

## Renewal Executive Summary

### I. Performance Summary

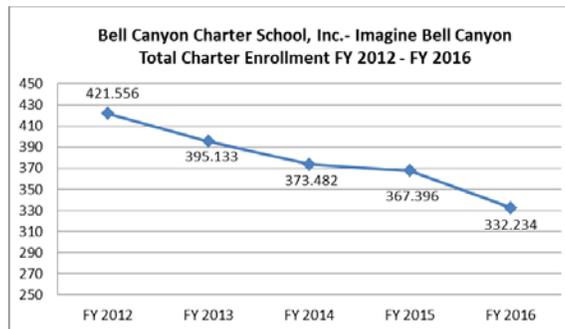
Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational<sup>1</sup> Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Not Acceptable” academic and financial performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the five-year interval review of the charter, Bell Canyon Charter School, Inc. was not required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the Charter Holder, Imagine Bell Canyon, met the academic expectations set forth by the Board. At the time Bell Canyon Charter School, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The Charter Holder was able to demonstrate that the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Imagine Bell Canyon received an overall rating of “Does Not Meet” the Board’s academic standards.

### II. Profile

Bell Canyon Charter School, Inc. operates one school, Imagine Bell Canyon, serving grades K-8 in Phoenix. The graph below shows the Charter Holder’s actual 100<sup>th</sup> day average daily membership for fiscal years 2012–2016.



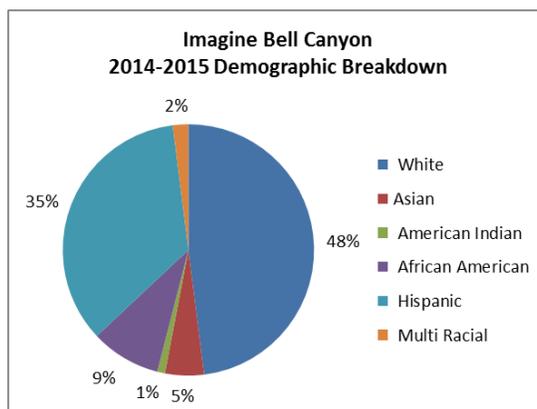
<sup>1</sup> The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



The academic performance of Imagine Bell Canyon is represented in the table below. The Academic Dashboard for the school can be seen in appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Imagine Bell Canyon	08/20/2001	K–8	55.63/ C	60.31/ B	61.88/ B

The demographic data for Imagine Bell Canyon from the 2014–2015 school year is represented in the chart below.<sup>2</sup>



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.<sup>3</sup>

Category	Imagine Bell Canyon
Free and Reduced Lunch	63%
English Language Learners	7%
Special Education	9%

Bell Canyon Charter School, Inc. has not been brought before the Board for any items or actions in the past 12 months.

### III. Additional School Choices

Imagine Bell Canyon received a letter grade of B and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. Imagine Bell Canyon is located in Phoenix near North Black Canyon Highway and West Union Hills Drive. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 50 schools serving grades K–8 within a five mile radius of Imagine Bell Canyon. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Imagine Bell Canyon, the

<sup>2</sup> Information provided by the Research and Evaluation Division of the ADE.

<sup>3</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

Imagine Bell Canyon				ELA 26%	Math 33%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board's Standard
A	13	13	12	0	1	6	6
B	25	17	11	6	15	3	2
C	12	0	0	9	4	1	0

The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Imagine Bell Canyon serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>4</sup>

Imagine Bell Canyon	63%	7%	9%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	1	8	11
B	9	20	17
C	2	5	7

#### IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Bell Canyon Charter School, Inc.:

**January 2012:** Bell Canyon Charter School, Inc. completed a five-year interval review; the Charter Holder was not required to submit a PMP because Imagine Bell Canyon, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

**February 2013:** The Board released FY 2012 Academic Dashboards; Imagine Bell Canyon received an overall rating of "Does Not Meet" the Board's academic standards and Bell Canyon Charter School, Inc. did not meet the Board's Academic Performance Expectations.

**October 2013:** The Board released FY 2013 Academic Dashboards; Imagine Bell Canyon received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Bell Canyon Charter School, Inc. did not meet the Board's Academic Performance Expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement.

**October 2014:** The Board released FY 2014 Academic Dashboards; Imagine Bell Canyon received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Bell Canyon Charter School, Inc. did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a PMP as part of an annual reporting requirement.

**November 2014:** Bell Canyon Charter School, Inc. timely submitted a PMP.

**April 2015:** Board staff completed an evaluation of the Charter Holder's FY 2015 PMP and made the evaluation available to the Charter Holder.

<sup>4</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted. ASBCS, May 9, 2016



**November 2015:** Board staff provided the Charter Holder, through its authorized representatives, Leonora Ketyer, Monte Lange, and Bradford Uchacz, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal, November 27, 2015, the deadline date on which the renewal application package would be due to the Board, February 27, 2016, information on the availability of the Charter Holder’s renewal application as well as instructions on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

**V. Demonstration of Sufficient Progress**

A renewal application package with a Renewal DSP for Bell Canyon Charter School, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **February 26, 2016**. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school’s leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder’s DSP submission. The following representatives of Bell Canyon Charter School, Inc. were present at the site visit:

Name	Role
Joshua Jordan	Principal
Tammie Willkom	Instructional Coach
Heidi Lindsay	Regional Director
Sherry Ruttinger	Regional Director
Laura Defibaugh	Regional Data Coordinator
Karen Tankersley	Regional Academic Coordinator
April Blatzheim	Regional Academic Coordinator
Brad Uchacz	Executive Vice President

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: D. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (appendix: C. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:



Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report, and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described in appendix D. Renewal DSP Site Visit Inventory Forms, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board’s Academic Performance Expectations.



## VI. Viability of the Organization

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

Financial Data				
Statement of Financial Position	2015	2014	2013	2012
Cash	\$2,149,272	\$1,744,771	\$1,812,647	\$1,842,977
Unrestricted Cash	\$174,329	\$208,798	\$406,095	
Other Liquidity	-	-	-	
Total Assets	\$6,675,957	\$6,317,111	\$6,580,628	
Total Liabilities	\$9,505,745	\$9,411,061	\$9,494,050	
Current Portion of Long-Term Debt & Capital Leases	\$207,529	\$189,996	\$206,767	
Net Assets	(\$2,829,788)	(\$3,093,950)	\$2,913,422	
Statement of Activities	2015	2014	2013	
Revenue	\$3,220,231	\$3,270,639	\$3,336,070	
Expenses	\$2,956,069	\$3,451,167	\$3,656,796	
Net Income	\$264,162	(\$180,528)	(\$320,726)	
Change in Net Assets	\$264,162	(\$180,528)	(\$320,726)	
Financial Statements or Notes	2015	2014	2013	
Depreciation & Amortization Expense	\$148,918	\$148,577	\$150,218	
Interest Expense	\$183,288	\$190,038	\$198,468	
Lease Expense	\$16,774	\$9,109	\$9,689	
Financial Performance				
	2015	2014	2013	3-yr Cumulative
Near-Term Indicators				
Going Concern	Yes	Yes	Yes	N/A
Unrestricted Days Liquidity	21.53	22.08	40.53	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	\$264,162	(\$180,528)	(\$320,726)	N/A
Cash Flow	\$404,501	(\$67,876)	(\$30,330)	\$306,295
Fixed Charge Coverage Ratio	1.50	0.43	0.09	N/A

The Charter Holder's Financial Performance Response has been provided in the meeting materials (appendix: G. Supplemented Financial Response).<sup>5</sup> Staff's final evaluation of the Financial Performance Response resulted in one "Acceptable" and two "Not Acceptable" determinations (appendix: F. Financial Response Evaluation). An analysis of the Charter Holder's financial performance, focusing on those

<sup>5</sup> On March 21, 2016, Board staff emailed a copy of staff's initial evaluation and provided a deadline by which the Charter Holder could supplement its Financial Performance Response to address areas evaluated as "Not Acceptable". By the deadline, the Charter Holder submitted supplemental information.



measures where the Charter Holder failed to meet the Board’s target and using information from the Charter Holder’s Financial Performance Response and related documents, is provided below.

#### Going Concern

The audit described the going concern as “For the year ended June 30, 2015, the combined ending net deficit totaled \$2,829,788. The ability of the School to continue as a going concern is based solely upon the decisions made by the operating company.” At June 30, 2015, the Charter Holder owed its operating company approximately \$5 million for operating advances received and certain expenses paid on the Charter Holder’s behalf. Effective in 2016, the Charter Holder’s operating company, Imagine Schools, Inc., has permanently forgiven \$3.75 million of the approximate \$5 million owed.<sup>6</sup> The Charter Holder also provided documentation affirming the operating company’s continued financial support.

#### Unrestricted Days Liquidity (UDL)

The Charter Holder attributed its performance on the UDL measure in 2015 to the loss in revenue from an enrollment decrease of 20 students and the overestimation of amounts that needed to be paid on liabilities to the operating company. For 2016, Board staff determined that the Charter Holder’s performance on this measure improved by approximately 1 day to 22.64 days and continued to be rated “Does Not Meet”.<sup>7</sup> Given the operating company’s commitment to financially support the Charter Holder, there is a possibility that the operating company could increase its cash advances to an amount sufficient to allow the Charter Holder to meet the UDL in 2016.

#### Cash Flow

The Charter Holder paid outstanding prior year liabilities to the operating company in 2013 and 2014. Expending cash in those years for prior received services impacted cash flow in those years which impacted the Charter Holder’s ability to meet the cash flow measure. The Charter Holder anticipates positive cash flow in 2016.

### **VII. Adherence to the Terms of the Charter**

For fiscal year 2015, the Charter Holder meets the Board’s Operational Performance Standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated as “Falls Far Below Standard” for the current fiscal year (appendix: A. Renewal Summary Review).

### **VIII. Board Options**

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

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Bell Canyon Charter School, Inc.

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

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<sup>6</sup> For 2017, the Charter Holder projected an increase in enrollment from 362 to 435 students. While the response identified specific steps the Charter Holder is taking to improve its enrollment numbers, including changes to curriculum and increased offerings, the response did not support that these efforts will result in an additional 73 students in 2017. Arizona Department of Education reports show the Charter Holder’s enrollment has consistently decreased since the end of 2012.

<sup>7</sup> For more information, see appendix F. Financial Response Evaluation.



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



**APPENDIX A**  
**RENEWAL SUMMARY REVIEW**

## Five-Year Interval Report

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# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

## Interval Report Details

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<b>Report Date:</b>	04/15/2016	<b>Report Type:</b>	Renewal
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## Charter Contract Information

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<b>Charter Corporate Name:</b>	Bell Canyon Charter School, Inc.		
<b>Charter CTDS:</b>	07-89-72-000	<b>Charter Entity ID:</b>	79983
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	05/28/2002
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>Imagine Bell Canyon: 180</li> </ul>
<b>Charter Grade Configuration:</b>	K-8	<b>Contract Expiration Date:</b>	05/27/2017
<b>FY Charter Opened:</b>	—	<b>Charter Signed:</b>	05/28/2002
<b>Charter Granted:</b>	05/13/2002	<b>Charter Enrollment Cap</b>	625
<b>Corp. Type</b>	Non Profit		

## Charter Contact Information

[Hide Section](#)

<b>Mailing Address:</b>	18052 North Black Canyon Hwy Phoenix, AZ 85053	<b>Website:</b>	—
<b>Phone:</b>	602-547-7961	<b>Fax:</b>	602-547-7922
<b>Mission Statement:</b>	The mission of Bell Canyon Charter School is to provide students with a world-class learning opportunity by maintaining a caring learning environment, involving parents and the community in school activities, utilizing innovative teaching techniques delivered by a superior faculty, and offering a challenging curriculum that prepares children for lives of leadership in a rapidly changing world.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Dr. Leonora Ketyer	lfarrah1@cox.net	12/02/2016
	2.) Monte Lange	monte.lange@imagineschools.com	—
	3.) Bradford Uchacz	Bradford.uchacz@imagineschools.com	—

## Academic Performance - Imagine Bell Canyon

[Hide Section](#)

<b>School Name:</b>	Imagine Bell Canyon	<b>School CTDS:</b>	07-89-72-101
<b>School Entity ID:</b>	79507	<b>Charter Entity ID:</b>	79983
<b>School Status:</b>	Open	<b>School Open Date:</b>	08/20/2001
<b>Physical Address:</b>	18052 North Black Canyon Highway Phoenix, AZ 85053	<b>Website:</b>	—
<b>Phone:</b>	602-547-7920	<b>Fax:</b>	602-547-7922
<b>Grade Levels Served:</b>	K-8	<b>FY 2014 100<sup>th</sup> Day ADM:</b>	373.482

## Academic Performance Per Fiscal Year

[Hide Section](#)

Imagine Bell Canyon

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	46	50	12.5	48	50	12.5	57	75	12.5
	Reading	49.5	50	12.5	48	50	12.5	48	50	12.5
1b. SGP Bottom 25%	Math	36	50	12.5	62.5	75	12.5	57	75	12.5
	Reading	46	50	12.5	57	75	12.5	58	75	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	61 / 64	50	7.5	52 / 64.7	50	7.5	61 / 64	50	7.5
	Reading	79 / 77.1	75	7.5	78 / 78.5	50	7.5	74.4 / 78.2	50	7.5
2b. Composite School Comparison	Math	-1.5	50	7.5	-10.9	50	7.5	-1.1	50	7.5
	Reading	3	75	7.5	0.6	75	7.5	-2.8	50	7.5
2c. Subgroup ELL	Math	46 / 43.5	75	2.5	NR	0	0	31.2 / 33.8	50	2.5
	Reading	62 / 54.2	75	2.5	NR	0	0	31.2 / 46.5	50	2.5
2c. Subgroup FRL	Math	53 / 54.6	50	2.5	43.1 / 55.2	25	3.75	55.2 / 53.8	75	2.5
	Reading	76 / 69.2	75	2.5	70.6 / 71.1	50	3.75	69.8 / 70.6	50	2.5
2c. Subgroup SPED	Math	19 / 27.1	50	2.5	33.3 / 25.2	75	3.75	36.4 / 24	75	2.5
	Reading	28 / 38.1	50	2.5	40.7 / 40.5	75	3.75	31.8 / 38.2	50	2.5
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5	B	75	5
<b>Overall Rating</b>		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		55.63			60.31			61.88		
		100			100			100		

## Financial Performance

[Hide Section](#)

Charter Corporate Name:	Bell Canyon Charter School, Inc.		
Charter CTDS:	07-89-72-000	Charter Entity ID:	79983
Charter Status:	Open	Contract Effective Date:	05/28/2002

## Financial Performance

[Hide Section](#)

## Bell Canyon Charter School, Inc.

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	Going Concern	Yes	Falls Far Below	Yes
Unrestricted Days Liquidity	22.08	Does Not Meet	21.53	Does Not Meet
Default	No	Meets	No	Meets

## Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	(\$180,528)	Does Not Meet	\$264,162	Meets		
Fixed Charge Coverage Ratio	0.43	Does Not Meet	1.50	Meets		
Cash Flow (3-Year Cumulative)	\$163,560	Does Not Meet	\$306,295	Does Not Meet		
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	(\$67,876)	(\$30,330)	\$261,766	\$404,501	(\$67,876)	(\$30,330)

Does Not Meet Board's Financial Performance Expectations

## Operational Performance

[Hide Section](#)

<b>Charter Corporate Name:</b>	Bell Canyon Charter School, Inc.		
<b>Charter CTDS:</b>	07-89-72-000	<b>Charter Entity ID:</b>	79983
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	05/28/2002

## Operational Performance

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Click on any of the measures below to see more information.

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	ADE Monitoring CAP - English Learners
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--

2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	--
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	<b>--</b>

*Last Updated: 2015-12-03 16:09:39*

**APPENDIX B**

**ACADEMIC DASHBOARD**

## Academic Performance

[Edit this section.](#)

## Imagine Bell Canyon

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
<b>1. Growth</b>										
1a. SGP	Math	46	50	12.5	48	50	12.5	57	75	12.5
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	Reading	46	50	12.5	57	75	12.5	58	75	12.5
<b>2. Proficiency</b>										
2a. Percent Passing	Math	61 / 64	50	7.5	52 / 64.7	50	7.5	61 / 64	50	7.5
	Reading	79 / 77.1	75	7.5	78 / 78.5	50	7.5	74.4 / 78.2	50	7.5
2b. Composite School Comparison	Math	-1.5	50	7.5	-10.9	50	7.5	-1.1	50	7.5
	Reading	3	75	7.5	0.6	75	7.5	-2.8	50	7.5
2c. Subgroup ELL	Math	46 / 43.5	75	2.5	NR	0	0	31.2 / 33.8	50	2.5
	Reading	62 / 54.2	75	2.5	NR	0	0	31.2 / 46.5	50	2.5
2c. Subgroup FRL	Math	53 / 54.6	50	2.5	43.1 / 55.2	25	3.75	55.2 / 53.8	75	2.5
	Reading	76 / 69.2	75	2.5	70.6 / 71.1	50	3.75	69.8 / 70.6	50	2.5
2c. Subgroup SPED	Math	19 / 27.1	50	2.5	33.3 / 25.2	75	3.75	36.4 / 24	75	2.5
	Reading	28 / 38.1	50	2.5	40.7 / 40.5	75	3.75	31.8 / 38.2	50	2.5
<b>3. State Accountability</b>										
3a. State Accountability		C	50	5	B	75	5	B	75	5
<b>Overall Rating</b>		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		55.63			60.31			61.88		
		100			100			100		

**APPENDIX C**

**RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

<b>Charter Holder Name</b>	Bell Canyon Charter School, Inc.	<b>Schools</b>	Imagine Bell Canyon
<b>Charter Holder Entity ID</b>	79983	<b>Purpose of DSP Submission</b>	Renewal
<b>Site Visit Date</b>	April 5, 2016		

#### **Evaluation Overview:**

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development.
  - Whether questions were sufficiently answered at the site visit
  - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

## Data

In the area of Data, the Charter Holder's DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder showed improvement year-over-year for the two most recent school years in all measures required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	No	N/A	N/A	N/A	N/A
1b. SGP Bottom 25% – Reading	No	N/A	N/A	N/A	N/A
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	No	N/A	N/A	N/A	N/A
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes

**Curriculum:** *The area of Curriculum is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements.

For more detailed analysis see Curriculum Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Evaluating Curriculum</b>		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all <b>standards</b> ? What criteria guide that process?	YES	C.A.2
What ongoing process does the Charter Holder use to identify <b>curricular gaps</b> ? What criteria guide that process?	YES	C.A.3
<b>B. Adopting Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or <b>supplemental curriculum</b> needs to be adopted? What criteria guide that process?	YES	C.B.1
Once the Charter Holder has chosen to adopt new and/or <b>supplemental curriculum</b> , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
<b>C. Revising Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	YES	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
<b>D. Implementing Curriculum</b>		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with <b>fidelity</b> ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of <b>curricular tools</b> ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C.D.3
<b>E. Alignment of Curriculum</b>		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	YES	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	YES	C.E.2
<b>F. Adapted to Meet the Needs of Subgroups</b>		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	C.F.1

**Assessment:** *The area of Assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements.

For more detailed analysis see Assessment Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Developing the Assessment System</b>		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <b>instructional methodology</b> ? What criteria guide that process?	YES	A.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
<b>C. Analyzing Assessment Data</b>		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	YES	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <b>curriculum</b> based on the data analysis? What criteria guide that process?	YES	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <b>instruction</b> based on the data analysis? What criteria guide that process?	YES	A.C.3

**Monitoring Instruction:** *The area of Monitoring Instruction is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements.

For more detailed analysis see Monitoring Instruction Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Monitoring Instruction</b>		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> <li>• Aligned with ACCRS standards,</li> <li>• Implemented with <b>fidelity</b>,</li> <li>• Effective throughout the year, and</li> <li>• Addressing the identified needs of students in all four subgroups?</li> </ul>	<b>YES</b>	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	<b>YES</b>	M.A.2
<b>B. Evaluating Instructional Practices</b>		
How does the Charter Holder evaluate the instructional practices of all staff?	<b>YES</b>	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	<b>YES</b>	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	M.B.3
<b>C. Adapted to Meet the Needs of Subgroups</b>		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	<b>YES</b>	M.C.1
<b>D. Providing Feedback that Develops the Quality of Teaching</b>		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	<b>YES</b>	M.D.2

**Professional Development:** *The area of Professional Development is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements.

For more detailed analysis see Professional Development Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Development of the Professional Development Plan</b>		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the <b>professional development plan</b> is aligned with instructional <b>staff learning needs</b> ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the <b>areas of high importance</b> in the <b>professional development plan</b> ? How are the areas of high importance determined?	YES	P.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four <b>subgroups</b> .	YES	P.B.1
<b>C. Supporting High Quality Implementation</b>		
What is the Charter Holder’s ongoing process to provide <b>support</b> to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify <b>concrete resources</b> , necessary for high quality implementation, for instructional staff?	YES	P.C.2
<b>D. Monitoring Implementation</b>		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Bell Canyon Charter School, Inc.  
 School Name: Imagine Bell Canyon  
 Site Visit Date: April 5, 2016

Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[D.1]</b></p> <p>Galileo Student Growth and Achievement Reports</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p>Student Growth and Achievement Reports generated from the Galileo system demonstrate a year-over-year improvement of 30 percentage points from FY 2015 to FY 2016. In FY 2015, 40% of students demonstrated expected growth between the second and third benchmark, and in FY 2016, this number increased to 70%.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p><b>[D.2]</b></p> <p>Galileo Student Growth and Achievement Reports</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p>Student Growth and Achievement Reports generated from the Galileo system demonstrate a year-over-year improvement of 20 percentage points from FY 2015 to FY 2016. In FY 2015, 50% of students demonstrated expected growth between the second and third benchmark, and in FY 2016, this number increased to 70%.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.3]</b></p> <p><b>N/A</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>Not Applicable</p>		

<p><b>[D.4]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>Not Applicable</p>			
<p><b>[D.5]</b></p> <p>Galileo Development Summary Reports Spreadsheets with NCE and PR data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p>Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 24 percentage points from 50% in FY 2015 to 74% in FY 2016.</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 621 1913 721"> <tr> <td data-bbox="571 621 1247 721"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1247 621 1913 721"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.6]</b></p> <p>Galileo Development Summary Reports Spreadsheets with NCE and PR data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <p>Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 22 percentage points from 57% in FY 2015 to 79% in FY 2016.</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 1045 1913 1143"> <tr> <td data-bbox="571 1045 1247 1143"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1247 1045 1913 1143"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.7]</b></p> <p>Galileo Development Summary Reports Spreadsheets with NCE and PR data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <p>Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of ELL students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 62 percentage points from 14% in FY 2015 to 76% in FY 2016.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.8]</b></p> <p>Galileo Development Summary Reports Spreadsheets with NCE and PR data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p>Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of ELL students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 30 percentage points from 39% in FY 2015 to 69% in FY 2016.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.9]</b></p> <p>Galileo Development Summary Reports Spreadsheets with NCE and PR data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</b></p> <p>Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of FRL students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 21 percentage points from 42% in FY 2015 to 63% in FY 2016.</p> <p><b>Final Evaluation:</b></p>	

	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<b>[D.10]</b>  Galileo Development Summary Reports Spreadsheets with NCE and PR data	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</b>  Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of FRL students with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 21 percentage points from 53% in FY 2015 to 74% in FY 2016.  <b>Final Evaluation:</b>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<b>[D.11]</b>  N/A	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math  Not Applicable	
<b>[D.12]</b>  Galileo Development Summary Reports Spreadsheets with NCE and PR data	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b>  Development Summary Reports generated from the Galileo system demonstrate a year-over-year improvement in the percent of students with disabilities with a Normal Curve Equivalent (NCE) over 50. The data demonstrated an increase of 35 percentage points from 18% in FY 2015 to 53% in FY 2016.  <b>Final Evaluation:</b>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



### Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Bell Canyon Charter School, Inc.  
 School Name: Imagine Bell Canyon  
 Site Visit Date: April 5, 2016

Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[C.A.1]</b></p> <p>Grade Level Meeting Minutes and Informal Notes            Curriculum Resource Evaluation Form            PLC Meeting Notes and Agendas            Leadership Agendas, Meeting Notes, and Informal Notes            Instructional Grouping Report (Star)            Intervention Alert (Galileo)            Growth and Achievement (Galileo)            Classroom Report and Classroom Overview (Dibels)            Data Reflections</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Discussions that take place during weekly grade level and PLC meetings (to check for alignment, need for supplemental materials and differentiation for subgroups) and using data from multiple (state assessments, benchmarks) sources.</li> <li>• Weekly grade level meetings occur when all teachers meet during common planning time to discuss curricular issues. At the end of each unit/module teachers use the <i>Curriculum Resources Evaluation Form</i> to document and evaluate how well curriculum is functioning.</li> <li>• When teachers notice that there are more significant issues with curriculum through their meetings these issues are brought forward to weekly PLC (Professional Learning Community) Meetings.</li> <li>• Imagine Bell Canyon also uses data to evaluate curriculum. In PLC meetings, teachers and leadership use assessment data to identify which standards have been taught and how well students were able to master the presentation of these standards. Data is pulled from formatives (ELA weekly; Math at mid-module and end of module) and analyzed in monthly in PLC meetings</li> <li>• From the PLC level, curricular issues move forward (as appropriate) to the administrative leadership team. The leadership team reviews monthly the <i>Curriculum Resources Evaluation Form</i> while engaging in a discussion focused on curricular topics including alignment to standards.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.A.2]</b></p> <p>Instructional Grouping Report (Star)          Intervention Alert (Galileo)          Growth and Achievement (Galileo)          Classroom Report and Classroom Overview (DIBELS)          PLC Meeting Minutes/Notes          Data Reflection Document          Standards Tracker and Teacher Lesson Plans</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Imagine Bell Canyon also uses data to evaluate curriculum. In PLC meetings, teachers and leadership use assessment data to identify which standards have been taught and how well students were able to master the presentation of these standards. Data is pulled from formatives (ELA weekly; Math at mid-module and end of module) and analyzed in monthly in PLC meetings documented in <i>PLC Meeting Notes</i>. Data is pulled from Galileo (3x/year), STAR (3x/year), DIBELS (3x/year) and is analyzed in weekly PLC meetings.</li> <li>When class mastery level is below school academic goals of 70% proficiency or higher on standards (on a standard that’s already been taught based on their scope and sequence document), School Leadership Team and Teachers start to evaluate curriculum looking for things such as whether classroom presentation of vocabulary was the same as what was on the test and/or whether additional curricular resources are needed in order to enable students to master this standard during a re-teach session.</li> <li>Teachers use their lesson plans to document in their standards tracker which standards have been taught. Quarterly, Academic Coach and/or Principal check the standards tracker to ensure that curriculum is meeting standard needs.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.A.3]</b></p> <p>Teacher Personal Notes          Star and Galileo Growth Reports          Curricular Resource Evaluation Form          PLC Meeting Notes/Agendas</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Analysis of curriculum gaps start in weekly grade level meetings. Teachers review growth data and document this using their personal notes. When issues of stagnation occur, teachers in a grade level team work together to evaluate curriculum and look to identify the source of the gaps.</li> <li>Then during weekly PLC Meetings, Leadership Team, Academic Coach and teachers review form along with the data. Stagnant growth may be evidence that the curriculum does not have the necessary resources to support effective mastery of the standards. In these cases, PLC team will go back and review curriculum used to present the standards to check for weaknesses and when a gap is identified it is noted in PLC Meeting Notes/Agendas.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

	processes, and thus are evaluated as sufficient.	elements, and thus are evaluated as insufficient.
<b>[C.B.1]</b>  Curriculum Resource Evaluation Form Leadership Team Agendas and Notes, and Emails Star and Galileo Growth Reports	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for adopting curriculum based on its evaluation processes.	
	<b>The documents provided demonstrate evidence of the following:</b> <ul style="list-style-type: none"> <li>• The process for both adoption and revision of new and supplemental curriculum begins with reviews of the Curriculum Resource Evaluation Form during leadership meetings. As the leadership reviews the forms combined with additional verbal /written requests from teachers (i.e. emails), leadership identifies recommendations and next steps to enhance curriculum.</li> <li>• The leadership team then works with teachers in the content area that have curricular issues to decide whether the issues are moderate and necessitate only some minor revisions or supplementation or whether the issues are more systemic and therefore require the adoption of an entirely new curriculum.</li> </ul>	
	<b>Final Evaluation:</b> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<b>[C.B.2]</b>  Star and Galileo Data Reports PLC Meetings Notes Task Force Meetings Notes/Agendas Task Force Meetings Emails Guiding Questions Document Personal Notes of Dean of Academics Textbook Adoption Evaluation Rubric	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating new and/or supplemental curriculum options.	
	<b>The documents provided demonstrate evidence of the following:</b> <ul style="list-style-type: none"> <li>• Gather data from test scores analyses and teacher verbal feedback about current curriculum</li> <li>• Discussion in PLC weekly meetings– if adoption/revision issues come up they are discussed here; PLC identifies a larger grade or school wide problem that necessitates further intervention</li> <li>• Task Force is created, identifies a set of recommendations to enhance the effectiveness of curriculum. The change recommendations are then evaluated by the task force for feasibility and timelines. The task force (with assistance from Imagine Region when needed) gathers the necessary resources to implement the revision and sets a date for the Pilot or Full Implementation to kick-off.</li> </ul>	
	<b>Final Evaluation:</b> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[C.C.1]</b></p> <p>Star and Galileo Reports Leadership Team Notes, Emails and Agendas Emails from Curriculum Experts, Vendors and Regional Staff Personal Notes of Academic Coach, Informal Teacher Notes Lesson Plans Engage NY Foundational Units Document</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Leadership team reviews data documented in Leadership Team notes, Emails and Agendas. Leadership team seeks advice from experts in the field – i.e. curriculum vendors, experts and regional staff, documented in Emails.</li> <li>• Leadership discusses and evaluates what materials would need to be added into current curriculum during the revision by talking with teachers.</li> <li>• Finally the Leadership team identifies a plan for the revision and changes are documented in Lesson Plans and Engage NY Foundational Units Document.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.2]</b></p> <p>Star and Galileo Reports PLC Meeting Notes/Minutes Personal Notes of Admin Team</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Gather data from test scores analyses and teacher verbal feedback about current curriculum</li> <li>• Discussion in PLC weekly meetings– if adoption/revision issues come up they are discussed here</li> <li>• If a PLC identifies a larger grade or school wide problem that necessitates further intervention, a grade level team, with admin oversight, would begin revision process.</li> <li>• GL team and administration meet as needed until revision is finalized</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.D.1]</b></p> <p>Pre –Week Power Points/Agendas          Scope and sequence documents and Scope and Sequence Docs.          From McGraw Hill and Engage NY Alignment Document          Lesson Plans          PLANBOOK.com Standards Report          Lesson Plan Folders          Two Stars and a Wish Document          Informal Observation Form          PLC Meeting Notes          Sample common assessment</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• During the pre-service week the leadership team orients all teachers to the expectation.</li> <li>• Imagine Bell Canyon uses scope and sequence that were provided by the curriculum vendor. The expectation is that these scope and sequence guides will be used uniformly by teachers but represent living documents that undergo continual updating throughout the year.</li> <li>• Imagine Bell Canyon uses lesson plan and lesson plan checks to ensure fidelity in implementation of curriculum. Lesson plans are due Mondays at 8am in PLANBOOK (an online resource). Lesson plans are guided by scope and sequence that were provided by curriculum vendors. These scope and sequence are aligned to AZCCRS and Common Core.</li> <li>• The leadership team performs walkthroughs bi-weekly to evaluate curricular practices for alignment to the AZCCRS, for consistent implementation, and for fidelity to lesson plans. Walkthroughs ensure that objectives and lesson plan are posted in the classrooms, that lesson plans are aligned with scope and sequence. In addition, administration pays special attention to consistency across classrooms.</li> <li>• The final process through which Imagine Bell Canyon ensures fidelity of implementation of curriculum is through the use of common assessments when there are multiple classrooms/grade.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[C.D.2]</b></p> <p>Pre-Week PowerPoints/Agendas Emails Lesson Plans PlanBook.com Standards Report Lesson Plan Folder 2 Stars and a Wish Form Formal and Informal Observations Forms/Notes Page 3 of 10 Prop 301 Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The expectation at Imagine Bell Canyon is for all grades and all teachers to implement these tools in a consistent manner by using vendor provided scope and sequence document to develop unit plans and lesson plans all of which are aligned to the standards and are used to drive instruction. During pre-week, these expectations are communicated via PowerPoint and reinforced throughout the year.</li> <li>• To ensure consistent use of lesson plans, they are due Mondays at 8am in PLANBOOK (an online resource). Lesson plans use scope and sequence document that were provided by curriculum vendors. These scope and sequence documents are aligned to AZCCRS and Common Core.</li> <li>• Communication about these expectations also occurs consistently during staff meetings, PLC meetings emails, and during formal and informal evaluations and weekly walkthroughs.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[C.D.3]</b></p> <p>Standards Tracker Form          Scope and sequence documents          Alignment Document          Lesson Plans          Planbook.com Standards Report          Lesson Plan Folders          Galileo Benchmark Intervention          Alert Report          PLC Meeting Minutes          Summative Assessment Data Form</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• To ensure that all grade level standards are covered within the academic year the Leadership team uses the Standards Tracker Form that all standards are addressed in the academic calendar. At the end of each unit/module teachers use the Standards Tracker Form to document their standards are being met through the year and sufficient time is committed to each standard.</li> <li>• Lesson plans use scope and sequence documents that were provided by curriculum vendors. These scope and sequence documents are aligned to AZCCRS and Common Core. Documentation is found in Lesson Plans and the PLANBOOK.com Standards report.</li> <li>• Data is used to ensure that all grade level standards are covered. All grades take benchmarks at pre-determined times by the region and summative data. Galileo Benchmark Intervention Alert reports are used in PLC Meetings to check the mastery of concepts/standards already taught in the year.</li> <li>• Imagine Bell Canyon teachers keep track of summative assessment data and this data is discussed in PLC meetings to review pacing and degrees of mastery of standards. Teachers complete the Summative Assessment Data Form each time they finish a unit assessment and bring this form monthly (on average) to PLC meetings.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.E.1]</b></p> <p>Vendor Documents from Engage NY (Story of Units)          Vendor Documents from McGraw-Hill (Correlations and Scope &amp; Sequence)          Curriculum Resource Evaluation Standards Trackers          Galileo Intervention Alerts Formative Data Trackers          Curriculum and Assessment Alignment Template (will be used in the summer of 2016, but not currently used)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Ongoing analysis             <ul style="list-style-type: none"> <li>○ curriculum resource evaluation implemented 2014-2015</li> <li>○ Adapted 2015-2016</li> </ul> </li> <li>• Curriculum maps from vendors to ensure alignment with AZCCRS</li> <li>• Use of and monitoring of standards tracker to ensure all AZCCRS are being taught</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.E.2]</b></p> <p>Cross Walk document          Personal Notes and Curriculum Research Notes          Imagine Region Adoption Rubric          Curriculum Resource Evaluation Standards Trackers          Galileo Intervention Alerts Formative Data Trackers          Vendor Documents from Engage NY (Story of Units)          Vendor Documents from McGraw-Hill (Correlations and Scope &amp; Sequence)          Curriculum and Assessment Alignment Template (will be used in the summer of 2016, but not used yet)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Use of and monitoring of standards tracker to ensure curriculum is aligned to AZCCRS and that they are being taught</li> <li>• Blueprints from AZ Merit and Galileo assessments</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.F.1]</b></p> <p><b>Bottom 25</b>  Dibels Report  Star and Galileo Reports  Leveled Literacy Intervention Roster  Informal Notes of Interventionist/ Classroom Vendor Documents LLI  Vendor Documents  Foundations  Reading Intervention Schedule  Star Report Bottom Quartile Students  Math Interventionist Schedule</p> <p><b>ELL</b>  Staff Meeting Agendas  ELL Teacher Powerpoint  AZELLA Tests  ILLP Progress Reports  Reclassification % (report)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• For ELA curricular adjustments are made during supplemental instruction time with the reading interventionist, which occur 5x/week. One resource used to address the needs of the Bottom 25% in reading is called the Leveled Literacy intervention.</li> <li>• For math push in services used to meet the needs of the bottom 25% of students. Students are identified using STAR Reports and documented in Star Report for Bottom Quartile Students. Curricular adjustments occur through the use of the Math Workshop Model.</li> <li>• Teachers who have ELL students develop the ILLP for these students. Curricular support in reading for ELL students happens through the use of English in a Flash in the classroom setting.</li> <li>• Teachers indicate evidence of differentiated instruction addressing ELL standards for subgroups on lesson plans.</li> <li>• The IEP details curricular adaptations for students with disabilities. General Education Teachers use the IEP to drive instruction and use the list of accommodations to adapt/modify curriculum for these students.</li> <li>• SPED students also receive extra pull out - support during non-core class times. During this time, SPED students go to the resource classroom based on their IEP.</li> </ul> <p><b>Final Evaluation:</b></p>
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<p>Galileo Benchmark Results &amp; Intervention Alert          English In A Flash          Class Status Report          Class Progress Report          Lesson Plans          Walkthrough Forms  <b>SPED</b>          IEP          SPED Accommodations          Summary Document          Quarterly Progress Reports          Informal Teacher Notes          Lesson Plans          Vendor Documents LLI          Vendor Documents Mammoth          Math</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Bell Canyon Charter School, Inc.  
 School Name: Imagine Bell Canyon  
 Site Visit Date: April 5, 2016

Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[A.A.1]</b></p> <p>Next Generation Assessment Program for Imagine Schools – Status Report            Imagine Schools New Assessment Decision Flow            STAR-AzMERIT Document</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating assessment tools.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Our ongoing process to continually evaluate the efficacy of our assessment tools is comprised of a correlation study and a predictive study looking at the predicted probability of passing the AzMERIT exam based on Fall assessment scores from STAR and Galileo, Correlations were found to be highly predictive thus assisting schools in determining the best curricular and intervention programs to guide student achievement efforts.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[A.A.2]</b></p> <p>Technical Guides for Galileo and STAR            Curriculum and Assessment Alignment Template            Vendor Documents from Engage NY (Story of Units)            Vendor Documents from McGraw-Hill (Correlations and Scope &amp; Sequence)            Sample Assessments from ENY &amp; Wonders            Standards Tracker            Formative Assessment Tracker            Curriculum Resource Evaluation            Correlation Study and a Predictive Study            Galileo and AZMerit Blueprints</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Vendor documentation of benchmark alignment to AZCCRS demonstrates the alignment to the AZCCRS curriculum.</li> <li>Continued evaluation of the efficacy of our assessment tools is comprised of a correlative and predictive study. It examines the predictability of passing the AzMERIT exam based on scores in Galileo. The correlations were found to be highly effective.</li> <li>For formative assessments, the summer evaluation process will use the curricular and assessment alignment document that has been created.</li> </ul> <p><b>Final Evaluation:</b></p>	
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<p><b>[A.A.3]</b></p> <p>Relationship between STAR Renaissance and State Tests Curriculum and Assessment Alignment Template</p> <p>Vendor Documents from Engage NY (Story of Units)</p> <p>Vendor Documents from McGraw-Hill (Correlations and Scope &amp; Sequence)</p> <p>Sample Assessments from ENY &amp; Wonders</p> <p>Standards Tracker</p> <p>Formative Assessment Tracker</p> <p>Curriculum Resource Evaluation</p> <p>Correlation Study and a Predictive Study</p> <p>Galileo and AZMerit Blueprints</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The STAR/Galileo predictive study is a part of this process.</li> <li>• Alignment is evaluated during the summer evaluative process. Analysis of formative assessments will confirm alignment to instructional methodology.</li> <li>• Depth of Knowledge levels are considered as part of the evaluation process.</li> <li>• The Curriculum and Assessment Alignment Template documents this alignment.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[A.B.1]</b></p> <p><b>Bottom 25%</b> Growth and Achievement Reports Aggregate Multi-Test with Bottom Quartile Grouping Data Reflections</p> <p><b>ELL</b> Star and Galileo Reports for ELL Students AZELLA Test Reports</p> <p><b>SPED</b> Individual Galileo Intervention Alert For SPED Students Small Group Testing Accommodations</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Galileo and STAR have the capability of progress monitoring students in the bottom 25% and the creation of instructional plans based on standards students performed poorly in. Item analysis in both systems allows targeted planning for the different levels of understanding.</li> <li>Teachers meet after initial formatives to talk about student data for each class and the grade level, discuss any questions that might have come up about a student’s response on the assessment, graph their data, and organize their reteach and enrichment groups.</li> <li>If a student does not demonstrate mastery, they will be placed in a reteach group. These students will be given a parallel assessment after they have completed the entire reteach session.</li> <li>All assessment systems allow for the identification, grouping, and instructional planning for the ELL students.</li> <li>AZELLA State Assessments are used for annual assessing of English Proficiency.</li> <li>All assessment systems allow for the identification, grouping, and instructional planning for SPED students, Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.1]</b></p> <p>Assessment Calendar Data Notes/Agendas</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>The intervals for data analysis depend on the assessment calendar. Results are analyzed as soon as they are available for each assessment. For teachers data is reviewed during data dialogue meetings held on monthly basis to discuss progress on classroom and grade level assessments.</li> <li>Imagine Bell Canyon receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Meetings within one week.</li> </ul> <p><b>Final Evaluation:</b></p>	

	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[A.C.2]</b></p> <p>Grade Level Meeting Notes          Reading and Math Interventionist Schedule          PLC Notes          Data Reflections          Standards Trackers          Vendor Documents from Engage NY (Story of Units)          Vendor Documents from McGraw-Hill (Correlations and Scope &amp; Sequence)          Foundational Units/Lessons          Lesson Plans          Notes from meetings/conversations with Tricia Salerno</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Revisions to curriculum result from a review of data. This includes a look at standards trackers and correlations.</li> <li>• Teachers work in grade level teams with support from the instructional coach and other school leaders to ensure standards are met and that alignment remains intact.</li> <li>• Discussion about curricular adjustments for reteach is signaled when student proficiency is below 70% on intervention alert.</li> <li>• When data shows a need for adjustment to curriculum, experts are consulted to determine a plan of action.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.3]</b></p> <p>Star Reports          PLC Meeting Notes          Data Reflections</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers meet after initial formatives as a grade level to talk about student data for each class and the grade level. Teachers reflect in PLC meetings and determine what instructional changes need to be made.</li> <li>• In grade level meetings, teachers organize their reteach and enrichment groups for the following week(s), along with addressing students' instructional needs, the how's and what's for each of these groups. In addition, additional support from reading specialists, math interventionists, and paraprofessionals support this reteach class with both pull-out and push-in service.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Bell Canyon Charter School, Inc.  
 School Name: Imagine Bell Canyon  
 Site Visit Date: April 5, 2016

Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[M.A.1]</b></p> <p>Lesson Plans            Scope and Sequence Documents            Standards Tracker            Informal Walkthrough Form            2 Stars and a Wish feedback forms            Data Meeting Minutes            Formal Observation Documents            Teacher Improvement Plans (TIPs)            Teacher RTI List &amp; Observation Schedule            ILLPs            Special Education Accommodations List</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• First, scope and sequence documents are used to create lesson plans. Teachers use their lesson plans to fill in their standards tracker which ensures alignment to the AZCCRS standards. The Standards Tracker is also monitored by Academic Coach. The leadership team does weekly walkthroughs to monitor the integration of the standards and lesson plans into instruction.</li> <li>• Scope and Sequence Documents and Lesson Plans are used to ensure that all team members are teaching the same standards at the same time. Imagine Bell Canyon leadership team uses the informal walkthrough form and a 2 Stars and a Wish Form during walkthroughs. Each teacher receives a minimum of one walkthrough per month. During walkthroughs leadership ensures that what is listed in lesson plans is being implemented at the same times and in the same way across classroom.</li> <li>• Informal and formal observations following the Charlotte Danielson’s Framework for Teaching. The teacher is rated as being ineffective, developing, effective, or highly effective in each domain.</li> <li>• Teachers use standards trackers to monitor alignment with ACCRS.</li> <li>• Subgroups: walkthroughs, formal and informal evaluations; teacher feedback for struggling students and subgroups; use of and monitoring of lesson plans.</li> <li>• Teachers may be placed on Teacher Improvement plans if not meeting the needs of students in all four subgroups.</li> <li>• PLC meeting discussions on how teachers are meeting the needs of the subgroups and to collaborate on strategies.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.A.2]</b></p> <p>Formal Observation Document Formative Data Tracker PLC meeting notes, agendas and minutes Galileo Intervention Alert Report, Analysis Report – Growth and Achievement Report Mid-Year Reflection Form School of Excellence Report : Notes/Reports and PPTS A-Team PowerPoints Informal Walkthroughs Coach’s Log Notes/PowerPoints from Model Lessons Teacher RTI List &amp; Observation Schedule Move The Dial Emails, Graphs, and Walkthrough Forms</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Data gathered from multiple assessments (see assessment section above) provides another piece for monitoring instructional effectiveness. During PLC meetings, assessment data is discussed using the Mid-year Reflection Form. When assessment data indicates that goals are not being met this provides evidence that there may be a problem with instructional effectiveness.</li> <li>• Formatives are completed directly after the instruction of a specific set of standards. Effectiveness goals are that at least 80% of students will demonstrate proficiency in the standard. Assessment data is stored in individual data teacher spreadsheets. The assessment data provides a check of the effectiveness of the instruction. Assessment data is posted in the teacher’s classroom and is discussed during PLC meetings.</li> <li>• Galileo benchmarks are done three times a year. The effectiveness goals for benchmark data vary by grade level and are based on baseline assessment data results however Imagine Bell Canyon has school wide proficiency goals in math and reading that are that 85% of students will demonstrate proficiency in reading and 70% of students will demonstrated proficiency in math. After every benchmark PLC Meetings are conducted to review benchmark data focusing both on the proficiency of standards taught and to plan for upcoming standards.</li> <li>• Standards based instructional effectiveness using Formal Evaluations following the Charlotte Danielson Model. Formal Evaluations have two separate components – 1) Observing Ratings of Teaching (includes scripting) 2) Evaluation of summative assessment data – the formal observation form has a worksheet in which leadership inputs assessment data – the tool then calculates an overall rating for the teacher based solely on data (being ineffective, developing, effective, or highly effective).</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.1]</b></p> <p>Formal Observation Forms Informal Walkthrough Form 2 Stars and a Wish Form School of Excellence Reports and Notes PLC Meetings Notes/Minutes</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p> <p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Use of the Danielson Framework to evaluate instruction by completing formal observations evaluating instructional practices. Documentation of this is found in the <i>Formal Observation Forms</i>.</li> <li>• Informal walkthroughs: Imagine Bell Canyon leadership team uses the Informal Walkthrough Form and a 2 Stars and a Wish Form during walkthroughs. Each teacher receives a minimum of one walkthrough per</li> </ul>

<p>A-Team PowerPoints</p>	<p>month.</p> <ul style="list-style-type: none"> <li>• School of Excellence: During a School of Excellence Performance Review Visit, a team of leaders, academic coaches, and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence based on the Imagine Schools Academic Excellence Framework.</li> <li>• Data gathered from multiple assessments (see assessment section above) provides the final piece for monitoring instructional effectiveness. During PLC meetings with teachers, Academic Coach and Principal Assessment data is discussed. When assessment data indicates goals are not being met, this provides evidence there may be a problem with instructional effectiveness.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.2]</b></p> <p>Formal Observation Forms          Informal Walkthrough Form          2 Stars and a Wish Form          School of Excellence Reports and Notes</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• This processes described above including formal observations, walkthroughs, School of Excellence Visits, A-Team visits and Data evaluates the quality of instruction at Imagine Bell Canyon by allowing for consistent, regular assessments of instructional practices including fidelity in implementation, inclusions of standards and overall teaching practices.</li> <li>• Formal observations occur 2 times a year for all teachers, unless they were determined proficient through the Charlotte Danielson observation tool during the first observation. Teachers are tiered. Tier 1 teachers are observed at least monthly, tier 2 teachers at least bi-weekly, and tier 3 teachers at least twice weekly. For teachers that are either basic or developing, the walkthrough is followed up on in person conversation about the lesson utilizing the post observation questions. It includes opportunities for self-reflection, incorporates student assessment data, and includes objective unbiased observers.</li> <li>• It is a continuous and ongoing process that is tracked at the individual and school level encouraging conversations in content meetings and allowing opportunities for growth and achievement</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.B.3]</b></p> <p>Professional Goal Setting Form          Formal Observation Post Conference Form          Teacher RTI Document          Move the Dial Document and Move the Dial Graphs          Emails of Academic Coach/Dean of Academics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• At the start of the school year teachers at Imagine Bell Canyon fill out the Professional Growth Plan which requests individual teachers to conduct a self-analysis of their own strengths and weaknesses.</li> <li>• The formal observation form helps to identify strengths (“glows”) and weaknesses (“grows). Strengths are indicated when teachers are rated as effective or highly effective. Weaknesses are indicated when the teacher is rated as developing or ineffective. Classroom assessment and benchmark data is used by the leadership team to identify strengths and weaknesses. Leadership reviews the data to evaluate teacher data.</li> <li>• Imagine Bell Canyon also tiers teachers based on formal observations in Fall and Spring and walkthroughs. This is documented in the Teacher RTI Document and shared in Leadership Meetings. Teachers are ranked 1-4 based on the Danielson Model.</li> <li>• Needs of teachers are usually identified either during walkthroughs, formal observation feedback or through individual teacher requests. To identify overarching trends Imagine Bell Canyon through the use of observations focused on the Third Doman of the Danielson model. During walkthroughs when there is evidence of a trend across teachers this would be evidence of a need.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.C.1]</b></p> <p><b>Bottom 25%</b> 2 Stars and a Wish Form Formal Observation Documents Formal Lesson Plans – Gen Ed.</p> <p><b>ELL</b> 2 Stars and a Wish Form Walkthrough Lesson Plan Feedback – ELP Standards</p> <p><b>SPED</b> 2 Stars and a Wish Form Informal Walkthrough Form Walkthrough Formal Lesson Plans – Gen Ed. Steps IC Performance Metrics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• In the bottom 25%, interventionists receive quarterly walkthroughs and 2x/year formal observations.</li> <li>• The ELL specialist receives the monitoring of instruction through teacher observations</li> <li>• The instruction of STEPS personnel (reading and math) is monitored using similar practices as with general education teachers. STEPS personnel receive semi-annual walkthroughs that are documented on the 2 Stars and a Wish Form and/or the Informal Walkthrough Form.</li> <li>• Additionally, teachers must document differentiated instruction in <i>formal lesson plans</i>. Teachers will note in lesson plans how they are going to differentiate instruction in order to meet the needs of all students. A School Leader provides feedback 2x/year on those Formal Lesson Plans.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1"> <tr> <td data-bbox="606 690 1262 787"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td data-bbox="1262 690 1896 787"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[M.D.1]</b></p> <p>Teacher Improvement Plans          Formal Observation Forms          Teacher RTI Document          Staff Meeting Agendas/PD Agenda          Principal Roundtable Notes          Informal Observations documents          Principal Roundtable Notes          A Team Visit Notes          Move the Dial Glows and Grows and          Move the Dial Graph          PD          Certificates/PowerPoints/Attendance          Sheets and agendas</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Imagine Bell Canyon analyzes formal/informal evaluation data monthly to analyze strengths, weaknesses, and needs of teachers. Teachers that are identified as either developing or ineffective are placed on a teacher improvement plan. Teachers who start to show a decline in instructional proficiency are removed from leadership positions while effective or highly effective teachers are given added opportunities for leadership.</li> <li>• After monthly informal walkthroughs, the leadership team tiers teachers by proficiency and trends are identified.</li> <li>• Teacher trends drive adjustments to weekly PD offered during all staff meetings and ½ day PD that occurs approximately every other week.</li> <li>• The leadership team participates in round table discussions three times/year. During these conversations teachers are tiered by proficiency and individual and group trends are identified.</li> <li>• The Move the Dial Graph and Move the Dial Glows and Grows document trends and walkthroughs focused on Domain 3. Observations focused on the Third Domain of the Danielson model help identify overall strengths and weaknesses.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.D.2]</b></p> <p>A Team Visit Notes          PD attendance form/Certificates          Sample sites provided for video          Mentoring Classroom Observation Form          Co-Teaching Emails          Modeling Session Notes and Emails          Coach Notes</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>● Tiering Teachers             <ul style="list-style-type: none"> <li>○ Drives amount of support, type of support, frequency of observation/feedback</li> </ul> </li> <li>● Feedback offered through various processes:             <ul style="list-style-type: none"> <li>○ A-Team</li> <li>○ Move the Dial</li> <li>○ Coaching: Modeling</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Bell Canyon Charter School, Inc.  
 School Name: Imagine Bell Canyon  
 Site Visit Date: April 5, 2016

Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p><b>[P.A.1]</b></p> <p>PD Plan            Needs Assessment            Professional Growth Plan            2 Starts and a Wish            Formal and Informal Evaluations            Move the Dial Graphs and Glows and Grows            Roundtable Notes and Materials            Meeting Minutes            Agendas            Performance Management Plan            Preservice Agenda and PD            1/2 day PD Agendas and PowerPoints            Literacy Focus Cycle (National 3-year PD plan)—seen at the site visit but not scanned</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Imagine Bell Canyon leadership team develops a Professional Development Plan each academic year in June/July. A needs assessment is completed each spring to determine professional development at the school level for the following year. Additionally, the National Academic and Character Team determine what instructional strategies will be taught during professional development and that three year plan is followed by both regional professional development and school level professional development.</li> <li>• Imagine Bell Canyon annually conducts a needs survey, and the professional development plan also utilizes data from formal and informal observations and the professional growth plan teacher complete as part of their formal evaluation conferences.</li> <li>• During evaluations of walkthrough trend data, teacher needs are discussed, and those discussions inform needs for professional development.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[P.A.2]</b></p> <p>2 Stars and Wish Form            PD registration/attendance forms            Personal Notes/Emails            PD attendance form            Intel Math Application and Sign-In Sheets            Coach’s Log and Emails            Emails between principal and teachers to attend conference/PD</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Imagine Bell Canyon uses observational data to continually monitor the needs of staff, and compares observation data to deficiencies identified in the needs survey. Weekly walkthroughs trends give leadership a bird’s eye view of where we should focus as a whole (ex: questioning techniques).</li> <li>• Learning needs of teachers are identified when teachers seek out PD based on their own needs and request permission to attend from administration. Administration reviews these requests and sends teachers to outside PD workshops based on their assessment.</li> </ul>			

	<ul style="list-style-type: none"> <li>The leadership team identifies needs when there are areas on the monitoring rubric in which a teacher is not demonstrating proficiency. For example, during informal observation we noted teachers' learning objectives were not clear, so we provided PD on writing and implementing clear objectives.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.A.3]</b></p> <p>Needs Assessment Data Reports Star, Galileo, AZ Merit Leadership Team Meetings Notes and Agendas Agenda PowerPoints</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process to determine and address the areas of high importance in the professional development plan.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Areas of high importance are data driven based on assessment data and analysis done by the leadership team prior to the start of the school year and ongoing throughout the year and through the administration of a PD needs survey.</li> <li>Imagine Bell Canyon annually conducts a needs survey, and the professional development plan also utilizes data from formal and informal observations and the professional growth plan teacher complete as part of their formal evaluation conferences.</li> <li>During evaluations of walkthrough trend data, teacher needs are discussed, and those discussions inform needs for professional development.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[P.B.1]</b></p> <p>Emails, Coach'' Log  Region Behavioral Specialist  Emails  Foundations PPT  PLC Meeting Notes  Teacher Improvement Plan,  Notes and Emails  ELL Power Points Emails  PELL Invoice and Agendas  ELL Task Force Meetings  Notes/Minutes  Region PD attendance forms  Differentiation Strategies for  SPED document  IEP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• With respect to struggling learners in the bottom quartile, Imagine Bell Canyon provides PD opportunities for teachers including 1:1 modeling and coaching by Instructional Coach.</li> <li>• Focusing now on needs of ELL students, Imagine Bell Canyon has provided PD writing and implementation of ILLPs as well as an overview of best practices when working with ELLs.</li> <li>• ELL coordinator attends quarterly PELL (Practitioners of English Language Learning) meeting to gain specific knowledge about best practices, instructional strategies and assessment tools for ELL Students, and changes in policies and procedures and shares information with the leadership team and rest of the staff.</li> <li>• ELL coordinator attends Regional Task Force meetings approximately quarterly to receive PD on best practices and strategies for ELL Students and collaborates with other colleagues working with ELL students.</li> <li>• Finally for PD related to SPED students, the Imagine regional special education directors provide monthly PD for special education staff.</li> <li>• Finally, all teachers were provided with a handout of differentiation strategies, accommodations, and modifications, so that with direction from the special education teacher and/or the instructional coach, they could purposefully incorporate those strategies to meet the needs of special education students, and help move them toward proficiency.</li> <li>• STEPS staff (contractors for SPED services) attend trainings/PD on SPED best practices and then share out that information with Imagine Bell Canyon Staff during as needed during one to one meetings between SPED teacher and general education.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.C.1]</b></p> <p>Observation Schedule          Informal/Formal Observation Notes          Move the Dial Documents          A-Team Feedback          2 Stars and a Wish          PLC meetings notes          Coaching Notes</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The observation schedule of Imagine Bell Canyon facilitates high quality implementation of strategies learned through provided PD by creating a measure of accountability for teachers, providing opportunities to evaluate and coach, and engaging in collaborative reflection via content area meetings.</li> <li>• In addition, the leadership team provides timely and routine feedback about implementation of new strategies learned in PD through the individualized observations.</li> <li>• Finally during PLC Meetings teachers share out resources and discuss PD implementation collaboratively.</li> <li>• Teachers and Academic Coach provide live demonstrations of materials and strategies from PD they have attended. Coaching-job embedded PD is provided to teachers by the Academic Coach.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.C.2]</b></p> <p>PLC Meetings Notes          Allocation of title funds          PLC Meeting Notes          Region PD attendance sheets          Staff Meeting Agendas.          Training notes from coaches’ meetings          Leaders Meetings Agenda          Emails          Coach’s Log          PD agendas</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Through PLC Meetings, school leaders continually touch base with teachers to ensure they have the necessary resources. Where resources may be lacking, arrangements are made to secure the necessary resources with support through Title and other restricted funds as appropriate.</li> <li>• Imagine Bell Canyon provides routine and scheduled time for teachers as a resource to ensure implementation of PD.</li> <li>• In addition the Academic Coach attends monthly meetings at the region and shares our additional material that can be used as resources for high quality implementation thereby providing coached and job-embedded PD.</li> <li>• Accesses to videos of best practices are available from online resources (e.g. <a href="http://ateachingchannel.org">ateachingchannel.org</a>). Additionally, teacher and Academic Coach provide live demonstrations of materials and strategies from PD they have attended. Coaching-job embedded PD is provided to teachers by the Academic Coach.</li> </ul> <p><b>Final Evaluation:</b></p>	

	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[P.D.1]</b></p> <p>Informal Observation/Walkthrough Forms Formal Observations forms School of Excellence Presentation A Team Visits Power Points</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• During informal walkthroughs leadership notes the implementation of skills and activities that were presented to teachers in PD.</li> <li>• Imagine Bell Canyon follows up to support and develop the implementation of strategies learned in PD through informal and formal observations and one-on-one coaching according to the observation rotation schedule.</li> <li>• Lesson plans which document new instructional strategies learned in PD are evaluated and teachers are provided with feedback as another mechanism to monitor staff and support the implementation of PD.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.2]</b></p> <p>Informal/Formal Observation Forms (Professional Growth Plans / Reflections) Lesson Plan Feedback Personal Notes and Emails Emails from Regional Coordinators PD Agendas for Aides Move the Dial walk through forms Coaching Log Coach's Notes, Emails Notes/Powerpoints from Model Lessons PLC Notes</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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**APPENDIX E**

**RENEWAL DSP SUBMISSION**



**DEMONSTRATION OF SUFFICIENT PROGRESS REPORT**

CHARTER INFORMATION			
Charter Holder Name	Bell Canyon Charter School, Inc.	Schools	Imagine Bell Canyon
Charter Holder Entity ID	79983	Dashboard Year	FY15
Submission Date	February 27, 2016	Purpose of DSP Submission	Renewal

**DSP CHECKLIST**

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



**AREA I: DATA**

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: _____			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Meets	Meets	No
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Meets	Meets	No
Improvement—Math (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Math	No Rating	Does Not Meet	Yes
Subgroup, ELL—Reading	No Rating	Does Not Meet	Yes
Subgroup, FRL—Math	Falls Far Below	Meets	Yes
Subgroup, FRL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Meets	Meets	No
Subgroup, students with disabilities—Reading	Meets	Does Not Meet	Yes
High School Graduation Rate (High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)

**DATA TABLE 1**

Assessment	Assessment Tool	Notes
<u>Internal Benchmarking data</u> has been disaggregated for	Galileo	Starting with the 2015-16 school year,



<b>READING</b> from:		the Galileo cutoffs changed from being based on AIMS to being based on AzMERIT data. Another change is the incorporation of Technology Enhanced Items in the benchmark assessments. As a result there was a corresponding drop in the passing rates for the 2015-16 school year.
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	Galileo	Starting with the 2015-16 school year, the Galileo cutoffs changed from being based on AIMS to being based on AzMERIT data. Another change is the incorporation of Technology Enhanced Items in the benchmark assessments. As a result there was a corresponding drop in the passing rates for the 2015-16 school year
<b>High School Graduation Rate</b>	<b>Not Applicable</b>	<b>Not Applicable</b>
<b>Academic Persistence</b>	<b>Not Applicable</b>	<b>Not Applicable</b>

**VALID and RELIABLE DATA**

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

Imagine Bell Canyon utilizes assessments whose vendor provides documentation about the validity and reliability of the data gathered. Galileo (ATI) provides documents indicating the efforts they have put forth that support the content, inter-item, and inter-rater reliability. They include utilizing item-response theory to conduct equivalence and item level analyses of their assessments. Documentation for validity and reliability for these assessments can be found in published reports and technical manuals available on the website for the vendor (www.ati-online.com).

Complete the table below. For each measure, provide the following information:

1. *HOW* the data was analyzed:
  - a. Which data was used?
  - b. What criteria were used in the process?
2. *WHAT* conclusions were drawn from the analysis?
  - a. What trends were identified? (Incorporate declines and improvement)
  - b. How did the data identify gaps in curriculum and/or instruction?
  - c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

**DATA TABLE 2**



## Demonstration of Sufficient Progress Report

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— <b>Math</b>	Imagine Bell Canyon utilizes the Student Growth and Achievement report in Galileo to determine the number and ratio of students making expected growth. The expectation is to have 80% of students making expected growth in Mathematics	In 2014-15, there was an increase in students making expected growth from 35% to 47%. This year 67% of students are making expected growth. Strides have been made towards our goal of 80% making expected growth by addressing instructional gaps. Additional growth in this area will be made by continued attention to research based instructional practices.
Student Median Growth Percentile (SGP)— <b>Reading</b>	Imagine Bell Canyon utilizes the Student Growth and Achievement report in Galileo to determine the number and ratio of students making expected growth. The expectation is to have 80% of students making expected growth in Reading.	In 2014-15, there was an increase in students making expected growth from 35% to 49%. This year 52% of students are making expected growth. Strides have been made towards our goal of 80% making expected growth by addressing instructional gaps. Additional growth in this area will be made by continued attention to research based instructional practices.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Math</b>	Data not required	Data not required
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Reading</b>	Data not required	Data not required
Percent Passing— <b>Math</b>	Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 34 % in Mathematics.	<p>In 2014-15 there was a slight decline in the passing rate from 46% to 45%, but also a decline in the number of students in FFB and an increase in Exceeds. This year the passing rate has increased from 17% to 20% passing with a decrease in FFB and an increase in Exceeds. This shows an increase of growth from last year.</p> <p>While many grade levels showed increases in passing rates, 4<sup>th</sup> and 8<sup>th</sup> grades did not. We are adding and revising interventions at these grade levels.</p> <p>Using the ATI Custom report, the percentile rank for math from pre-test to post-test in 2014-15 shows growth in the percentage of FAY students at or above the 50<sup>th</sup> percentile growing from 36-59%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 25-37%. As demonstrated in past data, it is anticipated continued growth will be shown in the remaining benchmarks</p>
Percent Passing— <b>Reading</b>	Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state	In 2014-15 there was an increase from 59% to 61% passing, with a decrease in FFB and an increase in Exceeds. This year there is a decrease from 36% to 34% passing with a decrease in both FFB and Exceeds. We identified strong growth



## Demonstration of Sufficient Progress Report

	average passing rate of 33% in ELA.	<p>for students in the FFB category, but weaker growth in the Meets and Exceeds categories. While the curriculum meets expectations for levels of rigor, we recognize the need for further teacher development in instruction to reach these higher levels.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of FAY students at or above the 50<sup>th</sup> percentile growing from 44-60%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 44-51%. As demonstrated in past data, it is anticipated continued growth will be shown in the remaining benchmarks</p>
Subgroup, ELL— <b>Math</b>	Data not provided due to this subgroup contains less than 10 students. Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels.	<p>Last year with a less rigorous assessment ELL students showed growth in passing rate. This year the passing rate stayed the same, however the trend showed much higher than expected growth. Continued work on differentiated instruction will help these student meet goals.</p>
Subgroup, ELL— <b>Reading</b>	Data not provided due to this subgroup contains less than 10 students. Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels	<p>Last year with a less rigorous assessment ELL students showed growth in passing rate. This year the passing rate stayed the same, however the trend showed much higher than expected growth. Continued work on differentiated instruction will help these student meet goals.</p>
Subgroup, FRL— <b>Math</b>	Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 24% in Mathematics	<p>In 2014-15 the passing rate stayed the same with 39% of students passing, with a decrease in FFB and an increase in Exceeds. This year there is an increase from 8% to 10% passing with a decrease in FFB and an increase in Exceeds. We identified one grade level that did not make the same growth as the rest. This evidenced a need to revise curriculum and intervention for this grade level.</p> <p>Using the ATI Custom report, the percentile rank for math from pre-test to post-test in 2014-15 shows growth in the percentage of FRL students at or above the 50<sup>th</sup> percentile growing from 29-50%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 16-23%. As demonstrated in past data, it is anticipated continued growth will be shown in the remaining benchmarks</p>
Subgroup, FRL— <b>Reading</b>	Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their	<p>In 2014-15 the passing rate increased from 53% to 55% of students passing with a decline in FFB and an increase in Exceeds. This year the passing</p>



## Demonstration of Sufficient Progress Report

	<p>proficiency levels. The goal is to surpass the state average passing rate of 22% in Reading.</p>	<p>rate decreased from 27% to 22% passing with a decrease in FFB and in Exceeds. We identified strong growth for students in the FFB category, but weaker growth in the Meets and Exceeds categories. While the curriculum meets expectations for levels of rigor, we recognize the need for further teacher development in instruction to reach these higher levels.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of FAY students at or above the 50<sup>th</sup> percentile growing from 37-51%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 33-42%. As demonstrated in past data, it is anticipated continued growth will be shown in the remaining benchmarks</p>
<p>Subgroup, students with disabilities—<b>Math</b></p>	<p>Data not required</p>	<p>Data not required</p>
<p>Subgroup, students with disabilities—<b>Reading</b></p>	<p>Imagine Bell Canyon utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 10% in Reading</p>	<p>In 2014-15 the passing rate increased from 23% to 27% with a decrease in FFB and an increase in Exceeds. This year the passing rate decreased from 11% to 4% passing with an increase in FFB. This year's decrease evidenced a need to reconsider the changes made in the way the Special education services are being provided. The current program increased the amount of "push-in" support as compared to prior years. We are currently investigating the effectiveness of this practice and making revisions based on this investigation.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of SPED students at or above the 50<sup>th</sup> percentile growing from 14-35%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 7-19%. As demonstrated in past data, it is anticipated continued growth will be shown in the remaining benchmarks</p>
<p>High School Graduation Rate (Schools serving 12<sup>th</sup> grade only)</p>	<p>Not Applicable</p>	<p>Not Applicable</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p>Not Applicable</p>	<p>Not Applicable</p>



**AREA II: CURRICULUM**

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Evaluating Curriculum**

**Question #1:** What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The ongoing efforts to evaluate curriculum begin with discussions that take place during weekly grade level and PLC meetings (to check for alignment, need for supplemental materials and differentiation for subgroups) and using data from multiple (state assessments, benchmarks) sources.

Weekly grade level meetings occur when all teachers meet during common planning time to discuss curricular issues. Teachers discuss curricular issues and document this in *meeting minutes and informal notes*. There are three main criteria used in ongoing evaluations of curriculum; namely, 1) is curriculum aligned with AZCCRS standards, 2) does/did it require a significant amount of supplemental materials, and 3) how well did it allow for differentiation for all subgroups. At the end of each unit/module teachers use the *Curriculum Resources Evaluation Form* to document and evaluate how well curriculum is functioning.

When teachers notice that there are more significant issues with curriculum through their meetings these issues are brought forward to weekly PLC (Professional Learning Community) Meetings. Professional Learning Community Meetings involve the Leadership Team, Academic Coach, and teachers. This is documented in *PLC Meeting Notes and Agendas*.

From the PLC level, curricular issues move forward (as appropriate) to the administrative leadership team. The leadership team reviews monthly the *Curriculum Resources Evaluation Form* while engaging in a discussion focused on curricular topics including alignment to standards. This process is documented on *Leadership Agendas, Meeting Notes, and Informal Notes*. If the leadership teams identifies a need for additional curricular resources this is addressed through either the revision or adoption procedures delineated below (Section B).

Imagine Bell Canyon also uses data to evaluate curriculum. In PLC meetings, teachers and leadership use assessment data to identify which standards have been taught and how well students were able to master the presentation of these standards. Data is pulled from formatives (ELA weekly; Math at mid-module and end of module) and analyzed in monthly in PLC meetings documented in *PLC Meeting Notes*. Data from Galileo (3x/year), STAR (3x/year), DIBELS (3x/year) and is analyzed in weekly PLC meetings. This data is documented in *Instructional Grouping Report (Star), Intervention Alert (Galileo), Growth and Achievement (Galileo)*,



*Classroom Report and Classroom Overview (DIBELS)*. When class mastery level is below school academic goals of 70% proficiency or higher on standards (on a standard that’s already been taught based on their scope and sequence document), School Leadership Team and Teachers start to evaluate curriculum looking for things such as whether classroom presentation of vocabulary was the same as what was on the test and/or whether additional curricular resources are needed in order to enable students to master this standard during a re-teach session. This is documented in *PLC Meeting Minutes/Notes*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Grade Level Meeting Minutes and Informal Notes
- Curriculum Resource Evaluation Form
- PLC Meeting Notes and Agendas
- Leadership Agendas, Meeting Notes, and Informal Notes
- Instructional Grouping Report (Star)
- Intervention Alert (Galileo)
- Growth and Achievement (Galileo)
- Classroom Report and Classroom Overview (Dibels)

**Question # 2:** What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards**? What criteria guide that process?

**Answer**

Imagine Bell Canyon also uses data to evaluate curriculum. In PLC meetings, teachers and leadership use assessment data to identify which standards have been taught and how well students were able to master the presentation of these standards. Data is pulled from formatives (ELA weekly; Math at mid-module and end of module) and analyzed in monthly in PLC meetings documented in *PLC Meeting Notes*. Data is pulled Galileo (3x/year), STAR (3x/year), DIBELS (3x/year) and is analyzed in weekly PLC meetings. This data is documented in *Instructional Grouping Report (Star)*, *Intervention Alert (Galileo)*, *Growth and Achievement (Galileo)*, *Classroom Report and Classroom Overview (DIBELS)*. When class mastery level is below school academic goals of 70% proficiency or higher on standards (on a standard that’s already been taught based on their scope and sequence document), School Leadership Team and Teachers start to evaluate curriculum looking for things such as whether classroom presentation of vocabulary was the same as what was on the test and/or whether additional curricular resources are needed in order to enable students to master this standard during a re-teach session. This is documented in *PLC Meeting Minutes/Notes*.

In addition, teachers with facilitation in weekly PLC meetings analyze their benchmark data and have key questions about data that need to be answered and discussed with the Academic Coach. These analyses occur in coordination with the assessment calendar and are documented in *Data Reflection Document*.

Finally, at the end of each unit/module teachers use their *lesson plans* to document in their *standards tracker* which standards have been taught. The standards tracker helps to monitor pacing and ensures that all standards are met across the year Quarterly Academic Coach and/or Principal check the standards tracker to ensure that curriculum is meeting standard needs. This is documented in *Standards Tracker and Teacher Lesson Plans*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:



- Instructional Grouping Report (Star)
- Intervention Alert (Galileo)
- Growth and Achievement (Galileo)
- Classroom Report and Classroom Overview (DIBELS)
- PLC Meeting Minutes/Notes
- Data Reflection Document
- Standards Tracker and Teacher Lesson Plans

**Question # 3:** What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Imagine Bell Canyon operationalizes a curriculum gap as occurring when growth measures (from *STAR or Galileo*) are stagnant across a grade level or grade level band. Documented in *STAR and Galileo Growth Reports*. Analysis of curriculum gaps start in weekly grade level meetings. Teachers review growth data and document this using *in their personal notes*. When issues of stagnation occur, teachers in a grade level team work together to evaluate curriculum and look to identify the source of the gaps. Documented on *Curricular Resource Evaluation Form*.

Then during weekly PLC Meetings, Leadership Team, Academic Coach and teachers review form along with the data. Stagnant growth may be evidence that the curriculum does not have the necessary resources to support effective mastery of the standards. In these cases, PLC team will go back and review curriculum used to present the standards to check for weaknesses and when a gap is identified it is noted in *PLC Meeting Notes/Agendas*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Teacher Personal Notes
- Star and Galileo Growth Reports
- Curricular Resource Evaluation Form
- PLC Meeting Notes/Agendas



**B. Adopting Curriculum**

**Question #1:** After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?

**Answer**

**Answer (suggested word count is 400 words):**

The process for both adoption and revision of new and supplemental curriculum begins with reviews of the *Curriculum Resource Evaluation Form* during leadership meetings. As the leadership reviews the forms combined with additional verbal /written requests from teachers (i.e. *emails*), leadership identifies recommendations and next steps to enhance curriculum. These processes are documented in *Leadership Team Agendas and Notes, and Emails*. The leadership team then works with teachers in the content area that have curricular issues to decide whether the issues are moderate and necessitate only some minor revisions or supplementation or whether the issues are more systemic and therefore require the adoption of an entirely new curriculum. This is also document in *Leadership Team Agendas and Notes*. Leadership team also reviews *STAR and Galileo Growth Reports* (as available) to identify areas where there is stagnation in data growth

\*\*Criteria used to determine whether curriculum needs to be supplemented and/or revised is based on the the following

- Leadership team review of the Curricular Resource Evaluation Form.
- Review of teacher needs and requests
- Evaluation of assessment data (particularly identification of areas of stagnant growth)
- Alignment to AZCCCRS

This is documented on the *Leadership Meeting Notes/Emails/ and Personal Notes*.

**Who is involved in the process for adopting or revising curriculum?**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Curriculum Resource Evaluation Form
- Leadership Team Agendas and Notes, and Emails
- Star and Galileo Growth Reports

**Question #2:** Once the Charter Holder has chosen to adopt new and/or **supplemental curriculum**, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

**Answer**

**Answer (suggested word count is 400 words):**

The process Imagine Bell Canyon uses for evaluating curriculum starts with resources created by Imagine National Team. Imagine National Team has suggested exercising caution in making curricular changes as all curriculum providers are still working to incorporate ELA and Math standard changes that occurred as a result of Common Core Standards and new assessments (i.e. PARCC and Smarter Balance). The national team also provides a Textbook Adoption and Evaluation Rubric that can be used by schools during the evaluation efforts.

To adopt new curriculum Imagine Bell Canyon utilizes the following process(Note the last curricular adoption occurred prior to the start of the 2014 School Year)

1. Gather data from test scores analyses and teacher verbal feedback about current curriculum (documentation – *STAR and Galileo data reports*)
2. Discussion in PLC weekly meetings– if adoption/revision issues come up they are discussed here (documentation - *PLC meeting notes*)
3. PLC identifies a larger grade or school wide problem that necessitates further intervention (documentation- *PLC meeting notes*)



4. Task Force is Created (documentation – *emails/meeting notes*)
5. Then the task force identifies a set of recommendations to enhance the effectiveness of curriculum. (documentation – *Task Force Meeting Notes/Agendas*)
6. The change recommendations are then evaluated by the task force for feasibility and timelines. (documentation – *Task Force Meeting Notes/Agendas*)
7. The task force (with assistance from Imagine Region when needed) gathers the necessary resources to implement the revision and sets a date for the Pilot or Full Implementation to kick-off. (documentation – *Task Force Meetings Notes, Emails*)
8. Pilot or full implementations are the discretion of an appointed decision maker who weighs pros and cons set forth by the task force. (documentation – *Task Force Meeting Notes*)

With regard to criteria used to compare curricular option the following guiding questions were used to evaluate curriculum options against each other.

- How well does the curriculum align to standards?
- How frequent and how comprehensive are the PD sessions/training offered to staff by vendor?
- Does the curriculum allow/have opportunities for differentiation?

This is documented in the Curriculum Review *Guiding Questions Document*. In addition, during the last adoption Imagine Bell Canyon used advice from other sister schools to evaluate different curriculum against one another. This is documented in *Personal Notes of Dean of Academics*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Star and Galileo Data Reports
- PLC Meetings Notes
- Task Force Meetings Notes/Agendas
- Task Force Meetings Emails
- Guiding Questions Document
- Personal Notes of Dean of Academics

**C. Revising Curriculum**

**Question #1:** After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

Write answer here. Suggested word count is 400 words.

Criteria used for revision start with data. The criterion used for data (*Star and Galileo Reports*) is when a critical mass of students falls significantly below grade level, this criteria indicates to the Leadership team that curriculum may need to be revised. The process is as follows. First Leadership team reviews data documented in *Leadership Team notes, Emails and Agendas*. Leadership team seeks advice from experts in the field – i.e. curriculum vendors, experts and regional staff, documented in *Emails*. Subsequently, leadership discusses and evaluates what materials would need to be added into current curriculum during the revision by talking with teachers. This is documented in *Personal Notes of Academic Coach, Informal Teacher Notes*. Finally the Leadership team identifies a plan for the revision and changes are documented in *Lesson Plans and Engage NY Foundational Units Document*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Star and Galileo Reports



- Leadership Team Notes, Emails and Agendas
- Emails from Curriculum Experts, Vendors and Regional Staff
- Personal Notes of Academic Coach, Informal Teacher Notes
- Lesson Plans
- Engage NY Foundational Units Document

**Question #2:** Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The process Imagine Bell Canyon uses for evaluating curriculum starts with resources created by Imagine National Team. Imagine National Team has suggested exercising caution in making curricular changes as all curriculum providers are still working to incorporate ELA and Math standard changes that occurred as a result of Common Core Standards and new assessments (i.e. PARCC and Smarter Balanced). The national team also provides a Textbook Adoption and Evaluation Rubric that can be used by schools during the evaluation efforts.

To revise curriculum Imagine Bell Canyon utilizes the following process

1. Gather data from test scores analyses and teacher verbal feedback about current curriculum (documentation - *Star and Galileo Reports*)
2. Discussion in PLC weekly meetings– if revision issues come up they are discussed here (documentation – *PLC Meeting notes*)
3. PLC identifies a larger grade or school wide problem that necessitates further intervention a grade level team with admin oversight would begin revision process. (documentation – *PLC Meeting Notes*)
4. GL team and administration meet as needed until revision is finalized. (documentation – *personal notes of admin team*)

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Star and Galileo Reports
- PLC Meeting Notes/Minutes
- Personal Notes of Admin Team

**D. Implementing Curriculum**

**Question #1:** What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

First during the pre-service week the leadership team orients all teachers to the expectation for

- 1) consistent and continued use of scope and sequence documents (described below)
- 2) consistent and continued use of academic calendars and lessons plans (described below)
- 3) monitoring of the academic calendars and lesson plans by the leadership team

Teachers are provided with information about the curriculum used by the school and are provided with in depth training with the curricular resources (Engage NY and McGraw Hill). Documented in *Pre-Week Power Points and Agendas*

Imagine Bell Canyon uses scope and sequence that were provided by the curriculum vendor (EngageNY and



McGraw Hill). This is documented in *scope and sequence document*. These scope and sequence documents are aligned to AZCCRS and Common Core. Scope and Sequence guides outline what should be taught, the curriculum to be used and identifies the prescribed amount of time for teaching these standards. The expectation is that these scope and sequence guides will be used uniformly by teachers but represent living documents that undergo continual updating throughout the year. Both Engage NY and McGraw Hill provide teachers with clear and detailed information to teachers about the sequence of unit. The *scope and sequence documents and alignment document* shows us that all standards are being taught in the curricular modules.

Imagine Bell Canyon uses lesson plan and lesson plan checks to ensure fidelity in implementation of curriculum. Lesson plans are due Mondays at 8am in PLANBOOK (an online resource). All teachers use the same 5 components in their lesson plans (Standards/Objective, Key Vocabulary, Essential Questions/"Hook", Instructional Scaffolding, Differentiation) creating more opportunity for consistent implementations as it results in every teacher thinking about the curriculum during common planning time in similar ways. Lesson plans are guided scope and sequence that were provided by curriculum vendors. These scope and sequence are aligned to AZCCRS and Common core. Lesson plans are posted in the folder outside of classrooms. Documentation of this is found in *Lessons Plans, PLANBOOK.com Standards Report and Lesson Plan Folders*.

A further check for fidelity is achieved through the monitoring system put in place by Imagine Bell Canyon. The leadership team performs walkthroughs bi-weekly to evaluate curricular practices for alignment to the AZCCRS, for consistent implementation, and for fidelity to lesson plans. Walkthroughs ensure that objectives and lesson plan are posted in the classrooms, that lesson plans are aligned with scope and sequence. In addition, administration pays special attention to consistency across classrooms. Each teacher receives at least 1 walkthrough/month. After each walkthrough the leadership team provides the teacher with written and/or verbal feedback. These processes are documented on the *Two Stars and Wish Form* and *Informal Observation Form*. Fidelity to curriculum is also discussed in PLC Meetings as needed (based on informal walkthroughs and/or teacher recommendations) to trouble shoot problems and/or adjust pacing. These discussions are documented in *PLC meeting notes*.

The final process through which Imagine Bell Canyon ensures fidelity of implementation of curriculum is through the use of common assessments when there are multiple classrooms/grade. The use of grade level common assessments helps to drive messages of consistency across classrooms. Documentation of this can be found in *sample common assessments*.

#### Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Pre –Week Power Points/Agendas
- Scope and sequence documents and Scope and Sequence Docs. From McGraw Hill and Engage NY
- Alignment Document
- Lesson Plans
- PLANBOOK.com Standards Report
- Lesson Plan Folders
- Two Stars and a Wish Document
- Informal Observation Form
- PLC Meeting Notes
- Sample common assessment



**Question #2:** What is the Charter Holder’s ongoing process to ensure consistent use of **curricular tools**? How have these expectations been communicated to instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The processes used by Imagine Bell Canyon to ensure consistent use of curricular tools are Scope and Sequence Document, Lesson Plans, and Data.

The expectation at Imagine Bell Canyon is for all grades and all teachers to implement these tools in a consistent manner by using vendor provided scope and sequence document to develop unit plans and lesson plans all of which are aligned to the standards and are used to drive instruction documented in *scope and sequence document and lesson plans*. During pre-week, these expectations are communicated via PowerPoint and reinforced throughout the year documented in *pre-week agendas and powerpoints*. These expectations are also revisited throughout the year in email form. Documentation of this is in *emails*.

The second tool used to identify what must be taught and when it must be delivered are lesson plans. Lesson plans include the standards being taught, the curricular resources being used to deliver the standards, the objectives for the lessons and the assessments. To ensure consistent use of lesson plans. Lesson plans are due Mondays at 8am in PLANBOOK (an online resource). All teachers use the same 5 components in their lesson plans (Standards/Objective, Key Vocabulary, Essential Questions/”Hook”, Instructional Scaffolding, Differentiation) creating more opportunity for consistent implementations as it results in every teacher thinking about the curriculum during common planning time in similar ways. Lesson plans use scope and sequence document that were provided by curriculum vendors. These scope and sequence document are aligned to AZCCRS and Common core. Lesson plans are posted in the folder outside of classrooms. Documentation of this is found in *Lessons Plans, PLANBOOK.com Standards Report and Lesson Plan Folders*.

Communication about these expectations also occurs consistently during staff meetings, PLC meetings emails, and during formal and informal evaluations and weekly walkthroughs *documented in 2 Stars and a Wish Form, formal and informal observations notes*. Fidelity to these expectations is tied to performance based pay bonus money providing further incentive for teachers to achieve this crucial curricular implementation. In addition, expectations regarding use of the tools are reflected in Domain 1 of the Charlotte Danielson Framework. Fidelity to these expectations aligns with the Danielson Model and aligns to the *PROP 301 Criteria Rubric*. Documentation of this is found in also and also reflected in teacher evaluation in Domain 1 of Danielson documented in *PROP 301 rubric*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Pre-Week PowerPoints/Agendas
- Emails
- Lesson Plans
- PlanBook.com Standards Report
- Lesson Plan Folder
- 2 Stars and a Wish Form
- Formal and Informal Observations Forms/Notes
- Prop 301 Rubric



**Question #3:** What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

**Answer**

*Write answer here. Suggested word count is 400 words.*

To ensure that all grade level standards are covered within the academic year the Leadership team uses the *Standards Tracker Form* that all standards are addressed in the academic calendar. At the end of each unit/module teachers use the *Standards Tracker Form* to document their standards are being met through the year and sufficient time is committed to each standard. This is document in *Standards Tracker Form*.

The process that ensures grade level standards are taught is the use of the scope and sequence documents that were provided by the curriculum vendor (EngageNY and McGraw Hill). This is documented in *scope and sequence document*. These scope and sequence document are aligned to AZCCRS and Common Core. Scope and sequence document outline what should be taught, the curriculum to be used and identifies the prescribed amount of time for teaching these standards. The expectation is that these scope and sequence document will be used uniformly by teachers but represent living documents that undergo continual updating throughout the year. Both EngageNY and McGraw Hill provide teachers with clear and detailed information to teachers about the sequence of unit. The *alignment document* shows us that all standards are being covered in the curricular modules.

Imagine Bell Canyon also uses lesson plan and lesson plan checks to ensure grade level standards are taught. Lesson plans are due Mondays at 8am in PLANBOOK (an online resource). All teachers use the same 5 components in their lesson plans (Standards/Objective, Key Vocabulary, Essential Questions/”Hook”, Instructional Scaffolding, Differentiation) creating more opportunity for consistent implementations as it results in every teacher thinking about the curriculum during common planning time in similar ways. Lesson plans use scope and sequence documents that were provided by curriculum vendors. These scope and sequence documents are aligned to AZCCRS and Common core. Lesson plans are posted in the folder outside of classrooms. Documentation of this is found in *Lessons Plans, PLANBOOK.com Standards Report and Lesson Plan Folders*.

Finally data is used to ensure that all grade level standards are covered. All grades take benchmarks at pre-determined times by the region and summative data. Data reports are stored in the Galileo system database, in which each teacher has their own unique log-in and password. Documentation of the reports can be shown in printouts from Galileo. The *Galileo Benchmark Intervention Alert* reports are used to in PLC Meetings to check the mastery of concepts/standards already taught in the year. This is documented in *PLC Meeting Agendas/Minutes*.

In addition Imagine Bell Canyon teachers keep track of summative assessment data and this data is discussed in PLC meetings to review pacing and degrees of mastery of standards. Teachers complete the Summative Assessment Data Form each time they finish a unit assessment and bring this form monthly (on average) to PLC meetings. At this time issues of pacing are discussed in the PLC meeting. When standards are not being covered in a manner that will allow all standards to be covered during the academic year the PLC will work together to problem solve. In some cases, solutions have included adding time to instruction to enable students to master the concept or increase resources to teachers in the classroom to enable them to get back on track. Documentation of this is found in *Summative Assessment Data Form and PLC Meetings Notes/Agendas*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Standards Tracker Form



- Scope and sequence documents
- Alignment Document
- Lesson Plans
- Planbook.com Standards Report
- Lesson Plan Folders
- Galileo Benchmark Intervention Alert Report
- PLC Meeting Minutes
- Summative Assessment Data Form

**E. Alignment of Curriculum**

**Question #1:** What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The current math curriculum and ELA curriculum, EngageNY, and McGraw Hill was specifically adopted for its alignment to the CC/AZCCRS standards. Evidence of this is found in *vendor documents* provided to Imagine Bell Canyon from the curriculum vendor.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Vendor Documents from Engage NY
- Vendor Documents from McGraw Hill

**Question #2:** When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?

**Answer**

*Write answer here. Suggested word count is 400 words.*

**New Curriculum would not be adopted without the presence of a cross walk document.**

Going forward the main mechanism through which Imagine Bell Canyon would determine which curriculum to adopt is through using the *Imagine Textbook Adoption Rubric*. This rubric has 5 areas in which each textbook is rated – the areas include focus on standards, coherence, rigor, design dimensions, learning environment (ability to promote engaging classrooms). In addition, the task force would evaluate at least 3 research based programs for comparison and complete evaluations of these programs that focus on pricing, professional, development, assistance and support, accommodations and modifications for subgroups. This would be documented in *personal notes and curriculum research notes*. Lastly, Imagine Bell Canyon would seek input from sister schools and region staff and would document this in *emails and personal notes*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Cross Walk document
- Personal Notes and Curriculum Research Notes
- Imagine Region Adoption Rubric

**F. Adapted to Meet the Needs of Subgroups**



Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

**Subgroup Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
<p>Traditional Schools: Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<p><input type="checkbox"/></p>	<p>Students that fall into the Bottom Quartile are identified first using data. For ELA (k-3) Dibels scores are used to identify bottom Quartile for (4-8<sup>th</sup>) Star and Galileo Data Reports are used. Documentation of this found in <i>DIBELS Reports and Star and Galileo Reports</i>. Master Lists of bottom Quartile students are found documented in <i>Leveled Literacy Intervention Roster, Informal Notes of Interventionist/ Classroom Teacher</i>.</p> <p>For ELA curricular adjustments are made during supplemental instruction time with the reading interventionist, which occurs 5x/week. One resource used to address the needs of the Bottom 25% in reading is called the Leveled Literacy intervention. This data supported intervention is provided to all students who are struggling (i.e. not demonstrating proficiency) in reading. Students are benchmarked when they come into the program and tracked within the program until they meet the standard necessary for the grade level. Individual student goals for the intervention are set by the reading specialist in conjunction with the classroom teacher. For reading progress monitoring is built into the LLI (leveled literacy intervention) system. These students are monitored on a weekly basis through the data collected in the system. Documentation of the effectiveness of LLI for Bottom Quartile Students can be found in <i>Vendor documents from LLI</i>. In addition, attendance is documented on <i>Reading Intervention Schedule</i>. In addition, during the “Walk to Read” Intervention time, students are leveled by proficiency and students in the Bottom Quartile are serviced using Foundations Curriculum. Foundations is a research based curriculum that has been shown to be effective for use with Bottom Quartile students, documented in <i>Vendor Documents from Foundations</i>.</p>	<p>Dibels Report Star and Galileo Reports Leveled Literacy Intervention Roster Informal Notes of Interventionist/ Classroom Vendor Documents LLI Vendor Documents Foundations Reading Intervention Schedule Star Report Bottom Quartile Students Math Interventionist Schedule</p>



		For math push in services used to meet the needs of the bottom 25% of students. Students are identified using STAR Reports and documented in <i>Star Report for Bottom Quartile Students</i> . Curricular adjustments occur through the use of the Math Workshop Model. The Math Workshop Model relies on the primary curriculum (EngageNY) but is a small group model in which leveled lessons are delivered to small groups. The small groups rotate also through other centers in which they use tools such as KHAN academy for additional support. Documentation of this can be found in <i>Math Interventionist Schedule</i> .	
ELL students	<input type="checkbox"/>	Teachers who have ELL students (identified based on AZELLA tests) and develop the ILLP for these students. Curricular support in reading for ELL students happens through the use of English in a Flash in the classroom setting. The classroom teacher receives professional development training to be able to effectively create ILLP goals and accommodate ELL students' needs in the classroom setting. This is documented in <i>All Staff Meeting Agendas, ELL teacher Power point</i> . English in a Flash is an individualized online program that students work through at their pace to aid with vocabulary building and language acquisition. Progress in this resource is monitored by the classroom teacher and documented on <i>ILLPs</i> . Teachers are required ( <i>documented in staff handbook</i> ) to indicate evidence of differentiated instruction addressing ELL standards for subgroups on lesson plans.	Staff Meeting Agendas ELL teacher power point
Students eligible for FRL	<input checked="" type="checkbox"/>	Imagine Bell Canyon is a Title I school with School-wide designation, and therefore all students fall within this subgroup. As such this represents an exempt category for Imagine Bell Canyon as FRL is not a subgroup. The FRL student is the "typical" student. Thus all curricular processes described above related to evaluation, revision, adoption, implementation, and alignment of curriculum apply to all FRL students.	
Students with disabilities	<input type="checkbox"/>	Imagine Bell Canyon partners with STEPS (Serving The Exceptional Populations agency to aid in addressing the needs of SPED students. Needs of SPED students are identified prior to the IEP meetings from which goals and	<ul style="list-style-type: none"> <li>● IEP</li> <li>● SPED Accommodations Summary Document</li> <li>● Quarterly Progress</li> </ul>



	<p>objectives are developed. IEPs document the curricular modifications and accommodations the student needs in the general education classroom setting. The IEP also indicates what support services are needed such as OT, PT, Speech, etc. The IEP details curricular adaptations for students with disabilities. General Education Teachers use the IEP to drive instruction and use the list of accommodations to adapt/modify curriculum for these students. This is documented in <i>SPED Accommodations Summary Document</i>. Progress toward IEP goals are tracked using <i>quarterly progress reports</i>. General education teachers also meet with SPED teachers as need to discuss any problems related to curricular modifications in the classroom <i>informal teacher notes and SPED Accommodations Summary Documents, IEP Meeting Notes</i> serve as documentation of this.</p> <p>SPED students also receive extra pull out - support during non-core class times. During this time, SPED students go to the resource classroom based on their IEP. During this time SPED teachers spend time involved in academic activities in line with their IEPs. Documented in <i>lesson plans</i>.</p> <p>With regard to curricular adjustments for SPED Imagine Bell Canyon utilizes the following curriculum /curricular resources for Language Arts:</p> <ul style="list-style-type: none"> <li>• <u>SRA Corrective Reading</u>: This program provides intensive direct instruction-based reading intervention targeted for students grade 3-adult who are reading below grade level. It works on decoding, fluency, comprehension, vocabulary, and some writing (though mostly spelling) through sequenced lessons that spiral for frequent practice and repetition. We use SRA with our students grades 3 and up that are still at a very basic, phonetic reading level. This curriculum helps fill in gaps that need phonics based instruction in order to progress.</li> <li>• <u>Leveled Literacy Intervention</u>: This curriculum is similar to SRA but instead</li> </ul>	<p>Reports</p> <ul style="list-style-type: none"> <li>• Informal Teacher Notes</li> <li>• Lesson Plans</li> <li>• Vendor Documents LLI</li> <li>• Vendor Documents Mammoth Math</li> <li>• Vendor Documents LLI</li> </ul>
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		<p>of re-teaching basics, it builds on skills in a spiral format. Each lesson is designed with a leveled reader that is high-interest low level. The lessons build upon each other. We use this curriculum for students K-8 as we have 3 different levels of LLI, each level contains 160 lessons. We use LLI for students that have a good foundation of reading skills, but are still below grade level. These students need to work on fluency, comprehension, and writing.</p> <ul style="list-style-type: none"> <li>• Mammoth Math: Math Mammoth concentrates on conceptual understanding and emphasizes mental math. The program allows IBC staff to select activities designed to address student needs according to their IEP goals. If a student is not quite reaching his goal, we can go back a level or two from the chapter that contains his goal and incrementally work up to the goal. The worksheets are very repetitive and allow for a lot of practice on each math concept, which lets the student gradually build upon his capabilities. Mammoth Math also permits for progress data collection. Each chapter of Mammoth Math begins with a two page summary of the chapter so we can further ensure we're using the best material to address a specific goal. The chapter introductions also include Mammoth Math internet resources aligned to chapter content which give each child an option of working on the computer to incorporate a different modality of learning.</li> </ul> <p>Documentation of the effectiveness of these curricula for use with SPED populations can be found in <i>Vendor Documents from Mammoth Math, SRA, and LLI</i>.</p>	
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**AREA III: ASSESSMENT**

Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Developing the Assessment System**

Complete the table below with the Charter Holder's applicable information.



Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
AZ Merit	3-8	Summative	ELA , Math and Writing AZCCRS standards	Proficiency Levels (student, class, grade, school wide)	1x/year April
Galileo	K-8	Benchmark	ELA , Math and Writing AZCCRS standards	Standards mastery, Growth and achievement (student, class, grade, and school wide) Proficiency levels	Pre (Aug) and 2 Benchmarks (Dec/Feb) throughout year
AZELLA	K-8	Summative	Reading, Writing, Speaking and Listening, Grammar and Vocabulary	Proficiency in English Language— student level only	Feb/Mar
STAR Reading/Math/ELit	K- ELit 1-8 : Rdg/Math	Benchmark	Reading and Math	Standards mastery Growth and achievement, Proficiency levels	Aug/Jan/May
Grade Level Common Formatives	K-8	Formative	ELA, Math, Science , and Social Studies	Standards Based Mastery Proficiency (Student and Class Level)	End of Unit/Module
DIBELS	K-3	Benchmark	Reading Skills	Skills Based Intervention and Risk Levels (student, class, grade	Aug/Jan/April



				level)	
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**Question #1:** What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The evaluation of the alternatives and the final selection of an assessment system to replace the Stanford 10 test series for the fall of 2014 was an extensive and thorough process that involved a review of every available alternative that the major test publishers submitted as a result of our request for proposal. Considerations for assessment selection were: the availability of a measure of student growth over time rather than performance at one point in time, the availability of timely data processing, the availability of a common language for data discussions within our organization, alignment to common core standards and student progress measures that were easily computed, summarized and able to be disaggregated across a number of relevant variables. After an extensive examination process, it was determined that a Computer Adaptive Test would best meet the considerations we had identified. The Renaissance STAR Enterprise (STAR) assessment was identified as meeting the selection criteria which had been identified. The Arizona region had been using the Galileo assessment instrument to determine student performance for several years. Teachers and administrators were familiar with the tool and were comfortable using this assessment to analyze student performance over time. The presence of an updated item bank that included performance based items in addition to the ATI item bank of over 110,000 items was also an important criteria for retaining the Galileo assessment. The Galileo item bank is also used by teachers to develop standards-aligned formative assessments so this was also a consideration for keeping the Galileo assessment. Our ongoing process to continually evaluate the efficacy of our assessment tools is comprised of a correlation study and a predictive study looking at the predicted probability of passing the AzMERIT exam based on Fall assessment scores from STAR and Galileo, Correlations were found to be highly predictive thus assisting schools in determining the best curricular and intervention programs to guide student achievement efforts.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Next Generation Assessment Program for Imagine Schools – Status Report
- Imagine Schools New Assessment Decision Flow

**Question #2:** What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

**Answer**

**Answer (suggested word count is 400 words):**

Imagine Bell Canyon selects assessments that provide documentation of alignment to AZCCR Standards. Each provider is required to provide documentation of this to Imagine. Here we summarize the documentation provided to us by the assessment companies.



Galileo is aligned to AZCCR Standards. ATI item banks contain over 110,000 items written according to specifications that reflect the full depth and breadth of targeted grade-level standards. Specifications are designed to reflect all of the necessary elements of each standard STAR is also aligned to AZCCR curriculum standards.

Renaissance Learning who develops the STAR Program reports the following information about alignment. Renaissance Learning uses an alignment process developed with input from Mid-continent Research for Education and Learning (McRel) and Education Northwest.<sup>4</sup> This alignment process balances the objective and subjective aspects of alignments to standards. The strategy is documented with definitions and examples for each specific purpose of the alignment, such as practice or assessment, and incorporates an “unpacking process” of separating the standard into skill, action, vocabulary, and context. To standardize the quality of the alignments, Renaissance Learning’s standards team received extensive training, including training in how to calibrate alignment results. After the scope and sequence was complete, it was submitted to Education Northwest for external review. The concepts, skills, and understandings in Core Progress align with the Common Core State Standards, and also provide the intermediate steps and prerequisite skills necessary to reach the levels of expertise identified through the standards.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Technical Guides for Galileo and STAR

**Question #3:** What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

After the release of the AzMERIT scores from the 2014-2015 school years, we were able to compare the results of the STAR Enterprise assessment and the Galileo assessment to student performance on the AzMERIT for over 4,000 students attending our 13 Arizona-based schools. A high predictive correlation was found for both assessment instruments to the AzMERIT student scores. This relationship shows a high indication of concurrent validity between the various instruments currently in use in our schools. Since publishers now have information directly related to state exams and Arizona standards, the test publishers are making available instructional recommendations tied directly to performance data relative to state standards. The use of STAR and Galileo for progress monitoring performance has therefore been strengthened. The timely feedback provided by the selected assessments allows schools to monitor instruction and student progress on a timelier basis. This allows for appropriate “course corrections” to occur in classrooms to address instruction methodology, student needs, curricular needs and needs for teacher professional development on a timely and ongoing basis. Progress monitoring at the students, class, grade and school levels utilizing the selected assessment instruments provides an excellent way to assure that the largest number of students possible will reach proficiency on the state tests. In addition, our instructional methodology is based on student mastery of the standards aligned objectives that flow directly from curriculum through a gradual release model. The assessment system measures outcomes using formative and summative assessments.



Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Relationship between STAR Renaissance and State Tests

**B. Adapted to Meet the Needs of Subgroups**

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

**Subgroup Assessment Table**

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	<p>Answer (suggested word count is 400 words):</p> <p>Imagine Bell Canyon’s assessment system meets the needs of the bottom 25% in the following ways.</p> <ol style="list-style-type: none"> <li>1. All assessment systems allow for the identification, grouping, and instructional planning for the bottom 25%. Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in. Item analysis in both systems allows targeted planning for the different levels of understanding. Documentation of this found in <i>Growth and Achievements, Aggregate Multi-Test – with grouping report.</i></li> <li>2. Common Formatives: After each standard is taught students receive a grade level common formative assessment in order to assess student mastery of the standard. Teachers meet after the initial formatives as a grade level to talk about students data for each class and the grade-level, discuss any questions that might have come up about a student’s response on the assessment, graph their data, and organize their reteach and</li> </ol>	<ul style="list-style-type: none"> <li>• Growth and Achievement Reports</li> <li>• Aggregate Multi-Test with Bottom Quartile Grouping</li> <li>• Teacher Informal Notes</li> </ul>



		<p>enrichment groups for the following week(s), along with addressing the students instructional needs, the how's and what's for each of these groups. If the a student does not demonstrate mastery on the initial formative, they will be placed in a reteach group during this allotted time, and will again receive direct instruction and guided practice on the standard not mastered. Each of these students will then be given a parallel assessment after they have completed the entire reteach session, which again will last the duration of the next calendar standard, to again attempt to demonstrate mastery of this individual AZCCRS standard. Documentation of this found in <i>Teacher Informal Notes</i>.</p>	
ELL students	<input type="checkbox"/>	<p><b>Answer (suggested word count is 400 words):</b>            Imagine Bell Canyon's assessment to meet the needs of ELL Students</p> <ol style="list-style-type: none"> <li>1) All assessment systems allow for the identification, grouping, and instructional planning for the ELL students. Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in. Item analysis in both systems allows targeted planning for the different levels of understanding. Documentation of this found in <i>Star and Galileo Reports for ELL Students</i>.</li> <li>2) AZELLA State Assessments are used for annual (bi-annual for 1<sup>st</sup> year students) assessing of English Proficiency. Documentation of this found in <i>AZELLA Test Reports</i>.</li> </ol>	<ul style="list-style-type: none"> <li>• Star and Galileo Reports for ELL Students</li> <li>• AZELLA Test Reports</li> </ul>
Students eligible for FRL	<input checked="" type="checkbox"/>	<p>Imagine Bell Canyon is a Title I school with School-wide designation, and therefore all students fall within this subgroup. As such this represents an exempt category for Imagine Bell Canyon as FRL is not a subgroup. The FRL student is the "typical"</p>	



		student. Thus processes described above related to developing, evaluating, aligning, and analyzing the assessment system and/or data from the assessment system apply to all FRL students.	
Students with disabilities	<input type="checkbox"/>	<p><b>Answer (suggested word count is 400 words):</b>            Imagine Bell Canyon’s assessment system meets the needs of SPED students in in the following ways.</p> <ol style="list-style-type: none"> <li>1. All assessment systems allow for the identification, grouping, and instructional planning for SPED students, Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in. Item analysis in both systems allows targeted planning for the different levels of understanding. Documentation of this found in <i>Individual Galileo Report for SPED Students</i>.</li> <li>2. Accommodations in the classroom through teacher modification of grade level assessments are provided in compliance with individual student IEPs. Documentation of this found in <i>SPED Accommodations Summary Document</i>.</li> </ol>	<ul style="list-style-type: none"> <li>• Individual Galileo Intervention Alert For SPED Students</li> <li>• Small Group Testing Accommodations.</li> </ul>

**C. Analyzing Assessment Data**

**Question #1:** What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The intervals for data analysis depend on the *assessment calendar*. Results are analyzed as soon as they are available for each assessment. For teachers data is reviewed during data dialogue meetings held on monthly basis to discuss progress on classroom and grade level assessments.

After an assessment (i.e. Galileo) Imagine Bell Canyons receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Meetings within one week. This is documented in *Data Notes/ Agendas*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Assessment Calendar



- Data Notes/Agendas

**Question #2:** What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

This is embedded in every level of analysis. When determining why students did/did not perform well, the item analysis and concept level reports allow for the identification of holes and gaps. When compared and used in conjunction with observations, scope and sequence documents, and curricular resource reviews, the source of the gaps and holes in instruction and or curriculum become apparent- the discussion is documented in *PLC Meeting Notes and Curriculum Resource Evaluation Form*.

Finally Common Formative Assessments are done math and ELA. After each unit standard is taught students receive a grade level common formative assessment in order to assess student mastery of the standard. Teachers meet after the initial formatives as a grade level to talk about students data for each class and the grade-level, discuss any questions that might have come up about a student’s response on the assessment, graph their data, and organize their reteach and enrichment groups for the following week(s), along with addressing the students instructional needs, the how’s and what’s for each of these groups.. In addition, additional support from reading specialists, math interventionists, and paraprofessionals support this reteach class with both pull-out and push-in service. This is documented in *Grade Level Meeting Notes, Reading and Math Interventionist Schedule*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Grade Level Meeting Notes
- Reading and Math Interventionist Schedule

**Question #3:** What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. STAR Reading is given periodically to determine if the students ZPD/Lexile levels have changed which will inform teachers in their planning of instruction. After a STAR assessment Imagine Bell Canyon receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Meetings within one week. This is documented in *Star Reports and Data Meeting Notes*.

2. Formative Assessments for each AZCCRS in math and ELA. After each standard is taught students receive a formative assessment in order to assess student mastery of the standard. After the formative assessment teachers will reflect in PLC meetings and determine what curricular modifications and/or instructional changes need to be made. This is documented in *PLC Meeting Notes*. Formatives are taken on average bi-weekly, are graded immediately and data discussed in the next data meeting.

**Documentation**



*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Star Reports
- PLC Meeting Notes



**AREA IV: MONITORING INSTRUCTION**

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Monitoring Instruction**

**Question #1:** What is the Charter Holder’s ongoing process to monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Imagine Bell Canyon monitors the integration of standards into classroom instruction through the following steps.

First, scope and sequence documents are used to create lesson plans. Documented in *Scope and Sequence Documents and Lesson Plans*. Teachers use their lesson plans to fill in their standards tracker which ensures alignment to the AZCCRS standards. Documentation of this is found in *Standards Tracker* at the end of the unit or module. The Standards Tracker is also monitored by Academic Coach. The leadership team does weekly walkthroughs to monitor the integration of the standards and lesson plans into instruction. While lesson plans document the standards evidence of integration of the standard into instruction is seen in evaluation of objectives, written in student friendly language (“I Can”) showing alignment with the curriculum and standard. This is tracked by leadership on the *Informal Walkthrough Form and 2 Stars and a Wish Form*.

Second, PLC meetings occur weekly and provide another place in which the integration of the standards into instruction is monitored. As needed in these meetings teacher, coaches and leadership discuss what standards need to be presented that week and what the objectives will be and which instructional practices will be used to achieve these objectives. Documentation of this is found on *PLC Meeting Notes*

To monitor fidelity Imagine Bell Canyon uses the following processes

1. Scope and Sequence Documents and Lesson Plans are used to ensure that all team members are teaching the same standards at the same time. These resources provide the expectations for when specific standards should be taught and how long they should be taught for. Documented in *Scope and Sequence Document and Lesson Plans*.
2. Daily walkthroughs: Imagine Bell Canyon leadership team uses the informal walkthrough form and a 2 Stars and a Wish Form during walkthroughs. Each teacher receives a minimum of one walkthrough per month. During walkthroughs leadership ensures that what is listed in lesson plans is being implemented at the same times and in the same way across classroom. Evidence of fidelity is documented on the *Informal Walkthrough Form and 2 stars and a wish* which is then shared in written and/or verbal form with teachers.
3. Informal and formal observations following the Charlotte Danielson’s Framework for Teaching. The Charlotte Danielson Framework was adopted as informal and formal observation model in the 2012-2013 school year by the Imagine Region. This model identifies aspects of teacher responsibilities that have been shown in empirical studies and theoretical research as promoting student learning. There are four domains in this model – planning, classroom environment, instruction, and professional responsibilities. The teacher is rated as being ineffective, developing, effective, or highly effective in each domain. During both informal and formal observations, evidence is collected by the evaluator. Written and verbal pre and post observation feedback is



provided to the teacher during formal observations using the *Formal Observation Documents*. If there are serious deficiencies, teachers are put on an improvement plan. This document may include supports from the school including, but not limited to addition professional development, and co-teaching with Academic Coach. The document will also indicate specific expectations/requirements for the teacher to implement/improve.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Lesson Plans
- Scope and sequence documents
- Standards Tracker
- Informal Walkthrough Form
- 2 Stars and a Wish feedback forms
- Data Meeting Minutes
- Data Meeting calendar feedback notes
- Formal observation Documents

**Question #2:** How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

**Answer**

Write answer here. Suggested word count is 400 words.

To monitor that instruction is leading all students to standards mastery Imagine Bell Canyon utilizes the following steps.

1. Standards based instructional effectiveness using Formal Evaluations following the Charlotte Danielson Model. Formal Evaluations have two separate components – 1) Observing Ratings of Teaching (includes scripting) 2) Evaluation of summative assessment data – the formal observation form has a worksheet in which leadership inputs assessment data – the tool then calculates an overall rating for the teacher based solely on data (being ineffective, developing, effective, or highly effective) . The overall Formal evaluation combines scores/ratings from the in class observation and the data worksheet to give a teacher and overall rating. Effectiveness then is monitored both in observation rating, the data ratings and also in the overall score. Documentation of this process is found on the *Formal Observation Document*.
2. Formatives are completed directly after the instruction of a specific set of standard. Effectiveness goals are that at least 80% of students will demonstrate proficiency in the standard. Assessment data is stored in individual data teacher spreadsheets. The assessment data provides a check of the effectiveness of the instruction. Assessment data is posted the teachers classroom and is discussed during PLC meetings. Documentation of this is found using *data spreadsheets*, and *PLC Meeting notes, agendas and minutes*.
3. Galileo benchmarks are done three times a year. The effectiveness goals for benchmark data vary by grade level and are based on baseline assessment data results however Imagine Bell Canyon has school wide proficiency goals in math and reading that are that 85% of students will demonstrate proficiency in reading and 70% of students will demonstrated proficiency in math. After every benchmark PLC Meetings are conducted to review benchmark data focusing both on the proficiency of standards taught and to plan for upcoming standards. Together teachers, leadership team and Academic Coach work to identify curricular and instructional needs to support any standards that might need to be retaught prior to the next assessment. These reports are documented in the *Galileo*



*Intervention Alert Report, Analysis Report – Growth and Achievement Report, PLC Meetings Notes.*

4. Data: Data gathered from multiple assessments (see assessment section above) provides the another piece for monitoring instructional effectiveness. During PLC meetings, assessment data is discussed using the *Mid-year Reflection Form*. When assessment data indicates that goals are not being met this provides evidence that there may be a problem with instructional effectiveness. *PLC Meeting Notes and the Mid-Year Reflection Form* provide evidence of these issues.
5. School of Excellence: During a School of Excellence Performance Review Visit, a team of leaders, academic coaches, and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence based on the Imagine Schools Academic Excellence Framework. Data from observations is shared in written form on the *School of Excellence Report -Notes/Reports and PPTS* to leaders and school staff. Specific Recommendations and Commendations for instructional practices are provided to leaders and shared with teachers. The last School of Excellence visit occurred during the 2014-2015 AY.
6. A-Team Visit: During an A Team visit the school identifies a focus area and a team of leaders from other Imagine Schools came and observed classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric. The school shared and analyzed data with A Team. Analysis documented on a PowerPoint, trends are identified and presented as “glows” (commendations) and “grows”(recommendations) . Documented in *A- Team Powerpoints*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Formal Observation Document
- Data Spreadsheets
- PLC meeting notes, agendas and minutes
- Galileo Intervention Alert Report, Analysis Report – Growth and Achievement Report
- Mid-Year Reflection Form
- School of Excellence Report : Notes/Reports and PPTS
- A-Team Powerpoints

**B. Evaluating Instructional Practices**

**Question #1:** How does the Charter Holder evaluate the instructional practices of all staff?

**Answer**

Imagine Bell Canyon uses the following process for evaluating instructional practices.

1. Use of the Danielson Framework to evaluate instruction by completing formal observations evaluating instructional practices. Documentation of this is found in the *Formal Observation Forms*.
2. Informal walkthroughs: Imagine Bell Canyon leadership team uses the Informal Walkthrough Form and a 2 Stars and a Wish Form during walkthroughs. Each teacher receives a minimum of one walkthrough per month. The Academic Coach, Dean of Students, and Principal maintain a rotating schedule of regular informal observations in which each observer has a case load of approximately 7 teachers which rotates monthly. Teachers are tiered. Tier 1 teachers are observed at least monthly , tier 2 teachers at least bi-weekly, and tier 3 teachers at least twice weekly. Each observation includes a post-conference with the observer. During walkthroughs leadership ensures that what is listed in Lesson Plans is being implemented at the same times and in the same way across classroom. Evidence of fidelity is documented on the *Informal Walkthrough Form* and *2 Stars and a Wish* which is then shared in written and/or verbal form with teachers.



3. School of Excellence: During a School of Excellence Performance Review Visit, a team of leaders, academic coaches, and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence based on the Imagine Schools Academic Excellence Framework. Data from observations is shared in written form on the *School of Excellence Report* to leaders and school staff. Specific Recommendations and Commendations for instructional practices are provided to leaders and shared with teachers. Last School of Excellence occurred during the 2014-2015 AY.
4. Data: Data gathered from multiple assessments (see assessment section above) provides the final piece for monitoring instructional effectiveness. During PLC meetings with teachers, Academic Coach and Principal Assessment data is discussed. When assessment data indicates goals are not being met, this provides evidence there may be a problem with instructional effectiveness. This is documented in *PLC Meeting Notes/Minutes*.
5. A-Team Visit: During an A Team visit the school identifies a focus area and a team of leaders from other Imagine Schools came and observed classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric. The school shared and analyzed data with A Team. Analysis documented on a PowerPoint, trends are identified and presented as “glows” (commendations) and “grows”(recommendations) . Documented in *A- Team Powerpoints*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Formal Observation Forms
- Informal Walkthrough Form
- 2 Stars and a Wish Form
- School of Excellence Reports and Notes
- PLC Meetings Notes/Minutes
- A-Team Powerpoints

**Question #2:** What is the Charter Holder’s ongoing process to identify the quality of instruction?

**Answer**

Write answer here. Suggested word count is 400 words.

This processes described above including *formal observations, walkthroughs, School of Excellence Visits, A-Team visits and Data* evaluates the quality of instruction at Imagine Bell Canyon by allowing for consistent, regular assessments of instructional practices including fidelity in implementation, inclusions of standards and overall teaching practices. Formal observations occur 2 times a year for all teachers, unless they were determined proficient through the Charlotte Danielson observation tool during the first observation. Teachers are tiered. Tier 1 teachers are observed at least monthly, tier 2 teachers at least bi-weekly, and tier 3 teachers at least twice weekly. For teachers that are either basic or developing, the walkthrough is followed up on in person conversation about the lesson utilizing the post observation questions. It includes opportunities for self-reflection, incorporates student assessment data, and includes objective unbiased observers. Further, it is a continuous and ongoing process that is tracked at the individual and school level encouraging conversations in content meetings and allowing opportunities for growth and achievement. Quality instruction is evidenced when the teacher has communication with students, engages students in rigorous learning, uses quality questioning, uses assessment during instruction, uses questions and discussion techniques, and demonstrates flexibility and responsiveness to diverse student needs.

**Documentation**



Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Formal Observation Forms
- Informal Walkthrough Form
- 2 Stars and a Wish Form
- School of Excellence Reports and Notes

**Question #3:** How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

**Answer**

Write answer here. Suggested word count is 400 words.

At the start of the school year teachers at Imagine Bell Canyon fill out the *Professional Growth Plan* which requests individual teachers to conduct a self-analysis of their own strengths and weaknesses. Documentation of this is found in the *Professional Growth Plan*.

The formal observation form helps to identify strengths (“glows”) and weaknesses (“grows”). Strengths are indicated when teachers are rated as effective or highly effective. Weaknesses are indicated when the teacher is rated as developing or ineffective. In addition, classroom assessment and benchmark data is used by the leadership team to identify strengths and weaknesses. Leadership reviews the data to evaluate teacher data. When a teacher exceeds the assessment effectiveness goals for proficiency on benchmarks and/or classroom assessments that evidence suggests areas of strength of the teacher, when a teacher is not able to meet the effectiveness goals this can be viewed as evidence of weaknesses instructional practices. This is documented in *Formal Observation Forms*.

Imagine Bell Canyon also tiers teachers based on formal observations in Fall and Spring and walkthroughs. This is documented in the *Teacher RTI Document and shared in Leadership Meetings*. Using this teacher are ranked 1-4 based on the Danielson Model. This information is then used to drive PD, and support in the Classroom. Scores are used to identify strengths, needs and weaknesses.

Needs of teachers are usually identify either during walkthroughs, formal observation feedback or through individual teacher requests. To identify overarching trends Imagine Bell Canyon through the use of observations focused on the Third Doman of the Danielson model. During walkthroughs when there is evidence of a trend across teachers this would be evidence of a need – this is documented on the *Move the Dial Document and the Move the Dial Graph*. During formal observation feedback sessions there are a series of questions that are asked of the teacher. The responses to these questions can provide evidence and justification of a need. Documentation of this can be found on *Formal Observation Forms*. Finally, individual teachers often send emails of Academic Coach when they feel they have a need. This is documented in *emails of Academic Coach*. These needs are addressed through professional development opportunities and/or additional coaching.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Professional Goal Setting Form
- Formal Observation Post Conference Form
- Teacher RTI Document
- Move the Dial Document and Move the Dial Graphs
- Emails of Academic Coach/Dean of Academics



**C. Adapted to Meet the Needs of Subgroups**

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

**Subgroup Monitoring Instruction Table**

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	<p>The instruction of interventionists (reading and math) is monitored similar practices as with general education teachers. Interventionists receive quarterly walkthroughs that are documented on the <i>2 Stars and a Wish Form</i>. In addition they receive 2x/year formal observations documented in the <i>Formal Observation Documents</i>.</p> <p>Additionally, teachers must document differentiated instruction in <i>formal lesson plans</i>. Teachers will note in lesson plans how they are going to differentiate instruction in order to meet the needs of all students including their Bottom Quartile students. A School Leader provides feedback 2x/year on those Formal Lesson Plans.</p>	<ul style="list-style-type: none"> <li>• 2 Stars and a Wish Form</li> <li>• Formal Observation Documents</li> <li>• Formal Lesson Plans – Gen Ed.</li> </ul>
ELL Students	<input type="checkbox"/>	<p>ELL students are serviced by an ELL specialist/reading interventionist. The specialist receives the monitoring of instruction through teacher observations (informal and formal, as described above). This is documented on <i>Walkthrough Form and 2 Stars and a Wish Form</i>.</p> <p>In addition, quarterly lesson plan checks are completed by the ELL Coordinator who also provide ways to ensure that instruction is meeting the needs of ELL learners. This is documented on <i>lesson plan lesson ELP standards</i>.</p>	<ul style="list-style-type: none"> <li>• 2 Stars and a Wish Form</li> <li>• Walkthrough</li> <li>• Lesson Plan Feedback – ELP Standards</li> </ul>
Students eligible for FRL	<input checked="" type="checkbox"/>	<p>Imagine Bell Canyon is a Title I school with School-wide designation, and therefore all students fall within this subgroup. As such this represents an exempt category for Imagine Bell Canyon as FRL is not a subgroup as the FRL student is the “typical”</p>	



		<p>student. Thus processes described above related to monitoring fidelity of instruction, alignment to standards, ensuring instruction leads to student mastery, evaluation of instructional practices and providing feedback that develops the quality of teaching apply to all FRL students.</p>	
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>STEPS is the contracted service provider for SPED services. The instruction of STEPS personnel (reading and math) is monitored using similar practices as with general education teachers. STEPS personnel receive semi-annual walkthroughs that are documented on the 2 Stars and a Wish Form and/or the Informal Walkthrough Form.</p> <p>While STEPS supervisors do not conduct formal ‘evaluations’ of instruction they do conduct peer observations, random surveys and regular unannounced compliance service log checks. They also provide a document to staff about professional ethics and change. Documented in STEPS IC Performance Metrics.</p> <p>In addition, lesson plans and SPED notebooks are checked by STEPS supervisors for instructional alignment to IEP goals. Documentation is found in lesson plan and notebook checks. Additionally, teachers must document differentiated instruction in <i>formal lesson plans</i>. Teachers will note how they are going to differentiate instruction in order to meet the needs of their SPED students. STEPS service provider, with input from IBC administrators, gives feedback 2x/year on those Formal Lesson Plans during formal evaluations. Documented in <i>Formal Lesson Plans</i>.</p>	<ul style="list-style-type: none"> <li>● 2 Stars and a Wish Form</li> <li>● Informal Walkthrough Form</li> <li>● Walkthrough</li> <li>● Formal Lesson Plans – Gen Ed.</li> <li>● Steps IC Performance Metrics</li> </ul>

**D. Providing Feedback that Develops the Quality of Teaching**

**Question #1:** How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

**Answer**



*Write answer here. Suggested word count is 400 words.*

Imagine Bell Canyon analyzes formal/informal evaluation data monthly to analyze strengths, weaknesses, and needs of teachers. Teachers that are identified as either developing or ineffective are placed on a teacher improvement plan. Teachers who start to show a decline in instructional proficiency are removed from leadership positions while effective or highly effective teachers are given added opportunities for leadership. Documentation of this can be found in *teacher improvement plans, and formal observation forms*. After monthly informal walkthroughs, the leadership team tiers teachers by proficiency and trends are identified. This is documented in the *Teacher RTI Document*. Teacher trends drive adjustments to weekly PD offered during all staff meetings and ½ day PD that occurs approximately every other week. This is documented in *Staff Meeting agendas/PD agendas*. These tiers are also compared and adjusted based on future benchmark data. These data are used to drive decisions about promotion, retention, and improvement plans.

The leadership team participates in round table discussions three times/year. During these conversations teachers are tiered by proficiency and individual and group trends are identified. Based on this adjustments are made to PD to accommodate the needs of teachers based on evidence collected through the informal and formal observations, walk-throughs, and School of Excellence visit. This is documented in *Principal Roundtable Notes*.

Adjustments to professional development plans are made to accommodate the needs of the teachers based on the evidence collected *through informal and formal observations, and A Team visits*. Data from A Team visits in October 2014 and January 2016 conducted by other Imagine Schools showed trends in instruction in three areas: communicating with students, managing student behavior, and engaging students in rigorous learning. The Team also identified “glows” and “grows” to support Imagine Bell Canyon leadership team and teachers in next steps. Data from the last A Team Visit indicated the following areas of commendations: posted objectives, evidence of student interaction with objectives and teacher modeling; and the following areas of recommendations: teachers making connections prior to learning, chaining responses, lesson planning to include questions to guide instruction and increase use of wait time. Documented in *A Team Visit Notes*.

*Move the Dial Graph and Move the Dial Glows and Grows* documents trends and walkthroughs focused on Domain 3. Imagine Bell Canyon through the uses of observations focused on the Third Doman of the Danielson model to help identify overall strengths and weaknesses and give staff a pulse check of what is happening with instruction across the campus. During walkthroughs, when there is evidence of a trend across teachers this would be evidence of a need – this is documented on the *Move the Dial Glows and Grows and the Move the Dial Graph*

In addition, Imagine Bell Canyon looks to identify trends in instructional deficits as a whole. When such trends are identified the school will often plan a PD session for the entire group or may consider taking a small group of teachers to another school for observations of specific instructional strategies. Documentation of this can be found in *PD Certificates/PowerPoints/ Attendance Sheets and agendas*.

The data collected provides information about the strengths, weaknesses and needs of each individual teacher and when used in combination with assessment data information can provide a complete picture about the quality of instruction at the school. In particular, data provides information about school wide trends in specific instructional practices and drives decisions about performance based pay, promotion, and retention of staff.

**Documentation**



Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Teacher Improvement Plans
- Formal Observation Forms
- Teacher RTI Document
- Staff Meeting Agendas/PD Agenda
- Principal Roundtable Notes
- Informal Observations documents
- Principal Roundtable Notes
- A Team Visit Notes
- Move the Dial Glows and Grows and Move the Dial Graph
- PD Certificates/PowerPoints/Attendance Sheets and agendas

**Question #2:** How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

**Answer**

Write answer here. Suggested word count is 400 words.

The data collected provides information about the strengths, weaknesses and needs of each individual teacher and when used in combination with assessment data information can provide a complete picture about the quality of instruction at the school. In particular, data provides information about school wide trends in specific instructional practices and drives decisions about performance based pay, promotion, and retention of staff.

Adjustments to professional development plans are made to accommodate the needs of the teachers based on the evidence collected through informal and formal observations, walkthroughs, and A Team visits. Data from A Team visits in October 2014 and January 2016 conducted by other Imagine Schools shows trend in instruction in three areas: communicating with students, managing student behavior, and engaging students in rigorous learning. The Team also identified “glows” and “grows” to support Imagine Bell Canyon leadership team and teachers in next steps. Data from the Last A Team Visit Is provided below indicated the following areas of commendations: posted objectives, evidence of student interaction with objectives and teacher modeling; and the following areas of recommendations: teachers making connections prior to learning, chaining responses, lesson planning to include questions to guide instruction and increase use of wait time. Documented in *A Team Visit Notes*.

In response to data about quality of instruction Imagine Bell Canyon has provided the following support systems to bolster staff wide instruction

1. Videos for Best Practices -> pulled from online resources
2. Co-Teaching
3. PD resources and trainings
4. Additional classroom assistance by Academic Coach.
5. Peer observations
6. Modeling of Lessons

Documentation of this can be found in *A Team Meeting Notes/Coach Notes/ Emails*.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- A Team Visit Notes



- PD attendance form/Certificates
- Sample sites provided for video
- Mentoring Classroom Observation Form
- Co-Teaching Emails
- Modeling Session Notes and Emails
- Coach Notes



**AREA V: PROFESSIONAL DEVELOPMENT**

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Development of the Professional Development Plan**

**Question #1:** What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

**Answer**

Imagine Bell Canyon leadership team develops a Professional Development Plan each academic year in June/July. A needs assessment is completed each spring to determine professional development at the school level for the following year. Additionally, the National Academic and Character Team determine what instructional strategies will be taught during professional development and that three year plan is followed by both regional professional development and school level professional development. This PD plan is a part of the School Excellence Plan that is developed over the summer and reviewed throughout the year by the SEP committee made up of teachers, leadership, instructional coach, school board member and the regional directors. The plan is a living document that is continuously revised. PD plan was developed with curriculum resources and assessment tools in mind, using year end data and through informal conversations with teachers. Documented in *PD Plan*.

Imagine Bell Canyon also annually conducts a needs survey (teacher survey) given to staff, and the professional development plan also utilizes data from formal and informal observations and the professional growth plan teachers complete as part of their formal evaluation conferences. Documented in *Needs Assessment and Professional Growth Plan*.

In addition, during evaluations of walkthrough trend data, teacher needs are discussed, and those discussions inform needs for professional development. This is documented in the *2 Stars and Wish, Formal Evaluations Notes and Forms, and Move the Dial Graph, Glows and Grows*.

The regional directors provide feedback on the PD plan 3 times throughout the school year. Documented in *Roundtable Notes and Materials*. The current Professional Develop Plan (documented in *meeting minutes/agendas, performance management plan*) includes the following procedures. The plan is a living document that is continuously revised.

1. Train staff on adopted curriculum (EngageNY , McGraw Hill). Curricular representatives, administration and Academic Coaches provide this training first prior to the start of school and also at set points during the semester. Documented in *Pre-Service and Agendas and Power Points*.
2. Provide bi-weekly PD half-days. During these half-days all staff participates in a PD based on topics that come up in formal observations, PLC discussions, and informal needs assessments. This has included topics such as classroom management, common core, Singapore math, Microsociety, Danielson, common core, character. Documented in *1/2 day PD Agendas and PowerPoints*.
3. Provide 3x/yearly Imagine Southwest Group PD that is adapted and selected based on needs identified through teacher surveys, data and assessment results, instructional evaluations, and researched-based best practices. This year’s focus stems on Marzano’s Classroom Instruction that Works Strategies:
  - a. Homework and Practice
  - b. Generating and Testing Hypotheses
  - c. Summarizing and Note-Taking
  - d. Questioning.

Regional PD also includes an emphasis on teaching performance character. This year the focus is on



Perseverance and Creativity. Regional PD initiatives are followed upon within our school-level professional development during grade level meetings, staff meetings, and monthly PD in-services.

4. Provide professional development to staff to train them on the use of a quality RTI model.
5. Provide access to “best –practice” videos including through outside resources such as Teach Scape, Teaching Channel.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- PD Plan
- Needs Assessment
- Professional Growth Plan
- 2 Stars and a Wish
- Formal and Informal Evaluations
- Move the Dial Graphs and Glows and Grows
- Roundtable Notes and Materials
- Meeting Minutes
- Agendas
- Performance Management Plan
- Preservice Agenda and PD
- 1/2 day PD Agendas and PowerPoints

**Question #2:** What is the Charter Holder’s ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

**Answer**

In order to ensure alignment of the professional development plan with staff learning needs, Imagine Bell Canyon uses observational data to continually monitor the needs of staff, and compares observation data to deficiencies identified in the needs survey. Weekly walkthroughs trends give leadership a birds eye view of where we should focus as a whole (ex: questioning techniques). This is documented in *2 Stars and Wish Form*.

In addition, learning needs of teachers are identified when teachers seek out PD based on their own needs and request permission to attend from administration. Administration reviews these requests and sends teacher to outside PD workshops based on their assessment. The Academic Coach also informs teachers of PD coming up that is relevant to their content area and specific goals This is documented in *PD registration/ attendance forms, personal notes and emails*.

In addition, the leadership team identifies needs when there are areas on the monitoring rubric in which a teacher is not demonstrating proficiency. For example, during informal observation we noted teachers’ learning objectives were not clear, so we provided PD on writing and implementing clear objectives. Likewise, Imagine Bell Canyon identified through these processes that there was a need for increased content knowledge in mathematics, and as a results several teachers attended INTEL math PD. This is documented in *PD attendance forms, Intel Math Application and Sign –in Sheets, Coach’s Logs and Emails*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- 2 Stars and Wish Form



- PD registration/attendance forms
- Personal Notes/Emails
- PD attendance form
- Intel Math Application and Sign-In Sheets
- Coach’s Log and Emails

**Question #3:** What is the Charter Holder’s ongoing process to address the **areas of high importance** in the **professional development plan**? How are the areas of high importance determined?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Areas of high importance are data driven based on assessment data and analysis done by the leadership team prior to the start of the school year and ongoing throughout the year and through the administration of a PD needs survey. Documented in *Needs Assessment, Data Reports from Star and Galileo and AZ Merit, Leadership Team Meetings Notes, Agendas*. For example, Imagine Bell Canyon identified that the adoption of new curriculum was an area of high importance for the current academic year. The adoption of new curricular resources combined with a high percentage of new teachers required us to provide extensive professional development specific to the most effective usage of our curricular resources. In addition, professional development with classroom management and a growth mindset was necessary as indicated by the prior year’s observational data, and a high percentage of new teachers (both new to our school, and new to the profession). Thus our PD plan included extensive PD on curricular resources programming and planning, observation of best practices in other schools, modeling, This is documented *in Needs Assessments, Agenda and PowerPoints*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Needs Assessment
- Data Reports Star, Galileo, AZ Merit
- Leadership Team Meetings Notes and Agendas
- Agenda
- PowerPoints

**B. Adapted to Meet the Needs of Subgroups**

**Question #1:** Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four **subgroups**.

**Answer**

Imagine Bell Canyon provides professional development on differentiation of instruction to meet the needs of all students, especially students in the bottom quartile, ELL Students and Sped Students.

With respect to struggling learners in the bottom quartile, Imagine Bell Canyon provides PD opportunities for teachers including 1:1 modeling and coaching by Instructional Coach (documented in *Emails, Coaches’ Log*), weekly visits for observation, coaching, and debriefing by Region Behavioral Specialist (documented in *emails*), PD in Foundations (*particularly for its use with bottom quartiles*) (documented in *Power Points and registration*).

Likewise, resulting from informal and formal observations, leaders provide one-on-one support in the development of plans to reach the needs of students in the bottom quartile. PLC meetings also serve as a



forum for collaborating to identify best practices for addressing the needs of those students in the bottom quartile. Through these meetings all teachers were provided with additional resources so that they could purposefully plan in order to help move these students toward proficiency. During our PLC Meetings, teachers analyze data in order to target standards that have not been mastered by our bottom quartile students. Documented in *PLC Meetings Meeting Minutes*.

When a teacher does not show growth in the bottom quartile, they work with the school’s leadership team to identify areas of needed support including curricular and instructional. After needs are identified, teachers are provided coaching, mentoring, additional training, or resources to support the needs of the academic growth of the bottom 25%. Documented in *Teacher Improvement Plan, Notes and Emails*.

Focusing now on needs of ELL students, Imagine Bell Canyon has provided PD writing and implementation of ILLPs as well as an overview of best practices when working with ELLs. Documented in *PowerPoints, Emails*.

ELL coordinator attends quarterly PELL (Practitioners of English Language Learning) meeting to gain specific knowledge about best practices, instructional strategies and assessment tools for ELL Students, and changes in policies and procedures and shares information with the leadership team and rest of the staff. Documented in *PELL Invoice and Agendas*. Finally, ELL coordinator attends Regional Task Force meetings approximately quarterly to receive PD on best practices and strategies for ELL Students and collaborates with other colleagues working with ELL students. Documented in *Ell Task Force Meeting Notes/Minutes*.

Finally for PD related to SPED students, the Imagine regional special education directors provide monthly PD for special education staff. This is documented in *Region PD attendance forms*. During our pre-service sessions and throughout the year, special education PD is provided to all instructional staff by regional special education directors, special education teachers, and the instructional coach.

Finally, all teachers were provided with a handout of differentiation strategies, accommodations, and modifications, so that with direction from the special education teacher and/or the instructional coach, they could purposefully incorporate those strategies to meet the needs of special education students, and help move them toward proficiency. Documented in *Differentiation Strategies for SPED document*.

STEPS staff (contractors for SPED services) attend trainings/PD on SPED best practices and then share out that information with Imagine Bell Canyon Staff during as needed during one to one meetings between SPED teacher and general education. When those discussions lead to changes in accommodations this is documentation in *IEPs*.

*Imagine Bell Canyon a Title 1 School Wide School and as such FRL is not a subgroup as all students are FRL students.*

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Emails, Coach” Log
- Region Behavioral Specialist Emails
- *Foundations* PPT
- PLC Meeting Notes
- Teacher Improvement Plan, Notes and Emails
- ELL Power Points Emails
- PELL Invoice and Agendas



- ELL Task Force Meetings Notes/Minutes
- Region PD attendance forms
- Differentiation Strategies for SPED document
- IEP

**C. Supporting High Quality Implementation**

**Question #1:** What is the Charter Holder’s ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

**Answer**

The observation schedule of Imagine Bell Canyon facilitates high quality implementation of strategies learned through provided PD by creating a measure of accountability for teachers, providing opportunities to evaluate and coach, and engaging in collaborative reflection via content area meetings. This is documented in *Observation Schedule, Informal/Formal Observation Notes*.

In addition, the leadership team provides timely and routine feedback about implementation of new strategies learned in PD through the individualized observations. For example, through walkthroughs focused on following up with teachers about communicating with students, questioning and discussion techniques, and engaging students , leadership tracked fidelity to information learned in PD and then shared this information with the staff in *Move the Dial, A-Team Feedback, 2 Stars and a Wish*.

Finally during PLC Meetings teachers share out resources and discuss PD implementation collaboratively. This is documented in *PLC meeting notes*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Observation Schedule
- Informal/Formal Observation Notes.
- Move the Dial Documents
- A-Team Feedback
- 2 Stars and a Wish
- PLC meetings notes

**Question #2:** What is the Charter Holder’s ongoing process to identify **concrete resources**, necessary for high quality implementation, for instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Through PLC Meetings, school leaders continually touch base with teachers to ensure they have the necessary resources. Where resources may be lacking, arrangements are made to secure the necessary resources with support through Title and other restricted funds as appropriate. Documentation of this is found in *PD budget, allocation of title funds*. In addition through region and school wide PD days Imagine Bell Canyon provides routine and schedule time for teachers as a resource to ensure implementation of PD. This is documented in *PLC Meeting Notes, Region PD attendance sheets and Staff Meetings Agendas*.

In addition the Academic Coach attend monthly meetings at the region and share our additional material that



can be used as resources for high quality implementation thereby providing coached and job-embedded PD. Documentation of this can be found in *training notes from coaches meetings*.

School leader receives PD from monthly leaders meetings on the Literacy foci and evidence of implementation and how to provide feedback to teachers. Documented in *Leaders Meetings Agenda*.

Accesses to videos of best practices are available from online resources (e.g. [ateachingchannel.org](http://ateachingchannel.org)). Additionally, teacher and Academic Coach provide live demonstrations of materials and strategies from PD they have attended. Coaching-job embedded PD is provided to teachers by the Academic Coach. This is documented in *email, coach's log*.

#### Documentation

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- PLC Meetings Notes
- Allocation of title funds
- PLC Meeting Notes
- Region PD attendance sheets
- Staff Meeting Agendas.
- Training notes from coaches' meetings
- Leaders Meetings Agenda
- Emails
- Coach's Log



**D. Monitoring Implementation**

**Question #1:** What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?

**Answer**

Monitoring of PD implementation is done by Imagine Bell Canyon in the following ways:

1. During informal walkthroughs leadership notes the implementation of skills and activities that were presented to teachers in PD. Documented in *Informal Walkthrough Forms*.
2. During formal observations feedback is provided relative to both the four domains in the Danielson Framework for Teaching and other professional development offerings. Documented in *Formal Observations forms*.
3. School of Excellence: Team of leaders and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence. Data from observations is shared in written form on the School of Excellence Report to leaders and school staff. Specific Recommendations and Commendations for instructional practices are provided. Documented in *School of Excellence Presentation*. The last School Excellence visit occurred in during AY2014-2015.
4. A-Team Visits: During an A-Team visit the school (IBC) identifies a focus area (this year’s areas were Managing Student Behavior, Communicating with Students, Engaging students in rigorous learning) and a team of leaders from other Imagine Schools came and observed classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric. Imagine Bell Canyon shared and analyzed data with A Team. Analysis documented on a PowerPoint, trends are identified and presented as “glows” (commendations) and “grows”(recommendations) . This ppt was then shared with teachers. Documented in *A –Team Visit PowerPoints*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Informal Observation/Walkthrough Forms
- Formal Observations forms
- School of Excellence Presentation
- A Team Visits Power Points

**Question #2:** How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

**Answer**

Imagine Bell Canyon follows up to support and develop the implementation of strategies learned in PD through informal and formal observations and one-on-one coaching according to the observation rotation schedule. Documented in *Informal/Formal Observation Forms*. In addition, lesson plans which document new instructional strategies learned in PD are evaluated and teachers are provided with feedback as another mechanism to monitor staff and support the implementation of PD. Documented in *Lesson Plan Feedback*. As necessary, lessons are modeled by school leadership team. Documented in *Personal Notes and Emails*.

The Regional Academic Coordinator provides follow up support to the school’s Academic Coach and teachers as necessary in focus area including regional PD initiatives. Documented in *Emails from Regional Coordinators*.



Additionally, the lead Instructional Aide attends all regional and school PD and then meets with the instructional aides to provide PD to them. Documented in *PD Agendas for Aides*.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- Informal/Formal Observation Forms
- Lesson Plan Feedback
- Personal Notes and Emails
- Emails from Regional Coordinators
- PD Agendas for Aides



**AREA VI: GRADUATION RATE (if applicable)**

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Monitoring Progress Toward Timely Graduation**

**Question #1:** What is the Charter Holder’s ongoing process to create academic and career plans?

**Answer**

**Not Applicable**

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

**Question #2:** What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

**Answer**

**Not Applicable**

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

**B. Addressing Barriers to Timely Graduation**

**Question #1:** What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

**Answer**

**Not Applicable**

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*



**Question #2:** What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

**Answer**

**Not Applicable**

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*



**AREA VII: ACADEMIC PERSISTENCE (if applicable)**

Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.

**A. Strategies for Continuous Enrollment**

**Question #1:** What is the Charter Holder’s ongoing process to measure levels of **engagement**? What criteria guide that process?

**Answer**

Not Applicable.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

**Question #2:** What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

**Answer**

Not Applicable

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

**Question #3:** What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

**Answer**

Not Applicable

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:



**APPENDIX F**

**FINANCIAL RESPONSE EVALUATION**

## Financial Performance Response Evaluation Instrument

Charter Holder Name: Bell Canyon Charter School, Inc.

Required for: Renewal

Charter Holder Entity ID: 79983

Audit Year: 2015

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. “Not Acceptable” answers may adversely affect the Board’s decision regarding a charter holder’s request.

Measure	Reason(s) for “Not Acceptable” Rating
<p><b>1a. Going Concern</b></p> <p>Acceptable <input checked="" type="checkbox"/></p> <p>Not Acceptable <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>The operating company’s decision to forgive \$3.75 million of debt owed it by the charter holder and the effect this will have on the charter holder’s net deficit addresses the charter holder’s efforts to improve in 2016. The response also indicates the charter holder will increase enrollment from 362 to 435 students for 2017. While the response identifies specific steps the charter holder is taking to improve its enrollment numbers, including changes to curriculum and increased offerings, the response does not support that these efforts will result in an additional 73 students in 2017. Further, the response includes budgeted net income amounts for 2017 and 2018, but does not provide documentation to support these amounts. For future reference, please provide support for all assertions included in financial responses submitted to the Board.</p>
<p><b>2b. Cash Flow</b></p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>The charter holder’s decision in 2013 and 2014 to pay off certain liabilities incurred in prior years with the operating company explains the reason for the charter holder’s performance on this measure in 2015. The response also states, “The negative cash flow in FY12-13 and FY13-14 was primarily due to decreases in enrollment each year” and identifies several factors that have impacted enrollment for the last three years, including increased competition from other schools, area population changes, and changes in school leadership prompting both students and teachers to leave. Since Arizona Department of Education (ADE) reports show that enrollment has consistently decreased since 2013, and based on the competition, administrative changes, and teacher retention issues that the charter holder experienced in those years, it is not clear that an increase in enrollment could have been feasible given those conditions. For future reference, please provide support for all assertions included in financial responses submitted to the Board.</p> <p>The charter holder indicates, “The School will project and manage cash flow in FY15-16 to ensure that there is a positive cash flow in FY15-16. Currently, the School projects a June 30, 2016 cash balance of \$2,318,327 which will result in a positive FY15-16 cash flow of \$169,055, as supported by the attached file ‘Bell Canyon Charter School Cash Analysis’ (Attachment F).” Attachment F includes a cash flow projection that shows a “Total Ending Cash Balance” of \$2,318,327. The projection identifies actual revenues and expenses for July 2015 through February 2016 and includes projected revenues and expenses for March 2016 through June 2016. In addition, for March through June, the projection identifies certain monthly adjustments (e.g., depreciation and bond payments) made to arrive at a cash balance. However, the projection does not include similar adjustments for the period of July through February. Based on the charter holder’s audits and other factors, it appears that certain of these adjustments would apply throughout the year and not just to the last four months. If Board staff’s assumptions are correct, then the</p>



Measure	Reason(s) for “Not Acceptable” Rating
	<p>charter holder’s cash flow for 2016 would be approximately \$128,000, resulting in a cash balance at June, 30, 2016 of \$2,277,432.<sup>1</sup> Had the charter holder provided further explanation for each of the adjustments, this would have been considered in Board staff’s evaluation.</p>
<p><b>1b. Unrestricted Days Liquidity</b></p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>The charter holder cites two factors that contributed to its 2015 performance on this measure:</p> <ol style="list-style-type: none"> <li>1. The response indicates, “A decrease in enrollment of 20 students and the resulting loss of revenue created cash flow constraints during FY14-15.” In addition, the response identifies several factors that have impacted enrollment for the last three years, including increased competition from other schools, area population changes, and changes in school leadership prompting both students and teachers to leave. Since ADE reports show that enrollment has consistently decreased since 2013 and declined further in 2016, and based on the competition, administrative changes, and teacher retention issues that the charter holder has experienced, it is not clear that an increase in enrollment could have been feasible given those conditions. Had the charter holder provided documentation showing that 20 more students were expected to attend in 2015 than did, this would have been considered in Board staff’s evaluation.</li> <li>2. The response indicates, “Also, the School overestimated the amounts that needed to be paid on liabilities to the operating company during FY14-15. See Attachment E- Bell Canyon’s Liabilities payments to Imagine Non-Profit, Inc.” Attachment E includes 2013 and 2014 “Accounts Payable Vendor Payment Activity-Detail” reports for the operating company’s account. These reports show the charter holder made payments in 2013 and 2014 to the operating company for 2013 and 2014 expenses, as well as expenses incurred in prior years, but do not address payments to the operating company in 2015 or identify how much the charter holder was supposed to pay down on its debt in 2015. Therefore, it is not possible to determine the impact on the unrestricted days liquidity balance in 2015 (the audited fiscal year). Board staff reviewed the expense budgets that the charter holder submitted to ADE; however those budgets do not show expected payments on accrued expenditures. Had the charter holder provided internal management reports supporting the amounts the charter holder thought it was supposed to pay in 2015 or documents similar to Attachment E but showing amounts paid on accounts payable to the operating company in 2015 along with support for the amount it should have paid in 2015, these would have been considered in Board staff’s evaluation.</li> </ol> <p>The charter holder indicates, “The School will project and manage its cash balance in FY15-16 to ensure that 30 days liquidity of unrestricted cash is available as of June 30, 2016. The School is projecting 31.20 days liquidity with an unrestricted cash balance of \$280,000 in FY15-16, as supported by the Attachment F - Bell Canyon Charter School</p>

<sup>1</sup> To arrive at an “ending cash in bank balance”, Board staff included an additional: (1) \$80,854 of depreciation to reflect an entire year; and (2) \$29,169, \$116,669 and \$5,080 to the “Bond Reserve”, “Bond Premium” and “Bus Loan” line items, respectively, to reflect 12 payments. To arrive at the “ending cash with fiduciary balance”, Board staff added \$29,169 to reflect 12 deposits into the bond reserve. The adjustments for FTE Receivable, Prepaid Expenditures, Accounts Payable, and Payroll Accrual were left unchanged; however it is not clear if these are adjustments to reconcile the change in net assets to net cash provided by operating activities, or if they reflect the anticipated account balances at June 30, 2016. No adjustment was made to bond amortization.



Measure	Reason(s) for "Not Acceptable" Rating
	<p>Cash Analysis." Based on Board staff's evaluation of the charter holder's Cash Flow Projection, it appears that the charter holder's "Ending Cash in Bank Balance" would be \$349,936 (see cash flow). Inputting this amount in the "Cash in Bank 6/30/16" line item on the "Unrestricted Days Liquidity" 2016 projection in Attachment F results in performance on this measure improving by approximately 1 day to 22.64 days in 2016 and continuing to be rated "Does Not Meet" . Attachment F includes a June cash advance from the operating company in the amount of \$257,000. Based on other information included with the response, there is a possibility that the operating company would increase the cash advance, as necessary, to ensure the charter holder receives a "Meets" on this measure.</p>
<p><b>1c. Default</b></p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p>	
<p><b>2a. Net Income</b></p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p>	
<p><b>2c. Fixed Charge Coverage Ratio</b></p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input type="checkbox"/></p> <p>Not Applicable <input checked="" type="checkbox"/></p>	



**APPENDIX G**

**SUPPLEMENTED FINANCIAL RESPONSE**



Bell Canyon Charter School, Inc.  
18052 N. Black Canyon Hwy.  
Phoenix, AZ 85053

March 28, 2016

RE: Financial Response

Arizona State Board for Charter Schools  
1616 West Adams Street, Suite 170  
Phoenix, AZ 85007

Bell Canyon Charter School, Inc. would like to thank the Arizona State Board for Charter Schools for the opportunity to provide additional information regarding the financial performance review. The information provided will outline Bell Canyon Charter School Inc.'s explanation for not meeting the criteria and ways in which the school has improved their efforts to meet the criteria in the future years. Bell Canyon Charter School, Inc. is committed to ensure that all financial measures are met on an ongoing basis.

### **Going Concern**

The Going Concern note in the school's audit report states that the school was dependent on the operating company, Imagine Non-Profit, Inc., during fiscal year 2014-15. Imagine has, and expects to continue to provide financial support to the school. Please see the Attachment A- Financial support from Imagine Non-Profit, Inc. In addition to the financial support letter, please see the reasons for not meeting the criteria and efforts to improve the Going Concern.

## **Reasons for Not Meeting the Criteria**

In fiscal year 2014- 2015, Bell Canyon Charter School, Inc. did not meet the board criteria in the Financial Performance Matrix. Bell Canyon has identified two contributing factors to the Going Concern. The primary factor to the going concern is the decrease in enrollment over the last three years which has contributed to a revenue shortfall. This revenue shortfall, along with incurred debt, has contributed to a higher amount owed to Imagine Schools, Inc. which has increased the net deficit. In each identified area, we will provide an explanation of why it has occurred and efforts made to improve.

## **Declining Enrollment**

Bell Canyon Charter School, Inc. has experienced declining enrollment for the last three years as noted below. An analysis of the contributing factors to the decrease in enrollment has yielded three important factors: increased competition; administrative changes; and retention of quality teachers.

- **Increased Competition-** Bell Canyon Charter Schools, Inc. has a total of 14 schools within a five mile radius of the campus. The lists of schools include 9 district schools and 5 charter schools. Of the five charter schools, two have opened since 2009. In addition to the opening of the new schools, according to the population statistics ([www.clrsearch.com](http://www.clrsearch.com)) the population has only increased 1.8% in the 85053 zip code, 2.3% in 85023 and 1.78% in 85027. The increased competition, along with small increases in population statistics has contributed to decreases in enrollment.
- **Administrative Changes -** Since 2011, Bell Canyon Charter Schools, Inc. has had four different administrators. Based on survey results from parents, the changes in leadership has been an ongoing concern and reasons for withdrawing their student from the campus. Since 2014, we have had stable leadership at the campus and the student and teacher retention has steadily increased. In 2016, we currently have a 91% retention rate for students and a 93% retention rate of teachers. The goal for the 2016-2017 school year is to increase the retention rate for students and teachers to 95%.

- **Teachers Retention** - In 2014 - 2015 we had a low retention of teachers. In FY2015, our teacher retention percentage was 72%, In FY 2016, it dipped significantly with only 48% of teachers returning for the school year. Currently, for FY17, we are projecting 91% of our teachers returning for the upcoming school year. Based on teacher retention data from previous years, the prior teachers left primarily due to the inconsistency in leadership.

Below is an enrollment chart that shows the enrollment per year and the profit loss margin.

Please see Attachment B entitled Power School enrollment summary reports for 2013 to 2016.

Attachment C contains all the Income Statements for FY2013 to 2016.

Fiscal Year	Enrollment Number for FTE and CSF payments	Profit/Loss Before Depreciation/ Amortization	Depreciation/ Amortization Expense	Profit/Loss After Depreciation/ Amortization
2013	434	(170,508)	150,219	(320,726)
2014	409	(31,948)	148,577	(180,525)
2015	389	413,529	149,368	264,160
2016 projected	362	(281,907)	153,745	(435,652)

## Efforts to Improve

Imagine Bell Canyon has established a three year financial improvement plan that includes the following goal and actions steps to establish financial improvement.

1. Increase enrollment from 362 to 435 students for the 2016-2017 school year. The increase of additional students will reduce our annual deficit by over \$172,140 when compared to the 2015- 2016 school year.
  - a. Action Step 1- Conducted a parent focus group on December 15, 2015 to determine parents and teachers current perceptions of the school.
  - b. Action Step 2- Based on a review of the current academic needs of the students at Bell Canyon Charter School, Inc., the school will add additional academic programs to attract and retain students for the 2016-2017 school year.

- i. The school will adopt AVID for our 6-8 grade students.
- ii. The school will adopt new curriculum in grades K-8 aligned with AZCCS.

We believe the changes in curriculum and AVID approach will attract new families to the school. The new curriculum and AVID approach are included in our future budget projections. While these may be additional costs initially, our analysis of the demographics suggests they will benefit the school in the long run.

- c. Action Step 3- Develop and Implement an aggressive marketing plan. Imagine Bell Canyon has developed and is currently implementing an aggressive marketing campaign. Some of the highlights of the marketing campaign include:
  - i. “Catch the Wave” marketing campaign that includes targeted mailers, flier drops at nearby apartment complexes, Peter Piper nights, Chick-Fil-A nights, and multiple and consistent social media blasts. Parents, teachers and students will be involved in marketing the school.
  - ii. Regular Mailers – Targeted household mailers will be used to attract new parents. The mailers will invite parents to a weekly enrollment night. The weekly enrollment night provide an opportunity to prospective parents to hear information about academic, character development and extra-curricular program offerings.
  - iii. Teachers were provided additional professional development in February on effective approaches to help effectively communicate school-wide programs and become active marketers of the school.
- d. Action Step 4- The school will increase summer school and extra-curricular offerings in advance of the 2016-2017 school year. The school has entered into a partnership with Teach For America to offer a summer school program for the summer of 2016. The offering will be open to all current students as well as any prospective parent in the area who wishes to have their child attend. In addition to the offerings of the summer school program, the school will offer extra-curricular sports and intramural sports to start the 2016-2017 school year.

Below is a chart that includes benchmark goals for enrollment as well as the profit/loss. Our goals are modest and achievable.

Fiscal Year	Enrollment Number	Profit/Loss Before Depreciation/Amortization	Depreciation/Amortization Expense	Profit/Loss After Depreciation/Amortization
2015	389	413,529	149,368	264,160
2016 projected	362	(281,907)	153,745	(435,652)
2017 budgeted	435	(108,161)	155,350	(263,512)
2018 budgeted	470	40,125	157,350	(117,225)

### **Net Deficit**

Imagine Bell Canyon has an ending net deficit of \$2,829,788 as of June 30, 2015. This net deficit has arisen over the years that Imagine Bell Canyon has been operating, including net losses incurred during its initial years of operation and start-up in school years 2002 and 2003. The historical balance of the net deficit has arisen due to such start-up operating losses and the low enrollment in several years arising from the three factors discussed above. The operating company has advanced funds to support the educational and operating needs of the School over its start-up and operating history in the amount of \$4,987,155 through June 30, 2015 as well as providing \$600,000 (reflected as a long-term note payable) in order to fund capital expenditures to provide initial building improvements to the School's facility. In addition, the school maintains a cash balance held by a fiduciary of \$1,844,159 as a sinking fund for the amounts due under its bonds payable aggregating \$3,620,693 at June 30, 2016.

In order to assist the school and eliminate the net deficit of Imagine Bell Canyon, Imagine Schools Inc., (a non-profit subsidiary of Imagine Schools Non-Profit, Inc.), the School's operating company has permanently forgiven \$3,750,000, of the total balance of

\$4,987,155 that is reflected on the School's balance sheet as due to operating company as of June 30, 2015. The forgiveness was effective on March 25, 2016 (See Attachment G- Imagine Schools Forgiveness Letter) and will be reflected as income from debt forgiveness in the School's financial statements for the year ended June 30, 2016 and eliminates the School's net deficit position as of the effective date and, based on the School's benchmark goals, would also result in a positive net asset balance through the 2018 fiscal year based on the budgeted amounts outlined above.

### **Unrestricted Days Liquidity**

In addressing the Unrestricted Days Liquidity at Bell Canyon Charter School, Inc. it is important to note that the school is supported by their charter management organization, Imagine Non-Profit Inc. In the past Imagine has, and at this time, expects to continue to provide financial support to the school. In fiscal year 2015-16 and going forward, the school as well as Imagine Non-Profit Inc. will take greater care to ensure that the Unrestricted Days Liquidity benchmark will meet or exceed the requirement set forth in the Financial Performance Framework. In addition, we have provided the following reasons for not meeting the Board's criteria and efforts to improve in this area.

### **Reasons for Not Meeting the Criteria**

- A decrease in enrollment of 20 students and the resulting loss of revenue created cash flow constraints during FY14-15. Please see Attachment B- PowerSchool Enrollment Summary
- The School finished with a positive Net Income of \$264,160 in FY14-15 due to an audit adjustment of \$427,476 to correctly state Cash Held with Fiduciary (Attachment D- Bell Canyon Audit Adjustment). This adjustment increased Net Income but did not affect the cash amount considered in this framework requirement.
- Also, the School overestimated the amounts that needed to be paid on liabilities to the operating company during FY14-15. See Attachment E- Bell Canyon's Liabilities payments to Imagine Non-Profit, Inc.

## **Efforts to Improve**

- The School will project and manage its cash balance in FY15-16 to ensure that 30 days liquidity of unrestricted cash is available as of June 30, 2016. The School is projecting 31.20 days liquidity with an unrestricted cash balance of \$280,000 in FY15-16, as supported by the Attachment F - Bell Canyon Charter School Cash Analysis.
- The cash flow projection includes a June cash advance from Imagine in the amount of \$257,000. This advance, along with adhering to the projection, will put the School in a position to meet the Unrestricted Days Liquidity framework requirement, as supported by the Unrestricted Days Liquidity tab of the Attachment F- Bell Canyon Cash Analysis.

## **Cash Flow – 3 year cumulative**

In addressing the 3 year cumulative Cash Flow at Bell Canyon Charter School, Inc. it is important to note that the school is supported by their educational management organization, Imagine Schools Non-Profit Inc. Imagine has, and at this time, expects to continue to provide financial support to the school. Due to our management agreement we have the ability to partake in the advance program which make funds available should the need arise. According to the fiscal year 2014-15 audited financial statements, the School met two of the three Cash Flow requirements. The 3 year cumulative cash flow requirement was not met due to decreases in cash in fiscal years 2012-13 and 2013-14. In fiscal year 2015-16 the School will budget cash so that an ending balance of at least \$2,149,273 is achieved (including Cash held with fiduciary) in order to meet all three Cash Flow requirements set forth in the Financial Performance Framework, please see Attachment F. In addition please see reasons for not meeting the criteria and what efforts will be made to improve.

## **Reasons for Not Meeting the Criteria**

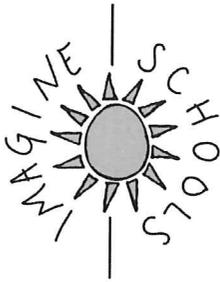
- The negative cash flow in FY12-13 and FY13-14 was primarily due to decreases in enrollment in each year. In FY12-13 the School decreased in enrollment by 51 students and in FY13-14 an additional decrease of 25 students occurred. (Attachment B)
- The School paid outstanding liabilities to the operating company in FY12-13 in the amount of \$213,773 and FY13-14 in the amount of \$97,657 (Attachment E).

- The decrease in cash as a result of the declining enrollment in those fiscal years as well as the School's efforts to pay outstanding liabilities were the main reasons cash flows were negative during that time period.

### **Efforts to Improve**

- The School will project and manage cash flow in FY15-16 to ensure that there is a positive cash flow in FY15-16. Currently, the School projects a June 30, 2016 cash balance of \$2,318,327 which will result in a positive FY15-16 cash flow of \$169,055, as supported by the attached file "Bell Canyon Charter School Cash Analysis" (Attachment F).
- The cash flow projection includes a June cash advance from Imagine in the amount of \$257,000. This advance, along with adhering to the projection, will put the School in a position to meet the Cash Flow framework requirement, as supported by the 3-year Cash Flow tab of the attached "Bell Canyon Charter School Cash Analysis" file (Attachment F).

Bell Canyon Charter School Inc. in partnership with Imagine Schools Non-Profit Inc. will make every effort to ensure we are a viable organization with strong fiscal management practices. Our intention is to meet and or exceed the Financial Performance Framework as required by Arizona State Board for Charter School.



To: Bell Canyon Charter School, Inc.

From: Imagine Schools Non-Profit, Inc.

Subject: Continuing Financial Support for Bell Canyon Charter School, Inc.

Date: February 17, 2016

This letter is to inform you that Imagine Schools Non-Profit, Inc., under the Bell Canyon Charter School, Inc. Operating Agreement dated May 14, 2003 as amended, has and intends to continue supporting the financial deficit funding needs for Bell Canyon Charter School. Such support for the school's cash funding requirements when insufficient funds are available to pay operating expenses, is provided for under Article 37 of the Operating Agreement. We currently intend to continue to provide such funding, as needed.

Sincerely,

A handwritten signature in black ink, appearing to read "J. M. [unclear]".

Imagine Schools Non-Profit, Inc.  
VP & Treasurer

School: Imagine Bell Canyon Term: 15-16 Year

## Enrollment Summary: Federal Ethnicity and Race Report as of 01/23/2013 (A)

Imagine Bell Canyon

View:

Federal Ethnicity and Race

Students:

 All Active Enrollments Current Selection

Date:

1/23/2013



Grade Level	Total in Grade	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian / Other Pac Islander	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	15 9 / 6	8 5 / 3	0 0 / 0	4 1 / 3	0 0 / 0	0 0 / 0	3 3 / 0	0 0 / 0	0 0 / 0
-1	14 8 / 6	7 3 / 4	1 0 / 1	0 0 / 0	0 0 / 0	1 0 / 1	2 2 / 0	0 0 / 0	3 3 / 0
0	99 48 / 51	49 27 / 22	10 4 / 6	5 5 / 0	2 0 / 2	0 0 / 0	32 12 / 20	1 0 / 1	0 0 / 0
1	65 37 / 28	41 24 / 17	9 5 / 4	2 1 / 1	2 1 / 1	0 0 / 0	11 6 / 5	0 0 / 0	0 0 / 0
2	73 37 / 36	41 22 / 19	8 3 / 5	3 1 / 2	3 2 / 1	1 1 / 0	16 7 / 9	1 1 / 0	0 0 / 0
3	45 26 / 19	23 13 / 10	5 4 / 1	1 1 / 0	1 1 / 0	0 0 / 0	15 7 / 8	0 0 / 0	0 0 / 0
4	36 19 / 17	20 11 / 9	2 0 / 2	0 0 / 0	2 1 / 1	0 0 / 0	12 7 / 5	0 0 / 0	0 0 / 0
5	42 25 / 17	20 14 / 6	2 1 / 1	0 0 / 0	4 3 / 1	0 0 / 0	16 7 / 9	0 0 / 0	0 0 / 0
6	28 14 / 14	15 8 / 7	3 2 / 1	1 0 / 1	0 0 / 0	0 0 / 0	9 4 / 5	0 0 / 0	0 0 / 0
7	29 16 / 13	20 9 / 11	3 2 / 1	0 0 / 0	0 0 / 0	0 0 / 0	6 5 / 1	0 0 / 0	0 0 / 0
8	17 12 / 5	10 7 / 3	1 1 / 0	1 1 / 0	0 0 / 0	0 0 / 0	5 3 / 2	0 0 / 0	0 0 / 0
Total	463 251 / 212	254 143 / 111	44 22 / 22	17 10 / 7	14 8 / 6	2 1 / 1	127 63 / 64	2 1 / 1	3 3 / 0

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

## Legend

Icons - Date Entry

## Enrollment Summary: Federal Ethnicity and Race Report as of 01/21/2014 (A)

Imagine Bell Canyon

<b>View:</b> Federal Ethnicity and Race	<b>Students:</b> <input checked="" type="radio"/> All Active Enrollments <input type="radio"/> Current Selection	<b>Date:</b> 1/21/2014 
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Grade Level	Total in Grade	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian / Other Pac Islander	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	11 5/6	5 2/3	1 0/1	2 1/1	0 0/0	0 0/0	2 1/1	1 1/0	0 0/0
-1	18 13/5	12 7/5	0 0/0	1 1/0	1 1/0	0 0/0	4 4/0	0 0/0	0 0/0
0	97 46/51	47 21/26	7 5/2	4 3/1	2 1/1	0 0/0	34 14/20	3 2/1	0 0/0
1	65 31/34	30 14/16	4 4/0	1 0/1	2 0/2	0 0/0	27 12/15	1 1/0	0 0/0
2	49 24/25	24 12/12	9 6/3	2 1/1	1 0/1	0 0/0	13 5/8	0 0/0	0 0/0
3	54 29/25	32 18/14	3 0/3	2 0/2	2 2/0	0 0/0	15 9/6	0 0/0	0 0/0
4	35 17/18	17 7/10	4 2/2	1 1/0	0 0/0	0 0/0	13 7/6	0 0/0	0 0/0
5	26 19/7	13 12/1	2 0/2	0 0/0	0 0/0	0 0/0	9 6/3	2 1/1	0 0/0
6	33 21/12	18 13/5	1 0/1	1 1/0	2 2/0	0 0/0	11 5/6	0 0/0	0 0/0
7	24 11/13	12 6/6	2 1/1	1 0/1	0 0/0	0 0/0	8 4/4	1 0/1	0 0/0
8	26 15/11	16 7/9	3 2/1	1 1/0	0 0/0	0 0/0	6 5/1	0 0/0	0 0/0
Total	438 231/207	226 119/107	36 20/16	16 9/7	10 6/4	0 0/0	142 72/70	8 5/3	0 0/0

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

### Legend

Icons  - Date Entry

## Enrollment Summary: Federal Ethnicity and Race Report as of 01/20/2015 (A)

Imagine Bell Canyon

View: Federal Ethnicity and Race

Students:  All Active Enrollments  Current Selection

Date: 1/20/2015 

Grade Level	Total in Grade	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian / Other Pac Islander	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	2 1/1	2 1/1	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0
-1	7 1/6	5 1/4	1 0/1	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0	1 0/1
0	77 36/41	35 17/18	6 2/4	11 8/3	1 1/0	0 0/0	24 8/16	0 0/0	0 0/0
1	87 37/50	46 16/30	8 6/2	4 3/1	0 0/0	0 0/0	28 11/17	1 1/0	0 0/0
2	50 27/23	20 9/11	6 5/1	0 0/0	2 1/1	0 0/0	19 9/10	3 3/0	0 0/0
3	38 17/21	16 9/7	5 3/2	2 1/1	0 0/0	0 0/0	13 4/9	2 0/2	0 0/0
4	42 18/24	27 14/13	3 1/2	2 0/2	2 1/1	0 0/0	8 2/6	0 0/0	0 0/0
5	33 19/14	17 9/8	4 3/1	0 0/0	0 0/0	0 0/0	12 7/5	0 0/0	0 0/0
6	22 15/7	11 9/2	2 1/1	0 0/0	0 0/0	0 0/0	7 4/3	2 1/1	0 0/0
7	24 14/10	11 8/3	1 0/1	0 0/0	1 1/0	0 0/0	10 4/6	1 1/0	0 0/0
8	16 8/8	10 6/4	1 0/1	0 0/0	0 0/0	0 0/0	4 2/2	1 0/1	0 0/0
Total	398 193/205	200 99/101	37 21/16	19 12/7	6 4/2	0 0/0	125 51/74	10 6/4	1 0/1

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

### Legend

Icons  - Date Entry

## Enrollment Summary: Federal Ethnicity and Race Report as of 01/23/2016 ()

Imagine Bell Canyon

<b>View:</b> Federal Ethnicity and Race	<b>Students:</b> <input checked="" type="radio"/> All Active Enrollments <input type="radio"/> Current Selection	<b>Date:</b> 1/23/2016 
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Grade Level	Total in Grade	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian / Other Pac Islander	Hispanic/Latino	Two or More Race Categories	Unspecified
-2	8 5/3	2 1/1	0 0/0	3 1/2	0 0/0	0 0/0	1 1/0	0 0/0	2 2/0
-1	3 2/1	1 1/0	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0	0 0/0	2 1/1
0	63 26/37	25 11/14	16 9/7	6 2/4	0 0/0	0 0/0	14 3/11	2 1/1	0 0/0
1	61 31/30	26 12/14	7 3/4	7 6/1	1 1/0	0 0/0	20 9/11	0 0/0	0 0/0
2	66 26/40	31 9/22	5 4/1	3 2/1	1 0/1	0 0/0	25 11/14	1 0/1	0 0/0
3	39 20/19	16 8/8	5 2/3	0 0/0	2 1/1	0 0/0	13 8/5	3 1/2	0 0/0
4	35 13/22	8 3/5	8 3/5	3 1/2	0 0/0	0 0/0	16 6/10	0 0/0	0 0/0
5	36 17/19	19 12/7	2 0/2	3 0/3	2 1/1	1 1/0	9 3/6	0 0/0	0 0/0
6	25 13/12	12 4/8	2 1/1	0 0/0	0 0/0	0 0/0	11 8/3	0 0/0	0 0/0
7	16 10/6	9 6/3	2 2/0	0 0/0	0 0/0	0 0/0	3 1/2	2 1/1	0 0/0
8	21 8/13	5 2/3	1 0/1	0 0/0	1 1/0	0 0/0	14 5/9	0 0/0	0 0/0
Total	373 171/202	154 69/85	48 24/24	25 12/13	7 4/3	1 1/0	126 55/71	8 3/5	4 3/1

The Federal Ethnicity and Race view displays aggregate student data as required by the Federal Ethnicity and Race Categories from the U.S. Department of Education. See the help for more information.

### Legend

Icons  - Date Entry

# Statement of Activities

Accounting Period Ending: 2/29/2016

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Revenue</b>				
State Equalization Funds (FTE)	179,115.09	72.92%	1,454,685.29	75.51%
CSF 1011 Base Salary Supplement 20% Reve	2,390.34	.97%	16,307.93	.85%
CSF 1012 Performance Pay 40% Revenue	4,780.70	1.95%	32,615.85	1.69%
CSF 1013 Maint & Operations Revenue	4,780.70	1.95%	32,615.85	1.69%
DES Pre K Tuition Assistance	1,705.10	.69%	7,912.70	.41%
Title I (Read/Math Bottom 1/4) Revenue	9,599.87	3.91%	80,761.85	4.19%
Title IIA (Prof Devel) Revenue			2,402.00	.13%
IDEA (SPED) Revenue	6,930.00	2.82%	39,850.00	2.07%
ERATE Revenue	(1,237.65)	(.50%)	13,059.94	.68%
National School Lunch Program (Charter S	13,949.65	5.68%	78,484.04	4.07%
Food Commodities Revenue	1,474.82	.60%	7,690.77	.40%
NSLP Prior Year Revenue			2,272.79	.12%
Tax Credit Donations Revenue			2,900.00	.15%
Other Supplemental Revenue	496.48	.20%	3,989.22	.21%
Student Food Service Revenue	2,582.03	1.05%	15,999.11	.83%
Pre K Revenue	3,950.00	1.61%	27,055.53	1.40%
Before/After Care Revenue	8,542.89	3.48%	66,053.55	3.43%
Student Activity Revenue	2,060.35	.84%	4,888.70	.25%
Field Trip/Enrichment Revenue	92.00	.04%	1,003.00	.05%
Facility Rental Revenue	3,900.00	1.59%	31,200.00	1.62%
In Kind Donations	306.00	.13%	2,448.00	.13%
School Fundraising Revenue	200.00	.08%	2,177.19	.11%
<b>Total Revenue</b>	<b>245,618.37</b>	<b>100.00%</b>	<b>1,926,373.31</b>	<b>100.00%</b>
<b>Cost of Sales</b>				
<b>Total Cost of Sales</b>				
<b>Gross Profit</b>	<b>245,618.37</b>	<b>100.00%</b>	<b>1,926,373.31</b>	<b>100.00%</b>
<b>Expense</b>				
<b>Operating Expenses</b>				
Title I Salaries	9,154.30	3.73%	70,989.74	3.69%
Title IIA Salaries			2,000.00	.10%
Title III Salaries	202.36	.08%	2,017.71	.11%
NSLP Salaries	961.54	.39%	8,326.92	.43%
Classroom Site Fund 1011 Base Salary Exp	1,288.29	.53%	9,949.38	.52%
CSF 1013 Teacher Compensation	2,435.54	.99%	19,230.32	1.00%
Regular Classroom Teacher	48,557.86	19.77%	371,549.85	19.29%
Teacher Stipends			9,500.00	.49%

# Statement of Activities

Accounting Period Ending: 2/29/2016

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Classroom Aides	762.03	.31%	5,876.31	.31%
Substitute Teachers Salary	200.00	.08%	2,636.36	.14%
Substitute Teachers (Contracted)	1,436.40	.59%	18,217.20	.95%
Specialty Teacher (Art, Music, Fgn Lang,	6,297.54	2.56%	50,050.30	2.60%
Occupational Therapist (Contracted)	1,913.00	.78%	9,301.00	.48%
Speech Therapist (Contracted)	4,300.00	1.75%	30,100.00	1.56%
Psychologist-Contracted	1,162.50	.47%	4,012.50	.21%
Pre K Teacher	1,680.64	.68%	13,024.96	.68%
Pre K Aide	1,200.46	.49%	9,384.57	.49%
Nurse/Health Aide	2,280.88	.93%	17,676.82	.92%
Technology/Library Specialist Salary	6,299.52	2.57%	48,106.97	2.50%
Administration Salaries	20,160.68	8.21%	177,148.60	9.20%
Administration (Contracted)	13,994.82	5.70%	117,009.62	6.07%
Bus Driver Salary	2,762.25	1.13%	13,981.65	.73%
Before/After Care Staffing	5,185.21	2.11%	37,187.64	1.93%
Title I Benefits	4,966.26	2.02%	13,601.17	.71%
Title IIA Benefits			208.00	.01%
Title III Benefits	15.48	.01%	545.47	.03%
NSLP Benefits - Life Insurance	16.12	.01%	133.21	.01%
NSLP Benefits - Payroll Taxes	89.60	.04%	674.16	.04%
Classroom Site Fund 1011 Base Salary Ben	98.55	.04%	761.14	.04%
Regular Classroom Teacher Benefits - Med	8,811.02	3.59%	60,470.21	3.14%
Regular Classroom Teacher Benefits - Lif	468.74	.19%	3,228.29	.17%
Regular Classroom Teacher Benefits - 401	1,522.14	.62%	8,560.23	.44%
Regular Classroom Teacher - Payroll Taxe	4,479.90	1.82%	32,290.82	1.68%
Teacher Stipends - Payroll Taxes			726.75	.04%
Classroom Aides Benefits - 401K	19.06	.01%	127.66	.01%
Classroom Aides - Payroll Taxes	71.03	.03%	592.20	.03%
Substitute Teachers- Payroll Taxes	18.64	.01%	207.59	.01%
Specialty Teacher Benefits - Medical & D	435.74	.18%	3,810.73	.20%
Specialty Teacher Benefits - Life Insura	58.24	.02%	395.29	.02%
Specialty Teacher 401K	196.80	.08%	862.42	.05%
Specialty Teacher - Payroll Taxes	595.24	.24%	4,314.52	.22%
Pre K Teacher Benefits - Medical & Denta	46.90	.02%	1,650.92	.09%
Pre K Teacher Benefits - Life Insurance	14.11	.01%	112.91	.01%
Pre K Teacher - Payroll Taxes	153.52	.06%	1,017.50	.05%
Pre K Aide Benefits - Medical & Dental	18.24	.01%	140.74	.01%
Pre K Aide Benefits - Life Insurance	10.10	.00%	80.81	.00%
Pre K Aide - Payroll Taxes	111.14	.05%	760.89	.04%
Nurse/Health Aide Benefits - Medical & D	417.56	.17%	2,749.11	.14%
Nurse/Health Aide Benefits - Life Insura	19.15	.01%	153.23	.01%
Nurse/Health Aide - Payroll Taxes	205.00	.08%	1,390.07	.07%
Technology/Library Specialist Benefits -	1,748.98	.71%	6,957.68	.36%
Technology/Library Specialist Benefits -	51.20	.02%	384.43	.02%
Technology/Library Specialist Benefits -	337.50	.14%	2,666.53	.14%
Technology/Library Specialist - Payroll	569.57	.23%	3,970.03	.21%

# Statement of Activities

Accounting Period Ending: 2/29/2016

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Administration Benefits - Medical & Dent	4,078.07	1.66%	32,929.01	1.71%
Administration Benefits - Life Insurance	158.57	.07%	1,422.31	.07%
Administration Benefits - 401K	718.40	.29%	6,216.47	.32%
Administration - Payroll Taxes	1,639.16	.67%	13,313.39	.69%
Bus Driver Benefits - Medical & Dental	27.03	.01%	222.43	.01%
Bus Driver Benefits - Life Insurance	4.24	.00%	36.86	.00%
Bus Driver Benefits - 401K	27.63	.01%	364.22	.02%
Bus Driver - Payroll Taxes	255.77	.10%	1,248.79	.07%
Before/After Care Staffing Benefits - Me	600.08	.24%	2,100.09	.11%
Before/After Care Staffing Benefits - Li	26.08	.01%	190.52	.01%
Before/After Care Staffing Benefits - 40	50.51	.02%	330.91	.02%
Before/After Care Staffing - Payroll Tax	466.53	.19%	3,246.37	.17%
Property Taxes			272.17	.01%
Transportation (Bus Fees, Lease, Fuel)	549.49	.22%	16,975.29	.88%
Electric Utilities	6,429.00	2.62%	51,432.00	2.67%
Water and Sewer	336.74	.14%	3,404.63	.18%
Repairs and Maint Contracted Services	472.70	.19%	12,457.25	.65%
Janitorial Services & Maintenance	5,600.00	2.28%	44,800.00	2.33%
Trash Removal	613.92	.25%	5,303.47	.28%
Pest Control			1,350.00	.07%
Janitorial & Facility Supplies	69.23	.03%	2,992.04	.16%
Indirect Cost - Imagine Schools	24,799.06	10.10%	190,687.48	9.90%
Comprehensive Insurance Premium			24,064.91	1.25%
IDEA Contracted Svs	6,930.00	2.82%	39,850.00	2.07%
CSF 1013 Teacher Liability Insurance	805.58	.33%	6,444.64	.34%
CSF 1013 Staff Development	1,996.66	.81%	5,425.66	.28%
Special Educ Prof & Tech Contracted Serv			801.72	.04%
Outside Accounting Services			9,100.00	.47%
Prof & Tech Contracted Services			6,650.57	.35%
Legal Fees General	550.00	.22%	1,650.00	.09%
Security/Guard/Traffic Control Services	624.47	.25%	4,995.76	.26%
Personnel Advertising - Admin			285.00	.02%
School Marketing - Admin	5,468.26	2.23%	15,308.78	.80%
Telecommunications	295.45	.12%	29,993.64	1.56%
Cellular Telephones	262.30	.11%	1,654.77	.09%
Postage and Courier Service			34.71	.00%
Printing and Duplication	259.55	.11%	2,312.82	.12%
Copier Lease	849.20	.35%	6,806.99	.35%
Fundraising Expenses	228.85	.09%	455.05	.02%
Food Service (Food and Supplies)	14,667.58	5.97%	83,460.55	4.33%
NSLP - Other Expenses	1,531.36	.62%	3,265.96	.17%
Title I Materials and Supplies			11,546.51	.60%
Title III Materials and Supplies			859.36	.05%
Inst Improv-Mat & Supplies			2,966.88	.15%
Classroom Supplies	299.86	.12%	4,851.65	.25%
Textbooks K-12			25,236.69	1.31%

# Statement of Activities

Accounting Period Ending: 2/29/2016

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Other Materials and Supplies			109.44	.01%
Preschool Supplies			130.00	.01%
Before/After Care Materials and Supplies			60.00	.00%
Student Software			20,210.69	1.05%
Health Office Software & Supplies			391.77	.02%
Title IIA Pprofessional Training			249.00	.01%
Title III Professional Training			75.00	.00%
Teacher Training/Prof Devel			466.54	.02%
Professional Development			219.00	.01%
Tax Credit Expenditures Restricted			474.00	.03%
Student Activity Expense	2,061.00	.84%	5,183.36	.27%
Field Trips and Enrichment Activities			611.47	.03%
Furniture, Fixtures & Equipment			4,237.93	.22%
Other Direct Educational Expenses	80.00	.03%	1,847.45	.10%
Payroll Processing Fees	753.92	.31%	3,426.72	.18%
Office Supplies	300.68	.12%	2,415.61	.13%
Bond Expense	3,484.95	1.42%	27,879.59	1.45%
Software			2,421.20	.13%
Bond Interest Expense	14,561.00	5.93%	116,488.00	6.05%
Dues & Fees, Bank & CC Fees	1,216.05	.50%	7,674.48	.40%
Other General & Administrative Expenses	88.37	.04%	4,088.50	.21%
<b>Total Operating Expenses</b>	<b>262,038.65</b>	<b>106.69%</b>	<b>2,078,801.20</b>	<b>107.91%</b>
<b>Interest Expense</b>				
Interest Expense - Imagine	76.56	.03%	681.60	.04%
<b>Total Interest Expense</b>	<b>76.56</b>	<b>.03%</b>	<b>681.60</b>	<b>.04%</b>
<b>Total Expense</b>	<b>262,115.21</b>	<b>106.72%</b>	<b>2,079,482.80</b>	<b>107.95%</b>
<b>Net Income from Operations</b>	<b>(16,496.84)</b>	<b>(6.72%)</b>	<b>(153,109.49)</b>	<b>(7.95%)</b>
<b>Other Income and Expense</b>				
<b>Other Income and Expense</b>				
Depreciation Expense	10,121.25	4.12%	80,854.48	4.20%
<b>Total Other Income and Expense</b>	<b>10,121.25</b>	<b>4.12%</b>	<b>80,854.48</b>	<b>4.20%</b>
<b>Interest Income/Expense</b>				
<b>Total Interest Income/Expense</b>				

# Statement of Activities

Accounting Period Ending: 2/29/2016

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Total Other Income and Expense</b>	10,121.25	4.12%	80,854.48	4.20%
<b>Earnings Before Income Taxes</b>	(26,618.09)	(10.84%)	(233,963.97)	(12.15%)
<b>Income Tax</b>				
<b>Total Income Tax</b>				
<b>Net Income (Loss)</b>	(26,618.09)	(10.84%)	(233,963.97)	(12.15%)

# Statement of Activities

Accounting Period Ending: 6/30/2015

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Revenue</b>				
State Equalization Funds (FTE)	190,562.78	61.15%	2,369,371.89	73.58%
CSF 1011 Base Salary Supplement 20% Reve	4,711.40	1.51%	28,923.00	.90%
CSF 1012 Performance Pay 40% Revenue	9,422.77	3.02%	57,845.99	1.80%
CSF 1013 Maint & Operations Revenue	9,422.77	3.02%	57,845.99	1.80%
Instructional Improvement Revenue	5,845.36	1.88%	14,613.39	.45%
Other State Revenue			6,438.36	.20%
DES Pre K Tuition Assistance	930.50	.30%	13,428.00	.42%
Title I (Read/Math Bottom 1/4) Revenue	44,021.46	14.13%	138,276.41	4.29%
Title IIA (Prof Devel) Revenue	2,748.61	.88%	6,797.35	.21%
Title III (Eng Lang Lrnrs) Revenue	1,458.75	.47%	4,666.00	.15%
IDEA (SPED) Revenue	169.24	.05%	47,419.24	1.47%
ERATE Revenue	3,084.01	.99%	36,755.98	1.14%
National School Lunch Program (Charter S	9,775.61	3.14%	136,895.08	4.25%
Food Commodities Revenue	1,088.69	.35%	11,955.69	.37%
Insurance Proceeds	14,701.49	4.72%	35,643.87	1.11%
Tax Credit Donations Revenue			3,100.00	.10%
Other Supplemental Revenue	128.31	.04%	3,185.82	.10%
Student Food Service Revenue	216.22	.07%	25,805.47	.80%
Pre K Revenue	8,497.64	2.73%	46,450.22	1.44%
Before/After Care Revenue	14.00	.00%	102,587.20	3.19%
Student Activity Revenue			11,877.51	.37%
Field Trip/Enrichment Revenue	60.00	.02%	3,959.00	.12%
Facility Rental Revenue	3,900.00	1.25%	46,800.00	1.45%
In Kind Donations	306.00	.10%	3,706.00	.12%
School Fundraising Revenue	555.22	.18%	5,884.45	.18%
<b>Total Revenue</b>	<b>311,620.83</b>	<b>100.00%</b>	<b>3,220,231.91</b>	<b>100.00%</b>
<b>Cost of Sales</b>				
<b>Total Cost of Sales</b>				
<b>Gross Profit</b>	<b>311,620.83</b>	<b>100.00%</b>	<b>3,220,231.91</b>	<b>100.00%</b>
<b>Expense</b>				
<b>Operating Expenses</b>				
Title I Salaries	16,805.64	5.39%	99,334.53	3.09%
Title IIA Salaries			5,000.00	.16%
Title III Salaries			3,660.17	.11%
NSLP Salaries	971.48	.31%	4,971.48	.15%
Classroom Site Fund 1011 Base Salary Exp	12,923.94	4.15%	26,222.80	.81%

# Statement of Activities

Accounting Period Ending: 6/30/2015

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Classroom Site Fund 1012 Base Salary Exp	52,445.58	16.83%	52,445.58	1.63%
CSF 1013 Teacher Compensation	2,905.14	.93%	21,310.57	.66%
Inst Improv-Salaries	5,753.00	1.85%	5,753.00	.18%
Regular Classroom Teacher	70,463.53	22.61%	555,259.61	17.24%
Teacher Stipends			4,468.40	.14%
Classroom Aides	(4,437.89)	(1.42%)	10,608.95	.33%
Substitute Teachers Salary	(100.00)	(.03%)	7,387.50	.23%
Substitute Teachers (Contracted)			22,024.80	.68%
Specialty Teacher (Art, Music, Fgn Lang,	16,412.37	5.27%	112,478.96	3.49%
Curriculum Coordinator (Contracted)	(4,595.73)	(1.48%)	9,621.85	.30%
SPED Teacher Salary			(572.80)	(.02%)
SPED Coordinator (Contracted)			7,456.18	.23%
Occupational Therapist (Contracted)	1,913.00	.61%	20,964.00	.65%
Speech Therapist (Contracted)			41,000.00	1.27%
Psychologist-Contracted			14,100.00	.44%
Pre K Teacher	2,751.32	.88%	18,664.55	.58%
Pre K Aide	2,100.81	.67%	19,139.81	.59%
Nurse/Health Aide	3,991.54	1.28%	29,683.53	.92%
Nurse/Health Aide (Contracted)			215.30	.01%
Technology/Library Specialist Salary	6,023.99	1.93%	45,249.64	1.41%
Technology/Library Specialist (Contracte			22,353.00	.69%
Administration Salaries	36,046.98	11.57%	299,766.13	9.31%
Administration (Contracted)			31,632.64	.98%
Bus Driver Salary			11,256.24	.35%
Bus Driver (Contracted)			7,271.25	.23%
Custodian Salary	3,384.61	1.09%	(212.10)	(.01%)
Facilities Director (Contracted)			(6,942.32)	(.22%)
Before/After Care Staffing	1,955.28	.63%	35,650.98	1.11%
Title I Benefits	1,772.20	.57%	13,873.02	.43%
Title IIA Benefits			382.50	.01%
Title III Benefits	(13.60)	.00%	280.00	.01%
NSLP Benefits - Payroll Taxes			153.00	.01%
Classroom Site Fund 1011 Base Salary Ben	1,029.11	.33%	2,099.59	.07%
Classroom Site Fund 1012 Base Salary Ben	3,925.16	1.26%	3,925.16	.12%
Inst Improv-Benefits	1,817.00	.58%	1,817.00	.06%
Regular Classroom Teacher Benefits - Med	8,698.20	2.79%	81,160.23	2.52%
Regular Classroom Teacher Benefits - Lif	371.58	.12%	4,144.01	.13%
Regular Classroom Teacher Benefits - 401	2,709.25	.87%	12,912.85	.40%
Regular Classroom Teacher - Payroll Taxe	5,765.14	1.85%	48,633.52	1.51%
Teacher Stipends - Payroll Taxes			332.25	.01%
Classroom Aides Benefits - Medical & Den			3,155.63	.10%
Classroom Aides Benefits - Life Insuranc			91.91	.00%
Classroom Aides Benefits - 401K	3.82	.00%	27.94	.00%
Classroom Aides - Payroll Taxes	(326.54)	(.11%)	1,260.35	.04%
Substitute Teachers- Payroll Taxes			794.99	.03%
Specialty Teacher Benefits - Medical & D	511.31	.16%	3,994.13	.12%

# Statement of Activities

Accounting Period Ending: 6/30/2015

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Specialty Teacher Benefits - Life Insura	69.04	.02%	741.09	.02%
Specialty Teacher 401K	405.40	.13%	2,351.80	.07%
Specialty Teacher - Payroll Taxes	209.60	.07%	9,517.71	.30%
SPED Teacher Benefits - Medical & Dental			(30.95)	.00%
SPED Teacher Benefits - Life Insurance			22.91	.00%
SPED Teacher Benefits - 401K			177.15	.01%
SPED Teacher - Payroll Taxes			151.90	.01%
SPED Aide Benefits - Life Insurance			(8.47)	
SPED Aide Benefits - 401K			34.62	.00%
SPED Aide - Payroll Taxes			.02	
Pre K Teacher Benefits - Medical & Denta	458.42	.15%	4,228.02	.13%
Pre K Teacher Benefits - Life Insurance	14.08	.01%	148.51	.01%
Pre K Teacher - Payroll Taxes	199.89	.06%	1,555.62	.05%
Pre K Aide Benefits - Medical & Dental	17.19	.01%	200.16	.01%
Pre K Aide Benefits - Life Insurance	10.09	.00%	88.46	.00%
Pre K Aide - Payroll Taxes	159.74	.05%	1,683.44	.05%
Nurse/Health Aide Benefits - Medical & D	458.42	.15%	4,228.05	.13%
Nurse/Health Aide Benefits - Life Insura	19.12	.01%	221.14	.01%
Nurse/Health Aide - Payroll Taxes	294.77	.10%	2,392.81	.07%
Technology/Library Specialist Benefits -	500.14	.16%	4,689.26	.15%
Technology/Library Specialist Benefits -	28.31	.01%	314.29	.01%
Technology/Library Specialist Benefits -	456.60	.15%	2,514.01	.08%
Technology/Library Specialist - Payroll	453.52	.15%	3,584.44	.11%
Administration Benefits - Medical & Dent	4,432.40	1.42%	51,540.25	1.60%
Administration Benefits - Life Insurance	99.21	.03%	1,984.52	.06%
Administration Benefits - 401K	851.49	.27%	8,941.74	.28%
Administration - Payroll Taxes	2,658.30	.85%	22,987.04	.71%
Bus Driver Benefits - Medical & Dental	(128.55)	(.04%)	1,240.74	.04%
Bus Driver Benefits - Life Insurance	1.30		65.89	.00%
Bus Driver Benefits - 401K	21.04	.01%	83.27	.00%
Bus Driver - Payroll Taxes			1,178.11	.04%
Custodian Benefits - Medical & Dental	772.18	.25%	(135.44)	.00%
Custodian Benefits - Life Insurance	10.27	.00%	(16.38)	.00%
Custodian Benefits - 401K	169.22	.05%	(13.05)	
Custodian - Payroll Taxes	232.47	.08%	(11.20)	
Before/After Care Staffing Benefits - Me	396.31	.13%	2,195.72	.07%
Before/After Care Staffing Benefits - Li	11.36	.00%	123.42	.00%
Before/After Care Staffing Benefits - 40	29.09	.01%	216.82	.01%
Before/After Care Staffing - Payroll Tax	156.03	.05%	3,381.83	.11%
Property Taxes			155.18	.01%
Transportation (Bus Fees, Lease, Fuel)	2,412.95	.77%	36,756.46	1.14%
Electric Utilities	6,429.00	2.06%	81,531.00	2.53%
Water and Sewer	351.51	.11%	5,354.51	.17%
Repairs and Maint Contracted Services	14,778.32	4.74%	32,853.18	1.02%
Janitorial Services & Maintenance	5,600.00	1.80%	67,200.00	2.09%
Trash Removal	502.73	.16%	6,047.62	.19%

# Statement of Activities

Accounting Period Ending: 6/30/2015

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Pest Control			650.00	.02%
Janitorial & Facility Supplies	1,199.31	.39%	10,666.86	.33%
Indirect Cost - Imagine Schools	123,930.12	39.77%	387,310.46	12.03%
Comprehensive Insurance Premium			42,621.05	1.32%
Title I Prof & Tech Contracted Services	3,482.84	1.12%	3,482.84	.11%
IDEA Contracted Svs			47,419.24	1.47%
CSF 1013 Teacher Liability Insurance	805.58	.26%	9,666.96	.30%
CSF 1013 Staff Development	440.00	.14%	4,829.97	.15%
Special Educ Prof & Tech Contracted Serv	5,400.00	1.73%	20,360.86	.63%
Outside Accounting Services			10,900.00	.34%
Prof & Tech Contracted Services	1,168.69	.38%	11,624.52	.36%
Legal Fees General			2,606.16	.08%
Security/Guard/Traffic Control Services	624.47	.20%	7,660.81	.24%
Personnel Advertising - Admin	250.00	.08%	1,893.31	.06%
School Marketing - Admin	12,727.98	4.08%	29,122.38	.90%
Telecommunications	3,899.44	1.25%	46,504.86	1.44%
Cellular Telephones	378.82	.12%	3,937.95	.12%
Postage and Courier Service			49.03	.00%
Printing and Duplication	292.56	.09%	3,372.30	.11%
Copier Lease	828.41	.27%	9,112.51	.28%
Fundraising Expenses	726.54	.23%	3,043.78	.10%
Food Service (Food and Supplies)	12,092.55	3.88%	152,095.70	4.72%
NSLP - Other Expenses	721.17	.23%	2,736.78	.09%
Title I Materials and Supplies	(1,863.20)	(.60%)	21,586.02	.67%
Title III Materials and Supplies	75.00	.02%	650.83	.02%
Inst Improv-Mat & Supplies	7,570.00	2.43%	7,570.00	.24%
Classroom Supplies	1,778.91	.57%	7,745.91	.24%
Textbooks K-12	(5,079.00)	(1.63%)		
Other Materials and Supplies			103.59	.00%
Athletic Supplies			176.32	.01%
Preschool Supplies			164.25	.01%
Media/Library Materials and Supplies			59.17	.00%
Before/After Care Materials and Supplies			28.58	.00%
Student Software	2,028.20	.65%	13,367.22	.42%
Health Office Software & Supplies			857.35	.03%
Title IIA Pforfessional Training			1,414.85	.04%
Title III Professional Training			75.00	.00%
Teacher Training/Prof Devel			273.10	.01%
Tax Credit Expenditures Restricted			1,867.18	.06%
Student Activity Expense	59.57	.02%	8,060.28	.25%
Field Trips and Enrichment Activities			4,603.97	.14%
Furniture, Fixtures & Equipment	215.12	.07%	6,301.58	.20%
Other Direct Educational Expenses	(2,566.00)	(.82%)	3,850.96	.12%
Travel & Meals			1,448.04	.05%
Payroll Processing Fees	391.66	.13%	5,539.59	.17%
Office Supplies	508.45	.16%	4,843.63	.15%

# Statement of Activities

Accounting Period Ending: 6/30/2015

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Bad Debt Expense	6,696.90	2.15%	6,696.90	.21%
Bond Expense	(423,951.57)	(136.05%)	(385,656.54)	(11.98%)
Software	112.50	.04%	2,093.58	.07%
Bond Interest Expense	15,274.00	4.90%	183,288.00	5.69%
Dues & Fees, Bank & CC Fees	879.45	.28%	13,201.99	.41%
Other General & Administrative Expenses	20.78	.01%	4,780.64	.15%
<b>Total Operating Expenses</b>	<b>68,637.43</b>	<b>22.03%</b>	<b>2,805,389.85</b>	<b>87.12%</b>
<b>Interest Expense</b>				
Interest Expense - Imagine	96.19	.03%	1,313.60	.04%
<b>Total Interest Expense</b>	<b>96.19</b>	<b>.03%</b>	<b>1,313.60</b>	<b>.04%</b>
<b>Total Expense</b>	<b>68,733.62</b>	<b>22.06%</b>	<b>2,806,703.45</b>	<b>87.16%</b>
<b>Net Income from Operations</b>	<b>242,887.21</b>	<b>77.94%</b>	<b>413,528.46</b>	<b>12.84%</b>
<b>Other Income and Expense</b>				
<b>Other Income and Expense</b>				
Depreciation Expense	7,435.14	2.39%	120,044.01	3.73%
Amortization Expense	29,324.00	9.41%	29,324.00	.91%
<b>Total Other Income and Expense</b>	<b>36,759.14</b>	<b>11.80%</b>	<b>149,368.01</b>	<b>4.64%</b>
<b>Interest Income/Expense</b>				
<b>Total Interest Income/Expense</b>				
<b>Total Other Income and Expense</b>	<b>36,759.14</b>	<b>11.80%</b>	<b>149,368.01</b>	<b>4.64%</b>
<b>Earnings Before Income Taxes</b>	<b>206,128.07</b>	<b>66.15%</b>	<b>264,160.45</b>	<b>8.20%</b>
<b>Income Tax</b>				
<b>Total Income Tax</b>				
<b>Net Income (Loss)</b>	<b>206,128.07</b>	<b>66.15%</b>	<b>264,160.45</b>	<b>8.20%</b>

# Statement of Activities

Accounting Period Ending: 6/30/2015

Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
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# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Revenue</b>				
State Equalization Funds (FTE)	401,415.24	82.07%	2,380,654.25	72.79%
CSF 1011 Base Salary Supplement 20% Reve	4,205.95	.86%	28,714.23	.88%
CSF 1012 Performance Pay 40% Revenue	8,411.89	1.72%	57,428.54	1.76%
CSF 1013 Maint & Operations Revenue	8,411.89	1.72%	57,428.54	1.76%
Instructional Improvement Revenue	6,301.48	1.29%	15,052.71	.46%
DES Pre K Tuition Assistance	697.20	.14%	10,776.80	.33%
Title I (Read/Math Bottom 1/4) Revenue	21,143.23	4.32%	131,277.47	4.01%
Title IIA (Prof Devel) Revenue			6,434.00	.20%
Title III (Eng Lang Lrnrs) Revenue	1,218.37	.25%	7,035.99	.22%
IDEA (SPED) Revenue	11,279.01	2.31%	45,093.97	1.38%
ERATE Revenue	3,102.21	.63%	35,140.52	1.07%
National School Lunch Program (Charter S	12,955.76	2.65%	142,974.32	4.37%
Food Commodities Revenue	2,645.74	.54%	13,772.39	.42%
Tax Credit Donations Revenue			5,780.00	.18%
Other Supplemental Revenue	1,749.08	.36%	8,604.63	.26%
Student Food Service Revenue			28,850.89	.88%
Pre K Revenue			101,162.50	3.09%
Before/After Care Revenue			113,042.75	3.46%
Student Activity Revenue			12,075.03	.37%
Contracted Labor Revenue			5,000.00	.15%
Field Trip/Enrichment Revenue			10,732.95	.33%
Facility Rental Revenue	3,900.00	.80%	46,800.00	1.43%
In Kind Donations			4,500.00	.14%
School Fundraising Revenue	1,658.88	.34%	2,305.19	.07%
<b>Total Revenue</b>	<b>489,095.93</b>	<b>100.00%</b>	<b>3,270,637.67</b>	<b>100.00%</b>
<b>Cost of Sales</b>				
<b>Total Cost of Sales</b>				
<b>Gross Profit</b>	<b>489,095.93</b>	<b>100.00%</b>	<b>3,270,637.67</b>	<b>100.00%</b>
<b>Expense</b>				
<b>Operating Expenses</b>				
Telecommunications			19,792.54	.61%
Title I Salaries	13,499.25	2.76%	78,681.76	2.41%
Title III Salaries	281.06	.06%	4,428.54	.14%
IDEA Salary Exp	3,994.04	.82%	36,000.00	1.10%
Classroom Site Fund 1011 Base Salary Exp	9,663.09	1.98%	24,183.36	.74%
Classroom Site Fund 1012 Base Salary Exp	49,140.70	10.05%	49,140.70	1.50%

# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Inst Improv-Salaries	11,440.05	2.34%	11,440.05	.35%
Regular Classroom Teacher	88,694.83	18.13%	660,820.75	20.21%
Teacher Stipends	300.00	.06%	6,728.10	.21%
Classroom Aides	(7,320.83)	(1.50%)	47,485.67	1.45%
Substitute Teachers Salary			10,662.93	.33%
Substitute Teachers (Contracted)	10,294.20	2.11%	31,951.40	.98%
Specialty Teacher (Art, Music, Fgn Lang, Curriculum Coordinator (Contracted)	10,527.11	2.15%	105,394.21	3.22%
SPED Teacher Salary	852.13	.17%	852.13	.03%
SPED Aide Salary	2,423.09	.50%	18,563.08	.57%
SPED Coordinator (Contracted)			7,220.90	.22%
Occupational Therapist (Contracted)	875.00	.18%	14,665.00	.45%
Speech Therapist (Contracted)			41,000.00	1.25%
Psychologist-Contracted	112.50	.02%	11,175.00	.34%
Pre K Teacher	6,365.87	1.30%	44,390.26	1.36%
Pre K Aide	4,119.22	.84%	22,799.13	.70%
Nurse/Health Aide	3,913.28	.80%	29,170.08	.89%
Nurse/Health Aide (Contracted)			2,345.45	.07%
Technology/Library Specialist Salary	5,905.87	1.21%	43,453.58	1.33%
Technology/Library Specialist (Contracte			21,505.26	.66%
Administration Salaries	23,875.29	4.88%	233,280.81	7.13%
Administration (Contracted)			13,290.55	.41%
Custodian Salary	3,130.62	.64%	149.10	.01%
Custodian (Contracted)			2,026.96	.06%
Facilities Director (Contracted)			4,463.14	.14%
Before/After Care Staffing	750.00	.15%	63,355.78	1.94%
Title I Benefits	480.73	.10%	18,964.86	.58%
Title III Benefits	21.50	.00%	338.78	.01%
IDEA Benefits Exp	(2,384.95)	(.49%)	9,093.97	.28%
Classroom Site Fund 1011 Base Salary Ben	2,902.00	.59%	2,902.00	.09%
Classroom Site Fund 1012 Base Salary Ben	5,896.88	1.21%	5,896.88	.18%
Inst Improv-Benefits	3,612.66	.74%	3,612.66	.11%
Regular Classroom Teacher Benefits - Med	9,739.27	1.99%	115,430.06	3.53%
Regular Classroom Teacher Benefits - Lif	251.66	.05%	2,596.65	.08%
Regular Classroom Teacher Benefits - Sho	476.90	.10%	3,222.52	.10%
Regular Classroom Teacher Benefits - 401	3,901.06	.80%	21,714.78	.66%
Regular Classroom Teacher - Payroll Tax	4,260.45	.87%	52,798.20	1.61%
Teacher Stipends - Payroll Taxes	22.95	.01%	1,322.07	.04%
Classroom Aides Benefits - Medical & Den	945.41	.19%	12,362.16	.38%
Classroom Aides Benefits - Life Insuranc	12.73	.00%	129.59	.00%
Classroom Aides Benefits - Short-Term Di	22.70	.01%	156.56	.01%
Classroom Aides Benefits - 401K	3.88	.00%	96.47	.00%
Classroom Aides - Payroll Taxes	(3,350.77)	(.69%)	1,423.16	.04%
Substitute Teachers Benefits - 401K			27.00	.00%
Substitute Teachers- Payroll Taxes			1,121.68	.03%
Specialty Teacher Benefits - Medical & D	217.50	.04%	5,267.55	.16%

# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Specialty Teacher Benefits - Life Insura	49.68	.01%	533.29	.02%
Specialty Teacher Benefits - Short-term	76.40	.02%	493.75	.02%
Specialty Teacher 401K	466.85	.10%	2,299.08	.07%
Specialty Teacher Benefits - Other			(148.50)	(.01%)
Specialty Teacher - Payroll Taxes	376.81	.08%	8,845.67	.27%
SPED Teacher Benefits - Medical & Dental	3,671.30	.75%	3,671.30	.11%
SPED Aide Benefits - Life Insurance	7.34	.00%	83.62	.00%
SPED Aide Benefits - Short-term Disabili	13.35	.00%	100.81	.00%
SPED Aide Benefits - 401K	121.71	.03%	838.42	.03%
SPED Aide - Payroll Taxes	185.32	.04%	1,757.77	.05%
Pre K Teacher Benefits - Medical & Denta	493.94	.10%	2,783.77	.09%
Pre K Teacher Benefits - Life Insurance	21.40	.00%	180.43	.01%
Pre K Teacher Benefits - Short-term Disa	38.57	.01%	226.46	.01%
Pre K Teacher - Payroll Taxes	476.18	.10%	3,839.06	.12%
Pre K Aide Benefits - Medical & Dental	16.56	.00%	228.23	.01%
Pre K Aide Benefits - Life Insurance	12.73	.00%	109.59	.00%
Pre K Aide Benefits - Short-term Disabil	22.70	.01%	135.80	.00%
Pre K Aide - Payroll Taxes	314.13	.06%	2,118.62	.07%
Nurse/Health Aide Benefits - Medical & D	372.22	.08%	4,556.23	.14%
Nurse/Health Aide Benefits - Life Insura	12.02	.00%	113.06	.00%
Nurse/Health Aide Benefits - Short-term	21.55	.00%	138.75	.00%
Nurse/Health Aide - Payroll Taxes	288.56	.06%	2,393.14	.07%
Technology/Library Specialist Benefits -	413.12	.08%	5,042.68	.15%
Technology/Library Specialist Benefits -	16.25	.00%	143.31	.00%
Technology/Library Specialist Benefits -	32.54	.01%	215.13	.01%
Technology/Library Specialist Benefits -	451.63	.09%	2,502.19	.08%
Technology/Library Specialist - Payroll	223.11	.05%	3,236.20	.10%
Administration Benefits - Medical & Dent	1,858.12	.38%	39,806.00	1.22%
Administration Benefits - Life Insurance	101.10	.02%	620.46	.02%
Administration Benefits - Short-term Dis	119.67	.02%	1,139.29	.04%
Administration Benefits - 401K	979.17	.20%	9,606.69	.29%
Administration - Payroll Taxes	2,003.87	.41%	18,588.77	.57%
Custodian Benefits - Medical & Dental	436.66	.09%	19.63	.00%
Custodian Benefits - Life Insurance	13.12	.00%	(11.47)	
Custodian Benefits - Short-term Disabili	14.44	.00%	12.68	
Custodian Benefits - 401K	156.53	.03%	6.03	
Custodian - Payroll Taxes	232.18	.05%	253.19	.01%
Before/After Care Staffing Benefits - Me	(226.04)	(.05%)	3,560.90	.11%
Before/After Care Staffing Benefits - Li	4.82	.00%	107.09	.00%
Before/After Care Staffing Benefits - Sh	4.93	.00%	162.73	.01%
Before/After Care Staffing Benefits - 40	5.59	.00%	1,397.66	.04%
Before/After Care Staffing - Payroll Tax	57.39	.01%	6,064.49	.19%
Electric Utilities	6,916.00	1.41%	81,682.00	2.50%
Water and Sewer	475.15	.10%	6,204.63	.19%
Repairs and Maint Contracted Services	2,391.84	.49%	28,091.07	.86%
Janitorial Services & Maintenance	4,266.67	.87%	63,471.67	1.94%

# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Trash Removal	473.72	.10%	5,547.78	.17%
Pest Control			900.00	.03%
Janitorial & Facility Supplies			9,993.77	.31%
Indirect Cost - Imagine Schools	124,340.83	25.42%	388,565.13	11.88%
Comprehensive Insurance Premium			33,868.33	1.04%
Title I Prof & Tech Contracted Services			10,640.37	.33%
CSF 1013 Teacher Liability Insurance	809.75	.17%	9,667.00	.30%
CSF 1013 Staff Development			13,475.00	.41%
Legal Fees Special Education	34.15	.01%	4,929.61	.15%
Special Educ Prof & Tech Contracted Serv			1,342.55	.04%
Outside Accounting Services	5,000.00	1.02%	13,700.00	.42%
Prof & Tech Contracted Services	2,468.04	.51%	7,493.71	.23%
Legal Fees General			3,658.38	.11%
Security/Guard/Traffic Control Services	624.47	.13%	7,493.64	.23%
Personnel Advertising - Admin	876.08	.18%	1,075.08	.03%
School Marketing - Admin	1,344.65	.28%	26,840.77	.82%
Telecommunications	3,897.07	.80%	21,182.19	.65%
Cellular Telephones	343.50	.07%	2,432.41	.07%
Postage and Courier Service	197.85	.04%	1,404.26	.04%
Printing and Duplication	714.85	.15%	4,376.76	.13%
Copier Lease	757.02	.16%	9,108.70	.28%
Special Education Dues & Fees			(537.95)	(.02%)
PreK-Food			673.58	.02%
Food Service (Food and Supplies)	32,758.50	6.70%	156,948.58	4.80%
Title I Materials and Supplies	(954.66)	(.20%)	22,384.07	.68%
Title IIA Materials and Supplies			606.41	.02%
Title III Materials and Supplies			1,906.14	.06%
Classroom Supplies	376.27	.08%	7,835.70	.24%
Textbooks K-12			8,534.24	.26%
Other Materials and Supplies			3,024.35	.09%
Athletic Supplies			618.56	.02%
Special Education Materials and Supplies			40.09	.00%
Preschool Supplies	162.50	.03%	3,721.88	.11%
Media/Library Materials and Supplies			125.05	.00%
Before/After Care Materials and Supplies	162.50	.03%	2,456.16	.08%
In Kind Donations Expense			4,500.00	.14%
Student Software			15,472.09	.47%
Health Office Software & Supplies			1,025.94	.03%
Title I Professional Training	(22.75)	(.01%)		
Title IIA Pprofessional Training	606.41	.12%	6,434.08	.20%
Title III Professional Training	75.00	.02%	362.53	.01%
Professional Development	(172.25)	(.04%)	1,048.18	.03%
Student Activity Expense			8,504.57	.26%
Field Trips and Enrichment Activities	299.88	.06%	12,284.16	.38%
Furniture, Fixtures & Equipment	869.07	.18%	10,426.38	.32%
Other Direct Educational Expenses	543.16	.11%	11,534.36	.35%

# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Board Dues and Fees	161.92	.03%	426.88	.01%
Payroll Processing Fees	433.86	.09%	6,757.28	.21%
Office Supplies	136.47	.03%	3,619.59	.11%
Bond Expense	(23,033.17)	(4.71%)	11,815.15	.36%
Software	120.15	.03%	2,991.38	.09%
Bond Interest Expense	30,548.00	6.25%	190,038.00	5.81%
Dues & Fees, Bank & CC Fees	1,233.71	.25%	16,308.96	.50%
Other General & Administrative Expenses	129.82	.03%	(17,004.68)	(.52%)
Before/After Care Food			449.03	.01%
<b>Total Operating Expenses</b>	<b>484,192.48</b>	<b>99.00%</b>	<b>3,302,112.08</b>	<b>100.96%</b>
<b>Interest Expense</b>				
Interest Expense - Imagine	6.13	.00%	473.76	.01%
<b>Total Interest Expense</b>	<b>6.13</b>	<b>.00%</b>	<b>473.76</b>	<b>.01%</b>
<b>Total Expense</b>	<b>484,198.61</b>	<b>99.00%</b>	<b>3,302,585.84</b>	<b>100.98%</b>
<b>Net Income from Operations</b>	<b>4,897.32</b>	<b>1.00%</b>	<b>(31,948.17)</b>	<b>(.98%)</b>
<b>Other Income and Expense</b>				
<b>Other Income and Expense</b>				
Depreciation Expense	5,891.31	1.21%	119,253.31	3.65%
Amortization Expense	29,324.00	6.00%	29,324.00	.90%
<b>Total Other Income and Expense</b>	<b>35,215.31</b>	<b>7.20%</b>	<b>148,577.31</b>	<b>4.54%</b>
<b>Interest Income/Expense</b>				
<b>Total Interest Income/Expense</b>				
<b>Total Other Income and Expense</b>	<b>35,215.31</b>	<b>7.20%</b>	<b>148,577.31</b>	<b>4.54%</b>
<b>Earnings Before Income Taxes</b>	<b>(30,317.99)</b>	<b>(6.20%)</b>	<b>(180,525.48)</b>	<b>(5.52%)</b>
<b>Income Tax</b>				
<b>Total Income Tax</b>				

# Statement of Activities

Accounting Period Ending: 6/30/2014

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Net Income (Loss)</b>	(30,317.99)	(6.20%)	(180,525.48)	(5.52%)

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Revenue</b>				
State Equalization Funds (FTE)	417,518.96	79.10%	2,483,888.50	74.46%
CSF 1011 Base Salary Supplement 20% Reve	3,879.36	.74%	23,467.30	.70%
CSF 1012 Performance Pay 40% Revenue	7,758.73	1.47%	46,934.63	1.41%
CSF 1013 Maint & Operations Revenue	7,758.73	1.47%	46,934.63	1.41%
Instructional Improvement Revenue	6,595.05	1.25%	16,079.33	.48%
DES Pre K Tuition Assistance	1,232.40	.23%	1,606.40	.05%
Title I (Read/Math Bottom 1/4) Revenue	50,186.96	9.51%	162,200.00	4.86%
Title IIA (Prof Devel) Revenue			8,125.00	.24%
Title III (Eng Lang Lrnrs) Revenue	1,569.36	.30%	2,108.01	.06%
IDEA (SPED) Revenue	12,695.49	2.41%	52,855.06	1.58%
ERATE Revenue	1,860.14	.35%	28,476.26	.85%
National School Lunch Program (Charter S	12,745.25	2.42%	130,051.25	3.90%
Food Commodities Revenue	1,409.74	.27%	13,362.10	.40%
NSLP Prior Year Revenue			3,027.53	.09%
Tax Credit Donations Revenue			2,670.00	.08%
Other Supplemental Revenue			696.11	.02%
Student Food Service Revenue	49.16	.01%	38,383.39	1.15%
Pre K Revenue	(1,232.40)	(.23%)	101,686.07	3.05%
Before/After Care Revenue	(165.90)	(.03%)	105,366.10	3.16%
Student Activity Revenue	60.00	.01%	9,373.03	.28%
Field Trip/Enrichment Revenue			11,981.75	.36%
Facility Rental Revenue	3,900.00	.74%	46,800.00	1.40%
<b>Total Revenue</b>	<b>527,821.03</b>	<b>100.00%</b>	<b>3,336,072.45</b>	<b>100.00%</b>
<b>Cost of Sales</b>				
<b>Total Cost of Sales</b>				
<b>Gross Profit</b>	<b>527,821.03</b>	<b>100.00%</b>	<b>3,336,072.45</b>	<b>100.00%</b>
<b>Expense</b>				
<b>Operating Expenses</b>				
Telecommunications	2,781.35	.53%	36,200.16	1.09%
Title I Salaries	13,077.74	2.48%	92,060.45	2.76%
IDEA Salary Exp	11,974.91	2.27%	44,924.84	1.35%
Classroom Site Fund 1011 Base Salary Exp	2,598.42	.49%	19,029.99	.57%
Classroom Site Fund 1012 Base Salary Exp	(15,651.38)	(2.97%)	29,948.62	.90%
CSF1013 Class Size Reduction	(4,000.00)	(.76%)		
CSF 1013 Teacher Compensation	19,651.38	3.72%	19,651.38	.59%
Inst Improv-Salaries	16,079.00	3.05%	16,079.00	.48%

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Regular Classroom Teacher	73,889.63	14.00%	557,343.88	16.71%
Teacher Stipends			5,000.00	.15%
Classroom Aides	(9,628.72)	(1.82%)	29,557.07	.89%
Substitute Teachers Salary	4,038.48	.77%	63,564.27	1.91%
Substitute Teachers (Contracted)	2,736.00	.52%	13,816.80	.41%
Specialty Teacher (Art, Music, Fgn Lang, Curriculum Coordinator (Contracted)	9,634.66	1.83%	75,075.12	2.25%
SPED Teacher Salary	(9,630.43)	(1.83%)	8,663.27	.26%
SPED Teacher Salary	4,188.46	.79%	32,999.98	.99%
SPED Aide Salary	(5,017.39)	(.95%)	18,014.61	.54%
SPED Aide (Contracted)	240.00	.05%	240.00	.01%
SPED Coordinator (Contracted)	1,398.35	.27%	9,355.85	.28%
Occupational Therapist (Contracted)	1,785.00	.34%	21,512.50	.65%
Speech Therapist (Contracted)	4,100.00	.78%	41,000.00	1.23%
Psychologist-Contracted			9,706.25	.29%
Pre K Teacher	6,404.25	1.21%	57,713.69	1.73%
Pre K Aide	1,960.81	.37%	22,658.29	.68%
Nurse/Health Aide	3,836.53	.73%	30,119.82	.90%
Nurse/Health Aide (Contracted)	6,983.43	1.32%	6,983.43	.21%
Technology/Library Specialist Salary	8,551.48	1.62%	72,541.37	2.17%
Technology/Library Specialist (Contracte			31,604.10	.95%
Administration Salaries	27,858.46	5.28%	278,209.04	8.34%
Administration (Contracted)	5,058.51	.96%	11,137.81	.33%
Custodian Salary	2,923.08	.55%	6,656.44	.20%
Facilities Director (Contracted)			2,850.58	.09%
Before/After Care Staffing	3,500.00	.66%	78,609.92	2.36%
Title I Benefits	4,109.01	.78%	37,190.74	1.12%
IDEA Benefits Exp	770.25	.15%	7,930.23	.24%
Classroom Site Fund 1011 Base Salary Ben	4,475.54	.85%	4,475.54	.13%
Classroom Site Fund 1012 Base Salary Ben	10,944.00	2.07%	10,944.00	.33%
Regular Classroom Teacher Benefits - Med	8,267.31	1.57%	94,838.93	2.84%
Regular Classroom Teacher Benefits - Lif	64.38	.01%	780.28	.02%
Regular Classroom Teacher Benefits - Sho	205.82	.04%	2,393.55	.07%
Regular Classroom Teacher Benefits - 401	2,520.50	.48%	19,396.35	.58%
Regular Classroom Teacher Benefits - Oth	133.80	.03%	1,624.84	.05%
Regular Classroom Teacher - Payroll Taxe	(9,883.07)	(1.87%)	39,914.62	1.20%
Classroom Aides Benefits - Medical & Den	1,088.61	.21%	12,558.37	.38%
Classroom Aides Benefits - Life Insuranc	4.86	.00%	58.32	.00%
Classroom Aides Benefits - Short-Term Di	15.57	.00%	179.04	.01%
Classroom Aides Benefits - Other	10.14	.00%	121.68	.00%
Classroom Aides - Payroll Taxes	412.76	.08%	4,296.56	.13%
Substitute Teachers Benefits - Medical &			(.44)	
Substitute Teachers Benefits - 401K			236.26	.01%
Substitute Teachers- Payroll Taxes	293.97	.06%	6,605.12	.20%
Specialty Teacher Benefits - Medical & D	1,963.78	.37%	23,225.94	.70%
Specialty Teacher Benefits - Life Insura	9.72	.00%	114.59	.00%
Specialty Teacher Benefits - Short-term	31.14	.01%	352.47	.01%

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Specialty Teacher 401K	57.70	.01%	678.22	.02%
Specialty Teacher Benefits - Other	20.25	.00%	238.84	.01%
Specialty Teacher - Payroll Taxes	676.51	.13%	6,706.44	.20%
SPED Teacher Benefits - Medical & Dental	388.86	.07%	4,674.38	.14%
SPED Teacher Benefits - Life Insurance	3.56	.00%	50.92	.00%
SPED Teacher Benefits - Short-term Disab	11.42	.00%	154.86	.01%
SPED Teacher Benefits - 401K	4,148.36	.79%	4,148.36	.12%
SPED Teacher Benefits - Other	7.43	.00%	106.14	.00%
SPED Teacher - Payroll Taxes	296.99	.06%	3,168.16	.10%
SPED Aide Benefits - Medical & Dental	829.48	.16%	7,435.33	.22%
SPED Aide Benefits - Life Insurance	1.62	.00%	25.92	.00%
SPED Aide Benefits - Short-term Disabili	5.19	.00%	78.36	.00%
SPED Aide Benefits - 401K	26.28	.01%	599.27	.02%
SPED Aide Benefits - Other	3.38	.00%	54.08	.00%
SPED Aide - Payroll Taxes	146.03	.03%	2,643.03	.08%
Pre K Teacher Benefits - Medical & Denta			6,488.53	.19%
Pre K Teacher Benefits - Life Insurance	4.97	.00%	81.80	.00%
Pre K Teacher Benefits - Short-term Disa	15.73	.00%	172.30	.01%
Pre K Teacher Benefits - 401K			58.85	.00%
Pre K Teacher Benefits - Other	10.23	.00%	130.37	.00%
Pre K Teacher - Payroll Taxes	439.57	.08%	5,139.94	.15%
Pre K Aide Benefits - Medical & Dental	20.11	.00%	195.89	.01%
Pre K Aide Benefits - Life Insurance	1.62	.00%	48.96	.00%
Pre K Aide Benefits - Short-term Disabil	5.02	.00%	142.02	.00%
Pre K Aide Benefits - 401K			83.37	.00%
Pre K Aide Benefits - Other	3.26	.00%	98.98	.00%
Pre K Aide - Payroll Taxes	153.39	.03%	2,295.37	.07%
Nurse/Health Aide Benefits - Medical & D	365.13	.07%	4,353.16	.13%
Nurse/Health Aide Benefits - Life Insura	3.13	.00%	36.51	.00%
Nurse/Health Aide Benefits - Short-term	9.87	.00%	109.99	.00%
Nurse/Health Aide Benefits - Other	6.41	.00%	74.42	.00%
Nurse/Health Aide - Payroll Taxes	283.61	.05%	2,494.60	.08%
Technology/Library Specialist Benefits -	403.00	.08%	10,039.04	.30%
Technology/Library Specialist Benefits -	5.79	.00%	72.43	.00%
Technology/Library Specialist Benefits -	23.54	.00%	274.12	.01%
Technology/Library Specialist Benefits -	318.08	.06%	3,376.76	.10%
Technology/Library Specialist Benefits -	15.31	.00%	186.55	.01%
Technology/Library Specialist - Payroll	681.61	.13%	6,541.37	.20%
Administration Benefits - Medical & Dent	4,097.69	.78%	49,646.48	1.49%
Administration Benefits - Life Insurance	1.04	.00%	216.39	.01%
Administration Benefits - Short-term Dis	143.49	.03%	1,241.45	.04%
Administration Benefits - 401K	990.82	.19%	9,964.21	.30%
Administration Benefits - Other	93.28	.02%	824.10	.03%
Administration - Payroll Taxes	1,859.27	.35%	23,452.80	.70%
Custodian Benefits - Medical & Dental	388.86	.07%	3,122.57	.09%
Custodian Benefits - Life Insurance	4.10	.00%	13.81	.00%

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Custodian Benefits - Short-term Disabili	13.15	.00%	26.19	.00%
Custodian Benefits - 401K	146.16	.03%	(483.36)	(.01%)
Custodian Benefits - Other	8.55	.00%	97.65	.00%
Custodian - Payroll Taxes	217.24	.04%	542.14	.02%
Before/After Care Staffing Benefits - Me	1,406.79	.27%	5,753.40	.17%
Before/After Care Staffing Benefits - Li	4.43	.00%	43.44	.00%
Before/After Care Staffing Benefits - Sh	13.93	.00%	133.08	.00%
Before/After Care Staffing Benefits - 40	100.00	.02%	1,289.90	.04%
Before/After Care Staffing Benefits - Ot	9.05	.00%	89.40	.00%
Before/After Care Staffing - Payroll Tax	249.76	.05%	7,676.85	.23%
Electric Utilities	6,785.00	1.29%	89,994.00	2.70%
Water and Sewer	459.35	.09%	6,010.48	.18%
Repairs and Maint Contracted Services	905.15	.17%	23,156.09	.69%
Janitorial Services & Maintenance	465.67	.09%	57,131.50	1.71%
Trash Removal	404.96	.08%	4,756.88	.14%
Pest Control			900.00	.03%
Janitorial & Facility Supplies			9,681.17	.29%
Indirect Cost - Imagine Schools	97,833.67	18.54%	387,644.40	11.62%
Comprehensive Insurance Premium			27,139.58	.81%
Title IIA Prof & Tech Contracted svs			8,125.00	.24%
CSF 1013 Teacher Liability Insurance	733.92	.14%	8,807.04	.26%
CSF 1013 Staff Development	15,000.00	2.84%	15,000.00	.45%
Special Educ Prof & Tech Contracted Serv	825.43	.16%	825.43	.03%
Outside Accounting Services	3,500.00	.66%	12,400.00	.37%
Prof & Tech Contracted Services	676.83	.13%	4,809.51	.14%
Legal Fees General			3,568.39	.11%
Personnel Advertising - Admin	199.00	.04%	199.00	.01%
School Marketing - Admin	937.99	.18%	9,007.29	.27%
Cellular Telephones	191.41	.04%	1,146.37	.03%
Postage and Courier Service	182.96	.04%	1,653.51	.05%
Printing and Duplication	567.09	.11%	5,174.71	.16%
Copier Lease	781.49	.15%	9,688.78	.29%
Food Service (Food and Supplies)	16,616.49	3.15%	175,375.19	5.26%
Equipment Use Fee	4,339.96	.82%	7,363.63	.22%
Title I Materials and Supplies	10,042.63	1.90%	32,948.81	.99%
Title III Materials and Supplies	1,658.01	.31%	1,658.01	.05%
Classroom Supplies	74.88	.01%	7,484.96	.22%
Textbooks K-12	64,662.23	12.25%	82,668.66	2.48%
Other Materials and Supplies			7,702.57	.23%
Special Education Materials and Supplies	(63.99)	(.01%)	5,181.01	.16%
Preschool Supplies			410.97	.01%
Media/Library Materials and Supplies			115.00	.00%
Before/After Care Materials and Supplies			2,020.37	.06%
Student Software	754.30	.14%	23,744.17	.71%
Health Office Software & Supplies			1,180.73	.04%
Title III Professional Training	419.00	.08%	450.01	.01%

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
Teacher Training/Prof Devel	792.28	.15%	4,422.93	.13%
Professional Development	(105.00)	(.02%)	2,013.31	.06%
Student Activity Expense			8,110.26	.24%
Field Trips and Enrichment Activities	377.50	.07%	11,446.27	.34%
Furniture, Fixtures & Equipment	2,398.31	.45%	4,271.65	.13%
Other Direct Educational Expenses	201.35	.04%	8,385.82	.25%
Payroll Processing Fees	460.60	.09%	7,092.91	.21%
Office Supplies	44.21	.01%	6,602.17	.20%
Other Materials & Supplies			87.50	.00%
Bond Expense	(26,168.51)	(4.96%)	13,051.07	.39%
FF&E	(1,275.96)	(.24%)		
Software			1,543.95	.05%
Bond Interest Expense	31,898.00	6.04%	198,468.00	5.95%
Dues & Fees, Bank & CC Fees	983.23	.19%	12,696.07	.38%
Other General & Administrative Expenses	332.34	.06%	4,962.60	.15%
<b>Total Operating Expenses</b>	<b>474,791.93</b>	<b>89.95%</b>	<b>3,505,251.39</b>	<b>105.07%</b>
<b>Interest Expense</b>				
Interest Expense - Imagine	78.47	.02%	1,328.97	.04%
<b>Total Interest Expense</b>	<b>78.47</b>	<b>.02%</b>	<b>1,328.97</b>	<b>.04%</b>
<b>Total Expense</b>	<b>474,870.40</b>	<b>89.97%</b>	<b>3,506,580.36</b>	<b>105.11%</b>
<b>Net Income from Operations</b>	<b>52,950.63</b>	<b>10.03%</b>	<b>(170,507.91)</b>	<b>(5.11%)</b>
<b>Other Income and Expense</b>				
<b>Other Income and Expense</b>				
Depreciation Expense	(743.49)	(.14%)	120,894.51	3.62%
Amortization Expense	29,324.00	5.56%	29,324.00	.88%
<b>Total Other Income and Expense</b>	<b>28,580.51</b>	<b>5.42%</b>	<b>150,218.51</b>	<b>4.50%</b>
<b>Interest Income/Expense</b>				
<b>Total Interest Income/Expense</b>				
<b>Total Other Income and Expense</b>	<b>28,580.51</b>	<b>5.42%</b>	<b>150,218.51</b>	<b>4.50%</b>

# Statement of Activities

Accounting Period Ending: 6/30/2013

	Period To Date Actual	Percentage Of Total Revenue	Year To Date Actual	Percentage Of Total Revenue
<b>Earnings Before Income Taxes</b>	24,370.12	4.62%	(320,726.42)	(9.61%)
<b>Income Tax</b>				
<b>Total Income Tax</b>				
<b>Net Income (Loss)</b>	24,370.12	4.62%	(320,726.42)	(9.61%)

**BELL CANYON/WG SCHOOLS**

*Summary of adjustments*  
6/30/2015

5000.1

Agreed to PY ending balance at wkp 5000  
Agreed to each school's tb w/o/e

The following is a summary of adjustments in order to state the bond reserves/balances and related costs to actual:

Description	Account	Tab	BC
Bond Reserve	133-124-1400-00	5000.2	427,268
Accrued Interest	217-215-2100-00	5000.4	-
Interest Expense	530-740-7201-00	5000.4	1,426
Principal Balance	229-232-2502-00	5000.4	189,996
Bond Premium	229-232-2503-00	5000.6	(191,664)
Bond Premium Accumulated Amort	229-232-2504-00	5000.6	2,393
Amortization Expense	528-790-7802-00	5000.6	29,324
Debt Issuance Cost	133-160-1600-00	5000.6	-
Debt Issuance Accumulated Amort	133-160-1700-00	5000.6	(31,267)
Bond Expense	530-740-6301-00	A	(427,476)

AJE 05

A. Bond Expense, there are several expenses that each school must cover (trustee fees and other related fees). However, this balance will only equal the balance recorded as paid out by the fiscal agent.

	BC	WGE
Bond Expense	48.38%	46.46%
Expected Balance	17,038	16,364
Actual Expense	41,819	14,226
Difference	(24,781)	2,138

The journal entry for the bond reserve and bond expense was incorrect. The remaining figures did not change. The numbers were pulling from an incorrect cell in the workbook.

# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
<b>Vendor: IS ARL</b>					
0000000969	APSC-0000449	1/15/2013	IS ARL	Imagine Schools, ARL	62,677.59
	Invoice	Apply Date	Applied Amount	Discount Taken	
	2887-IN	10/13/2008	17,828.52	0.00	
	2484-IN	7/1/2008	5,016.00	0.00	
	3283-IN	12/4/2008	753.50	0.00	
	3568-IN	1/9/2009	2,665.06	0.00	
	3511-IN	1/8/2009	664.54	0.00	
	3624-IN	1/23/2009	2,490.42	0.00	
	3784-IN	2/6/2009	2,583.60	0.00	
	3863-IN	2/20/2009	2,640.58	0.00	
	3692-IN	2/13/2009	186.94	0.00	
	3972-IN	3/6/2009	2,481.26	0.00	
	4116-IN	3/13/2009	5,390.53	0.00	
	4063-IN	3/13/2009	622.92	0.00	
	4208-IN	3/20/2009	2,411.59	0.00	

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Business Date: 3/24/2016

# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	4389-IN	4/17/2009		2,378.72	0.00
	4276-IN	4/3/2009		2,699.98	0.00
	4340-IN	4/14/2009		421.53	0.00
	4521-IN	5/12/2009		1,393.48	0.00
	4568-IN	5/15/2009		2,188.38	0.00
	4620-IN	5/29/2009		2,039.36	0.00
	4729-IN	6/16/2009		1,999.00	0.00
	4788-IN	6/30/2009		3,821.68	0.00
0000001009	APSC-0000456	2/4/2013	IS ARL	Imagine Schools, ARL	27,139.58
	Invoice	Apply Date	Applied Amount	Discount Taken	
	13340-IN	2/4/2013		27,139.58	0.00
0000001059	APSC-0000467	2/28/2013	IS ARL	Imagine Schools, ARL	91,443.13
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5799a-IN	11/30/2009		2,191.68	0.00
	6418-IN	2/28/2010		2,425.61	0.00
	6778-IN	4/16/2010		2,351.14	0.00
	5949b-IN	12/31/2009		2,311.06	0.00

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Business Date: 3/24/2016

# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend	Tran Amt	HC
	7045-IN	5/28/2010	2,412.29	0.00	
	7156-IN	6/15/2010	2,355.06	0.00	
	6365-IN	2/5/2010	3,999.93	0.00	
	5617-IN	11/11/2009	2,192.34	0.00	
	6208b-IN	1/8/2010	2,328.85	0.00	
	6957-IN	5/15/2010	5,446.65	0.00	
	5668-IN	11/30/2009	28,953.33	0.00	
	6721-IN	3/31/2010	2,371.75	0.00	
	4909-IN	7/10/2009	1,868.96	0.00	
	7108-IN	6/4/2010	240.81	0.00	
	6853-IN	5/4/2010	353.26	0.00	
	6902-IN	4/30/2010	2,260.14	0.00	
	5900-IN	12/11/2009	2,358.43	0.00	
	6494-IN	3/5/2010	2,514.73	0.00	
	7209-IN	6/25/2010	2,307.68	0.00	
	6320-IN	1/22/2010	2,417.39	0.00	
	6594a-IN	3/19/2010	2,420.65	0.00	

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Business Date: 3/24/2016

# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	5398-IN	9/30/2009		1,894.72	0.00
	5082-IN	8/7/2009		1,365.55	0.00
	5523-IN	10/31/2009		2,135.48	0.00
	5134-IN	8/21/2009		1,705.15	0.00
	4990-IN	7/24/2009		2,073.42	0.00
	5184-IN	9/4/2009		2,058.79	0.00
	5470-IN	10/15/2009		2,076.56	0.00
	5286-IN	9/15/2009		2,051.72	0.00
0000001222	APSC-0000489	6/11/2013	IS ARL	Imagine Schools, ARL	59,651.54
	Invoice	Apply Date	Applied Amount	Discount Taken	
	8338-IN	12/31/2010		3,307.77	0.00
	8442-IN	1/15/2011		3,259.93	0.00
	8836-IN	3/4/2011		235.12	0.00
	8663-IN	2/4/2011		364.57	0.00
	8985-IN	3/23/2011		312.00	0.00
	8185-IN	11/28/2010		3,075.05	0.00
	8232-IN	12/4/2010		158.88	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend	Tran Amt	HC
	8943-IN	3/18/2011	4,582.24	0.00	
	8543-IN	12/6/2010	24.00	0.00	
	7279-IN	7/4/2010	317.49	0.00	
	8283-IN	12/15/2010	3,256.65	0.00	
	8499-IN	1/21/2011	3,332.07	0.00	
	8734-IN	2/18/2011	3,421.81	0.00	
	8591-IN	2/4/2011	3,403.10	0.00	
	7474-IN	8/6/2010	2,421.42	0.00	
	7751-IN	10/4/2010	247.89	0.00	
	8057-IN	11/15/2010	3,151.47	0.00	
	7378-IN	7/23/2010	2,524.70	0.00	
	7675-IN	9/15/2010	3,229.77	0.00	
	7862-IN	10/15/2010	3,302.29	0.00	
	7423-IN	8/4/2010	225.40	0.00	
	7574-IN	9/13/2010	274.40	0.00	
	8006-IN	11/4/2010	343.50	0.00	
	7627-IN	9/3/2010	3,037.47	0.00	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	7916-IN	10/29/2010		3,387.21	0.00
	7326-IN	7/15/2010		2,356.22	0.00
	7529-IN	8/20/2010		2,869.35	0.00
	7803-IN	9/30/2010		3,229.77	0.00

**Vendor: IS ARL**

240,911.84

**Vendor: IS AZ2**

0000000751	APSC-0000423	9/19/2012	IS AZ2	Imagine Schools, AZ2	198.09
	Invoice	Apply Date	Applied Amount	Discount Taken	
	1303-IN	8/30/2012		198.09	0.00

**Vendor: IS AZ2**

198.09

**Vendor: IS NHR**

0000000609	APSC-0000398	7/12/2012	IS NHR	Imagine Schools, NHR	34.32
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4775-IN	6/30/2012		34.32	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
0000000624	APSC-0000402	7/19/2012	IS NHR	Imagine Schools, NHR	218.43
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4788-IN	7/16/2012	218.43	0.00	
0000000647	APSC-0000407	8/1/2012	IS NHR	Imagine Schools, NHR	1,523.86
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4804-IN	7/30/2012	146.25	0.00	
	4820-IN	7/30/2012	276.43	0.00	
	4839-IN	7/30/2012	306.50	0.00	
	4865-IN	7/30/2012	794.68	0.00	
0000000690	APSC-0000413	8/17/2012	IS NHR	Imagine Schools, NHR	34.23
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4881-IN	8/14/2012	34.23	0.00	
0000000729	APSC-0000415	9/7/2012	IS NHR	Imagine Schools, NHR	7,233.45
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4927-IN	8/29/2012	1,179.76	0.00	
	4914-IN	8/27/2012	6,053.69	0.00	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
0000000745	APSC-0000422	9/18/2012	IS NHR	Imagine Schools, NHR	335.96
	Invoice	Apply Date	Applied Amount	Discount Taken	
	4953-IN	9/12/2012	335.96	0.00	
0000000839	APSC-0000431	10/30/2012	IS NHR	Imagine Schools, NHR	569.44
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5001-IN	10/29/2012	204.47	0.00	
	4966-IN	10/26/2012	114.18	0.00	
	5017-IN	10/30/2012	200.79	0.00	
	4982-IN	10/26/2012	50.00	0.00	
0000000911	APSC-0000443	12/6/2012	IS NHR	Imagine Schools, NHR	199.71
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5033-IN	11/28/2012	199.71	0.00	
0000000930	APSC-0000444	12/12/2012	IS NHR	Imagine Schools, NHR	145.70
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5049-IN	12/7/2012	145.70	0.00	
0000000975	APSC-0000450	1/16/2013	IS NHR	Imagine Schools, NHR	366.58
	Invoice	Apply Date	Applied Amount	Discount Taken	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	5078-IN	1/11/2013		52.73	0.00
	5076-IN	1/11/2013		122.27	0.00
	5062-IN	1/10/2013		191.58	0.00
0000001004	APSC-0000455	2/1/2013	IS NHR	Imagine Schools, NHR	191.41
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5095-IN	1/30/2013		191.41	0.00
0000001045	APSC-0000461	2/26/2013	IS NHR	Imagine Schools, NHR	191.41
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5117-IN	2/22/2013		191.41	0.00
0000001155	APSC-0000482	4/30/2013	IS NHR	Imagine Schools, NHR	191.35
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5193-IN	4/26/2013		191.35	0.00
0000001184	APSC-0000485	5/20/2013	IS NHR	Imagine Schools, NHR	389.12
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5209-IN	5/13/2013		389.12	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
0000001219	APSC-0000488	6/5/2013	IS NHR	Imagine Schools, NHR	191.35
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5215-IN	5/22/2013	191.35	0.00	
0000001228	APSC-0000490	6/12/2013	IS NHR	Imagine Schools, NHR	182.96
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5229-IN	6/5/2013	182.96	0.00	
<b>Vendor: IS NHR</b>					11,999.28
<b>Report Total:</b>					253,109.21

# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
<b>Vendor: IS ARL</b>					
0000001372	APSC-0000512	9/11/2013	IS ARL	Imagine Schools, ARL	67,571.17
	Invoice	Apply Date	Applied Amount	Discount Taken	
	13789-IN	3/29/2013	3,541.58	0.00	
	13955-IN	4/26/2013	3,862.18	0.00	
	14162-IN	6/7/2013	6,775.69	0.00	
	13482-IN	2/4/2013	1,042.64	0.00	
	13616-IN	3/1/2013	3,743.32	0.00	
	13888-IN	4/12/2013	3,541.58	0.00	
	13992-IN	5/10/2013	3,620.51	0.00	
	13232-IN	1/4/2013	3,728.24	0.00	
	13426-IN	2/1/2013	3,998.99	0.00	
	14125-IN	5/24/2013	3,757.69	0.00	
	13730-IN	3/15/2013	3,837.50	0.00	
	14330-IN	4/4/2013	599.99	0.00	
	13658-IN	3/4/2013	758.28	0.00	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	14213-IN	6/4/2013		1,150.88	0.00
	13185-IN	1/4/2013		242.09	0.00
	14048-IN	5/4/2013		871.47	0.00
	14282-IN	6/21/2013		3,721.45	0.00
	13282-IN	1/18/2013		3,728.24	0.00
	13532-IN	2/15/2013		3,549.80	0.00
	14374-IN	6/27/2013		11,499.05	0.00
0000001447	APSC-0000521	10/25/2013	IS ARL	Imagine Schools, ARL	20,518.90
	Invoice	Apply Date	Applied Amount	Discount Taken	
	14438-IN	7/5/2013		3,757.69	0.00
	14491-IN	7/4/2013		1,290.25	0.00
	14268-IN	7/10/2013		4,339.96	0.00
	14683-IN	7/31/2013		4,148.36	0.00
	14599-IN	7/25/2013		3,180.64	0.00
	14562-IN	7/19/2013		3,802.00	0.00
0000001508	APSC-0000532	11/25/2013	IS ARL	Imagine Schools, ARL	17,531.95
	Invoice	Apply Date	Applied Amount	Discount Taken	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	14700-IN	8/2/2013		3,466.35	0.00
	14998-IN	9/4/2013		1,527.23	0.00
	14878-IN	8/9/2013		227.49	0.00
	15073-IN	9/13/2013		4,167.25	0.00
	14913-IN	8/16/2013		3,484.28	0.00
	14966-IN	8/30/2013		3,419.04	0.00
	14758-IN	8/4/2013		1,240.31	0.00
0000001538	APSC-0000537	12/11/2013	IS ARL	Imagine Schools, ARL	13,010.29
	Invoice	Apply Date	Applied Amount	Discount Taken	
	15324-IN	10/25/2013		4,195.18	0.00
	15111-IN	10/4/2013		161.72	0.00
	15181-IN	10/9/2013		4,376.67	0.00
	15237-IN	10/11/2013		4,276.72	0.00
0000001569	APSC-0000542	1/8/2014	IS ARL	Imagine Schools, ARL	8,872.54
	Invoice	Apply Date	Applied Amount	Discount Taken	
	15403-IN	11/8/2013		4,268.62	0.00
	15355-IN	11/4/2013		208.36	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	15462-IN	11/22/2013		4,395.56	0.00
0000001657	APSC-0000553	2/21/2014	IS ARL	Imagine Schools, ARL	8,680.50
	Invoice	Apply Date	Applied Amount	Discount Taken	
	15593-IN	12/6/2013		4,008.86	0.00
	15517-IN	12/4/2013		369.00	0.00
	15642-IN	12/20/2013		4,302.64	0.00
0000001675	APSC-0000555	3/5/2014	IS ARL	Imagine Schools, ARL	12,997.23
	Invoice	Apply Date	Applied Amount	Discount Taken	
	15720-IN	1/3/2014		4,034.79	0.00
	15850-IN	1/31/2014		4,295.01	0.00
	15797-IN	1/17/2014		4,291.67	0.00
	15671-IN	1/4/2014		375.76	0.00
0000001728	APSC-0000561	4/8/2014	IS ARL	Imagine Schools, ARL	9,533.18
	Invoice	Apply Date	Applied Amount	Discount Taken	
	15927-IN	2/14/2014		4,072.73	0.00
	15876-IN	2/4/2014		1,348.62	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	16002-IN	2/28/2014		4,111.83	0.00
0000001779	APSC-0000567	5/2/2014	IS ARL	Imagine Schools, ARL	8,947.19
	Invoice	Apply Date	Applied Amount	Discount Taken	
	16030-IN	3/4/2014		610.65	0.00
	16101-IN	3/14/2014		4,133.39	0.00
	16158-IN	3/28/2014		4,203.15	0.00
0000001801	APSC-0000569	5/15/2014	IS ARL	Imagine Schools, ARL	7,748.30
	Invoice	Apply Date	Applied Amount	Discount Taken	
	16282-IN	4/25/2014		4,011.47	0.00
	16253-IN	4/11/2014		3,537.83	0.00
	16183-IN	4/4/2014		199.00	0.00
0000001858	APSC-0000576	6/12/2014	IS ARL	Imagine Schools, ARL	33,868.33
	Invoice	Apply Date	Applied Amount	Discount Taken	
	16492-IN	5/23/2014		33,868.33	0.00
<b>Vendor: IS ARL</b>					209,279.58

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
<b>Vendor: IS AZ1</b>					
0000001567	APSC-0000542	1/8/2014	IS AZ1	Imagine Schools, AZ1	27,816.03
	Invoice	Apply Date	Applied Amount	Discount Taken	
	558-IN	8/29/2012	1,521.32	0.00	
	579-IN	8/31/2012	22,983.74	0.00	
	575-IN	8/31/2012	2,303.08	0.00	
	564-IN	8/31/2012	1,007.89	0.00	
0000001574	APSC-0000543	1/17/2014	IS AZ1	Imagine Schools, AZ1	50,442.13
	Invoice	Apply Date	Applied Amount	Discount Taken	
	844-IN	8/31/2013	4,542.20	0.00	
	832-IN	8/31/2013	45,899.93	0.00	
0000001646	APSC-0000551	2/21/2014	IS AZ1	Imagine Schools, AZ1	26,519.17
	Invoice	Apply Date	Applied Amount	Discount Taken	
	858-IN	9/20/2013	2,271.10	0.00	
	846-IN	9/20/2013	24,248.07	0.00	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
0000001706	APSC-0000558	3/25/2014	IS AZ1	Imagine Schools, AZ1	28,763.04
	Invoice	Apply Date	Applied Amount	Discount Taken	
	874-IN	10/21/2013	2,271.10	0.00	
	876-IN	10/21/2013	1,332.50	0.00	
	862-IN	10/21/2013	25,159.44	0.00	
0000001759	APSC-0000564	4/24/2014	IS AZ1	Imagine Schools, AZ1	26,741.09
	Invoice	Apply Date	Applied Amount	Discount Taken	
	883-IN	11/18/2013	24,101.39	0.00	
	913-IN	11/22/2013	190.82	0.00	
	948-IN	12/27/2013	177.78	0.00	
	895-IN	11/18/2013	2,271.10	0.00	
0000001780	APSC-0000567	5/2/2014	IS AZ1	Imagine Schools, AZ1	367.47
	Invoice	Apply Date	Applied Amount	Discount Taken	
	991-IN	1/21/2014	176.65	0.00	
	975-IN	1/21/2014	190.82	0.00	
0000001802	APSC-0000569	5/15/2014	IS AZ1	Imagine Schools, AZ1	2,925.90
	Invoice	Apply Date	Applied Amount	Discount Taken	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	1103-IN	3/18/2014		478.73	0.00
	1042-IN	3/18/2014		36.93	0.00
	1070-IN	3/18/2014		842.55	0.00
	1090-IN	3/18/2014		1,396.00	0.00
	1144-IN	4/9/2014		171.69	0.00

**Vendor: IS AZ1**

163,574.83

**Vendor: IS AZ2**

0000001266	APSC-0000497	7/18/2013	IS AZ2	Imagine Schools, AZ2	260.00
	Invoice	Apply Date	Applied Amount	Discount Taken	
	1768-IN	6/30/2013		260.00	0.00
0000001523	APSC-0000534	12/4/2013	IS AZ2	Imagine Schools, AZ2	775.17
	Invoice	Apply Date	Applied Amount	Discount Taken	
	1937-IN	11/18/2013		725.00	0.00
	1926-IN	11/18/2013		50.17	0.00
0000001568	APSC-0000542	1/8/2014	IS AZ2	Imagine Schools, AZ2	636.26
	Invoice	Apply Date	Applied Amount	Discount Taken	

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	1860-IN	9/20/2013		636.26	0.00
0000001577	APSC-0000545	1/22/2014	IS AZ2	Imagine Schools, AZ2	3,472.00
	Invoice	Apply Date	Applied Amount	Discount Taken	
	1871-IN	9/20/2013		3,472.00	0.00
0000001781	APSC-0000567	5/2/2014	IS AZ2	Imagine Schools, AZ2	26,715.17
	Invoice	Apply Date	Applied Amount	Discount Taken	
	1989-IN	12/27/2013		446.02	0.00
	1973-IN	12/27/2013		208.73	0.00
	1956-IN	12/27/2013		23,778.87	0.00
	2000-IN	12/27/2013		10.45	0.00
	1961-IN	12/27/2013		2,271.10	0.00
<b>Vendor: IS AZ2</b>					31,858.60
<b>Vendor: IS NHR</b>					
0000001284	APSC-0000498	7/19/2013	IS NHR	Imagine Schools, NHR	5,640.23
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5177-IN	4/8/2013		191.41	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	5255-IN	7/10/2013		510.60	0.00
	5166-IN	3/19/2013		825.33	0.00
	5268-IN	7/16/2013		1,259.30	0.00
	5232-IN	7/10/2013		2,635.16	0.00
	5236-IN	7/10/2013		218.43	0.00
0000001290	APSC-0000499	7/24/2013	IS NHR	Imagine Schools, NHR	495.59
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5272-IN	7/23/2013		167.46	0.00
	5289-IN	7/23/2013		175.18	0.00
	5303-IN	7/24/2013		152.95	0.00
0000001342	APSC-0000506	8/28/2013	IS NHR	Imagine Schools, NHR	731.00
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5349-IN	8/19/2013		731.00	0.00
0000001379	APSC-0000512	9/11/2013	IS NHR	Imagine Schools, NHR	1,945.88
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5335-IN	8/7/2013		602.87	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	5373-IN	8/19/2013		1,287.01	0.00
	5350-IN	8/19/2013		56.00	0.00
0000001397	APSC-0000515	9/25/2013	IS NHR	Imagine Schools, NHR	2,270.70
	Invoice	Apply Date	Applied Amount	Discount Taken	
	2793-01-IN	5/31/2013		300.00	0.00
	3985-IN	5/31/2013		733.98	0.00
	1166-01-DM	5/31/2013		-24,040.52	0.00
	3193-IN	5/31/2013		420.79	0.00
	3345-01-IN	5/31/2013		338.57	0.00
	2793-02-DM	5/31/2013		-300.00	0.00
	3153-IN	5/31/2013		338.57	0.00
	3193-01-DM	5/31/2013		-420.79	0.00
	5380-IN	9/4/2013		2,162.70	0.00
	3176-IN	5/31/2013		417.43	0.00
	157aDM-01-DM	5/31/2013		-22,916.67	0.00
	157aDM-02-IN	5/31/2013		22,916.67	0.00
	3985-01-DM	5/31/2013		-733.98	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
	5130-IN	2/22/2013		350.00	0.00
	3153-01-DM	5/31/2013		-338.57	0.00
	1166-IN	5/31/2013		24,040.52	0.00
	5130-01-DM	2/22/2013		-350.00	0.00
	5405-IN	9/23/2013		108.00	0.00
	4131-IN	5/31/2013		177.19	0.00
	3176-01-DM	5/31/2013		-417.43	0.00
	3345-DM	5/31/2013		-338.57	0.00
	4131-01-DM	5/31/2013		-177.19	0.00
0000001431	APSC-0000519	10/11/2013	IS NHR	Imagine Schools, NHR	5,677.06
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5452-IN	10/9/2013		218.95	0.00
	5433-IN	10/7/2013		50.00	0.00
	5409-IN	9/30/2013		5,408.11	0.00
0000001452	APSC-0000521	10/25/2013	IS NHR	Imagine Schools, NHR	82.54
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5453-IN	10/24/2013		82.54	0.00

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# Accounts Payable

## Vendor Payment Activity-Detail

Tran No	Batch	Tran Date	Vend		Tran Amt HC
0000001465	APSC-0000522	10/30/2013	IS NHR	Imagine Schools, NHR	162.00
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5469-IN	10/30/2013	162.00	0.00	
0000001481	APSC-0000524	11/7/2013	IS NHR	Imagine Schools, NHR	581.00
	Invoice	Apply Date	Applied Amount	Discount Taken	
	5477-IN	10/31/2013	199.48	0.00	
	5494-IN	10/31/2013	190.70	0.00	
	5513-IN	10/31/2013	190.82	0.00	
<b>Vendor: IS NHR</b>					17,586.00
<b>Report Total:</b>					422,299.01

**Bell Canyon Charter School  
Cash Flow  
FY2016**

	YTD 2/29/16	MAR Projected	APR Projected	MAY Projected	JUN Projected	Actual Plus Projected
Beginning Cash in Bank Balance		37,604.53	2,259.57	25,689.05	30,973.88	
<b>REVENUES</b>						
State Revenue	1,544,138	210,672	193,205	195,896	193,141	2,337,052
Federal Revenue	224,521	42,726	33,309	50,331	40,348	391,235
Local/Supplemental Revenue	155,537	19,517	20,009	19,242	4,206	218,510
Fundraising Revenue	2,177	0	0	0	0	2,177
Grants & Initial Revenue	0	0	0	0	0	0
Contributions from Imagine	0	0	0	0	0	0
<b>Total Revenues</b>	<b>1,926,374</b>	<b>272,914</b>	<b>246,522</b>	<b>265,469</b>	<b>237,695</b>	<b>2,948,974</b>
<b>EXPENSES</b>						
Salaries and Benefits	1,262,445	163,994	124,587	166,165	275,398	1,992,589
Direct Educational	66,363	6,785	2,988	1,400	(1,811)	75,725
Facility Operating	121,739	16,582	15,072	16,488	15,528	185,409
Faculty Development	1,010	241	0	75	0	1,326
Imagine Indirect Costs	190,687	23,431	24,673	23,763	23,598	286,152
Marketing and Enrollment	15,594	2,000	1,000	5,250	1,500	25,344
General and Administrative	398,343	58,354	79,510	50,052	53,318	639,577
School Services	103,702	22,251	16,260	17,667	16,448	176,328
Fundraising Expenses	455	710	268	744	0	2,177
<b>Total Expenses</b>	<b>2,160,338</b>	<b>294,347</b>	<b>264,358</b>	<b>281,604</b>	<b>383,979</b>	<b>3,384,626</b>
Depreciation		10,121	10,121	10,121	12,178	
Bond Amortization					30,350	
Bond Reserve		(4,167)	(4,167)	(4,167)	(8,333)	
Bond Premium		(16,667)	(16,667)	(16,667)	(33,334)	
FTE Receivable		0	0	0	197,448	
Prepaid Expenditures		805	805	805	805	
Accounts Payable		31,631	51,808	31,963	31,798	
Payroll Accrual					48,000	
Bus Loan		(635)	(635)	(635)	(635)	
<b>Total</b>	<b>0</b>	<b>21,088</b>	<b>41,265</b>	<b>21,420</b>	<b>278,277</b>	
Imagine Cash Advances						
Increases		0	0	0	257,033	
(Decreases)		(35,000)	0	0	0	
<b>Total Adjustments</b>	<b>0</b>	<b>(35,000)</b>	<b>0</b>	<b>0</b>	<b>257,033</b>	
Net Revenue	(233,964)	(35,345)	23,429	5,285	389,026	(435,653)
Ending Cash in Bank Balance	<b>37,605</b>	<b>2,260</b>	<b>25,689</b>	<b>30,974</b>	<b>420,000</b>	
Beginning Cash with Fiduciary Balance		1,877,493	1,881,660	1,885,827	1,889,994	
Bond Reserve		4,167	4,167	4,167	8,333	
Ending Cash with Fiduciary Balance	1,877,493	1,881,660	1,885,827	1,889,994	1,898,327	
<b>Total Ending Cash Balance</b>	<b>1,915,098</b>	<b>1,883,920</b>	<b>1,911,516</b>	<b>1,920,968</b>	<b>2,318,327</b>	

**Unrestricted Days Liquidity**

Cash in bank 6/30/16:	\$420,000
Classroom Site Restricted Cash:	(\$140,000)
Total Unrestricted Cash:	\$280,000
Total Expenses:	\$3,384,626
Expense per day:	<u>9272.947945</u>
	30.19535984

Meets: 30 days or more  
Does not meet: 15-29 days  
FFB: <15 days

FY16 Cash: \$2,318,327 (\$420,000 cash in bank, \$1,898,327 cash held with fiduciary)  
FY15 Cash: \$2,149,272  
FY14 Cash: \$1,744,771  
FY13 Cash: \$1,812,647

FY16 Cash flow: \$169,055  
FY15 Cash flow: \$404,501  
FY14 Cash flow: (\$67,876)  
3-year Cash flow: \$505,680

Meets: 3-year is positive, at least 2 years including current year positive  
Does not meet: 3-year is negative or positive but doesn't meet above



To: Bell Canyon Charter School, Inc.

From: Imagine Schools, Inc.

Subject: Forgiveness of Amounts Owed Imagine Schools Inc. by Bell Canyon Charter School, Inc.

Date: March 25, 2016

This letter is to inform you and to confirm that Imagine Schools, Inc., has decided, effective as of March 25, 2016, to permanently forgive \$3,750,000 of the total balance of \$4,987,155 owed to Imagine Schools, Inc. by Bell Canyon Charter School, Inc. as reflected in the audited financial statements of the school (Note G) as of June 30, 2015.

Sincerely,

A handwritten signature in black ink that reads "Barry J. Sharp". The signature is fluid and cursive, with the first name being the most prominent.

Barry J. Sharp  
Imagine Schools Inc.  
Chief Financial Officer



Bell Canyon Charter School, Inc.  
18052 N. Black Canyon Hwy.  
Phoenix, AZ 85053

February 17, 2016

RE: Renewal for Bell Canyon Charter School, Inc.

Arizona State Board for Charter Schools  
1616 West Adams Street, Suite 170  
Phoenix, AZ 85007

Bell Canyon Charter School, Inc. has made efforts to meet all of the financial performance criteria. Each section that was deemed as a going concern is addressed below.

### **Going Concern**

The Going Concern note in the school's audit report states that the school was dependent on the operating company, Imagine Non-Profit, Inc., during fiscal year 2014-15. Imagine has, and at this time, expects to continue to provide financial support to the school. Please see the attached letter of financial support from Imagine Non-Profit, Inc.

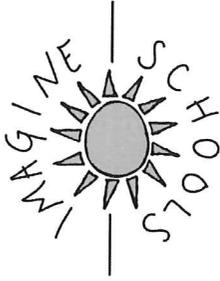
Imagine Schools  
1005 N. Glebe Road, Suite 610  
Arlington, VA 22201  
(703) 527-2600 Fax: (703) 527-0038

### **Unrestricted Days Liquidity**

In addressing the Unrestricted Days Liquidity at Bell Canyon Charter School, Inc. it is important to note that the school is supported by their charter management organization, Imagine Non-Profit Inc. In the past Imagine has, and at this time, expects to continue to provide financial support to the school. In fiscal year 2015-16 and going forward, the school as well as Imagine Non-Profit Inc. will take greater care to ensure that the Unrestricted Days Liquidity benchmark will meet or exceed the requirement set forth in the Financial Performance Framework.

### **Cash Flow – 3 year cumulative**

In addressing the 3 year cumulative Cash Flow at Bell Canyon Charter School, Inc. it is important to note that the school is supported by their educational management organization, Imagine Schools Non-Profit Inc. Imagine has, and at this time, expects to continue to provide financial support to the school. Due to our management agreement we have the ability to partake in the advance program which make funds available should the need arise. According to the fiscal year 2014-15 audited financial statements, the School met two of the three Cash Flow requirements. The 3 year cumulative cash flow requirement was not met due to decreases in cash in fiscal years 2012-13 and 2013-14. In fiscal year 2015-16 the School will budget cash so that an ending balance of at least \$2,149,273 is achieved (including Cash held with fiduciary) in order to meet all three Cash Flow requirements set forth in the Financial Performance Framework.



To: Bell Canyon Charter School, Inc.  
From: Imagine Schools Non-Profit, Inc.  
Subject: Continuing Financial Support for Bell Canyon Charter School, Inc.  
Date: February 17, 2016

This letter is to inform you that Imagine Schools Non-Profit, Inc., under the Bell Canyon Charter School, Inc. Operating Agreement dated May 14, 2003 as amended, has and intends to continue supporting the financial deficit funding needs for Bell Canyon Charter School. Such support for the school's cash funding requirements when insufficient funds are available to pay operating expenses, is provided for under Article 37 of the Operating Agreement. We currently intend to continue to provide such funding, as needed.

Sincerely,

A handwritten signature in black ink, appearing to read "J. M. [unclear]", is written over the typed name of the sender.

Imagine Schools Non-Profit, Inc.  
VP & Treasurer