shall annually complete and sign the form of the School's Annual Conflict of Interest Acknowledgment Statement as may be amended by the Board from time to time.

ARTICLE VI COMMITTEES

Section 1. Board Committees. The Board by resolution may create one or more standing or ad hoc committees having such powers as are then permitted by the ANCA and as are specified

in the resolution. Committees may consist of one or more Directors of the School. Meetings of the Board Committees shall always be held in compliance with Arizona Open Meeting Law.

Section 2. Powers Reserved to the Board. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise any of the powers and authority of the Board, except that no committee shall have any power or authority as to the following: (i) the filling of vacancies on the Board or any committee with Board delegated powers; (ii) the adoption, amendment or repeal of the Bylaws; (iii) the fixing of compensation of the Directors; (iv) the amendment or repeal of any resolution of the Board; or (v) action on matters committed by the Bylaws or by resolution of the Board to another committee of the Board.

Section 3. Participation by Non-Directors. A person who is not a Director may be appointed to any Board committee; provided, however, such non-Director shall have no right to vote on any question that would create a binding obligation of the School.

Section 4. Removal; Authority of the Board. The Board may remove any member of a committee, or may dissolve such a committee, at any time, with or without cause. Any committee action is subject to amendment, modification, or repeal at the next annual or regular meeting of the Board.

Section 5. Term. Except for committees for which the Board has, by resolution, adopted different rules, each member of a committee shall continue as such until the next annual meeting of the School, unless the Board removes the member or terminates the Committee. Committee members may serve consecutive terms without limitation.

Section 6. Committee Rules. Each committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of meetings of the committee and other matters relating to its procedure that are consistent with the Articles, the Bylaws, and Board applicable resolutions.

ARTICLE VII INDEMNIFICATION

The School shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the School to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the School. The School may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses to which such Director or Officer may be entitled under any written agreement, Board resolution, the ANCA or otherwise. All capitalized terms used in this Article and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

**ARTICLE VIII
SCHOOL POLICY COUNCIL**

The President may convene an advisory group known as the School Policy Council (“Council”) consisting of non-directors selected by the President from time to time. The members of the Council may include individuals with education and business backgrounds as well as parents or guardians of current or former students. The Council will consult with and advise the President on educational, student, extra-curricular, instructional, administrative, and other issues facing the School. The Council shall not have the authority to set policy or to bind the School and shall not advise the Board.

**ARTICLE IX
MISCELLANEOUS**

Section 1. Fiscal Year. The fiscal year of the School shall end on the last day of June of each year.

Section 2. Books and Records. The School shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances; minutes of the proceedings of the Board, and any minutes which may be maintained by committees of the Board; records of the name and address of each Director and each Officer; and such other records as may be necessary, advisable or required by the Records Retention and Disposition for Arizona School Districts or the State Public Records Law (A.R.S. Sections 39-121 through 30-122), for so long as such laws and regulations apply to charter schools. All books and records of the School may be inspected, for any proper purpose at any reasonable time, by: (i) any Director; (ii) the agent or attorney of such Director; and (iii) as otherwise required by law.

Section 3. Corporate Acts. The President and the Vice President shall have authority to sign, execute and acknowledge on behalf of the School, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the School’s regular business, or which shall be authorized by resolution of the Board of Directors. Except as otherwise provided by the ANCA or directed by the Board of Directors, the President may authorize in writing any officer or agent of the School to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the School is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the School, provided, however, that an attestation is not required to enable a document to be an act of the School.

Section 4. Loans. No monies shall be borrowed on behalf of the School and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 5. Deposits. All funds of the School, not otherwise employed, shall be deposited from time to time to the credit of the School in such banks, investment firms or other depositories as the Board of Directors may select.

**ARTICLE X
PROHIBITION AGAINST DISCRIMINATION**

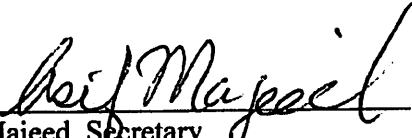
The School shall not discriminate on the basis of race, sex, age, national or ethnic origin or religion in the administration of its educational policies, admissions policies, athletic or other school-administered programs or employment policies.

**ARTICLE XI
AMENDMENTS**

Section 1. By the Directors. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the vote of two-thirds (2/3) of the Directors then in office at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of Directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

Certified a true and correct copy of the Bylaws adopted on the 29th day of June 2017, by the Board of Directors of Self Development Eastmark Academy.



Asif Majeed, Secretary

From: Bianca Ulibarri <Bianca.Ulibarri@asbcs.az.gov>
Date: June 28, 2017 at 9:04:27 AM MST
To: Asif Majeed <asifmajeedk@yahoo.com>
Subject: RE: Replication Application Question - CTDS # 078796000

Asif,

I have reviewed the information on file for our office regarding the 4 individuals listed below. I am able to verify that all of the required information is on file for Anjum Majeed and Rachel Hunt.

I was unable to locate a valid fingerprint clearance card for Asif Majeed and Vernetta Madsen. These documents will need to be provided with the replication application submission.

*Bianca Ulibarri, Executive Assistant
Arizona State Board for Charter Schools*

From: Asif Majeed [<mailto:asifmajeedk@yahoo.com>]
Sent: Tuesday, June 27, 2017 11:13 AM
To: Bianca Ulibarri <Bianca.Ulibarri@asbcs.az.gov>
Cc: Anjum Majeed <sdcsamajeed@yahoo.com>
Subject: Replication Application Question - CTDS # 078796000

We are in the process of submitting a replication application. The replication school is Self Development Charter School (SDCS). SDCS has the following board members.

Asif Majeed
Anjum Majeed
Rachel Hunt
Vernetta Madsen

In 2014 we opened a new school Self Development Academy - Phoenix. In the 2014 application we provided the information on Affidavit and Background check for the above 4 board members. Is it necessary to provide that information again for the same board members. If not how do we communicate that information to you in our application?

Thanks

Asif Majeed
Vice President SDCS

From: Daniel Cobin <Daniel.Cobin@asbcs.az.gov>

Date: June 22, 2017 at 12:00:11 PM MST

To: anjum majeed <anjumajeed@yahoo.com>

Subject: Self Development Charter School, Inc. dba Self Development Academy
Replication Eligibility

```
[if !mso]><style>v\:* {behavior:url(#default#VML);} o\:* {behavior:url(#default#VML);}
w\:* {behavior:url(#default#VML);} .shape {behavior:url(#default#VML);}
</style><![endif]><[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1027" />
</xml><![endif]><[if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit"
data="1" /> </o:shapelayout></xml><![endif]
[if gte vml 1]><v:shapetype id="_x0000_t75"
coordsize="21600,21600" o:spt="75" o:preferrelative="t"
path="m@4@5l@4@11@9@11@9@5xe" filled="f" stroked="f">
<v:stroke jointstyle="miter" /> <v:formulas> <v:f eqn="if lineDrawn
pixelLineWidth 0" /> <v:f eqn="sum @0 1 0" /> <v:f eqn="sum 0 0 @1"
/> <v:f eqn="prod @2 1 2" /> <v:f eqn="prod @3 21600 pixelWidth" />
<v:f eqn="prod @3 21600 pixelHeight" /> <v:f eqn="sum @0 0 1" />
<v:f eqn="prod @6 1 2" /> <v:f eqn="prod @7 21600 pixelWidth" />
<v:f eqn="sum @8 21600 0" /> <v:f eqn="prod @7 21600 pixelHeight"
/> <v:f eqn="sum @10 21600 0" /> </v:formulas> <v:path
o:extrusionok="f" gradientshapeok="t" o:connecttype="rect" /> <o:lock
v:ext="edit" aspectratio="t" /> </v:shapetype><v:shape
id="Picture_x0020_1" o:spid="_x0000_s1026" type="#_x0000_t75"
style='position:absolute;margin-left:0;margin-
top:3pt;width:84.7pt;height:81.75pt;z-
index:251659264;visibility:visible;mso-wrap-style:square;mso-width-
percent:0;mso-height-percent:0;mso-wrap-distance-left:9pt;mso-wrap-
distance-top:0;mso-wrap-distance-right:9pt;mso-wrap-distance-
bottom:0;mso-position-horizontal:left;mso-position-horizontal-
relative:text;mso-position-vertical:absolute;mso-position-vertical-
relative:text;mso-width-percent:0;mso-height-percent:0;mso-width-
relative:page;mso-height-relative:page'> <v:imagedata
src="cid:image001.png@01D2EB4E.D9EED490" o:title="" /> <w:wrap
type="square"/> </v:shape><![endif]><[if !vml]
```



[endif] **Arizona State Board for Charter
Schools** *Physical*

Address:

West Adams Street, Ste. 170
Phoenix, AZ 85007
AZ 85009
(602) 364-3080

Mailing Address: 1616
P.O. Box 18328
Phoenix,

June 22, 2017

Self Development Charter School, Inc. dba Self Development
Academy
Anjum Majeed, Charter Representative
1709 North Greenfield Road
Mesa, AZ 85205

Sent via email: anjumajeed@yahoo.com

Re: Replication Eligibility—Self Development Charter School, Inc. dba
Self Development Academy —Entity ID 79072

Dear Charter Representative,

Thank you for your interest in the Arizona State Board for Charter
Schools' ("Board") replication application. On June 20, Self
Development Charter School, Inc. dba Self Development Academy
submitted a Replication Eligibility form requesting to participate in the
replication application process. Staff has processed the request in
accordance with Rule by confirming eligibility, including academic
performance and an operational compliance check of the Charter

Holder requesting replication, as well as the Charter Holder's associated schools.

It has been determined that Self Development Charter School, Inc. dba Self Development Academy is **eligible** to participate in the replication process. At this time, you are encouraged to review the guidelines and instructions on the Board's website at <https://asbcs.az.gov/applicant-resources/replication>. The Charter Holder may submit a replication application until the eligibility expires on June 30, 2017, at the end of the current fiscal year.

The Replication Application will be submitted electronically through the ASBCS Online system. Access the Replication Application form online as follows:

- [if !supportLists]• [endif]Log into ASBCS Online as the Charter Representative.
- [if !supportLists]• [endif]Select the "School(s)" link under the Charter Holder heading.
- [if !supportLists]• [endif]Choose a school name if your charter has more than one school.
- [if !supportLists]• [endif]Click "Submit Form" under the Charter Holder menu.
- [if !supportLists]• [endif]Click "Replication Application" under the Applications menu.

Based on the fiscal year 2016 audit available at the time of the eligibility confirmation, Self Development Charter School, Inc. dba Self Development Academy **Meets** the Board's Financial Performance Expectations.

Prior to submission of the application, determine if the Charter Holder meets the Board's Financial Performance Expectations based on the *most recent* audit. A dashboard representation of the Charter Holder's financial performance, based upon the indicators and measures adopted by the Board, is available through ASBCS Online.

Instructions for accessing the most current financial dashboard are as follows:

- Go to <http://online.asbcs.az.gov>. Do not log in.
- Under the “Search” option, select “Charter Holders”
- Enter part or all of the charter holder name and click “Search”
- Select the applicable charter holder from the search results
- Select the “Financial Performance” tab

If you have any questions, please feel free to contact Board staff at 602-364-3085.

Sincerely,

Daniel Cobin
Education Program Manager
Arizona State Board for Charter Schools
602-364-3085

AGENDA ITEM EXECUTIVE SUMMARY: Application for Replication Charter

Request

Self Development Charter School, Inc. dba Self Development Academy (“Charter Holder”) submitted a replication charter application package on August 16, 2017. The Charter Holder seeks a charter for a new entity, Self Development Scottsdale Academy to replicate Self Development Academy, the Replication Model School, and to operate a new school in Scottsdale. The proposed school will be named Self Development Scottsdale Academy and will serve students in grades K-8 with a targeted start date of August 13, 2018.

Eligibility

Academic Performance

The Replication Model School is eligible to replicate based on 3 years of academic performance meeting the Board’s standard, based on the Board’s academic framework in effect at that time. The Charter Holder’s academic dashboard is included in Appendix A. Summary Review.

As part of the replication eligibility, the academic performance of associated schools is reviewed, as summarized in the table below.

School	Opened	Grades Served	FY 2014* Overall Rating	FY 2017 AzMERIT Passing (State Average)	
				ELA (39%)	Math (40%)
Self Development Academy-Phoenix	August/2015	K-8	N/A	30%	33%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board’s meeting on October 10th; therefore, the FY 2017 letter grade for Self Development Academy-Phoenix will be made available to the Charter Board for its consideration.

Operational Compliance

As stated in Board policy, prior to a replication application being considered by the Board, staff conducts a compliance check. The Charter Holder and Associated Schools do not have any compliances issues.

Additional Information

The Charter Holder was granted a renewal charter in 2015.

Governance

Corporate Board Members
Rachel Hunt
Vernetta Madsen
Anjum Majeed
Asif Majeed

School Profile

School Name	FY 2014* Letter Grade	Month/ Year Open	Location	Grade Levels Served	FY 2017 AzMERIT Passing (State Average)	
					ELA (39%)	Math (40%)
Self Development Academy	A	August/2003	Mesa	K-8	84%	89%

* Please note, the FY 2017 letter grades are expected to be made public before the Charter Board’s meeting on October 10th; therefore, the FY 2017 letter grade for Self Development Academy will be made available to the Charter Board for its consideration.



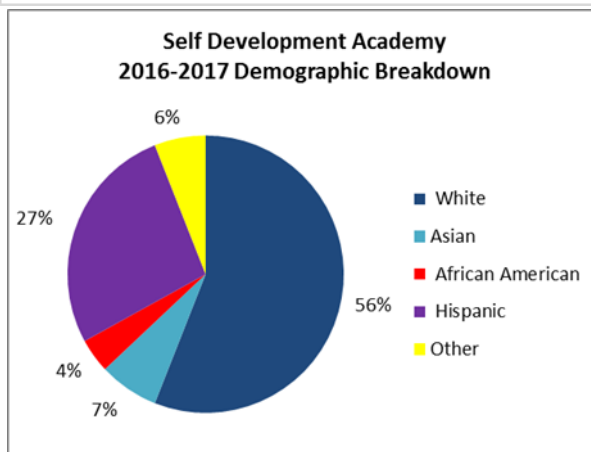
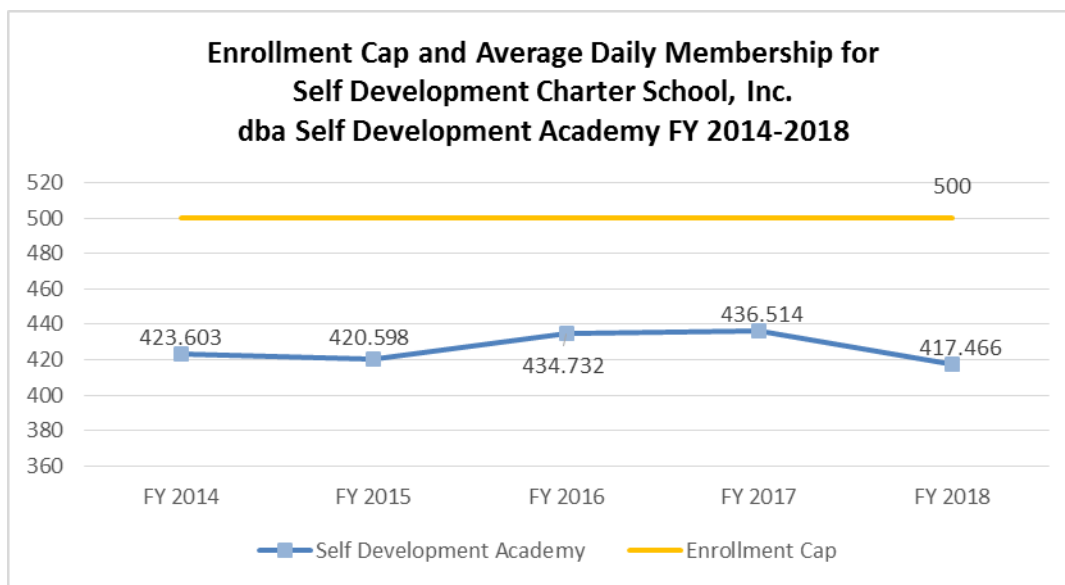
Additional Schools Serving Grades K-8 within 5 Miles of New School Location

Total Schools	FY 2014** Letter Grade	Number of Charter Schools	FY 2017 AzMERIT Greater than State Average		Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
10	A	4	10	10	*	*	9
19	B	3	10	10	*	*	8
24	C	4	1	2	*	*	6
4	D	2	0	0	*	*	2

*Because the percentage of FRL AND ELL students is not available for the Charter Holder, comparison to nearby schools is not possible.

** Please note, the FY 2017 letter grades are expected to be made public before the Charter Board's meeting on October 10th; therefore, the letter grades for schools serving grades K-8 within 5 miles of the new school location will be made available to the Charter Board for its consideration.

Enrollment and Demographic Data



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	7%

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



Educational Plan Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix B: Educational Plan).

The Charter Holder has affirmed that the Educational Plan of the proposed school will be consistent with the Educational Plan of the Replication Model School. The Charter Holder's mission is "Self Development Charter School is dedicated to providing an enriched learning environment that inspires each child to achieve his/her potential. We are committed to laying a foundation for developing lifelong learners".

According to the Charter Holder, the existing program features a rigorous curriculum that includes high standards, a rigorous curriculum to gain 21st century skills with challenging mathematics and inquiry-based science programs with laboratory experience, direct instruction, fluency building, mastery learning, and a modified traditional model with emphasis on strong foundational skills.

The Charter Holder has identified a target location near Curry Road and Scottsdale Road in Scottsdale. The Charter Holder has stated that the population of the Replication Model School is 21% Hispanic, 5% African American, with the majority of the remaining population being categorized as white. The Charter Holder indicates that the proposed school's target population demographic majority is categorized as white along with 39% Hispanic.

Proposed Growth Plan for the New School

FY	Grades Served	# of Students
2019	K-8	350
2020	K-8	500
2021	K-8	700

Operational Plan Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix C: Operational Plan).

The Charter Holder has affirmed that the governance structure of the new entity, Self Development Scottsdale Academy, will be consistent with the organizational and governance structure of the existing entity.

New Entity for Replication Charter

The replication charter will be held by Self Development Scottsdale Academy. The corporate board of Self Development Scottsdale Academy and the governing body of the proposed school are identical to the Charter Holder and the Replication Model School governing body.

In the Operational Plan narrative, the Charter Holder described an organizational development plan that indicates a five-year growth to replicate in south Scottsdale with Self Development Scottsdale Academy and in east Mesa with Self Development Eastmark Academy for FY 2019. Additionally, the Charter Holder states that "in SY 2020 through SY2022, we plan to expand at a rate of 1-2 schools per year. Each school will serve 500-700 K-8 students."

Facility Acquisition Summary

The following information has been summarized and is based on information from the Charter Holder (see Appendix D: Facility Acquisition)

Site Information

Proposed School Name:	Self Development Scottsdale Academy
Proposed Location	Scottsdale Road and Curry Road
Proposed Facility	The school will include a secured entrance and office spaces separate from the classrooms. The facility will provide for 12 classrooms during the first year and by the third year 20 classrooms in a two-story complex. The facility will also include a technology room/library, a staff room, multipurpose room/cafeteria, conference room, offices/reception area, gym, a courtyard surrounded by the classrooms and a playground that will include climbing equipment, jogging tracks, and soccer field.

APPENDIX A

AMENDMENT REQUEST MATERIALS

Replication Application

Downloads

 [Download all files](#)

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

1. Applicant Agreement

Application Agreement Information

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

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

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

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

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

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

Application Agreement Signature

Anjum Majeed 08/11/2017

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

Self Development Charter School dba Self Development Academy

Name of Replication Model School

Self Development Academy

Name of Proposed Charter School

Self Development Scottsdale Academy

Will the replication charter be held by the existing entity?

No, a new entity will hold the replication charter.

A: Entity and Corporate Principals









Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of Entity

Self Development Scottsdale Academy

Authorized Representative for Entity

- Rachel Hunt
 - 
 - 
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)
- Anjum Majeed
 - 

- o [Redacted]
- o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Vernetta Madsen
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

- Asif Majeed
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree

Authorized Representative Mailing Address

1709 N. Greenfield Road
Mesa, AZ 85205

County

Maricopa

Day Time Phone

480-641-2640

Fax

480-807-2773

Form of Organization

Non Profit Corporation

Entity Type

Domestic Corporation

Charter Principals Background Information






Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Anjum Majeed
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations

- Rachel Hunt
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations







- Vernetta Madsen
 - o [Redacted]
 - o [Redacted]
 - o [Redacted]
 - o Files:
 - Fingerprint Clearance Card

-  Affidavit
-  Background Information Sheet
-  Resume
-  Verification of Coursework/Degree
-  Current Charter Affiliations



- Asif Majeed

- 
 - 
 - 

- Files:

-  Fingerprint Clearance Card
-  Affidavit
-  Background Information Sheet
-  Resume
-  Verification of Coursework/Degree
-  Current Charter Affiliations

Required Exhibits for A:

-  [Download File](#) — Articles of Incorporation filed with the Arizona Corporation Commission for Self Development Scottsdale Academy
-  [Download File](#) — Bylaws for Self Development Scottsdale Academy

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by a new entity described in Section A, which will act as the governing body. (Skip Section B and go to Education Service Providers.)

B: Governing Body

- Rachel Hunt (Charter Organization)
- Anjum Majeed (Charter Organization)
- Vernetta Madsen (Charter Organization)
- Asif Majeed (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

C.1: Education Service Providers -- Contractual Relationship**Statement of Consistency**

(No response)

What is the name of the ESP?

(No response)

Required Exhibits for C.1

No documents were uploaded.

C.2: Education Service Providers -- Governance Relationship**Statement of Consistency**

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the target population of the new school should be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below as a component of the Replication Application process.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

Enrollment Cap

500

Grades Served Year 1

K-8

Projected Enrollment Cap Year 1

350

Grades Served Year 2

K-8

Projected Enrollment Cap Year 2

425

Grades Served Year 3

K-8

Projected Enrollment Cap Year 3

500

School Calendar Type

Standard

Instructional Days

180

Target Start Date

08/13/2018

School Characteristics

- Back to Basics
- College Preparatory
- Traditional
- Math and Science/STEM
- Multiple Intelligences

Target Population and Enrollment of New School Narrative – [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

Our mission is to nurture students' inner spirit of curiosity, inspire students to develop intrinsic motivation to achieve scholarly potential, empower students to take ownership of their learning, foster passion for life-long learning, and promote the merit of serving the community. Each student who graduates from Self Development will embody the 4 R's - they will be responsible, ready for continued academic success, respectful, and resilient.

Program of Instruction Narrative – [Download File](#)

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Required Exhibits

- [Download File](#) – Board minutes authorizing replication
- [Download File](#) – Completed enrollment matrix for Self Development Scottsdale Academy
- [Download File](#) – Completed staffing matrix for Self Development Scottsdale Academy

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility


Required Exhibits for D.1:

No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Within a 2.5 mile radius of the intersection of Curry Road and Scottsdale Road, Scottsdale Arizona

Planned Facility Narrative –  [Download File](#)


Business Plan

Does the financial performance of the Charter Holder meet the Board's financial performance expectations?

Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E

 [Download File](#) – Communication from ASBCS indicating that SDA meets financial performance, and does not need to submit the budget documentation.

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

Program of Instruction Narrative

1. Provide a description of the charter holder’s philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

The school’s philosophy of self-development emphasizes the importance of self-awareness, self-acceptance, and self-knowledge. First, it is important for students to be aware of their emotions. Second, they must have self-knowledge about their likes and dislikes, their strengths, and their weaknesses. Third, they must have self-acceptance. These three stages of self-awareness, self-knowledge, and self-acceptance direct self-development. Self-development results in self-control, self-discipline, and increases self-efficacy, which results in success in school, college, and beyond. The school’s philosophy has worked well at the existing school as exemplified by the academic performance of students at the school and the performance of ‘graduating’ students when they move on to high schools. Many of our former students are ranked among the top students at large public high schools.

To address the needs of the community being served at the new school, the distinct qualities of Self Development Scottsdale Academy (SDS), mirroring the existing school, include the belief that all children can learn, the use of high quality formative data providing immediate feedback to teachers and students, and the use of a challenging curriculum with state’s standards serving as a baseline.

2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

An alignment of the school’s curriculum, instruction, and assessments with updated state standards and assessments is a must. The main features of the rigorous curriculum of the existing program are the following:

- High Standards and rigorous curriculum to gain 21st century skills
- Rigorous and challenging mathematics and inquiry-based science programs with laboratory experience
- Modified Traditional Model with emphasis on strong foundational skills
- Direct instruction, fluency building, and mastery learning
- Blended learning Foreign Languages Programs
- Future Plans include for 8th grade students to take the ACT Aspire and PSAT.

The curriculum will use the Arizona’s standards as a basis, but the manner in which it draws the student into the world of intrinsic learning is by making personal connections with the students and utilizing their lived experiences in the community. The implementation of the curriculum for student learning takes into consideration the theories of Bandura’s self-efficacy, Piaget’s Cognitive Stages, and Vygotsky’s Zone of Proximal Development (ZPD).

3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The leadership team will evaluate the curriculum on an on-going basis to ensure that the students at SDS are successful. The team will make any necessary revisions during the school year. For students who are academically challenged, more supplemental resources in the form of interventions and small group or individual tutoring, will take place to bring them to become proficient. Similarly, those students who need to be challenged further will have access to enrichment material, technology resources, and may initiate their own

project-based learning, once they have demonstrated mastery of the concepts to be learned. At the core of the SDS's philosophy is providing supplemental curriculum for intervention as well as for enrichment.

Using the existing model, after the first four weeks, teachers will temporarily group their students in five categories based on their formative weekly tests. The top two groups will continue to use the regular curriculum and will be pushed to the higher level. The two middle groups will receive smaller group instructions and then will be continuously assessed to determine if they are ready to return to the classroom for instructions or do they need more intervention. The bottom group will receive intensive intervention. Based on their performance, students may be referred for special education services.

At the end of each year, the results of yearly summative tests and teacher input will help evaluate the effectiveness of the curriculum and its implementation. The curriculum will then be updated as necessary to address any weaknesses and accentuate any strength. Curriculum review is a continuing process to maximize student learning.

4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Mastery is defined as achieving a comprehensive knowledge of content area. Mastery is reached with a score of 80% or better. Proficiency is defined as a score of 70% and provides for a minimum working knowledge of the material covered in the course. The goal at SDS is that 50% of its students should attain proficiency at 70% the first year when they take state standardized tests. By the end of the third year, 85% of its students would achieve proficiency at 70% or above in the state standardized tests.

Grade level promotion will be at 70% proficiency. The cumulative score would include school's final exams, participation, and the averages of tests and projects. The cumulative grade includes recommendations of the instructional team. The leadership of the school recognizes that 15-20% of the population may face special challenges and would require more time for proficiency and mastery. The school will focus on individualized programs for low-performing students who face special challenges to address their needs appropriately.

5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

Not Applicable, as Self Development Scottsdale Academy is not a high school.

Operational Plan Narrative

1. Describe the organization's strategic growth plan and desired outcomes in Arizona over the next five years including the number of schools and grades served, projected opening dates and projected numbers of students served.

Over the next five years the growth plan of Self Development Academy is to replicate in east Mesa with Self Development Eastmark Academy (SDE) and in South Scottsdale with Self Development Scottsdale Academy (SDS) in SY 2019. In SY 2020 through SY2022, we plan to expand at a rate of 1-2 schools per year. Each school will serve 500-700 K-8 students.

2. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion and how to avoid or minimize challenges in the replication school

The experience gained in the start-up of SDA and the growth achieved through three phases will be helpful in developing an effective strategic plan to develop for SDS. Additionally, the establishment of Self Development Academy-Phoenix in 2015 has also been instrumental in providing lessons regarding how to replicate and operate effective schools. The management team at SDS will carefully plan and develop expansion plans using the data gleaned from the associate school, using the available resources, fundraising, grants, and if needed personal resources. By virtue of an understanding gained during the expansion of the existing two schools, the leadership of SDS is well-versed with the challenges expected at each expansion phase. This includes the use of contractors who are dependable for meeting construction deadlines, having a sound marketing plan to recruit new students, and hiring the most committed and qualified teachers for student achievement.

Lesson Learned:

SDS leadership will not only take into consideration the lessons learned from the challenges that SDA faced with the increase in enrollment and enriching the curriculum, but also will assess the need to remain steadfast and committed to improving student achievement at SDA's associated school, Self Development Academy-Phoenix (SDA-Phoenix). During the expansion phase of SDS, special care will be given to having extra staff on campus to provide for more one-on-one attention for the new students and help meet their educational needs.

SDA-Phoenix serves a different demographics compared to SDA in Mesa. Over 93% of students qualified for free/reduced meals, a large percentage of students are ELL students, and significant numbers of students have IEPs. The understanding of continuous commitment to closing the achievement gap requires competent teachers and developing a respectful relationship with students and families. SDS leadership will take into consideration research based strategies and hands-on experience when developing a culture of high expectation and performance.

Minimizing Challenges

The risk factors associated with the population expansion and a diverse community may be remarkable and innumerable. When compounded by language barriers, adversity becomes an insurmountable monolith, affecting students' self-esteem and self-efficacy. With a Hispanic population of near 39.4% in LD-24, the educational challenges facing some of the community members include the language barriers and low academic performance. In short: the community faces numerous challenges. Based on an extensive research and experience of the SDA's leadership, SDS acknowledges the presence of several risk factors which will be addressed to minimize challenges.

3. Summarize the organization's plan to support the quality and long term academic success of the replication school, the quality and long term operational success of the replication school, and the financial viability of the replication school.

SDA began operations in 2000. The school has consistently received an A or an equivalent rating for every year since the school's inception. Not only has SDA been an A rated school but has been ranked as one of the top 10 highest performing schools in Arizona in the past several years. Every year, the school's audit reports have had no findings. The school's balance sheet shows a healthy cash reserve.

Dr. Anjum Majeed along with her husband, Asif Majeed, co-founded SDA. Dr. Majeed has successfully established several for-profit and not-for-profit sustainable organizations, small and large, with the number of employees ranging from 15 to 60. Because of Dr. Majeed's strategic planning, strong foundation, well-thought succession plans, and development of governance structure, these organizations have continued to flourish and thrive, although Dr. Majeed has moved on to focus on her lifelong passion of providing quality education for all children.

The Board of SDA will function as the governing authority for the new school. The current Superintendent, Dr. Anjum Majeed, who has an outstanding track of achieving academic and financial success, will serve as a direct mentor for the leader of SDS. The new school will be operated based on similar principles that include providing academic excellence and good governance by using time tested practices of leadership experience of 17 years.

Planned Facility Narrative

1. Describe the facility size and layout suitable for implementing the Educational Plan including square footage, number of classrooms and layout of space

The following description, along with the accompanying building space program documents, outline the overall school program over a three-year period. Year one will accommodate 300 students for grades K-8. In year 1, there will also be 12 classrooms, a technology room/library, a staff room, multipurpose room/cafeteria, conference room, offices/reception area, and per code number of required bathrooms. In subsequent years 2 and 3, four (4) additional classrooms and two bathrooms will be added each year. In addition, in years 2 and 3 one office will be added in each of the two years. In year 2, a science laboratory and in year 3, possibly a theater room will be added, if the logistics of the facility allows for it.

A new facility will be organized such that additional classrooms and support spaces can be easily added in the future with minimal disruption to student activities and learning. This will probably take place during the summer break following the completion of each year.

The decision will be either to acquire an existing facility to save time and costs of initial capital outlay. If an existing facility cannot be obtained, then the facility will be constructed that and designed to add additional classroom spaces. All additions to space will be constructed during the summer break.

Projected Space Requirements – YEAR 1

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	12	700	8400	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	3	300	900	
Bathrooms	4	150	600	
Total of above space	NA	11,100	15,300	
Hallways and Closet Space 10% of total above space	NA	10% of 15,300	1,530	
Total Space Requirement Year 1				16,830 sq ft

Projected Space Requirements – YEAR 2

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	16	700	11,200	
Technology Room/Library	1	1100	1100	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	

Conference Room	1	300	300	
Offices	4	300	1200	
Bathrooms	6	150	900	
Total of above space	NA		18,700	
Hallways and Closet Space 10% of total above space	NA	10% of 18,700	1870.00	
Total Space Requirement Year 2				20,570.00 sq. ft

Projected Space Requirements – YEAR 3

Category	Quantity	Square feet for each room	Total Area for each category	Total Space Requirements
Classrooms	20	700	14,000	
Technology Room	1	500	500	
Library	1	600	600	
Gym	1	10000	10,000	
Staff Room	1	500	500	
Multipurpose/Kitchen/Cafeteria	1	3500	3500	
Conference Room	1	300	300	
Offices	5	300	1500	
Bathrooms	8	150	1200	
Total of above space	NA	17,500	32,100	
Hallways and Closet Space 10% of total above space	NA	10% of 30,900	3210	
Total Space Requirement Year 3				35,310.00 sq. ft

The lay out of space will include a secured entrance and the office spaces separate from the classrooms. The lay out of space includes 12 classrooms during the first year to 20 classrooms the third year in a two-story complex. At one end of the two-story complex will be the gym. There will be a courtyard surrounded by the classrooms. The playground will include climbing equipment and preferably jogging tracks and soccer field, which will be on one end of the campus, beyond the gym.

2. Describe the timeline for acquiring a suitable facility by the start date identified in Section 5.

The anticipated start date for the 2019 academic year is August 13, 2018. The timeline for obtaining the certificate of occupancy and acquiring a facility (both leased and new facility options) is as follows:

Leased Facility	
Property Search	August 1 - Oct 15, 2017
Execute Letter of Intent	Nov 15, 2017
Due Diligence	Nov 15, 2017 - Dec 15, 2017
Execute Lease	Jan 1, 2018 – Jan 31, 2018

Design + Permit	Feb 1, 2018 - May 1, 2018
Remodel-Tenant Improvement	May 1, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 22, 2018
School Starts	Aug 13, 2018

New Facility	
Property Search	August 1, 2017 – September 30, 2017
Due Diligence/Execute Contract	October 1, 2017 – October 31, 2017
Design + Permit	Oct 31, 2017 – February 15 , 2018
Facility Construction	Feb 15, 2018 - Jul 15, 2018
Receive Certificate of Occupancy	Jul 15, 2018
Teacher/Facility Move-in	Jul 15, 2018
School Starts	Aug 13, 2018

Target Population and Enrollment of New School Narrative

- 1. Describe the student population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.**

Demographic profile of replication model school

Self Development Academy – Mesa (SDA) has a diverse population with varied levels of economic status and ethnic representation. Because the school does not collect data for free/reduce meals, SDA is unable to report the economic demographics of its population. However, as indicated in the graph below, the ethnic composition of its students include 61% white, 22% Hispanics, 7% Asian, and 5% Black.

Academic performance of students entering the replication model school

The academic performance of students entering the replication model school is quite diverse, as indicated by the 2016 pass rates of the other schools nearby. Self Development has the highest pass rates in the area for 2016 in both Math and English Language Arts, with 86% passing in each. The next highest performing elementary school is Franklin at Brimhall Elementary. They have 84% passing in reading and 82% in math. They are the only other school given a “very high” rating by MapLit (<http://geo.azmag.gov/maps/readonaz/>) in the area. Of the 30 schools in the surrounding area, the average passing rate is 48% in reading and 46% in math. Seven of them are considered “high” with between 60% and 79% passing both tests, 11 are considered “medium” with between 40% and 59% passing both tests, 9 are considered “low” with between 20% and 39% passing both tests, and 2 are considered “very low” with fewer than 19% passing. Of these nearby schools, almost half of the schools (14) have a passing rate below 50% in reading and over half (16) have a pass rate below 50% in math.

In 2014, SDA was ranked as the third highest performing school in Maricopa County (Arizona Republic, August, 2014) and the top eighth highest performing school among all schools in Arizona (ADE). The website SchoolDigger ranked SDA 2nd in 2014, 5th in 2015, and 4th in 2016. Niche ranked SDA as #1 in the state and #2 in the Nation in early 2017.

Distance travelled of replication model school

Presently SDA serves about 460 students from Kindergarten to grade 8. The distance travelled by current students vary from two miles to 50 miles one way. A few students walk to school, while most of them are driven in cars to SDA in Mesa because the parents or guardians believe the school provides their children opportunities for future growth and well-being.

- 2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including a demographic profile; current levels of academic performance; whether the students will be primarily neighborhood or commuter; and, how the target population differs from the Replication Model School**

Students population and demographic profile

The student population is diverse compared to the immediate surrounding areas.

Although Non-Hispanic whites comprise a 69.5% portion of the population, the Hispanic population accounts for a sizeable portion as well. In fact, over one in five persons in that district are Hispanicⁱ. This is the largest minority group in the area, as blacks comprise 4.5%, Asians-1.9%, and Mixed-1.4%. Sensitivities to Hispanic enrollment will be important as the largest concentrations of the population seem to be at the younger ages: from 0-14.

Current Levels of Academic Performance:

In the three-mile radius from epicenter Curry and Scottsdale Road, there are 11 K-8 schoolsⁱⁱ. None of these schools receive a High or Very High rating from MapLit, based on 2016 AZMerit test score data. Four of them are rated “middle”, three are rated “low”, and four are rated “very low.” Of the 11, 9 have fewer than 50%

passing math, and 7 have fewer than 50% passing ELA. Using 2014 school letter grades (the most recent available data) 9 out of the 11 are C or lower. Looking at the general area - LD-24 - there are two F schools that are within a few miles of the target location. There are seven D-rated schools and 24 C-rated schools. South Scottsdale has received a C- ranking from the website areavibes.comⁱⁱⁱ.

Neighborhood and Commuter Students:

The focus of the school will be to enroll students from the neighboring community. A percent of students may be commuter students but the new school will explore options for the supervision of students walking to and from school. Some students may be able to ride their bikes or walk to school. Identifying safe routes to school is a pressing need for this group of students.

How the Target population of the proposed to is similar or different from the student population in the replication model school:

The target population of SDS is somewhat similar to the replication model of SDA in Mesa. The schools in Mesa is diverse and has approximately 21% Hispanic students and 5% Blacks, which is higher than the adjacent area in Mesa but similar to the proposed site in Legislative District 24 that houses the South Scottsdale location. The whites are a majority which is also true for the target population, though there is a significant Hispanic population in LD-24 (39.4%). Both areas have a majority of schools passing fewer than 50% of students in both math and ELA.

3. Description of how the Charter Holder will meet the identified enrollment targets

Households in Scottsdale are favorable to opening a charter school. The largest type of household in SUSD is married (44.1%). 1 out of 5 households have children. The distribution of age in LD-24 highly favors younger, child-bearing ages. As you can see from the distribution below, LD-24 has a larger percentage of adults between 20 and 44, than does the state of Arizona.

SUSD is tied for 2nd for highest percentage of population of children among Phoenix, Maricopa, Arizona, Tempe, Paradise Valley and others. SUSD is also tied for 2nd in percentage in their 30s and tied for 1st for percentage of population in their 40s. Out of 217 unified school districts in Arizona, Scottsdale is ranked 44th in percentage of households that have children^{iv}. If we expand our area to include parts of LD-24 we will need to be particularly attentive to the needs of single parents. Of the households with children, only 49% of those households are married. Nearly two out of every five households are single mothers with children.

The areas that we plan to open our school are the areas in which there is the highest concentration of children. In the map below, the large block area of dark red is both the largest concentration of children and also houses our school location.

Advertising and Promotion Plan:

SDS will market SDA's successful model, that we offer students increasingly challenging course material and build their self-efficacy. Social media and local newspaper advertising, word of mouth, mass mailings of postcards to real estate agents and local residences, open houses, and participation in community festivities are a part of the promotion plan.

Timeline:

Extensive marketing for the new school will begin in the fall of 2017. School leaders will visit local churches, community gathering centers, and walk the neighborhoods informing families of the opening of a new school. The enrollment information will be disseminated between October and December 2017. Enrollment will begin

in January of 2018. For the SY 2018-2019, the open enrollment period will be between January 5 and March 23, 2018. If needed, the lottery will be conducted on April 16, 2018.

4. Describe the fair and equitable enrollment procedures and policies compliant with A.R.S. § 15-184.

As per **A.R.S. § 15-184** SDA in Mesa enrolls all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.

Waitlist:

SDA-Mesa announces its enrollment period between mid-January and mid-March in the local newspapers, website, and school's marquee. SDS does not anticipate having a waitlist the first three years of its operation due to limited. Once the classes are full, students are placed on wait-list based on their application dates, using a first come, first serve approach. As openings occur, the individual first on the waitlist is contacted. If the individual is not interested, then the next person on the waitlist is contacted. Because the school has been in operation for several years now and its enrollment procedures are well-known in the community, members in the community who are interested in enrolling their children contact the school and put their names on wait-list or contact the school during the open enrollment period. There has not been a need for conducting a lottery for student enrollment. SDA in Mesa follows all regulations per **A.R.S. § 15-184**.

Lottery Policy:

Under the supervisions of the Governing Board of SDS, the lottery will be held on a specified day. The name and grade of each eligible student will be written on a plain piece of paper and placed in a container for random selection. In the presence of the Governing Board, a member or a designee will withdraw pieces of paper one at a time, numbered sequentially, and generating a lottery list. Once all the names of eligible applicants in the lottery have been randomly selected and numbered, the generated list will specify the order of enrollment. Open seats in the classroom will be filled from the enrollment list. The numbered names will be chronologically assigned to the open spaces in the appropriate grade. For example, the first name on the list will be assigned to the first space in the appropriate grade. The applicant will be allowed to enroll in a designated grade based on the availability of a space in the student's grade. Placement of students is contingent upon the applicant's order on the enrollment list and on the number of openings in each grade.

Once all available classroom spaces are filled, the remaining eligible applicants will be put on a waiting list for each grade in the same order as the enrollment list. Any new applicants will be added in order in which the applications are received.

ⁱ <http://statisticalatlas.com/school-district/Arizona/Queen-Creek-Unified-District/Race-and-Ethnicity>

ⁱⁱ *Ibid.*

ⁱⁱⁱ <http://www.areavibes.com/scottsdale-az/south+scottsdale/education/>

^{iv} <http://statisticalatlas.com/school-district/Arizona/Scottsdale-Unified-District/Household-Types#figure/secondary-school-district-in-arizona/with-children>

**MINUTES OF MEETING OF BOARD OF DIRECTORS
OF SELF DEVELOPMENT CHARTER SCHOOL dba SELF DEVELOPMENT
ACADEMY, MESA, ARIZONA**

**April 26, 2017
7:30 am**

The meeting of the Board of Directors of Self Development Charter School dba Self Development Academy was held at 1709 N. Greenfield Road in Mesa, Arizona, on the 26th of April, 2017 at 7:30 am. Having posted this notice on April 24, 2017 at the school's website and the physical site, the School properly noticed this Meeting pursuant to A.R.S. § 38-431.02 and shall make these minutes open to public inspection pursuant to A.R.S. § 38-431.01.

1. Attendance. The following directors of the Corporation were present:

- Anjum Majeed/President
 - Asif Majeed/Vice President
 - Vernetta Madsen, Board Member
 - Rachel Hunt, Board Member
-
- Presiding Officers and Quorum. Anjum Majeed called the meeting to order and acted as the Chair of the meeting. The Chair announced that a quorum of the directors was present, and that the meeting, having been duly convened, was ready to proceed with its business.
 - Call to the Public. Seeing no members of the public present, the Board proceeded to consider its business (Open to the Public, none present).

2. Discussion and Approval of Replication Application for New Site

The board discussed submitting the replication application to Arizona State Board for Charter Schools to open one or more new sites.

A motion was made by Vernetta Madsen and seconded by Rachel Hunt to approve the request to submit the replication application to Arizona State Board for Charter Schools to open one or more new sites. The policy was approved unanimously and was passed.

3. School Report

The current enrollment FTE, 429 students, was discussed. Current enrollment and enrollment for the upcoming school year are going well.

4. Old Business

None to Discuss.

5. New Business

None to Discuss.

6. Adjournment

A motion was made by Rachel Hunt and seconded by Vernetta Madsen. The meeting was adjourned at 8:15 am.

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.



Proposed School Name: Self Development Scottsdale Academy			
	Number of Students		
Grade Level	Target—FY18-19_	Target—FY19-20__	Target—FY20-21_
Kindergarten	50	50	.75

1 st	45	.50	.75
2 nd	45	50	75
3 rd	40	.50	.50
4 th	25	..50	.50
5 th	25	50	50
6 th	25	.35	.50
7 th	25	..35	.45
8 th	20	30	30
9 th		.	.
10 th		..	.
11 th			
12 th		.	.
Total Enrollment	300	400	.500





Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name: <u>Self Development Scottsdale Academy</u>			
Position	Number of Staff Members		
	Anticipated—FY <u>19</u>	Anticipated—FY <u>20</u>	Anticipated—FY <u>21</u>
Administration	<u>2</u>	<u>3</u>	<u>3</u>
Teachers/Instructional Staff			
Kindergarten	<u>2</u>	<u>3</u>	<u>3</u>
1 st	<u>2</u>	<u>2</u>	<u>2</u>
2 nd	<u>2</u>	<u>2</u>	<u>2</u>
3 rd	<u>2</u>	<u>3</u>	<u>2</u>
4 th	<u>1</u>	<u>2</u>	<u>2</u>
5 th	<u>1</u>	<u>2</u>	<u>2</u>
6 th	<u>1</u>	<u>2</u>	<u>2</u>
7 th	<u>1</u>	<u>2</u>	<u>2</u>
8 th	<u>1</u>	<u>2</u>	<u>2</u>
9 th			
10 th			
11 th			
12 th			
Specialty Staff (Music, Art, PE, etc.)	<u>1.5</u>	<u>2.5</u>	<u>3</u>
Special Education	<u>1</u>	<u>1.5</u>	<u>2</u>
Paraprofessional	<u>2</u>	<u>3</u>	<u>4</u>
Additional Staff			
List title: <u>Book Keeper/Student Record</u>	<u>.5</u>	<u>1</u>	<u>1.5</u>
List title: <u>Lunch</u>	<u>1</u>	<u>1.5</u>	<u>2</u>
List title:			
List title:			
Total Number of Staff Members	<u>21</u>	<u>32.5</u>	<u>36.5</u>

ARTICLES OF INCORPORATION
OF
SELF DEVELOPMENT SCOTTSDALE ACADEMY

The undersigned, acting as incorporator of a nonprofit corporation under the Arizona Nonprofit Corporation Act ("ANCA"), Arizona Revised Statutes Sections 10-3101 through 10-11702, hereby adopts the following Articles of Incorporation for such corporation:

ARTICLE I
NAME

The name of the corporation is "Self Development Scottsdale Academy." The corporation is hereafter referred to as the "Corporation."

ARTICLE II
PURPOSE AND CHARACTER OF AFFAIRS

The Corporation is organized and shall be operated exclusively for charitable, educational, scientific, and literary purposes within the meaning of I.R.C. § 501(c)(3). These purposes shall include, but not be limited to, administering property donated to the corporation for charitable, educational, scientific, and literary purposes; distributing donated property and the income from the property to qualified organizations for charitable, educational, scientific, and literary purposes; and developing and operating public charter schools. The character of affairs of the corporation will be to operate and support public charter schools. The Corporation may carry out its purposes directly or by making gifts, grants or other payments to other qualifying organizations. In these Articles, the term "I.R.C." means the Internal Revenue Code of 1986 and references to provisions thereof are to such provisions as they are from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

ARTICLE III
ACTIVITIES AND RESTRICTIONS

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the Corporation to any private individual or officer or Director of the Corporation.

Section 2. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the Corporation's exemption under I.R.C. § 501(c)(3). The Corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the Corporation shall inure to the benefit of any private individual or officer or Director of the Corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the Corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under I.R.C. § 501(c)(3) or by a Corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

ARTICLE IV MEMBERS

The Corporation shall have no members.

ARTICLE V BOARD OF DIRECTORS

Section 1. The affairs of the Corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time, but shall not be less than the number of directors required by the ANCA. The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws.

Section 2. The number of directors constituting the initial Board of Directors shall be four (4). The names and addresses of the initial directors are:

Asif Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

Anjum Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

Vernetta Madsen
1709 N. Greenfield Road
Mesa, AZ 85205

Rachel Hunt
1709 N. Greenfield Road
Mesa, AZ 85205

**ARTICLE VI
INCORPORATOR**

The name and address of the incorporator is:

Asif Majeed
1709 N. Greenfield Road
Mesa, AZ 85205

**ARTICLE VII
AMENDMENT**

These Articles of Incorporation may be amended by vote of a majority (51%) of the Board at a meeting at which a quorum is present, provided that no amendment shall substantially change the original purposes of the Corporation.

**ARTICLE VIII
DISSOLUTION**

In the event of the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation exclusively to one or more organizations then described in I.R.C. § 170(c)(2), 501(c)(3), 2055(a)(2), and 2522(a)(2) having purposes substantially similar to those of the Corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Superior Court of the county in which the principal office of the Corporation is then located.

**ARTICLE IX
PRINCIPAL OFFICE; REGISTERED OFFICE; REGISTERED AGENT**

The mailing and street address of both the principal office is 1709 N. Greenfield Road, Mesa, Arizona 85205. The mailing and street address of the registered office is 2307 S. Rural Road, Tempe, Arizona 85282 and the registered agent at such address CLG Services, LLC.

**ARTICLE X
DIRECTOR LIABILITY**

To the fullest extent permitted by the ANCA as the same exist or may be hereafter amended, no Director of the Corporation shall be liable to the Corporation for monetary damages for any action taken or any failure to take any action as a Director. No repeal, amendment or modification of this article, whether direct or indirect, shall eliminate or reduce its effect with respect to any act or failure to act of a Director of the Corporation occurring prior to such repeal, amendment or modification.

**ARTICLE XI
INDEMNIFICATION**

The Corporation shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its current and former Directors, Officers, and agents against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the Corporation; provided, however, that the Corporation's obligation of indemnification shall be conditioned upon its receipt of prompt written notice of the threat or filing of an action, suit or proceeding as to which rights of indemnification are sought. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, board resolution, vote of the Members, the ANCA or otherwise. All capitalized terms used in this section and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

DATED: June 29, 2017.



Asif Majeed, Incorporator

CONSENT OF STATUTORY AGENT


OF

SELF DEVELOPMENT SCOTTSDALE ACADEMY

The undersigned, having been named in the Articles of Incorporation of Self Development Scottsdale Academy as its agent for service of process for the State of Arizona, hereby confirms that it has been notified of the appointment and that it accepts the appointment.

DATED: June 29, 2017.

CLG SERVICES, LLC.



Ellis Carter, Manager

CERTIFICATE OF DISCLOSURE

Read the Instructions C003i

1. ENTITY NAME – give the exact name of the corporation in Arizona:

Self Development Scottsdale Academy

2. A.C.C. FILE NUMBER (if already incorporated or registered in AZ): N/A

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

3. Check only one of the following to indicate the type of Certificate:

- Initial (accompanies formation or registration documents)
- Annual (credit unions and loan companies only)
- Supplemental to COD filed _____ (supplements a previously-filed Certificate of Disclosure)

4. FELONY/JUDGMENT QUESTIONS:

Has any person (a) who is currently an officer, director, trustee, or incorporator, or (b) who controls or holds over ten per cent of the issued and outstanding common shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation been:

4.1	Convicted of a felony involving a transaction in securities, consumer fraud or antitrust in any state or federal jurisdiction within the seven year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.2	Convicted of a felony, the essential elements of which consisted of fraud, misrepresentation, theft by false pretenses or restraint of trade or monopoly in any state or federal jurisdiction within the seven-year period immediately preceding the signing of this certificate?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.3	Subject to an injunction, judgment, decree or permanent order of any state or federal court entered within the seven-year period immediately preceding the signing of this certificate, involving any of the following: a. The violation of fraud or registration provisions of the securities laws of that jurisdiction; b. The violation of the consumer fraud laws of that jurisdiction; c. The violation of the antitrust or restraint of trade laws of that jurisdiction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.4	If any of the answers to numbers 4.1, 4.2, or 4.3 are YES , you MUST complete and attach a <u>Certificate of Disclosure Felony/Judgment Attachment</u> form C004.		

5. BANKRUPTCY QUESTION:		
5.1 Has any person (a) who is currently an officer, director, trustee, incorporator, or (b) who controls or holds over twenty per cent of the issued and outstanding common shares or twenty per cent of any other proprietary, beneficial or membership interest in the corporation, served in any such capacity or held a twenty per cent interest in any other corporation (not the one filing this Certificate) on the bankruptcy or receivership of the other corporation?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.2 If the answer to number 5.1 is YES , you MUST complete and attach a Certificate of Disclosure Bankruptcy Attachment form C005.		

IMPORTANT: If within 60 days of the delivery of this Certificate to the A.C.C. any person not included in this Certificate becomes an officer, director, trustee or person controlling or holding over ten per cent of the issued and outstanding shares or ten per cent of any other proprietary, beneficial or membership interest in the corporation, the corporation must submit a SUPPLEMENTAL Certificate providing information about that person, signed by all incorporators or by a duly elected and authorized officer.

SIGNATURE REQUIREMENTS:	
Initial Certificate of Disclosure:	This Certificate must be signed by all incorporators. If more space is needed, complete and attach an <u>Incorporator Attachment</u> form C084.
Foreign corporations:	This Certificate may be signed by a duly authorized officer or by the Chairman of the Board of Directors.
Credit Unions and Loan Companies:	This Certificate must be signed by any 2 officers or directors.

Asif Majeed
Name

Address 1
1709 N GREENFIELD ROAD

Address 2
MESA **AZ** **85205**

City **UNITED STATES** State Zip

Country

SIGNATURE - see Instructions C003i:

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

I ACCEPT

Asif Majeed
Signature

Asif Majeed **6/29/17**
Printed Name Date

- REQUIRED - check only one:**
- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
 - Officer** - I am an officer of the corporation submitting this Certificate
 - Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
 - Director** - I am a Director of the credit union or loan company submitting this Certificate.

Name

Address 1

Address 2

City State Zip

Country

SIGNATURE - see Instructions C003i:

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

I ACCEPT

Signature

Printed Name Date

- REQUIRED - check only one:**
- Incorporator** - I am an incorporator of the corporation submitting this Certificate.
 - Officer** - I am an officer of the corporation submitting this Certificate
 - Chairman of the Board of Directors** - I am the Chairman of the Board of Directors of the corporation submitting this Certificate.
 - Director** - I am a Director of the credit union or loan company submitting this Certificate.

Filing Fee: None (regular processing) Expedited processing - add \$35.00 to filing fee. All fees are nonrefundable - see Instructions.	Mall: Arizona Corporation Commission - Corporate Filings Section 1300 W. Washington St., Phoenix, Arizona 85007 Fax: 602-542-4100
----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

Please be advised that A.C.C. forms reflect only the minimum provisions required by statute. You should seek private legal counsel for those matters that may pertain to the individual needs of your business.
All documents filed with the Arizona Corporation Commission are public record and are open for public inspection.
If you have questions after reading the Instructions, please call 602-542-3026 or (within Arizona only) 800-345-5819.

BYLAWS
OF
SELF DEVELOPMENT SCOTTSDALE ACADEMY

ARTICLE I
NAME; OFFICES; AGENTS

Section 1. Name. The name of this Corporation is “Self Development Scottsdale Academy” (“School”).

Section 2. Principal Office. The School may have such offices, either within or without the State of Arizona, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 3. Registered Office and Registered Agent. The School shall maintain a registered office and registered agent in the State of Arizona. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Arizona Corporation Commission pursuant to the provisions of the Arizona Nonprofit Corporation Act (the “ANCA”).

ARTICLE II
BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the School shall be managed by its Board of Directors (the “Board”).

Section 2. Number and Qualifications of Directors.

(a) Number. The number of Directors shall be as determined by the Board from time to time and shall serve for the term provided in Section 4 of this Article.

(b) Qualifications. Directors must be more than 18 years of age. Each Director must pass a background check, or other regulatory inquiries, as required by State law, federal law or other governmental agencies having proper regulatory authority over the affairs of the School or its activities, as amended from time to time, which shall include as a minimum, a fingerprint check showing no criminal record exists which could adversely affect the School or its operation. Directors must, in the opinion of the Board, possess experience and qualifications that further the Board’s commitment to the educational and operational purposes of the School.

(c) Ex Officio Director. Both the President and the Vice President of the School shall be ex officio Directors with voting rights. The ex officio Directors shall be included in the total number of Directors authorized in subsection (a) above.

Section 3. Election of Directors.

(a) Initial Directors. The initial Directors named in the Articles of Incorporation, organizational meeting minutes, or consents in lieu of the organizational meeting shall serve until the first annual meeting of the Board.

(b) Successor Directors. Successor Directors, other than any ex officio Directors who shall serve as directors automatically by virtue of their office, shall be elected by the affirmative vote of a majority (51%) of the Directors then in office at the annual meeting of the Board in the year a vacancy will occur.

Section 4. Term of Office. Directors, other than the ex-officio Directors, shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of Directors. The Directors of the first class shall hold office for an initial term of one (1) year, the Directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this School, the successors to the class of Directors whose terms expire that year shall commence to hold office for a term of two (2) years, or until their successors have been elected and qualified. In the event of an increase in the number of Directors, the remaining Directors shall assign the newly created Directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors. There is no limit on the number of terms a Director may serve.

Section 5. Compensation. Directors of the School shall not receive compensation for serving as Directors, but may receive reasonable compensation for other professional services rendered which are necessary to carrying out the exempt purposes of the School. In addition, Directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided such reimbursement is authorized by the Board. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

Section 6. Resignation. A Director may resign at any time by filing a written resignation with the President or the Secretary of the School.

Section 7. Removal. A Director may be removed from office with or without cause by the vote of a majority (51%) of the other Directors of this School either at a regular meeting or at any special meeting called for that purpose.

Section 8. Vacancies. In the event a vacancy occurs in the Board from any cause, including an increase in the number of Directors, the Directors may fill the position at any regular meeting or at any special meeting called for the purpose of electing a director; provided, however, that for the purpose of counting term limits, the newly elected director's term will be counted as beginning on the date of the first annual meeting following his or her election.

ARTICLE III MEETINGS OF THE BOARD

Section 1. Place of Meetings. All meetings shall be held at a location compliant with Arizona Open Meeting Law which may include the principal office of the School or any other place sufficient to accommodate all interested persons and located within a reasonable distance from the School.

Section 2. Annual Meeting. The annual meeting of the Board shall be held at such time and place as the President determines as set forth in the notice given, or waiver signed, with respect to such meeting. At the annual meeting, the incumbent Directors shall elect new Directors to fill any vacancies on the Board, who shall then elect officers and transact such other business as may be properly brought before the meeting. If for any reason any annual meeting is not held during the time period set forth above, a deferred annual meeting may thereafter be called and held in lieu thereof.

Section 3. Regular Meetings. The Board may provide by resolution for regular or stated meetings of the Board to be held at a fixed time and place provided notice of all such meetings are posted in accordance with Arizona Open Meeting Law.

Section 4. Special Meetings. Special meetings of the Board may be held at any time and for any purpose or purposes, unless otherwise prescribed by the ANCA or Arizona Open Meeting Law, on call of the President or Secretary, and shall be called by the Secretary on the written request of any twenty (20%) of the Directors.

Section 5. Notice and Waiver of Notice.

(a) Open Meeting Law. All official actions and deliberations of the Board shall take place at a meeting open to the public in compliance with Arizona Open Meeting Law, ARS 38-431 through 38-431.09 (the "Arizona Open Meeting Law"), for so long as Arizona Open Meeting Law applies to charter schools such as the School, except in cases where and to the extent, Arizona Open Meeting Law authorizes the Board to meet in executive session.

(b) Public Notice of Meetings. Public notice, including both permanent and recurring notices, of all meetings of the Board and of all committees and executive sessions authorized by the Board shall be given pursuant to and as required by Arizona Open Meeting Law.

(c) Recurring Notice. Recurring Notice shall either include the meeting's agenda or directions on how to acquire the meeting's agenda. The agenda shall include the date, time, place, purpose and business to be transacted at the meeting. If the Board is to enter executive session, the agenda shall state such along with the legal justification for entering executive session. Such notice shall be made publicly available and delivered to each Director at least twenty-four (24) hours prior to the meeting and shall be in accordance with the School's permanent notice. In the event of an actual emergency as considered by Arizona Open Meeting Law, the School will post notice of the meeting as soon as possible under the circumstances, but no later than twenty-four (24) hours after the meeting.

(d) Methods of Giving Notice. Notice of any meeting of Directors, and any other notice required to be given under these Bylaws, the ANCA, or Arizona Open Meeting Law shall be posted on the school's website, physically posted in a publicly accessible space, and may additionally be communicated through locally circulated publications, in person, by telephone, e-mail, facsimile or other form of wire or wireless communication, or by mail or private carrier.

Section 6. Appearing by Telephone or Other Communication Technology. Any or all Directors may participate in a regular or special meeting or in a committee meeting of the Board through the use of the telephone or any other means of communication by which all participating Directors and the public present may simultaneously hear each other during the meeting. Participation by such means shall constitute presence in person at a meeting.

Section 7. Quorum. A majority (51%) of the number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. The Board shall not discuss, deliberate, propose, or take any action with less than a quorum of Directors present. If less than a quorum is present when a meeting is convened, or if a quorum is lost due to the departure of one or more directors, the meeting is automatically adjourned.

Section 8. Manner of Acting. At any meeting of the Board, every Director entitled to vote shall have one vote. The act of fifty-one percent (51%) of the Directors present at a meeting at which a quorum is present shall be the act of the Board, unless the act of a greater number is required by the ANCA, or the Articles of Incorporation or Bylaws of the School.

Section 9. Presumption of Assent. A Director of the School who is present at a meeting of the Board, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the School immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

Section 10. Minutes. Written minutes of the business conducted at meetings of the Board shall be kept and retained at the School's principal office, held open for inspection by any director at all reasonable times, and made publicly available in accordance with Arizona Open Meeting Law.

Section 11. Director Deadlock. In the event the Board votes are deadlocked, but only if so required by the written request of any director delivered to the President, the Board shall, within thirty (30) days after receipt of such written request, appoint a mutually-agreed upon neutral mediator to aid the Board in facilitating the decision-making process. If, after appointing the mediator, the deadlock persists for a period not to exceed 60 days after the original deadlock vote, the Board shall, within ten (10) days thereafter, agree upon a neutral, qualified arbitrator who shall have the authority to issue a decision on the issue upon which the Board is deadlocked such decision shall be binding on the School and on each Director.

ARTICLE IV OFFICERS

Section 1. Number. The principal officers of the School shall be a President, a Vice President, a Secretary, and a Treasurer, each of whom shall be elected by the Board. The Board may elect such other officers and assistant officers and agents as may be deemed necessary. The same individual may simultaneously hold more than one office. Both the President and the Vice President shall be ex officio voting members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the School shall hold office until a qualified successor is elected upon that officer's death, or until that officer shall resign or shall have been removed in the manner hereinafter provided.

Section 3. Resignation. Any officer may resign at any time by delivering written notice to the President, the Secretary, or the Board, or by giving oral or written notice at any meeting of the Board. Any such resignation shall take effect at the time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by an affirmative vote of two-thirds (2/3) of the Board of Directors eligible to vote at that time, whenever in its judgment the best interests of the School will be served thereby; such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 5. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6. The President. The President shall be the principal executive officer of the School and, subject to the oversight of the Board of Directors, shall in general supervise and control all of the business and affairs of the School including but not limited to the development and implementation of curriculum, assessments, and teacher evaluation and development. The President shall call and preside at all meetings of the Board of Directors and shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the School as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 7. The Vice President. In the absence of the President, or in the event of the President's death, inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are

duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the School if one is authorized by the Board of Directors, in which case the Secretary shall see that the seal of the School is affixed to all documents the execution of which on behalf of the School under its seal is duly authorized; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 9. The Treasurer. The Treasurer shall: (a) oversee the development and observation of the organization's financial policies, budgeting, reporting to the Board and serve as Chair of the Finance Committee; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Chair or by the Board.

Section 10. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 11. Compensation. Officers of the School, other than the President and Vice President, shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the School. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors. Compensation and reimbursement decisions shall be made in compliance with the School's Conflict of Interest Policy and Travel and Expense Reimbursement Policy.

ARTICLE V CONFLICT OF INTEREST

Section 1. Conflict of Interest Procedure. Each Director, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers, on behalf of the School, shall conduct him or herself in a manner consistent with the School's Conflict of Interest Policy as may be amended by the Board from time to time.

Section 2. Disclosure of Conflicts. Each Director, Officer, key employee, and member of a committee or subcommittee of the Board with Board-delegated powers shall annually complete and sign the form of the School's Annual Conflict of Interest Acknowledgment Statement as may be amended by the Board from time to time.

ARTICLE VI COMMITTEES

Section 1. Board Committees. The Board by resolution may create one or more standing or ad hoc committees having such powers as are then permitted by the ANCA and as are specified

in the resolution. Committees may consist of one or more Directors of the School. Meetings of the Board Committees shall always be held in compliance with Arizona Open Meeting Law.

Section 2. Powers Reserved to the Board. Any committee, to the extent provided in the resolution of the Board, shall have and may exercise any of the powers and authority of the Board, except that no committee shall have any power or authority as to the following: (i) the filling of vacancies on the Board or any committee with Board delegated powers; (ii) the adoption, amendment or repeal of the Bylaws; (iii) the fixing of compensation of the Directors; (iv) the amendment or repeal of any resolution of the Board; or (v) action on matters committed by the Bylaws or by resolution of the Board to another committee of the Board.

Section 3. Participation by Non-Directors. A person who is not a Director may be appointed to any Board committee; provided, however, such non-Director shall have no right to vote on any question that would create a binding obligation of the School.

Section 4. Removal; Authority of the Board. The Board may remove any member of a committee, or may dissolve such a committee, at any time, with or without cause. Any committee action is subject to amendment, modification, or repeal at the next annual or regular meeting of the Board.

Section 5. Term. Except for committees for which the Board has, by resolution, adopted different rules, each member of a committee shall continue as such until the next annual meeting of the School, unless the Board removes the member or terminates the Committee. Committee members may serve consecutive terms without limitation.

Section 6. Committee Rules. Each committee may, subject to the approval of the Board, prescribe rules and regulations for the call and conduct of meetings of the committee and other matters relating to its procedure that are consistent with the Articles, the Bylaws, and Board applicable resolutions.

ARTICLE VII INDEMNIFICATION

The School shall, to the fullest extent permitted or required by Sections 10-3850 to 10-3858, inclusive, of the ANCA, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the School to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the School. The School may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses to which such Director or Officer may be entitled under any written agreement, Board resolution, the ANCA or otherwise. All capitalized terms used in this Article and not otherwise defined herein shall have the meaning set forth in Section 10-3850 of the ANCA.

**ARTICLE VIII
SCHOOL POLICY COUNCIL**

The President may convene an advisory group known as the School Policy Council (“Council”) consisting of non-directors selected by the President from time to time. The members of the Council may include individuals with education and business backgrounds as well as parents or guardians of current or former students. The Council will consult with and advise the President on educational, student, extra-curricular, instructional, administrative, and other issues facing the School. The Council shall not have the authority to set policy or to bind the School and shall not advise the Board.

**ARTICLE IX
MISCELLANEOUS**

Section 1. Fiscal Year. The fiscal year of the School shall end on the last day of June of each year.

Section 2. Books and Records. The School shall keep at its principal or registered office copies of its current Articles of Incorporation and Bylaws; correct and adequate records of accounts and finances; minutes of the proceedings of the Board, and any minutes which may be maintained by committees of the Board; records of the name and address of each Director and each Officer; and such other records as may be necessary, advisable or required by the Records Retention and Disposition for Arizona School Districts or the State Public Records Law (A.R.S. Sections 39-121 through 30-122), for so long as such laws and regulations apply to charter schools. All books and records of the School may be inspected, for any proper purpose at any reasonable time, by: (i) any Director; (ii) the agent or attorney of such Director; and (iii) as otherwise required by law.

Section 3. Corporate Acts. The President and the Vice President shall have authority to sign, execute and acknowledge on behalf of the School, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the School’s regular business, or which shall be authorized by resolution of the Board of Directors. Except as otherwise provided by the ANCA or directed by the Board of Directors, the President may authorize in writing any officer or agent of the School to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the School is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the School, provided, however, that an attestation is not required to enable a document to be an act of the School.

Section 4. Loans. No monies shall be borrowed on behalf of the School and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 5. Deposits. All funds of the School, not otherwise employed, shall be deposited from time to time to the credit of the School in such banks, investment firms or other depositories as the Board of Directors may select.

**ARTICLE X
PROHIBITION AGAINST DISCRIMINATION**

The School shall not discriminate on the basis of race, sex, age, national or ethnic origin or religion in the administration of its educational policies, admissions policies, athletic or other school-administered programs or employment policies.

**ARTICLE XI
AMENDMENTS**

Section 1. By the Directors. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the vote of two-thirds (2/3) of the Directors then in office at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect but is taken or authorized by affirmative vote of not less than the number of Directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

Certified a true and correct copy of the Bylaws adopted on the 29th day of June 2017, by the Board of Directors of Self Development Scottsdale Academy.


Asif Majeed, Secretary

From: Daniel Cobin <Daniel.Cobin@asbcs.az.gov>

Date: June 22, 2017 at 12:00:11 PM MST

To: anjum majeed <anjumajeed@yahoo.com>

Subject: Self Development Charter School, Inc. dba Self Development Academy
Replication Eligibility

```
[if !mso]><style>v\:* {behavior:url(#default#VML);} o\:* {behavior:url(#default#VML);}
w\:* {behavior:url(#default#VML);} .shape {behavior:url(#default#VML);}
</style><![endif]><[if gte mso 9]><xml> <o:shapedefaults v:ext="edit" spidmax="1027" />
</xml><![endif]><[if gte mso 9]><xml> <o:shapelayout v:ext="edit"> <o:idmap v:ext="edit"
data="1" /> </o:shapelayout></xml><![endif]
[if gte vml 1]><v:shapetype id="_x0000_t75"
coordsize="21600,21600" o:spt="75" o:preferrelative="t"
path="m@4@5l@4@11@9@11@9@5xe" filled="f" stroked="f">
<v:stroke jointstyle="miter" /> <v:formulas> <v:f eqn="if lineDrawn
pixelLineWidth 0" /> <v:f eqn="sum @0 1 0" /> <v:f eqn="sum 0 0 @1"
/> <v:f eqn="prod @2 1 2" /> <v:f eqn="prod @3 21600 pixelWidth" />
<v:f eqn="prod @3 21600 pixelHeight" /> <v:f eqn="sum @0 0 1" />
<v:f eqn="prod @6 1 2" /> <v:f eqn="prod @7 21600 pixelWidth" />
<v:f eqn="sum @8 21600 0" /> <v:f eqn="prod @7 21600 pixelHeight"
/> <v:f eqn="sum @10 21600 0" /> </v:formulas> <v:path
o:extrusionok="f" gradientshapeok="t" o:connecttype="rect" /> <o:lock
v:ext="edit" aspectratio="t" /> </v:shapetype><v:shape
id="Picture_x0020_1" o:spid="_x0000_s1026" type="#_x0000_t75"
style='position:absolute;margin-left:0;margin-
top:3pt;width:84.7pt;height:81.75pt;z-
index:251659264;visibility:visible;mso-wrap-style:square;mso-width-
percent:0;mso-height-percent:0;mso-wrap-distance-left:9pt;mso-wrap-
distance-top:0;mso-wrap-distance-right:9pt;mso-wrap-distance-
bottom:0;mso-position-horizontal:left;mso-position-horizontal-
relative:text;mso-position-vertical:absolute;mso-position-vertical-
relative:text;mso-width-percent:0;mso-height-percent:0;mso-width-
relative:page;mso-height-relative:page'> <v:imagedata
src="cid:image001.png@01D2EB4E.D9EED490" o:title="" /> <w:wrap
type="square"/> </v:shape><![endif]><[if !vml]
```



[endif] **Arizona State Board for Charter
Schools** *Physical*

Address:

West Adams Street, Ste. 170
Phoenix, AZ 85007
AZ 85009
(602) 364-3080

Mailing Address: 1616

P.O. Box 18328
Phoenix,

June 22, 2017

Self Development Charter School, Inc. dba Self Development
Academy
Anjum Majeed, Charter Representative
1709 North Greenfield Road
Mesa, AZ 85205

Sent via email: anjumajeed@yahoo.com

Re: Replication Eligibility—Self Development Charter School, Inc. dba
Self Development Academy —Entity ID 79072

Dear Charter Representative,

Thank you for your interest in the Arizona State Board for Charter
Schools' ("Board") replication application. On June 20, Self
Development Charter School, Inc. dba Self Development Academy
submitted a Replication Eligibility form requesting to participate in the
replication application process. Staff has processed the request in
accordance with Rule by confirming eligibility, including academic
performance and an operational compliance check of the Charter

Holder requesting replication, as well as the Charter Holder's associated schools.

It has been determined that Self Development Charter School, Inc. dba Self Development Academy is **eligible** to participate in the replication process. At this time, you are encouraged to review the guidelines and instructions on the Board's website at <https://asbcs.az.gov/applicant-resources/replication>. The Charter Holder may submit a replication application until the eligibility expires on June 30, 2017, at the end of the current fiscal year.

The Replication Application will be submitted electronically through the ASBCS Online system. Access the Replication Application form online as follows:

- [if !supportLists]• [endif]Log into ASBCS Online as the Charter Representative.
- [if !supportLists]• [endif]Select the "School(s)" link under the Charter Holder heading.
- [if !supportLists]• [endif]Choose a school name if your charter has more than one school.
- [if !supportLists]• [endif]Click "Submit Form" under the Charter Holder menu.
- [if !supportLists]• [endif]Click "Replication Application" under the Applications menu.

Based on the fiscal year 2016 audit available at the time of the eligibility confirmation, Self Development Charter School, Inc. dba Self Development Academy **Meets** the Board's Financial Performance Expectations.

Prior to submission of the application, determine if the Charter Holder meets the Board's Financial Performance Expectations based on the *most recent* audit. A dashboard representation of the Charter Holder's financial performance, based upon the indicators and measures adopted by the Board, is available through ASBCS Online.

Instructions for accessing the most current financial dashboard are as follows:

- Go to <http://online.asbcs.az.gov>. Do not log in.
- Under the “Search” option, select “Charter Holders”
- Enter part or all of the charter holder name and click “Search”
- Select the applicable charter holder from the search results
- Select the “Financial Performance” tab

If you have any questions, please feel free to contact Board staff at 602-364-3085.

Sincerely,

Daniel Cobin
Education Program Manager
Arizona State Board for Charter Schools
602-364-3085

AGENDA ITEM EXECUTIVE SUMMARY: Proposed Revisions to the Academic, Operational and Financial Performance Frameworks

Issue

To ensure a minimum standard of achievement and operations charter holders should strive to obtain before expanding, staff is proposing adding eligibility criteria for expansion requests to the Board's Operational and Financial Performance Frameworks and aligning the expansion eligibility criteria and processes across the Board's Academic, Financial and Operational Performance Frameworks. In conjunction with these changes, staff is also proposing modifying when a financial performance response is required for expansion requests. During the public comment period, staff did not receive any comments on these proposed changes.

Background

Under the Board's current framework, a charter holder is eligible to submit a request for expansion if 75% or more of its schools eligible to receive an overall rating have a minimum rating of "Meets Standard" on its academic dashboard. Prior to Board consideration, staff conducts a compliance check to review a charter holder's operational performance. A charter holder that does not meet the Board's financial performance expectations due to measures being rated "Does Not Meet Standard" or "Falls Far Below Standard" must submit a financial performance response with some, but not all, expansion requests.

Proposed Revisions to the Performance Frameworks Eligibility Criteria for Expansions

Attachment A: Eligibility Criteria for Expansions includes the details on the proposed revisions.

In summary, the proposed revisions include:

- Criteria to evaluate the academic, financial, and operational performance of the charter holder and its Associated Schools or Associated Charters.
- A process for ensuring a charter holder maintains eligibility throughout the Expansion Request review process (administrative and substantive reviews).
- Conditions for determining when an Associated School or Associated Charter may be excluded from eligibility consideration for expansion requests.

Expansion Requests

The proposed changes to the eligibility criteria will apply to the following requests made to the Board to expand a charter's operations.

- Add a new charter school that is currently not in operation under an existing charter contract
- Increase the number of students a charter holder may serve at its school(s)
- Add or change to an Arizona Online Instruction program of instruction
- Increase the grade levels a charter holder is approved to serve
- Replicate an existing charter
- Transfer a charter school from an existing charter contract to its own charter contract
- Transfer of a charter school or charter contract from the current Charter Holder to an existing Charter Holder with a different dashboard¹

¹ For these requests, only the academic, financial, and operational performance of the receiving Charter Holder is considered when determining eligibility.



Financial Performance Response

Attachment B: Financial Performance Response includes the details on the proposed revisions to the financial framework's Appendix B. The major revisions include modifying when a financial performance response is required for expansion requests when the charter holder meets the eligibility requirements, but does not meet the Board's financial performance expectations, and incorporating provisions of the Board's current administrative rules.

The intent of this change is to allow the Charter Holder an opportunity to provide the Board additional financial information and context before going in front of the Board.

Public Comment

In accordance with A.A.C. R7-5-404 (A), the proposed substantive changes were open for public comment from July 28 through August 25, 2017. The initial communication was sent to all charter representatives in an email. In order to reach more stakeholders, the request to comment on the proposed changes was circulated through:

- The Board's website, monthly newsletter and social media.
- The Association's newsletter.

Attachment A: Eligibility Criteria for Expansions

Attachment A

Eligibility Criteria for Expansions

In order to be eligible to submit an expansion request, the charter holder must meet the following eligibility criteria (*see table below*) based on its performance on the academic, financial, and operational dashboards.

Academic Performance² Eligibility Criteria

1. An academic dashboard for each school operated by the charter holder is available through ASBCS Online,
2. 75 percent or more of schools under its charter have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s academic dashboard, and
3. 75 percent or more of all Associated Schools (*defined below*) have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on the Associated Schools’ academic dashboards, or
4. If one or more Associated Schools are excluded for academic performance purposes, then 100 percent of the remaining Associated Schools eligible to receive an Overall Rating must have a minimum Overall Rating of “Meets Standard” on the most recent fiscal year presented on the Associated Schools’ academic dashboards.

Maintaining Eligibility

If during the expansion review process the Board develops new academic dashboards for the schools operated by the charter holder, Associated School(s) or both, then Board staff will reevaluate the charter holder’s eligibility based on the most recent fiscal year academic dashboard. For a charter holder determined to no longer be academically eligible, Board staff will notify the charter holder and close the request.

Special Exclusions: An Associated School may be excluded if the Associated School is in its first year of operation or has a distinct learning environment (philosophy, population, program of instruction, schedule) that is clearly documented in its charter which is significantly different from the schools operated by the charter holder that will be impacted by the expansion request.

Financial Performance³ Eligibility Criteria

1. A dashboard for the charter holder is available through ASBCS Online⁴,
2. The charter holder has no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the charter holder’s dashboard, and
3. 75 percent or more of all Associated Charters (*defined below*) have no measure rated “Falls Far Below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards, or
4. If one or more Associated Charters are excluded for financial performance purposes, then 100 percent of the remaining Associated Charters must have no measure rated “Falls Far below Standard” for the most recent fiscal year presented on the Associated Charters’ dashboards.

² Excluding replication as it has additional requirements which are unchanged by this proposal.

³ A Charter Holder eligible to submit an expansion request must submit a financial performance response as described in Appendix B to the Financial Performance Framework.

⁴ The Board must have received the Charter Holder’s first audit reporting package for the charter holder to be eligible to submit an expansion request. If the audit reporting package has been submitted but a dashboard is not available through ASBCS Online, please contact your Education Program Manager.



Maintaining Eligibility

If during the processing of an expansion request the Board receives the next audit reporting package for the charter holder, Associated Charter(s) or both, then Board staff will update the applicable dashboard(s) and reevaluate the charter holder's eligibility based on the most recent audit reporting package(s). For a charter holder determined to no longer be financially eligible, Board staff will notify the charter holder and close the request.

Special Exclusions: An Associated Charter may be excluded if the Associated Charter is in its first year of operation and has not yet submitted its first audit reporting package to the Board.

Operational Performance

1. A dashboard for the charter holder is available through ASBCS Online,
2. The charter holder meets the Board's operational performance standard for the most recent completed fiscal year,
3. The charter holder meets the Board's operational performance standard for the current evaluated year, and
4. 75 percent or more of its Associated Charters meets the Board's standard on its operational dashboard for the most recently completed fiscal year and the current evaluated year.

Maintaining Eligibility

If during the expansion review process the Board receives data for the charter holder, Associated Charter(s) or both, then Board staff will update the applicable dashboard(s) and reevaluate the charter holder's eligibility based on the most recent fiscal year operational dashboard. For a charter holder determined to no longer be eligible, Board staff will notify the charter holder and close the request.

Definitions

- An Associated Charter is:
 - A charter operated by a charter holder that contracts with the same Education Service Provider.
 - A charter operated by the same charter holder.
 - A charter operated by a charter holder with at least 50 percent of the officers, directors, members or partners in common, as reflected in the charter contract.
- An Associated School is:
 - A school operated by a charter holder that operates one or more other schools that contract with the same Education Service Provider.
 - A school operated by the same charter holder but under different charter contracts.
 - A school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members or partners in common, as reflected in the charter contract.

Attachment B: Financial Performance Response

Appendix B

Financial Expectations Not Met: Charter Holder Action & Board Consideration

For charter holders that do not meet the Board’s financial performance expectations but do meet the expansion eligibility requirements, as applicable, the table below specifies by monitoring, expansion or transfer area what the charter holder must do and how that information will be used by the Board in its decision-making. This table in no way precludes the Board from considering a charter holder’s financial performance or from assigning a financial performance response at other times when the Board makes decisions, for example, related to a charter holder’s academic performance and/or a charter holder’s compliance with its charter and state and federal laws.

In accordance with A.A.C. R7-5-509, if the process the charter holder is in requires consideration at a Board meeting and at least one measure was rated as “Not Acceptable” in Board staff’s evaluation conducted under Appendix C, Board staff shall provide the charter holder with the opportunity to supplement the financial performance response based on the feedback included in the evaluation.

Formatted: Underline

Formatted Table

	Charter Holder Action	Board Consideration
Academic Performance Framework (Monitoring)	If a charter school operated by the charter holder has failed to meet the Board’s academic performance standard for three consecutive years <u>and</u> the charter holder does not meet the Board’s financial performance expectations, the charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard” or a “Falls Far Below Standard”. For additional information regarding the financial performance response, please see Appendix C.	Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder’s financial performance response <u>(supplemented, as applicable)</u> and the <u>final</u> evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder’s academic performance. Additionally, a table showing the charter holder’s financial data and financial performance for the last three audited fiscal years (if three years are available) will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder’s financial performance, focusing on those measures where the charter holder failed to meet the Board’s target and using information from the charter holder’s response and related documents. The charter holder’s financial performance may be considered by the Board as an aggravating factor in its decision-making.
Arizona Online Instruction (AOI) – Addition of or change to an AOI program of Instruction Program of Instruction Amendment Request (Expansion)	<u>If the charter holder meets the eligibility requirements specified on pages 6 and 7,</u> the charter holder must submit: <ul style="list-style-type: none"> A financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard” or a “Falls Far Below Standard”. For additional information regarding the financial performance response, please see Appendix C. A start-up budget <u>detailing all expenditures that cover the start-up</u> 	Board staff will review the financial performance response and evaluate it in accordance with Appendix C. Additionally, Board staff will review the start-up and operational budgets and assumptions. The charter holder’s financial performance response <u>(supplemented, as applicable), including the start-up budget, operational budget and assumptions, as well as the final</u> evaluation instrument completed by staff will be provided to the Board when the Board considers the amendment <u>charter holder’s</u> request. Additionally, a table showing the charter holder’s financial data and financial

	Charter Holder Action	Board Consideration
	<p>plans to cover expenses projected to occur during the start up period (until August 1 of the year the school opens).</p> <ul style="list-style-type: none"> • An <u>first-year</u> operational budget <u>to detailing all expenditures that</u> cover the first year of operations. • For each budget, <u>a separate document describing budget</u> assumptions for each line item <u>in the budget, including a description of how revenues cover expenses. If the revenues do not cover expenses, describe how this will not negatively affect the charter holder's overall financial performance, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start up period and first year of operation.</u> <p>If the charter holder submits the amendment request prior to the Board receiving the charter holder's first audit reporting package, then the charter holder must submit:</p> <ul style="list-style-type: none"> • Internal, unaudited financial statements for the fiscal year(s) to date. • A start up budget to cover expenses projected to occur during the start up period (until August 1 of the year the school opens). • An operational budget to cover the first year of operations. • For each budget, a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start up period and first year of operation. 	<p>performance for the last three audited fiscal years (<u>if three years are available</u>) will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents.</p> <p>The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.</p>
<p><u>Enrollment Cap – Increase in the number of students the charter holder may serve at its school(s) (Expansion)</u></p>	<p><u>If the charter holder meets the eligibility requirements specified on pages 6 and 7, the charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard". For additional information regarding the financial performance response, please see Appendix C.</u></p>	<p><u>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder's financial performance response (supplemented, as applicable) and the final evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder's request. Additionally, a table showing the charter holder's financial data and financial performance for the last three audited fiscal years (if three years are available) will be included in the staff report provided to the</u></p>

	Charter Holder Action	Board Consideration
		<p><u>Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents.</u></p> <p><u>The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.</u></p>
<p>"F" Letter Grade – A charter school operated by the charter holder has been assigned a letter grade of "F" under the state accountability system Failing School Designation (Monitoring)</p>	<p><u>If a charter school operated by the charter holder has been assigned a letter grade of "F" under the state accountability system and the charter holder does not meet the Board's financial performance expectations,</u> the charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard" or a "Falls Far Below Standard". For additional information regarding the financial performance response, please see Appendix C.</p>	<p>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder's financial performance response <u>(supplemented, as applicable)</u> and the <u>final</u> evaluation instrument completed by staff will be provided to the Board when the Board considers whether to revoke or restore the charter of the failing school. Additionally, a table showing the charter holder's financial data and financial performance for the last three audited fiscal years <u>(if three years are available)</u> will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents.</p> <p>The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.</p>
<p>Five-Year Interval Review (Monitoring)</p>	<p>The charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard" or a "Falls Far Below Standard". For additional information regarding the financial performance response, please see Appendix C.</p>	<p>Board staff will review the charter holder's financial performance response and evaluate it in accordance with Appendix C. A copy of the completed evaluation instrument will be placed in the charter holder's DMS in ASBCS Online.</p> <p>OR</p> <p>The Board may consider the charter holder's financial performance at the time of the interval review. In these instances, Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder's financial performance response <u>(supplemented, as applicable)</u> and the <u>final</u> evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder's performance at the time of the interval review. Additionally, a table showing the charter holder's financial data and financial performance for the last</p>

	Charter Holder Action	Board Consideration
		three audited fiscal years will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents. The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.
Grade Levels – Increase in the grade levels the charter holder is approved to serve (Expansion)	<u>If the charter holder meets the eligibility requirements specified on pages 6 and 7, the charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard". For additional information regarding the financial performance response, please see Appendix C.</u>	<u>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder's financial performance response (supplemented, as applicable) and the final evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder's request. Additionally, a table showing the charter holder's financial data and financial performance for the last three audited fiscal years (if three years are available) will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents.</u> <u>The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.</u>
New School – Addition of a new school that is currently not in operation under an existing charter contract¹Site Notification Request (Expansion)	<u>If the charter holder meets the eligibility requirements specified on pages 6 and 7, the charter holder must submit:</u> <ul style="list-style-type: none"> A financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard" or a "Falls Far Below Standard". For additional information regarding the financial performance response, please see Appendix C. A start-up budget <u>detailing all expenditures that cover the start-up plan to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens).</u> 	Board staff will review the financial performance response and evaluate it in accordance with Appendix C. Additionally, Board staff will review the start-up and operational budgets and assumptions. The charter holder's financial performance response <u>(supplemented, as applicable), including the start-up budget, operational budget and assumptions, as well as the final evaluation instrument completed by staff will be provided to the Board if/when the Board considers the notification-charter holder's request.</u> Additionally, a table showing the charter holder's financial data and financial performance for the last three audited fiscal years <u>(if three years are available)</u> will be included in <u>any/the</u> staff report provided to the

¹ See also "Transfer of a charter school or charter contract from the current charter holder to an existing charter holder with a different dashboard."

	Charter Holder Action	Board Consideration
	<ul style="list-style-type: none"> • A first-year operational budget to detailing all expenditures that cover the first-year of operations. • For each budget, a separate document describing budget assumptions for each line item in the budget, including a description of how revenues cover expenses. If the revenues do not cover expenses, describe how this will not negatively affect the charter holder's overall financial performance, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first year of operation. <p>If the charter holder submits the notification request prior to the Board receiving the charter holder's first audit reporting package, then the charter holder must submit:</p> <ul style="list-style-type: none"> • Internal, unaudited financial statements for the fiscal year(s) to date. • A start-up budget to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens). • An operational budget to cover the first-year of operations. • For each budget, a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first year of operation. 	<p>Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to meet the Board's target and using information from the charter holder's response and related documents.</p> <p>The charter holder's financial performance may be considered by the Board as an aggravating factor in its decision-making.</p>
Renewal Application Package (Monitoring)	<p>The charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a "Does Not Meet Standard" or a "Falls Far Below Standard". For additional information regarding the financial performance response, please see Appendix C.</p>	<p>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder's financial performance response <u>(supplemented, as applicable)</u> and the <u>final</u> evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder's renewal application package. Additionally, a table showing the charter holder's financial data and financial performance for the last three audited fiscal years will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder's financial performance, focusing on those measures where the charter holder failed to</p>

Formatted Table

	Charter Holder Action	Board Consideration
		<p>meet the Board’s target and using information from the charter holder’s response and related documents.</p> <p>If the charter holder is not meeting the Board’s academic performance expectations and/or is not complying with statutory and contractual requirements, the charter holder’s financial performance may be considered as an aggravating factor by the Board in its decision about whether or not to renew the charter contract.</p>
<p>Replication Application Package (Expansion)</p>	<p><u>If the charter holder meets the eligibility requirements specified on pages 6 and 7,</u> the charter holder must submit:</p> <ul style="list-style-type: none"> • A financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard” or a “Falls Far Below Standard”. For additional information regarding the financial performance response, please see Appendix C. • A start-up budget to cover expenses projected to occur during the start-up period (until August 1 of the year the school opens). • A three-year operational budget to cover expenses projected to occur during the first three years of operation. • For each budget, a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first three years of operation. <p>The templates for the replication start-up budget and three-year operational budget are available on the Board’s website.</p>	<p>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. Additionally, Board staff will review the start-up and operational budgets and assumptions. The charter holder’s financial performance response <u>(supplemented as applicable), including the start-up budget, operational budget and assumptions, as well as the final evaluation instrument completed by staff will be provided to the Board when the Board considers the replication application package.</u> Additionally, a table showing the charter holder’s financial data and financial performance for the last three audited fiscal years <u>(if three years are available)</u> will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder’s financial performance, focusing on those measures where the charter holder failed to meet the Board’s target and using information from the charter holder’s response and related documents.</p> <p>The charter holder’s financial performance may be considered by the Board as an aggravating factor in its decision-making.</p>
<p>Transfer of a charter school or charter contract from the current charter holder to an existing charter holder with a different dashboard (Expansion)</p>	<p><u>If the receiving charter holder meets the eligibility requirements specified on pages 6 and 7, but the current charter holder, receiving charter holder or both do not meet the Board’s financial performance expectations, please see below.</u></p> <p><u>Receiving Charter Holder Does Not Meet</u> <u>The receiving charter holder must submit a financial performance response that</u></p>	<p><u>Board staff will review the financial performance responses and evaluate them in accordance with Appendix C. The charter holders’ financial performance responses (supplemented, as applicable) and the final evaluation instruments completed by staff will be provided to the Board when the Board considers the charter holders’ request. Additionally, tables showing the charter holders’ financial data and financial</u></p>

Formatted: Underline

	Charter Holder Action	Board Consideration
	<p><u>addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard”. For additional information regarding the financial performance response, please see Appendix C.</u></p> <p><u>Current Charter Holder Does Not Meet</u> <u>The current charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard” or a “Falls Far Below Standard”. For additional information regarding the financial performance response, please see Appendix C.</u></p>	<p><u>performance for the last three audited fiscal years (if three years are available) will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holders’ financial performance, focusing on those measures where the charter holders failed to meet the Board’s target and using information from the charter holders’ responses and related documents.</u></p> <p><u>The charter holders’ financial performance may be considered by the Board as an aggravating factor in its decision-making.</u></p>
Transfer of a charter school from an existing charter contract to its own charter contract held by a charter holder with a different name than the existing charter holder (Expansion)	<p><u>If the charter holder meets the eligibility requirements specified on pages 6 and 7, the charter holder must submit a financial performance response that addresses each measure for the most recent audited fiscal year presented in the dashboard where the charter holder received a “Does Not Meet Standard”. For additional information regarding the financial performance response, please see Appendix C.</u></p>	<p><u>Board staff will review the financial performance response and evaluate it in accordance with Appendix C. The charter holder’s financial performance response (supplemented, as applicable) and the final evaluation instrument completed by staff will be provided to the Board when the Board considers the charter holder’s request. Additionally, a table showing the charter holder’s financial data and financial performance for the last three audited fiscal years (if three years are available) will be included in the staff report provided to the Board, as well as an analysis prepared by staff of the charter holder’s financial performance, focusing on those measures where the charter holder failed to meet the Board’s target and using information from the charter holder’s response and related documents.</u></p> <p><u>The charter holder’s financial performance may be considered by the Board as an aggravating factor in its decision-making.</u></p>
Transfer Application Package Involving the Transfer of the Charter Contract from Another Sponsor to the Board (Transfer)	<p><i>Charter holders that want to transfer their charter contracts to the Board should contact the Board at (602) 364-3080 for the requirements.</i></p>	<p>If the charter holder is not meeting the Board’s academic performance expectations and/or is not complying with statutory and contractual requirements, the charter holder’s financial performance may be considered as an aggravating factor by the Board in its decision about whether or not to transfer the charter contract.</p>

Formatted Table

Formatted: Underline

AGENDA ITEM EXECUTIVE SUMMARY: Board Meeting Calendar

Issue

Each fall the Board approves the proposed calendar for the upcoming calendar year. Board staff is proposing changes to the 2018 and 2019 Board meeting calendars to ensure amendments are approved timely with sufficient time to properly implement the charter's request.

Summary of Changes

The proposed changes to the calendar of meetings expand over a two-year period to allow for charter holders anticipating future expansion adequate time to plan for the timely submission of expansion requests. (Appendix X: 2018 Board Meeting Calendar and the 2019 Tentative Board Meeting Calendar)

Each calendar identifies:

- The window timeframes for submitting amendment requests.
- The Board meetings by when expansion requests must be approved.
- The Board meetings when other agenda items may be considered (e.g. School Improvement Plans at the October meeting).
- The timeframes when no Board meetings will take place.
- Key information for the charter holder.

As noted above, a significant change to the 2018 and 2019 calendars is to include a deadline by when expansion requests must be approved and that at the Executive Director's discretion, this deadline may be waived due to emergency or extreme circumstances. Providing a deadline will ensure the Board considers expansion requests several months in advance of the beginning of the school year in which those changes will be implemented. It benefits the charter holder by promoting a planning process that provides for a marketing and enrollment timeframe between approval of the request and the first day of school.

The second major change seen in both calendars is the number of fewer meetings that will take place annually. The calendar includes a Summer Hiatus during which no Board meetings are scheduled. During the Summer Hiatus, after the June Board Retreat, staff will focus on implementation of changes and development of new projects based on direction and guidance provided by the Board. The proposed tentative 2019 calendar reduces the number of meetings in the spring to allow staff to focus on closing out all monitoring visits prior to the new fiscal year and processing all renewal application packages.

Staff recommends the Board approve the meeting calendar for 2018 and the proposed tentative calendar for 2019 with the option to direct staff to update the 2019 calendar as needed to allow for appropriate time for charter holders to submit and Board staff to process expansion amendment requests based on the feedback and results of the 2018 meeting calendar.

ASBCS BOARD MEETING CALENDAR 2018

AMENDMENT REQUESTS

A change to a charter requires the consent of both the Board and charter holder. To obtain the Board's consent for a change to a charter, the charter holder shall submit an amendment request to the Board. (R7-5-303(A)). Instructions and requirements for amendments are available on the [Board's website](#).

The calendar below includes specific timeframes for the submission of expansion amendment requests. These submission timeframes provide the Board appropriate time to consider expansion requests prior to the beginning of the school year in which those changes will be implemented. Expansion amendments that meet all of the Staff Recommendation Criteria will be placed on the consent agenda. Amendments that are not expansion requests may be approved by the Executive Director.

DEADLINES

- Expansion amendment requests to be implemented in FY 2019 must be submitted by **March 16, 2018**, for approval no later than the **May 14, 2018 meeting**. The Executive Director has the discretion to waive this deadline due to emergency or extreme circumstances.
- Beginning June 14, 2018 expansion amendment requests for FY 2020 may be submitted for consideration after the Summer Hiatus.
- Amendments may be submitted between March 17th and June 14th, to be considered at the September 10, 2018 meeting. Requests submitted during this timeframe must include a document stating that the charter holder has agreed to waive the 60-day timeframe for processing amendment requests described in R7-5-303 (F)(3).

FISCAL YEAR	BOARD MEETING	SUBMISSION WINDOW		EXPANSION REQUESTS	BOARD CONSIDERATION
		OPEN	CLOSED		
FY 2018	JANUARY 16, 2018	Oct 17, 2017	Nov 13, 2017	FY 2019	Consideration of F schools.
FY 2018	FEBRUARY 12, 2018	Nov 14, 2017	Dec 11, 2017	FY 2019 and FY 2020	
FY 2018	MARCH 12, 2018	Dec 12, 2017	Jan 10, 2018	FY 2019 and FY 2020	
FY 2018	APRIL 9, 2018	Jan 11, 2018	Feb 15, 2018	FY 2019 and FY 2020	
FY 2018	MAY 14, 2018	Feb 16, 2018	Mar 16, 2018	FY 2019 and FY 2020	All Expansion Requests, besides an increase in enrollment cap, for FY 2019 must be approved by May 14, 2018.
FY 2018	JUNE - BOARD RETREAT*	SUMMER HIATUS			
FY 2019	JULY - NO MEETING				
FY 2019	AUGUST - NO MEETING				
FY 2019	SEPTEMBER 10, 2018	Jun 14, 2018	Jul 18, 2018	FY 2020	
FY 2019	OCTOBER 15, 2018	Jul 19, 2018	Aug 15, 2018	FY 2020	The Board will receive summary information regarding the school improvement plans submitted by charter schools it authorizes, in accordance with ARS 15-241.02(C); Consideration of F schools
FY 2019	NOVEMBER 13, 2018	Aug 16, 2018	Sep 11, 2018	FY 2020	Consideration of F schools continued.
FY 2019	DECEMBER 10 & 11 [†] , 2018	Sep 12, 2018	Oct 15, 2018	FY 2020	New Charter Applications; Consideration of F schools continued.

Expansion eligibility is reevaluated when the academic, operational, and financial dashboards are updated based on new data. Eligibility must be maintained until the Charter Board approves the expansion amendment request, failure to maintain eligibility for expansion will result in the request being closed.

* Amendments will not be considered at the Board Retreat

† Possible two-day meeting depending on number of applications.

ASBCS BOARD MEETING CALENDAR 2019

AMENDMENT REQUESTS

A change to a charter requires the consent of both the Board and charter holder. To obtain the Board's consent for a change to a charter, the charter holder shall submit a charter amendment request to the Board. (R7-5-303(A)). Instructions and requirements for amendments are available on the [Board's website](#).

The calendar below includes specific timeframes for the submission of expansion amendment requests. These submission timeframes provide the Board appropriate time to consider expansion requests prior to the beginning of the school year in which those changes will be implemented. Expansion amendments that meet all of the Staff Recommendation Criteria will be placed on the consent agenda. Amendments that are not expansion requests may be approved by the Executive Director.

DEADLINES

- Expansion amendment requests to be implemented in FY 2020 must be submitted by **March 16, 2019**, for approval no later than the **May 13, 2019** meeting. The Executive Director has the discretion to waive this deadline due to emergency or extreme circumstances. Beginning June 13, 2019 expansion amendment requests for FY 2021 may be submitted for consideration after the Summer Hiatus.
- Amendment may be submitted between December 12, 2018 and February 15, 2019 to be considered at the **May 13, 2019** meeting and March 17 and June 12th, to be considered at the September 9, 2019 meeting. Requests submitted during these timeframes must include a document stating that the charter holder has agreed to waive the 60-day timeframe for processing amendment requests described in R7-5-303 (F)(3).

FISCAL YEAR	BOARD MEETING	SUBMISSION WINDOW		EXPANSION REQUESTS	BOARD CONSIDERATION
		OPEN	CLOSED		
FY 2019	JANUARY 14, 2019	Oct 16, 2018	Nov 12, 2018	FY 2020	Consideration of F schools.
FY 2019	FEBRUARY 11, 2019	Nov 13, 2018	Dec 11, 2018	FY 2020	
FY 2019	MARCH - NO MEETING				
FY 2019	APRIL - NO MEETING				
FY 2019	MAY 13, 2019	Feb 16, 2019	Mar 16, 2019	FY 2020	All Expansion Requests, besides an increase in enrollment cap, for FY 2020 must be approved by May 13, 2019.
FY 2019	JUNE - BOARD RETREAT*				
FY 2020	JULY - NO MEETING				SUMMER HIATUS
FY 2020	AUGUST - NO MEETING				
FY 2020	SEPTEMBER 9, 2019	Jun 13, 2019	Jul 18, 2019	FY 2021	
FY 2020	OCTOBER 15, 2019	Jul 19, 2019	Aug 25, 2019	FY 2021	The Board will receive summary information regarding the school improvement plans submitted by charter schools it authorizes, in accordance with ARS 15-241.02(C); Consideration of F schools
FY 2020	NOVEMBER 21, 2019	Aug 26, 2019	Sep 10, 2019	FY 2021	Consideration of F schools continued.
FY 2020	DECEMBER 9 & 10 [†] , 2019	Sep 11, 2019	Oct 15, 2019	FY 2021	New Charter Applications; Consideration of F schools continued.

Expansion eligibility is reevaluated when the academic, operational, and financial dashboards are updated based on new data. Eligibility must be maintained until the Charter Board approves the expansion amendment request, failure to maintain eligibility for expansion will result in the request being closed.

* Amendments will not be considered at the Board Retreat

† Possible two-day meeting depending on number of applications.