

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

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

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

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

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

DATED AND POSTED this 2nd day of September, 2016.

BY   
Whitney Chapa  
Executive Director

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS  
Monday, September 12, 2016  
Regular Session  
9:00 AM**

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

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

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

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

**A. Pledge of Allegiance**

**B. Moment of Silence**

**C. Roll Call**

**D. Call to the Public**

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

**E. Arizona Charter Schools Association Update on its open house, advocacy, and Charters Changing Lives – Eileen Sigmund, President and CEO**

**F. Superintendent's Report – Update on current events and/or activities of the Department of Education.**

**G. Executive Director's Report – Introduction to the agenda items and discussion and possible action:**

1. Status of charters with previous and/or on-going board actions: Founding Fathers Academies, Inc.
2. 2017 Board Meeting Calendar

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

1. Consideration to approve charter holder amendment requests for the following:
  - a. Career Development, Incorporated - Charter Mission
  - b. Colegio Petite Phoenix - Procurement Laws & USFRCS Exceptions
  - c. Create Academy - USFRCS Exception
  - d. The Grande Innovation Academy - Procurement Laws & USFRCS Exceptions
2. Consideration to approve the voluntary surrender agreement for the Camp Verde Unified School District

**I. Presentation by A for Arizona 'A' School Leader Dr. Gregory McFann, Sonoran Schools' Chief Academic Officer, about Sonoran Science Academy - Broadway and Sonoran Science Academy - Peoria**

**J. Charter Amendment and Notification - Discussion and possible action on the charter amendment and notification requests submitted by the following charter holders:**

1. Eastpointe High School, Inc. – Enrollment Cap Increase
2. Pinnacle Education – WMCB, Inc. – Arizona Online Instruction Program of Instruction

**K. Replication Applications – Discussion and possible action on the replication application packages for AIBT Non-Profit Charter High School, Inc. (79053) to replicate as:**

1. AIBT Non-Profit Charter High School, Inc. for the operation of RCB College Preparatory Academy NE
2. AIBT Non-Profit Charter High School, Inc. for the operation of RCB College Preparatory Academy North

**L. Discussion and possible action regarding termination of ongoing heightened monitoring of the following charter holders that demonstrated limited systems in FY 2015:**

1. Academy Del Sol, Inc.
2. Akimel O'Otham Pee Posh Charter School, Inc. (78966)
3. Arizona Community Development Corporation
4. GAR, LLC
5. Intelli-School, Inc.
6. StarShine Academy

**M. Compliance Matters** – The Board will receive information to determine whether evidence exists that Hillcrest Academy, Inc. is in noncompliance with its charter contract for failure to provide educational services to students, its receipt and failure to return State funds to which it was not entitled, and its failure to retain student records as prescribed by the Arizona State Library, Archives and Public Records Division of the Arizona State Secretary of State’s office.

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

**N. Proposed Revisions to Amendment Requests**– Discussion and possible action regarding substantive changes to amendment requests

**O. Proposed Revisions to the Renewal Application** – Discussion and possible action regarding substantive and technical revisions to the Renewal Application

**P. Summary of Current Events, Future Meeting Dates and Items for Future Agendas** – The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

**Q. Adjournment**



# SEPTEMBER 2016 ASSOCIATION UPDATE

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EILEEN B. SIGMUND, PRESIDENT AND CEO  
ARIZONA CHARTER SCHOOLS ASSOCIATION

ARIZONA CHARTER SCHOOLS ASSOCIATION  
SUPPORT. ADVOCATE. LEAD.

Join Us

*Come celebrate the new headquarters of your  
Arizona Charter Schools Association.*

THURSDAY, OCTOBER 13  
at FIVE-THIRTY IN THE EVENING

COCKTAILS - HORS D'OEUVRES - TOURS

12439 NORTH 32ND STREET  
PHOENIX

RSVP BY OCTOBER 7 - 602.944.0644

# ADVOCACY SUPPORT

## CHARTER PAYMENTS MISTAKENLY CUT

- ✓ 25 calls, texts and emails from schools
- ✓ Immediately contacted ADE on the issue
- ✓ Collaborated with ADE School Finance and Communications to ensure charters were informed
- ✓ Charter payment issue resolved within 36 hours

# MEXICAYOTL'S STORY

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About 20 years ago, Baltazar and Veronika Garcia realized many of their Nogales high school students lacked a sense of identity and were in danger of not fulfilling their potential. The couple opened Mexicayotl Academy of Excellence, which has grown into one of the highest performing charter schools in the state. Find out how the school has provided hope to students in this Arizona border community.

[www.azcharters.org/charters-changing-lives](http://www.azcharters.org/charters-changing-lives)



*charters  
changing lives*



QUESTIONS?



Arizona  
Charter Schools  
Association  
SUPPORT. ADVOCATE. LEAD.

*#charterschanginglives*



**Arizona State Board for Charter Schools  
On-going Board Actions as of August 22, 2016**

<b>Withholding</b>					
Charter Holder Name	Date of Board Action	Violation	Notes	Status of Corrective Action Plan	Date issue, if unresolved, will come back before the Board
		•			

**Charters Under a Notice of Intent to Revoke**

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
<b>Founding Fathers Academies, Inc.</b>	12/9/13	<ul style="list-style-type: none"> <li>• Designation as an F school for fiscal year 2013</li> <li>• Failure to meet or demonstrate sufficient progress toward the Board’s academic expectations as set forth in the performance framework</li> <li>• Failed to provide evidence of a system to adopt, implement, evaluate, and revise curriculum aligned with Arizona College and Career Ready Standards</li> <li>• Failed to provide a systematic process for monitoring and recording the implementation of the standards in instruction</li> <li>• Failed to provide a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum</li> <li>• Failed to provide a comprehensive professional development plan that was aligned to teacher needs, provides for monitoring and follow-up strategies and</li> </ul>	Notice of Hearing and Notice of Intent to Revoke sent via certified mail to charter holder on December 24, 2013.	<p>On March 26-28 and May 16, 2014, an evidentiary hearing was held at OAH. On July 8, 2014, the ALJ issued her decision recommending that Founding Fathers’ charter be revoked.</p> <p>On July 15, 2014, the Board issued its Order, which adopted the ALJ’s recommended Findings of Fact, with one minor change, adopted the recommended Conclusions of Law, and revoked Founding Fathers’ charter.</p> <p>On August 1, 2014, Founding Fathers appealed the Board’s decision to the Superior Court, requesting that the Court reverse the Board’s decision to revoke Founding Fathers’ charter. Also on August 1, 2014, Founding Fathers filed a Motion for Stay of Agency Decision, which was granted by the Court. On November 14, 2014, Founding Fathers filed a Motion for Leave to Introduce Additional Testimony and Evidence, which was denied by the Court. The parties filed their Briefs; the Court heard oral</p>

## Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
		is supported by data and analysis.		<p>argument on July 15, 2015 and took the matter under advisement.</p> <p>On September 16, 2015, the Court entered its judgment affirming the Board's July 15, 2014 Order revoking Founding Fathers' charter. Founding Fathers filed a Motion for Continued Stay of Agency Decision in the Superior Court. On September 30, 2015, the Motion was denied; the Court advised Founding Fathers that if it wishes to stay the Board's ruling, it will have to ask the Arizona Court of Appeals to enter a stay.</p> <p>On October 7, 2015, Founding Fathers filed a Notice of Appeal and Motion for a Stay of the Board's decision. On October 26, 2015, the Board filed its Response in Opposition to the Motion. On November 13, 2015, the Court of Appeals granted Founding Fathers' motion and stayed the July 15, 2014 order of the Board.</p> <p>As of May 9, 2016, the matter has been fully briefed by the parties and is at issue. The Court is currently considering the Board's request to accelerate disposition of the matter. Founding Fathers has filed a request for oral argument.</p> <p>On June 6, 2016, the Court denied the Board's motion to accelerate, but directed that the appeal be scheduled for consideration on the first available date on the court's regular calendar. The Court also deferred a ruling on the Board's motion to strike to the panel that considers the appeal on the merits. On August 16, 2016, Founding Fathers was required to file a substitute brief containing references to the</p>

### Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
				underlying record. The matter will be set for oral argument.

### Status of Board Requested Reports/Site Visits

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

### Other Matters

Charter Holder Name	Date of Board Action	Status

### Failing Schools

Charter Holder Name	Date of Board Action	Terms	Status

### Civil Penalties

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

**Arizona State Board for Charter Schools  
2017 Meeting Schedule**

<b>Board Meeting Dates</b>
January 10, 2017 (Tuesday)
February 13, 2017
March 13, 2017
April 10, 2017
May 15, 2017 (Third Monday)
June 12, 2017
July- No Meeting
August 14, 2017
September 11, 2017
October 10, 2017 (Tuesday)
November 21, 2017 (Tuesday)
December 11, 2017

# Charter Mission Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Career Development,  
Incorporated

**CTDS:**  
09-87-45-000

#### Mailing Address:

P.O. Box 125  
Taylor, AZ 85939  
> [View detailed info](#)

### Representative

**Name:**  
Klara Everson

**Phone Number:**  
928-243-3063

## Downloads

 [Download all files](#)

## Mission

### Change From

The mission of Northern Arizona Academy is to provide an alternative learning community for students with behavioral, social-emotional, or academic barriers to success in a supportive, small school setting.

### Change To

Northern Arizona Academy's mission is to create an alternative learning environment for youth requiring additional structure and support to attain their full potential so as to transition successfully into positive, productive, engaged citizens. Northern Arizona Academy will

- Provide a personalized environment by employing small class sizes and individualized support;
- Structure student achievement via Individual Learning Plans and college and career readiness activities;
- Foster the development of 21st Century Skills;
- Model and instruct appropriate social standards and behaviors;
- Encourage and support students as they identify and achieve personal goals through self-exploration.

## Attachments

**Board Minutes** —  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

**Charter Representative Signature**  
Klara Everson 08/01/2016

Career Development, Inc  
Board of Directors  
June 18, 2016  
130 E 1st Street Snowflake, AZ 85939

**Board Members Present:** Diana Fergus, Leslie Trout, Sandy Nield

**Board Members Absent:** Brendon Rogers

**Staff:** Scott Moore, Amy Carlyle

**1. CALL TO ORDER**

Sandy Nield Board of Directors President, called the meeting to order at 10:10am

**2. WELCOME**

Sandy Nield opened the meeting by welcoming the Board and Staff.

**3. PLEDGE OF ALLEGIANCE**

Led by Diana Fergus

**4. READING OF MISSION AND VISION**

Read by Scott Moore

**5. PUBLIC COMMENT**

None.

**6. CONSENT AGENDA:**

Diana Fergus motioned to accept the Consent Agenda. Leslie Trout seconded the motion. Motion passed unanimously

**7. NEW BUSINESS**

- A. **PERSONNEL – BUS DRIVER AND PSYCHOLOGIST** – Amy Carlyle updated the board on open positions and provided a copy of the resume for applicant for the Psychologist position, interview to take place June 22, 2016 at 11am. Scott Moore presented an application for the bus driver position.
- B. **PERSONNEL – JOB DESCRIPTION** – Diana Fergus motioned to accept the job description for Achievement Coordinator. Leslie Trout seconded the motion. Motion passed unanimously
- C. **BOARD MEETING SCHEDULE** – Diana Fergus motioned to accept the Board meeting schedule. Leslie Trout seconded the motion. July meeting moved to 7/6/16. Motion passed unanimously
- D. **2016-2017 CALENDAR** – Diana Fergus motioned to accept the 2016-2017 calendar. Leslie Trout seconded the motion. ACT testing date chosen for February. Motion passed unanimously
- E. **SUMMER PD** – Amy Carlyle explained the move to summer PD to transition to a coaching model for teacher improvement during the school year. **INFORMATION ONLY.**
- F. **NEEDS ASSESSMENT** – Amy Carlyle provided an overview of the Needs Assessment and the plan to use the information to create the School Improvement Plan. Board was invited to provide feedback throughout the summer to help develop the plan. **INFORMATION ONLY.**
- G. **HEALTH INSURANCE** – Diana Fergus motioned to accept the 2016-2017 Health Insurance. Leslie Trout seconded the motion. Motion passed unanimously
- H. **PERSONNEL – ADMINISTRATORS** – Tabled until the next meeting. Diana Fergus motioned to accept tabling. Leslie Trout seconded the motion. Motion passed unanimously
- I. **PROPOSED BUDGET 2015-2016** – Diana Fergus motioned to accept the proposed budget. Leslie Trout seconded the motion. Line items 6 and 22 on page one were questioned by Leslie Trout due to the expenditure increase. Amy Carlyle explained the addition of a teacher salary that was divided between those line items. Leslie Trout questioned the loss of income on line items 5 and 17 on page 2. Amy Carlyle explained that it was a loss of Federal Funds from BIA due to the Winslow closure. Motion passed unanimously. Date set for final budget approval 7/6/16 at 2:00
- J. **CURRICULUM:** Leslie Trout motioned to accept the curriculum. Diana Fergus seconded the motion Amy Carlyle explained the modifications to the curriculum map for Algebra A and B and the pacing for Biology will be extended to a three trimester class as well. Motion passed unanimously
- K. **MISSION AND VISION:** Diana Fergus motioned to accept the proposed Mission and Vision. Leslie Trout seconded the motion. Parent and student input was presented by Amy Carlyle. Motion passed unanimously

L. **ADI CONTRACT:** Leslie Trout motioned to accept the Contract. Diana Fergus seconded the motion. Motion passed unanimously

M. **COMPUTER TECHNOLOGY CONTRACT:** Amy Carlyle presented information on the physical inventory done by Computer Technology and the possible impact on the upcoming contract. **INFORMATION ONLY**

**8. ANNUAL BUSINESS**

A. **BY-LAWS**—No changes were made at this time. **INFORMATION ONLY.**

B. **MEMBERSHIP**—No positions up for election at this time. Sandy Nield stated the need to recruit for more Board Members. Leslie Trout suggested local businesses. Scott Moore suggested RSVP members. **INFORMATION ONLY.**

**9. BOARD SIGNATURES**

**10. ADJOURNMENT** Sandy Nield adjourned the meeting at 11:15

Respectfully yours,



Sandi Bartram  
CDI Board Secretary

Respectfully yours,



Sandy Nield  
CDI Board President

# Procurement Laws Exception Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Colegio Petite Phoenix

**CTDS:**  
12-87-04-000

**Mailing Address:**  
7878 North 16th Street  
Suite 150  
Phoenix, AZ 85020  
> [View detailed info](#)

### Representative

**Name:**  
Michele Kaye

**Phone Number:**

## Downloads

 [Download all files](#)

## Procurement Laws Exception

### Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

## Attachments

Board Minutes —  [Download File](#)

Complete policy for procuring goods and services —  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

Charter Representative Signature  
Michele Kaye 08/03/2016



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## Procurement Policy

### **Procurement Policy**

Colegio Petite Phoenix charter school will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

Colegio Petite Phoenix charter school shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Colegio Petite Phoenix charter school understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

# USFRCS Exception Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Colegio Petite Phoenix

**CTDS:**  
12-87-04-000

**Mailing Address:**  
7878 North 16th Street  
Suite 150  
Phoenix, AZ 85020  
> [View detailed info](#)

### Representative

**Name:**  
Michele Kaye

**Phone Number:**

## Downloads

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## USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

## Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

**Additional Information\***

No documents were uploaded.

## Signatures

Charter Representative Signature  
Michele Kaye 08/03/2016

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## Accounting Policy

COLEGIO PETITE PHOENIX charter school will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

**MINUTES**  
**Colegio Petite Phoenix**

June 22, 2016

A regular meeting of the Colegio Petite Phoenix, was held at its offices located at 7878 N. 16th Street, Suite 150, Phoenix, Arizona 85020

**Attendance and Quorum**

The following directors were present in person: Dr. William Coats and Michele Kaye

The following guest was present: Eddie Wheeler

Dr. William Coats called the meeting to order at approximately 2:08 p.m. and noted that a quorum was present. Eddie Wheeler served as Secretary of the meeting for the purpose of recording the minutes.

**Approval of May 11, 2016 Minutes**

A motion was made and duly seconded to approve.

**Call to the Public**

A call was made to the public to discuss items on the agenda. No members of the public were present.

**Old Business**

A motion was made and duly seconded to approve the following:

- A site location change for Colegio Petite Phoenix- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed
- Adoption of USFRCS- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed
- Adoption and acknowledgement of procurement laws- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed
- Executed lease agreement- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed
- Name change from Colegio Petite Phoenix to Colegio Petite Arizona- Motioned: Dr. Coats, Seconded: Michele Kaye- Passed

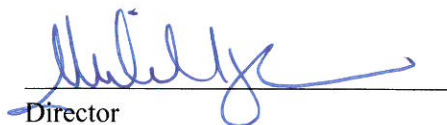
**New Business**

A motion was made and duly seconded to approve the following:

- Consider Proposed Budget for SY17.

**Adjournment**

There being no further business to discuss, the meeting was duly adjourned at approximately 2:16 p.m.

  
\_\_\_\_\_  
Director

# USFRCS Exception Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Create Academy

**CTDS:**  
07-82-53-000

**Mailing Address:**  
2645 N. 24th St  
Phoenix, AZ 85008  
> [View detailed info](#)

### Representative

**Name:**  
Angela Pinholster

**Phone Number:**  
6027101101

**Fax Number:**  
6027145345

## Downloads

 [Download all files](#)

## USFRCS Exception

All exceptions to the USFRCS will include:


Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

## Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

Charter Representative Signature  
Angela Pinholster 08/29/2016

# Create Academy

## Minutes

### Board Meeting

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**Date and Time**

Monday May 18, 2015 at 6:00 PM

**Location**

The Office Pile - 2501 N 7th St, Phoenix, AZ 85006

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**Board Members Present**

Angela Pinholster (remote), Carla Rivera-Cruz, Edgar Olivo, Rebecca Halonen, Victor Sidy

**Board Members Absent**

Johnny Jackson

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**I. Opening Items****A.Record Attendance and Guests****B.Call the Meeting to Order**

Rebecca Halonen called a meeting of the board of directors of Create Academy to order on Monday May 18, 2015 @ 6:00 PM at The Office Pile - 2501 N 7th St, Phoenix, AZ 85006.

**C.Approve Minutes from Previous Meeting**

R. Halonen made a motion to approve April's meeting minutes.  
Carla Rivera-Cruz seconded the motion.  
The board **VOTED** to approve the motion.

**II. Board Culture****A.Board Membership: Departures and Additions**

One Board Member, Edgar Olivo, explained he would be resigning as of June 30th, for personal reasons. The newest Board Member Candidate, Casandra Hernandez, was verbally introduced to the board, and the board decided to reach out to other potential candidates to apply for board membership.

**B.Board Culture: Values and Norms**

R. Halonen reminded the board of the values it agreed to adopt, which reflect the organization's student and staff values, and the board responded with ideas for bringing those values into the monthly meetings.

### **C.New Board Member Interview**

Board members interviewed Casandra Hernandez for a potential board seat.  
E. Olivo made a motion to vote Casandra Hernandez on the Governing Board of Create Academy.  
Carla Rivera-Cruz seconded the motion.  
The board **VOTED** unanimously to approve the motion.

## **III. School Directors Report**

### **A.Enrollment Numbers & Strategy**

R. Halonen debriefed the board on enrollment numbers and marketing strategies.

### **B.Upcoming Events: 5/19, 5/30, 6/04, & July Cultural Competency**

The board was invited to upcoming events related to Create Academy's opening and development.

### **C.Monthly Financial Update**

The monthly financials were discussed.

### **D.D&O Insurance**

R. Halonen reminded the board of the Directors and Officers policy that it holds.

### **E.USFRC Exemption and Procurement Policy**

A. Pinholster made a motion to exempt the school from USFRC and to approve the procurement policy.  
Edgar Olivo seconded the motion.  
The board **VOTED** unanimously to approve the motion.

## **IV. Development**

### **A.Walton Update**

The status of the Walton Family Foundation grant was discussed.

### **B.Facilities Update: Lease**

A. Pinholster described the status and projected plans of the facility acquisition process and construction of facility.  
A. Pinholster made a motion to approve signing the lease for 2645 N. 24th St., Phoenix, AZ 85008 as the facility for Create Academy.  
V. Sidy seconded the motion.  
The board **VOTED** unanimously to approve the motion.

### **C.Fundraising: Thank You**

The board discussed corresponding, formally, with fundraiser donations.

## **V. Closing Items**

### **A.Adjourn Meeting**

E. Olivo made a motion to adjourn the meeting.  
Johnny Jackson seconded the motion.  
The board **VOTED** to approve the motion.  
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,  
Rebecca Halonen





## **Accounting Policy**

Create Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

# Procurement Laws Exception Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
The Grande Innovation  
Academy

**CTDS:**  
11-87-17-000

**Mailing Address:**  
950 North Peart Road  
Casa Grande, AZ 85122  
> [View detailed info](#)

### Representative

**Name:**  
Patricia Messer

**Phone Number:**  
602-370-9062

## Downloads

 [Download all files](#)

## Procurement Laws Exception

### Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

## Attachments

Board Minutes —  [Download File](#)

Complete policy for procuring goods and services —  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

Charter Representative Signature  
Patricia Messer 08/19/2016

## The Grande Innovation Academy Procurement Policy

### Procurement Policy

The Grande Innovation Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

The Grande Innovation Academy will not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

The Grande Innovation Academy understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

Adopted:

Date:

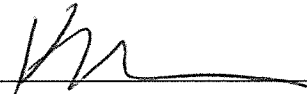
8/5/16

Witness:

Name:

Kristin Boatright

Signature:



# USFRCS Exception Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
The Grande Innovation  
Academy

**CTDS:**  
11-87-17-000

**Mailing Address:**  
950 North Peart Road  
Casa Grande, AZ 85122  
> [View detailed info](#)

### Representative

**Name:**  
Patricia Messer

**Phone Number:**  
602-370-9062

## Downloads

 [Download all files](#)

## USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

## Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

### Additional Information\*

No documents were uploaded.

## Signatures

Charter Representative Signature  
Patricia Messer 09/01/2016

## The Grande Innovation Academy Accounting Policy

### Accounting Policy

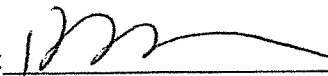
The Grande Innovation Academy charter school will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Adopted:

Date: 8/5/14

Witness:

Name: Kristin Boatright

Signature: 

## August Board Meeting Minutes

Meeting Location: 950 N. Peart Road

August 5, 2016

Meeting Time 12:01 p.m.

Board members present: Patty Messer, Kristin Boatright, Melissa Gutierrez, Leah Bowers

Board members absent: None

1. May Minutes. Leah moved to approve the May 2016 board meeting minutes, Patty 2<sup>nd</sup>.  
Motion passed through unanimous vote.
2. Reports
  - a. Financial-Funded August 1<sup>st</sup>, \$242,672.30 Kristin moved to approve the August financial report, Patty 2<sup>nd</sup>. Motion passed through unanimous vote.
  - b. Academic Growth- no scholars yet.
  - c. Teacher recruitment, retention, development- kinder teacher resigned 2 weeks ago, so we added extra kids (2 classes with 26 kids) with 2 full-time paras. Just finished the 1<sup>st</sup> week of professional development.
  - d. School-Community Related Events- Open house August 11<sup>th</sup>...starts at 5:00
  - e. Goals of the Executive Director- get the school year started.
3. Call to the Public: none
4. Unfinished Business
  - a. Bond and New Building update-feasibility study came back to build a gym debt ratios too great- build classrooms- 8 more- 1.2 mil in revenue, still a shade structure
5. New Business
  - a. New Board Member: Ray McCormick. Patty moved to approve the addition of Ray McCormick as a governing board member starting immediately, Leah 2<sup>nd</sup>. Motion passed through unanimous vote.
  - b. Terms of Office. Melissa moved to approve adopting a three class system with designated board members in each class that will have alternating years for elections. Patty 2<sup>nd</sup>. Motion passed through unanimous vote.
  - c. Accounting Policy. Melissa moved to adopt the Accounting Policy as presented to the Board, Patty 2<sup>nd</sup>. Motion passed through unanimous vote.
  - d. Procurement Policy. Melissa moved to adopt the Procurement Policy as presented to the Board, Leah 2<sup>nd</sup>. Motion passed through unanimous vote.
  - e. Records Retention Policies, put into GIA's policies for records retention. Most are for four years. Kristin moved to adopt the Records Retention Policies as presented to the Board, Leah 2<sup>nd</sup>. Motion passed through unanimous vote.
  - f. Admissions/Enrollment Policy, open in December, then notify in February, then pull lottery to fill the positions
  - g. Attendance Policy. Leah moved to adopt the Attendance Policy as presented to the Board, Ray 2<sup>nd</sup>. Motion passed through unanimous vote.
  - h. Special Education Manual. Currently have 38 kids who may receive special education services. Melissa moved to adopt the Special Education Manual as

presented to the Board, Patty 2<sup>nd</sup>. Motion passed through unanimous vote.

- i. 403b Retirement Account, 2% contribution by GIA (employees can elect to go beyond that). Kristin moved to adopt the Retirement Policy as presented to the Board, Melissa 2<sup>nd</sup>. Motion passed unanimously.

6. Announcements:

- a. Next Meeting set September 1st @ 12:00 p.m.
- b. Adjournment- 12:44 p.m. Kristin moved to adjourn the meeting, Patty 2<sup>nd</sup>. Motion passed unanimously.

## **AGENDA ITEM: Surrender Agreement – Camp Verde Unified School District**

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### **Issue**

The Camp Verde Unified School District has submitted a Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Surrender Agreement”).

### **Background**

The Camp Verde Unified School District operates South Verde Technology Magnet serving grades 9 through 12. On March 8, 2016, the Camp Verde Unified School District Governing Board approved a resolution to convert the charter school into a district public high school effective July 1, 2016.

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

### **Board Option**

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract for the Camp Verde Unified School District.



## Appendix A

**CONSENT AGREEMENT FOR THE VOLUNTARY SURRENDER AND  
TERMINATION OF THE CHARTER CONTRACT**

This Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Agreement”) is made by and between Camp Verde Unified School District (“Charter Operator”), a school district established under the laws of the state of Arizona and operating South Verde Technology Magnet, a charter school, and the Arizona State Board for Charter Schools (“Board”) collectively referred to herein as the “Parties”.

**JURISDICTION**

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. An approved plan to establish a charter school is effective for fifteen years. A.R.S. § 15-183(I). The charter may be amended at the request of the governing body of the charter school and on approval of the Board. A.R.S. § 15-183(G). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter. A.R.S. § 15-183(I)(3). The charter may be renewed for successive periods of twenty years. A.R.S. § 15-183(J).

**RECITALS**

1. The Charter Operator operates South Verde Technology Magnet (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on February 19, 2009 between the Charter Operator and the Board.
3. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter Operator to operate one school site to serve students in grades nine through twelve.

4. Helen Freeman is President of the Camp Verde Unified School District Governing Board and person authorized to execute documents on behalf of the Charter Operator.

5. On March 8, 2016, the Charter Operator approved a resolution to convert the School into a district public high school effective July 1, 2016.

### **AGREEMENT**

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective June 30, 2016 for the purpose of further performance.

2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective June 30, 2016 for the purpose of further performance.

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

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. By August 31, 2016, the Charter Operator shall identify and notify the Board of the custodian of all student records of the School. The notification shall include the physical address of the location of the records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.

7. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education (“Department”) through the student accountability information system in the manner directed by the Department.

8. The Charter Operator is permitted to receive state equalization assistance funds for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

9. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

10. The Charter Operator is permitted to receive Classroom Site Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

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

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

13. The Charter Operator is permitted to receive Instructional Improvement Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

14. Nothing in this Agreement is intended to prevent the Charter Operator from

exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

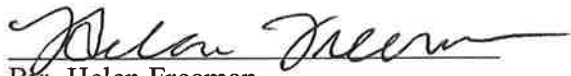
15. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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

CAMP VERDE UNIFIED SCHOOL DISTRICT

  
\_\_\_\_\_  
By: Helen Freeman  
Governing Board President, Camp Verde Unified School District  
Date: 8/9/16

COPY mailed this  
\_\_\_\_\_ day of \_\_\_\_\_, 2016 to:

Camp Verde Unified School District  
Attention: Helen Freeman, Governing Board President  
410 Camp Lincoln Road  
Camp Verde, AZ 86322

By \_\_\_\_\_

**AGENDA ITEM: Request to Expand Charter School Operations—Eastpointe High School, Inc.**

**Issue**

Eastpointe High School, Inc. (Eastpointe), a For Profit corporation, submitted an Enrollment Cap (ECAP) Notification Request to increase its enrollment cap from 600 to 1200 on June 15, 2016.

**Summary of Narrative Provided**

*Rationale for Expansion Request*

According to the narrative (Appendix: A. Notification Request Materials), Eastpointe plans to expand its student population to 1200 students up from its current cap of 600: 150 of which will be housed at the brick-and-mortar school in Tucson and 1050 students working online and off-campus in the Dropout Recovery Program (DRP). Eastpointe has a contract with Graduation Solutions, LLC for the operation of the DRP. As stated in the narrative, “For most of the 2015-2016 school year, Eastpointe has been above our enrollment capacity of 600 students...We have over 650 currently enrolled and feel that once we start marketing the program again, we will increase enrollment very quickly...”

*Supporting Information*

The Charter Holder submitted Certificates of Occupancy for the Tucson Campus showing capacity for 223 students.

**I. Background**

Eastpointe was granted a charter in 2000, which is currently approved for grades 9–12. Eastpointe operates one school. See table below.

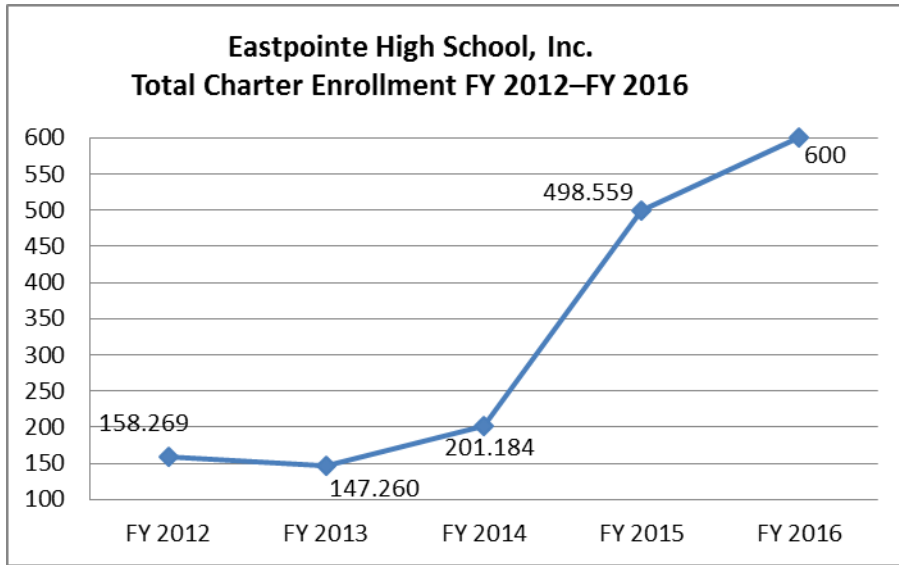
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Eastpointe High School	August 2003	Tucson	9–12	600 <sup>1</sup>	180

Mission Statement for Eastpointe: “Eastpointe High School provides an alternative learning environment that honors each student’s unique capabilities within our community of life-long learners. Comprehensive instruction and assessment are provided and student progress is tracked through an Individual Learning Plan. Eastpointe’s integrated educational approach places special emphasis on the process of social and emotional learning, in addition to a rigorous four year academic program. Access to interesting extra-curricular courses and activities such as; Music, Basketball, Digital Arts, Dance and Yoga provide a well-rounded academic program that successfully prepares Eastpointe students for college and careers.”

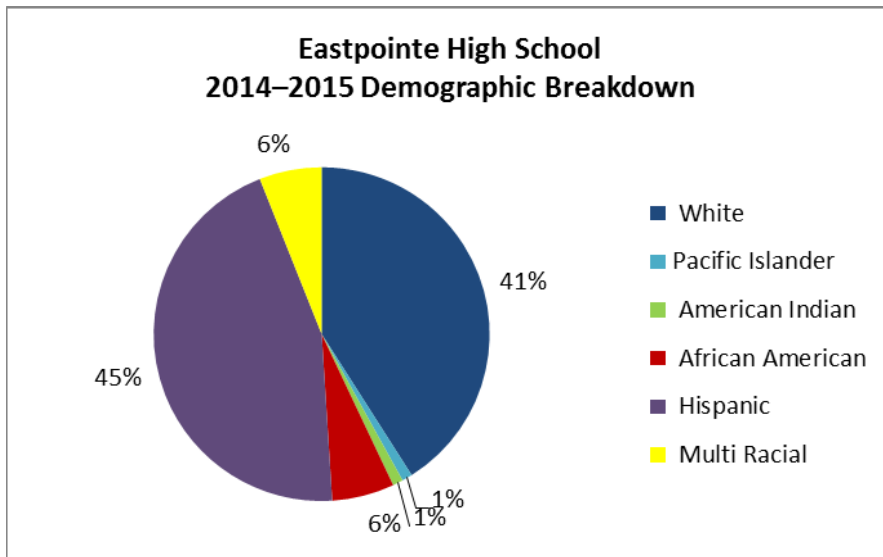
The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.

<sup>1</sup> Information provided by the Arizona Department of Education (ADE) FY 2016 CHAR 55-1 Report. ASBCS, September 12, 2016 Eastpointe High School, Inc.





The demographic data for Eastpointe High School from the 2014–2015 school year is represented in the chart below.<sup>2</sup>



The percentage of students served by Eastpointe in the 2014–2015 school year who are classified as eligible for Free or Reduced Price Lunch (FRL), English Language Learners (ELL), or students with disabilities, is represented in the table below.<sup>3</sup>

School Name	FRL	ELL	Students with Disabilities
Eastpointe High School	*	*	19%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance

<sup>2</sup> Information provided by the Research and Evaluation Division of ADE FY 2012–16 CHAR 55-1 Reports.

<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 0% or 100%, the percentage for that demographic group was redacted.



in all areas. Eastpointe was last before the Board in August 2016 with a Program of Instruction Amendment request.

## II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Eastpointe High School for fiscal years 2012–2014, as based on the Board’s academic framework, is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Eastpointe High School	August 2003	9–12	80/C-ALT	53.75/C-ALT	66.25/C

The FY 2014 academic performance dashboard reflects the performance of Eastpointe High School, Inc.’s brick and mortar campus and does not reflect the performance of the students served online through the DRP. Due to the absence of state accountability letter grade data for FY 2015 and FY 2016, academic performance dashboards are not available for those years.

## III. Analysis of Past Performance

Eastpointe submitted a Program of Instruction Amendment request (POI) on June 15, 2016 in conjunction with this Enrollment Cap Notification request for concurrent consideration. The Board approved the POI on August 8, 2016. In its POI submission, Eastpointe stated, “All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC.” (Appendix B: POI Request Narrative) Further, Eastpointe noted that the pace of skill development and credit recovery is increased through individualized learning based on an understanding of content proficiency.

Based on the implementation of the DRP, Eastpointe has indicated that there is a need for an increase to its enrollment cap to meet the enrollment demands of the student population. Eastpointe, in its POI submission, provided information extracted from the Graduation Solutions Learning Management System for the 2014–15 school year to characterize the student population and the impact of the program.

Eastpointe stated that in the 2014-2015 school year, 1,026 students entered the Dropout Recovery Program. The narrative also provides that during that same year, there were only 436 courses completed. The narrative provided stated that a course is considered complete when a student has finished all content and receive a grade. The narrative provided states that the school does “not allow students to progress through the course without a 70% average or above, which makes it impossible for a student to not pass a course if they complete all of the content.” Less than half of the students enrolled completed a course during the 2014-2015 school year.

The ECAP narrative included the following table (Table 1) summarizes enrollment for the 2015-2016 school year and projections for 2016-2017 based on the request. (Appendix: A. Notification Request Materials)





Table 1

Brick and Mortar	15-16	16-17
9 <sup>th</sup> Grade	11	20
10 <sup>th</sup> Grade	25	30
11 <sup>th</sup> Grade	45	50
12 <sup>th</sup> Grade	46	50
Dropout Recovery Program		
9 <sup>th</sup> Grade	0*	0
10 <sup>th</sup> Grade	0*	0
11 <sup>th</sup> Grade	50	200
12 <sup>th</sup> Grade	469	850
Total Students	646	1200

According to the information provided by the charter holder, Eastpointe enrolled 646 students during the 2015-2016 school. Based on the Fall 2015 and Spring 2016 AzMERIT score report obtained from the vendor supplied AzMERIT results (provided below in Table 2 and Table 3), Eastpointe tested 79 students in English language arts and 61 students in math during the same school year. Staff contacted the charter representative to discuss the discrepancy between the number of students enrolled in 2015-2016 and the number of students tested in Spring 2016. The charter representative indicated that they have struggled to get students in the DRP to sit for the state assessment.

Table 2

Number of Students Tested and Percentage of Students Passing for Eastpointe High School, Inc., Fall 2015			
<i>ELA</i>			
Grade	Number of Students Tested	Percent Passing	
Grade 9	9	0%	
Grade 10	14	0%	
Grade 11	14	14%	
<i>Math</i>			
Grade	Number of Students Tested	Percent Passing	
Algebra I	5	0%	
Algebra II	3	0%	



Table 3

Number of Students Tested and Percentage of Students Passing for Eastpointe High School, Inc., Spring 2016		
<i>ELA</i>		
Grade	Number of Students Tested	Percent Passing
Grade 9	8	0%
Grade 10	18	6%
Grade 11	16	6%
<i>Math</i>		
Grade	Number of Students Tested	Percent Passing
Algebra I	14	7%
Geometry	23	4%
Algebra II	16	0%

The low course completion rate for DRP students and the low participation rate on AzMERIT is cause for concern in the consideration of doubling the enrollment cap for Eastpointe and demonstrates a lack of capacity to improve student achievement through the online DRP while expanding rapidly.

**IV. Board Options**

**Option 1:** Staff recommends the Board deny the request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of Eastpointe High School, Inc. from 600 to 1200 students, because the charter holder has demonstrated a lack of capacity to provide a quality option and improve student achievement by failing to ensure its students participate in the statewide assessment and demonstrating a low course completion rate in the program it is requesting to expand.

**Option 2:** The Board may approve the request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Eastpointe High School, Inc. from 600 to 1200 students.



## **APPENDIX A**

# **Notification Request Materials**

# Enrollment Cap Notification Request

## Charterholder Info

### Charter Holder

**Name:**  
Eastpointe High School, Inc.

**CTDS:**  
10-87-81-000

**Mailing Address:**  
8495 E. Broadway  
Tucson, AZ 85710  
> [View detailed info](#)

### Representative

**Name:**  
Todd Brown

**Phone Number:**  
520-731-8180

**Fax Number:**  
520-731-2160

## Downloads

 [Download all files](#)

## Enrollment Cap

**From:**  
600


**To:**  
1200

## Attachments

Board Minutes –  [Download File](#)

## Increase to Enrollment Cap Attachments

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

Documentation that current facilities can accommodate requested capacity –  [Download File](#)

Narrative describing the staffing changes and recruiting efforts that will be made to reach capacity –  [Download File](#)

### Additional Information

No documents were uploaded.

## Signature

Charter Representative Signature  
Todd Brown 08/12/2016

## MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF EASTPOINTE HIGH SCHOOL INC.

June 19<sup>th</sup>, 2015

A regular meeting of the Board of Directors of Eastpointe High School Inc. of Arizona was held, pursuant to notice duly given on June 18<sup>th</sup>, 2015. The meeting was held at 8495 East Broadway, Tucson Arizona 85710.

The meeting began at 5:00 PM.

Present at the meeting were: Lani Simmons, President, Treasurer and Principal, Theresa Brown, Vice-President and Secretary, Karen Laechelin, Board Member, and Todd Brown, Administrative Director.

Mrs. Karen Laechelin, Board Member, attended via telephone.

Dr. Jim Schelble, advisory Board Member, was ill and unable to attend.

The April 2, 2015 Board Meeting Minutes were reviewed, Mrs. Laechelin moved to approve and Ms. Simmons seconded the motion.

Mr. Brown updated the Board on the State ADM audit. The paperwork to formally appeal the first finding of the audit has been submitted to the ADE Audit Department. An informal settlement conference has also been requested and set for June 30, 2015. Mr. Brown and Ms. Simmons have been working with the school's attorney to gather information for the settlement conference and feel confident that the school can clearly demonstrate that Eastpointe's relationship with Graduation Solutions has always been one in which services are provided through a service agreement contract with a vendor.

Mr. Brown then presented the 2015-2016 Proposed Budget. The budget is based on 450 students and shows a 60% increase in revenue and expenses. Ms. Simmons moved to approve the budget and Mrs. Brown seconded the motion and it was approved unanimously.

Ms. Simmons informed the Board that graduation plans for our Dropout Recovery Program are going well. The ceremony is scheduled for 7:00 PM, July 7<sup>th</sup>, in Phoenix. State Superintendent of Public Instruction, Diane Douglas was invited to the ceremony and accepted an invitation to speak. Ms. Simmons and Mr. Brown met with Mrs. Douglas to discuss the graduation ceremony. As part of the discussion, Mrs. Douglas was informed that the school was going through an ADM audit process and we wanted to make sure that her attendance at the graduation ceremony would not create a conflict of interest for her. She said she would check and get back to us. Two days later her staff confirmed her participation in the graduation ceremony and we are very honored and pleased to have Superintendent Douglas attend.

Mr. Brown then presented to the Board an Amendment Request to increase the school's enrollment cap. It was discussed and Ms. Simmons moved to request an increase to Eastpointe's enrollment cap from 600 to 1200 students. Mrs. Laechelin seconded the motion and it passed unanimously.

Mr. Brown then informed the Board that the painting on the inside and outside of the building has been completed. Most of the floors have been stripped and waxed. The front sidewalks will be painted before

the upcoming Open House in August. The school will continue to explore the possibility of adding solar panels over the back parking lot and west side parking areas.


Ms. Simmons informed the Board that both math teachers have resigned. Ms. Simmons also attended ADE's Ensuring Equitable Access to Excellence Educators public session and hiring/retaining competent math teachers continues to be extremely challenging in Arizona. Fortunately, Ms. Weber will take over all of the Algebra 2 classes and there are two possible part-time teachers that could fulfill the other math needs.

Dr. Fred Johnson will be providing two days of Professional Development at the end of July.

Mr. Patrick Schelble has accepted an offer to take over many of the Assistant Principal duties for next school year.

Discussion regarding Eastpointe's long-term goals was tabled until the ADM audit is finalized .

The meeting was adjourned at 6:25 pm.



---

Todd Brown – Administrative Director

Documentation that current facilities can accommodate requested capacity


Most of our increase in student enrollment will come from our Dropout Recovery Program, which provides instruction to our students via the internet. The students can work on their school work from any location, as long as they have internet access. Due to this fact, we know our current facilities can accommodate a cap increase.

I have attached the Certificates of Occupancy for our Brick and Mortar school.

CITY OF TUCSON  
DEVELOPMENT SERVICES DEPARTMENT  
**CERTIFICATE OF OCCUPANCY**

*This certificate is issued pursuant to the requirements of Section 309 of the Uniform Administrative Code certifying that at the time of issuance the following structure was in compliance with the various ordinances regulating building construction or use.*

Business Name: EASTPOINTE HIGH SCHOOL  
Business Address: 8495 E BROADWAY BL TUC  
Business Use: ADDITION:CLASSROOMS  
Building Square Footage: 1360  
Building Owner Information: HUGHES JOHN H & JANET G TR  
7712 E OAKWOOD CIR  
TUCSON AZ 85715  
Activity Number: T02CM05503  
Maximum Occupant Load: 63  
Occupancy Group: E  
Construction Type: VB

  
\_\_\_\_\_

Building Official

Date: 08-01-2003

This Certificate Must Be Posted Permanently In A Conspicuous Place



CITY OF TUCSON  
DEVELOPMENT SERVICES DEPARTMENT

**CERTIFICATE OF OCCUPANCY**

*This certificate is issued pursuant to the requirements of Section 309 of the Uniform Administrative Code certifying that at the time of issuance the following structure was in compliance with the various ordinances regulating building construction or use.*

Business Name: EASTPOINT HIGH SCHOOL  
Business Address: 8495 E BROADWAY BL TUC  
Business Use: TI:CLASSROOMS  
Building Square Footage: 8371  
Building Owner Information: EASTPOINT HIGH SCHOOL INC  
8495 E BROADWAY      Occupancy Group: E  
TUCSON AZ              Construction Type: VB  
857100000

Activity Number: T04CM05361

Date: 01-12-2005

\_\_\_\_\_  
Building Official

*This Certificate Must Be Posted Permanently In A Conspicuous Place*

**Eastpointe High School  
Enrollment Cap Increase Amendment Request Narrative**

Eastpointe High School is respectfully requesting a student capacity increase from 600 students to 1,200 students in order to continue providing alternative education services through our brick & mortar, as well as Dropout Recovery Program services. Eastpointe High School currently has a contractual agreement with Graduation Solutions, through which the Dropout Recovery Program is being offered using a distance education model that has been implemented in cooperation with other Districts and LEAs in Arizona. An enrollment capacity increase will allow additional Eastpointe students to benefit from a Dropout Recovery Program that is fully aligned with our mission and oversight, without physically attending the brick & mortar school.

Offering a Dropout Recovery Program provides maximum instructional flexibility and minimizes traditional educational barriers. Students can achieve their ultimate goal of earning their high school diploma after having dropped out due to extraordinary hardship including parenting, full-time employment, transportation barriers, severe behavioral health limitations, significant family obligations, restrictions due to adjudication, and other barriers to traditional education.

**1. Timing**

For most of the 2015-2016 school year, Eastpointe has been above our enrollment capacity of 600 students. We have had to limit the number of new students we can educate due to the current capacity limit. We have over 650 currently enrolled and feel that once we start marketing the program again, we will increase enrollment very quickly. Our enrollment has more than tripled from FY 14 to current levels.

Staffing levels and technology are in place needed to add new students upon approval of the amendment request. A Program of Instruction Amendment Request was submitted to the Board and was approved at its August meeting that described the Dropout Recovery Program under the Eastpointe charter.

Our current and projected enrollment by grade level is:

Brick and Mortar	15-16	16-17
9 <sup>th</sup> Grade	11	20
10 <sup>th</sup> Grade	25	30
11 <sup>th</sup> Grade	45	50
12 <sup>th</sup> Grade	46	50
Dropout Recovery Program		
9 <sup>th</sup> Grade	0*	0
10 <sup>th</sup> Grade	0*	0
11 <sup>th</sup> Grade	50	200
12 <sup>th</sup> Grade	469	850
<b>Total Students</b>	<b>646</b>	<b>1200</b>

\* Students must be at least 16 years old to participate in a dropout recovery program

## 2. Organization's Capacity –

Increasing Eastpointe's enrollment capacity will meet not only the LEA's vision of providing an alternative pathway to graduation for students who have dropped out of school, but it will also meet the ASBCS's expectations for improving dropout rates and academic accountability. Through the Eastpointe Dropout Recovery Program, students who have dropped out of school are able to attend a high quality, virtual, online school that does not require physical attendance during specific hours. Students receive instruction and support from teachers certified in the core areas of English Language Arts, Math, Science and Social Studies, as well as in elective course offerings that will lead to graduation with a fully accredited Arizona high school diploma.

To support the academic needs of Dropout Recovery Program students, an academic support lab is available to Dropout Recovery Program students after Eastpointe's regular school session. The Eastpointe facility is also used to administer any state mandated assessments.

We currently have the instructional staff in place to scale the Dropout Recovery Program to 1,200 students. However, in order for us to add the additional 600 students we will need to hire mentoring staff at a rate of one full-time Mentor per 100 students. The Administrative staff needed to expand is already in place and will not need to be expanded.

Upon completion of course work, Eastpointe verifies all credits earned, all student records, and any other graduation requirements, in order to officially determine whether or not the student has met all graduation requirements. Eastpointe then substantiates and issues the Arizona high school diploma.

As soon as the Enrollment Capacity Increase amendment is approved by the ASBCS Board, additional students could be enrolled immediately. Due to the fact that we are currently staffed for the 1,200 students and would only need to hire new mentors as we expand, there is a very low cost for our expansion. The school is currently in a good financial position with the cash reserves and savings to cover any cost of expansion.

## **APPENDIX B**

### **POI Request Narrative**

**Eastpointe High School  
Program of Instruction Amendment Request Narrative**

**Provide a brief description of the program of instruction currently documented in the charter contract:**

When previously approved, the curriculum and instruction at Eastpointe stated that 'it will be aligned to Arizona standards and will bring together teacher-directed classroom instruction, technological resources, printed instructional resources (textbooks, etc.), internships/partnerships and assessment activities to provide each student with the knowledge and capabilities needed to succeed in the avocation of their choice. Eastpointe will focus on vocational learning through apprenticeships and internships.'

**Provide a brief description of what the program of instruction will be:**

Eastpointe High School will continue to provide face-to-face, as well as a Dropout Recovery Program, through Graduation Solutions, LLC or a similar provider. The Dropout Recovery Program is designed specifically to re-engage students who, for a variety of hardship related reasons, cannot attend the brick & mortar alternative school program. Arizona's high school dropout rate is among the highest in the nation and improving student outcomes and graduation rates, positively serves the student, their families, their local community and Arizona.

Eastpointe High School provides high quality alternative instruction through a combination of face-to-face and online curriculums. All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC. All students receive instruction from Arizona certified and/or highly qualified teachers, rigorous staff mentoring, tutoring and consistent supervision. Eastpointe's Mission is to develop Individualized Learning Plans based on the strengths and needs of each student.

**Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.**

Eastpointe High School currently has a contractual agreement with Graduation Solutions, through which the Dropout Recovery Program will be offered using a distance education model that has been implemented in cooperation with other Districts and LEAs in Arizona. Eastpointe students benefit from a Dropout Recovery Program that is fully aligned with our mission and oversight without physically attending the brick & mortar school. Offering a Dropout Recovery Program provides maximum instructional flexibility and minimizes traditional educational barriers, particularly physical attendance requirements, which allows students to achieve their ultimate goal of earning their high school diploma after having dropped out due to extraordinary hardship including parenting, full-time employment, transportation barriers, severe behavioral health limitations, significant family obligations, restrictions due to adjudication, and other barriers to traditional education.

Although various Dropout Recovery Program options are now available in Arizona, Eastpointe has a productive, effective partnership with Graduation Solutions which utilizes the Edgenuity Learning Management System (LMS) and curriculum. The LMS is consistent with Eastpointe's alternative education philosophy and allows for pre-testing so that students can demonstrate proficiency and advance through curricular content at their own pace. Additionally, a "test out" policy is in place through Graduation Solutions. This policy allows students who demonstrated mastery of objectives and standards through previous seat-time, the opportunity to be awarded credit by demonstrating proficiency in the specific objectives of individual courses. In the Eastpointe brick & mortar, as well as Dropout Recovery Program, each student is assigned a Mentor. The Mentor works with students to write their Individualized Learning Plan so that academic progress goals are realistic, comprehensible and lead to a proposed graduation date.

Graduation Solutions staff use the following measurable indicators, on a monthly basis, to demonstrate effectiveness and success of the Dropout Recovery Program:

- Retention in the program
- Graduation rate
- Course pass rate
- Transfer back to a district or charter school
- Number of credits earned while enrolled in the DRP

One of the many reasons that Graduation Solutions uses Edgenuity as their curriculum provider is the highly interactive nature of their courses. The Edgenuity LMS provides multiple delivery methods that meet a maximum variety of individual learning styles. The LMS provides:

- Video lectures by highly qualified teachers to view
- An eReader for content
- The ability to translate content
- The ability to take eNotes for future reference
- Access to a pre-populated glossary
- Closed captioning for the video lectures
- A script of each lecture
- The ability to easily modify, substitute or add to content

Additionally, the Edgenuity curriculum is aligned with the Arizona College and Career Readiness Standards. The developers of Edgenuity state, "Our courses are designed and created by cross-functional teams of experienced educators and instructional designers with degrees in curriculum development, instructional design, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses in use at lighthouse sites. The scope and sequence is then created and reviewed by domain experts and education practitioners." Using the principles of backward design, the Edgenuity team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks.

In addition to the highly qualified video lecturers, all Graduation Solutions online instructors are state certified and highly qualified in their subject area. Each academic department is supported by a Department Head who provides oversight, training and support to these instructors.

A comprehensive assessment system is built into the Edgenuity LMS. It provides consistent formative and summative assessments throughout the course. The expectations of students learning is validated by the established and approved learning path, state approved content, consistent scoring rubric and weighted assignments.

### **What is the rationale for the change in program of instruction?**

Eastpointe students benefit from participating, or having the option of participating in a Dropout Recovery Program. The educational opportunity barriers that exist for these students are substantial as they have stopped engaging in school and/or are significantly behind their cohort class in credit accrual. Eastpointe High School and Graduation Solutions is a valuable partnership for Arizona dropouts because the education delivery operates online without the typical constraints of a brick & mortar alternative charter school. This gives Eastpointe an opportunity to serve students that are unable to attend school regularly at a physical location. Often times, the difference between being a dropout and a graduate can be determined by a student's ability to maintain regular attendance as required by state policy. The Dropout Recovery Program legislation supports a competency-based program that removes attendance barriers, allowing non-traditional student population to be served.

Students who are credit deficient or struggle in specific subjects such as math, may need to work through material at their own pace. Students may need specific remediation or tutoring opportunities in order to increase skills and competency for standards mastery. The Graduation Solutions virtual school instructional model provides students with a teacher supported learning environment in which the student also receives 1:1 instructional interventions at a pace that meets their academic goals. By using a variety of technology enhanced or online curricular resources, students experience an engaging, interactive and rigorous curriculum that can be accessed anywhere the internet is available.

Eastpointe High School and Graduation Solutions Dropout Recovery Program integrate procedures that support students who have dropped out of high school, but may wish to return to a brick & mortar program, or who are in a brick & mortar program, but can no longer physically attend school. In either case, earning a fully accredited high school diploma becomes a realistic goal through the Eastpointe and Graduation Solutions partnership. The Dropout Recovery Program is an established means for students to have direct contact with their assigned Mentor and instructor(s) and be able to access those services at any time.

Synchronous and asynchronous support is accomplished through:

- Email
- Messaging
- Text

- Phone
- In person
- Through a virtual classroom

Upon completing the online enrollment application, the Graduation Solutions enrollment specialist verifies student eligibility for the program by collecting documents and confirming the following:

- Student age and residency: The student must be age 16-21 and be a resident of the state of Arizona.
- Withdraw date from prior school (verifying student has been withdrawn for at least 30 days).

Additionally, based on enrollment criteria for alternative schools in Arizona, students are required to provide:

- Birth certificate
- Immunizations

Once a student is accepted into the Dropout Recovery Program, they complete the orientation process with their assigned Mentor. The orientation process includes the following:

- Welcome call
- Verify contact information
- Completion of Individualized Learning Plan
- Review Orientation PowerPoint
- Technology requirements
- Support services available
- Academic progress goals
- Partnering with Parents sheet
- Edgenuity Orientation Video - Required for all students to view before starting their first assigned course.

If a student does not meet their academic progress goal for two consecutive months, they are unenrolled from the program. In order to qualify for re-entry, students must complete the above outlined orientation process again; however, for re-enrollment, students are required to complete a revised Individualized Learning Plan. This document will identify the barriers that kept the student from being successful during their first enrollment, what can/should be done differently, how goals will be met and how the student and Mentor will work together to achieve those goals.

**How do the proposed changes to the program of instruction align to the mission and educational philosophy documents in the charter?**

The proposed change in our Program of Instruction is fully aligned to the mission and education philosophy of Eastpointe High School. The current Eastpointe High School Mission, “provides an alternative learning environment that honors each student’s unique capabilities within our



community of life-long learners. Comprehensive instruction and assessment are provided and student progress is tracked through an Individualized Learning Plan. Eastpointe's integrated educational approach places special emphasis on the process of social and emotional learning, in addition to a rigorous four year academic program. Access to interesting extra-curricular courses and activities such as; Music, Basketball, Digital Arts, Dance and Yoga provide a well-rounded academic program that successfully prepares Eastpointe students for college and careers".

The Dropout Recovery Program of Instruction is specifically developed to more effectively realize Eastpointe's current mission and achieve these goals. The Dropout Recovery Program offered by Graduation Solutions also takes into consideration changes that have occurred in the alternative education environment since Eastpointe High School was granted a charter contract in 1999, more than 17 years ago.

Given the challenging demands and needs of at risk alternative students, the learning environment must be more flexible, technologically based and engaging. It must provide support for all learners academically, socially and emotionally. At risk alternative students have not found academic success in traditional schools because of inflexible learning environments and schedules. They have experienced insufficient opportunities for skill remediation, credit recovery and support for significant social and emotional impairments. The use of online curriculum allows students to work outside of the traditional school day as needed to recover credits. This flexibility provides a significant opportunity for students who have dropped out of school. Once students re-enroll through the Dropout Recovery Program, they realize immediate success and often dedicate the necessary time and energy to engage with curriculum and ultimately graduate.

Graduation Solutions instructors and staff provide support services, including but not limited to, tutoring, career and college counseling. Each student that enrolls in the Dropout Recovery Program is assigned certified teachers, as well as an adult Mentor. One of the many ways a Mentor supports a student is by helping them prepare for college and careers. During the orientation process, students are familiarized with the services provided by Mentors and instructors. At any time, students can contact their Mentors and course instructors for 1:1 tutoring or support with any academic courses.

**How will the proposed changes to the program of instruction improve pupil achievement in the target population served?**

Flexible scheduling, academic assessment, self-paced curriculum, highly trained Mentors and Individualized Learning Plans improve pupil achievement with Dropout Recovery Program students.

The flexibility of self-paced, online learning provides alternative students many opportunities for academic success. Students learn in a nontraditional, self-directed virtual classroom supported by the content instructor and Mentor. Students can accelerate their learning to recover credits by working online beyond what would be considered the traditional school day

or slow their learning pace if necessary. Attendance issues, work schedules, and family needs create barriers to education success and academic growth if alternative students are not provided with opportunities to learn in a supportive, self-paced environment.

Effective assessment is essential to identify the learning gaps and areas of needed remediation experienced by alternative students. Using assessments to demonstrate proficiency in content areas gained from prior educational involvement, provides teachers with proficiency indicators aligned to the state standards. This allows teachers to differentiate instruction for students who previously dropped out of school in order to target specific areas of weakness. This monitoring is critical for teachers to support student engagement throughout their learning processes. Individualized learning based on an understanding of content proficiency increases the pace of skill development and credit recovery. All state required tests are proctored and included in the Individualized Learning Plan data.

Students who have previously stopped attending school often need to accelerate learning and graduate before aging out. The longer students remain out of school, the greater the risk becomes for never obtaining academic acuity beyond middle school. Simultaneously, students must add depth and breadth to their academic knowledge base and master essential learning objectives that are needed for success after high school. Without increasing academic acuity and preparing students for success after graduation the mission of Eastpointe High School would not be met. Implementing online, self-paced learning environments with regular assessment, allows for the collection of data necessary to recover credit and graduate before “aging out” of public education eligibility.

Through self-paced study and the provision of online, technology enhanced curriculum, the Dropout Recovery Program can facilitate credit recovery and academic achievement. These interventions will increase the probability for high school graduation and success following graduation; these are the objectives of the Eastpointe Alternative High School’s current mission statement.

The Mentor’s main role is to be an advocate, the student’s main point of contact and to empower them to become successful. The Mentor will do this by:

- Seeing the students under their care through to eventual accomplishment of their academic goals in secondary education.
- Providing consistent weekly calls to onboard, check-in, track progress, motivate, and advocate for the student.
- Supporting their social and emotional needs by encouragement and listening to their life issues.
- Providing college and career resources and planning opportunities to the student.
- Keeping records of documents needed from the student and making efforts to provide them to the main office.

- Discussing with student his/her learning plan and posting for all appropriate staff to access.
- Discussing and planning for new student courses as he/she completes.
- Keeping consistent notes in Genius (Student Information System) for all staff to track communication with the student.
- Checking on progress and working closely with teachers to identify students working or not working in course work.
- Working regularly with department lead on student issues and concerns to assure success.
- Assisting with withdrawals on as needed basis.
- Accomplishing lab visits on a regular basis and encouraging students to attend.

Graduation Solutions Mentors must have current fingerprint clearance cards and a high school diploma (college degree preferred). New Mentors go through a rigorous onboarding and training process and receive continuing professional development.

Students who seek out nontraditional education options, tend to be experiencing nontraditional lives. The flexibility provided by a competency-based, not attendance-based, Dropout Recovery Program will provide extended educational delivery options not based on minimum attendance requirements. Success in the Dropout Recovery Program is based on progress embedded within an Individualized Learning Plan. The Individualized Learning Plan is created jointly between the Mentor and the student, taking into account the student's nontraditional life experiences. The Individualized Learning Plan is designed to foster individual, social and academic success for the student.

**Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.**

Eastpointe High School requests that the Program of Instruction Amendment Request to increase our capacity to deliver Dropout Recovery Program services, be reviewed by Arizona State Board for Charter School (ASBCS) staff and placed on the consent agenda for approval of the Board as soon as possible. The amendment to clarify services provided through a Dropout Recovery Program is made in conjunction with Eastpointe's Enrollment Cap Increase Amendment Request to increase the enrollment cap from the current cap of 600 students to 1,200 students. The increased capacity will allow Eastpointe to receive payment for students currently being educated, but not funded, as well as increase the number of students served. It is necessary to consider the Dropout Recovery Amendment and the Enrollment Capacity Increase Notification concurrently because the LEA's current capacity of 600 will not adequately meet enrollment demand during the 2016-2017 school year. Beginning in August 2016, increased demand for physical capacity in the brick & mortar school, plus demand for virtual capacity in the online Dropout Recovery Program will require that the cap be raised to 1,200.

As soon as the Program of Instruction and Enrollment Cap Increase amendments are approved by the ASBCS Board, additional students could be enrolled immediately. As the physical school enrollment of Eastpointe High School and the Dropout Recovery Program increases, the LEA must significantly increase its capacity during the 2016-2017 school year. These increases will improve the quality and long-term viability of Eastpointe High School. This improved quality and financial viability will begin as soon as approval is granted and will continue to improve until a new full capacity of 1,200 students is reached.

The Program of Instruction Amendment Request will meet not only the LEA's vision of providing an alternative pathway to graduation for students who have dropped out of school, but it will also meet the ASBCS's expectations for improving dropout rates and academic accountability. Through the Eastpointe Dropout Recovery Program, students who have dropped out of school are able to attend a high quality, virtual, online school that does not require physical attendance at specific hours. Students receive support and instruction from teachers certified in the core areas of English Language Arts, Math, Science and Social Studies as well as in elective course offerings that will lead to graduation with a fully accredited Arizona high school diploma.

To support academic needs of Dropout Recovery Program students, an academic support lab is available to Dropout Recovery Program students after Eastpointe's regular school session. The Eastpointe facility is also used to administer state mandated assessments.

Upon completion of all graduation requirements, Eastpointe verifies all credits earned, all student records, and any other graduation requirements, in order to officially determine whether or not the student has met all graduation requirements. Eastpointe then substantiates and issues the Arizona high school diploma.

The administrative staff at Eastpointe provides required records for students previously enrolled in Eastpointe's Dropout Recovery Program, including transcripts, immunizations, birth certificate, and any special needs information.

At this time Eastpointe has selected Graduation Solutions as the Dropout Recovery Program provider based on Graduation Solutions personnel having the following skills and experience:

- CEO skills and experience necessary: Experience in education and alternative education, running schools, leading teams, and building a program from infancy.
- Director of Instruction skills and experience necessary: Experience teaching and administrating in the alternative setting, online teaching experience, skilled in managing/training a team and program development. Managing and online instructional staff.
- Director of Mentoring skills and experience necessary: Experience teaching/mentoring in the alternative setting, online learning experience, skill in managing/training a team and program development.

- Director of Operations skills and experience necessary: Experience in management of an alternative program and teams within the program/school, online education experience, organized, skilled at developing processes and procedures.

While a Bachelor's Degree is preferred, more importantly a Graduation Solutions Mentor must have experience in student services at an alternative/online school or social work/counseling. The Mentor's main role is to be an advocate, the student's main point of contact and to empower them to become successful.

Below is **Eastpointe and Graduation Solutions** performance data from the 2014-2015 school year, extracted from the Graduation Solutions Learning Management System:

- 436 courses were completed (student finished all content and received a grade) within the Learning Management System during the 14-15 school year.
- 79% average overall course grade for completed courses. We do not allow students to progress through the course without a 70% average or above, which makes it impossible for a student to not pass a course if they complete all of the content.
- 1026 students entered the program during the 14-15 school year.
- 21 Diplomas awarded.
- 549 were active when the 2015-2016 school year began on July 1, 2015.

**AGENDA ITEM: Request to Expand Charter School Operations—Pinnacle Education-WMCB, Inc.**

**Issue**

Pinnacle Education-WMCB, Inc. (Pinnacle) submitted an Arizona Online Instruction Program of Instruction Amendment Request (AOI) on May 25, 2016 to add a probationary online school under A.R.S. 15-808.

**Summary of Introduction Provided**

*Rationale for Expansion Request*

According to its introduction (presented in Appendix: A. Expansion Request Materials), Pinnacle plans to serve its student population in the following manner: “Pinnacle Education is dedicated to bringing a high quality alternative education to the at-risk student population that promotes the empowerment of the student, and involvement of their families. We do this by providing an individualized, personal learning program in a safe friendly atmosphere. By serving the needs of the students and their families our students are able to become high functioning members in their communities. By adding an AOI component we will be able to inspire the enjoyment of learning and self-reliance for these students, and thus, allow our faculty to raise expectations that form an integral part of their methods of instruction.”

*Supporting Information*

The Charter Holder submitted an administratively complete request that was reviewed by Board staff. The AOI portion was evaluated by Rio Salado College. The scoring results of the AOI submission for Pinnacle Education-WMCB, Inc. met the 95% criteria. Pinnacle Education-WMCB, Inc. received a score of 97.67%, meeting 42 out of 43 criteria (presented in Appendix B: AOI Final Rubric).

**I. Background**

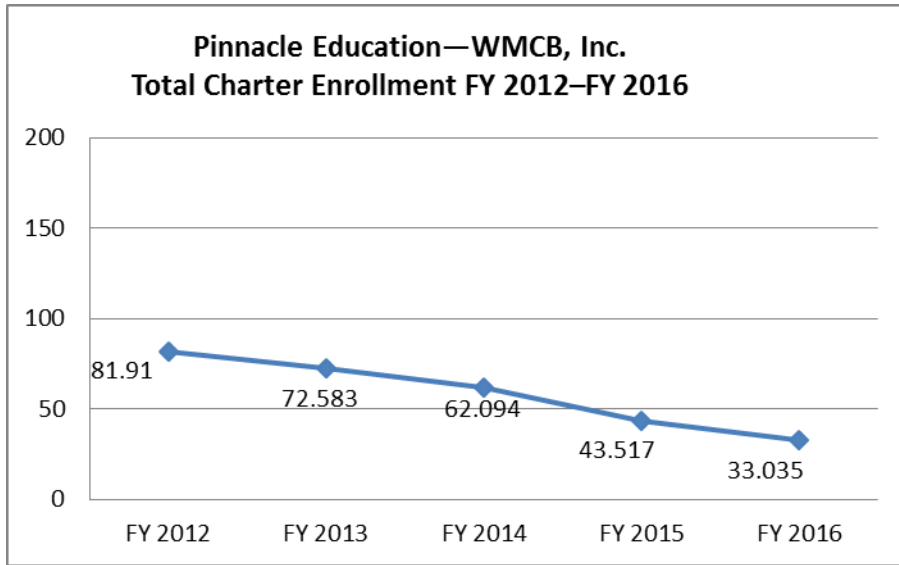
Pinnacle was granted a charter in 2001, which is currently approved for grades 9–12. Pinnacle operates one school. See table below.

School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Pinnacle Charter High School-Tempe East	August 2003	Tempe	9–12	33.734	144

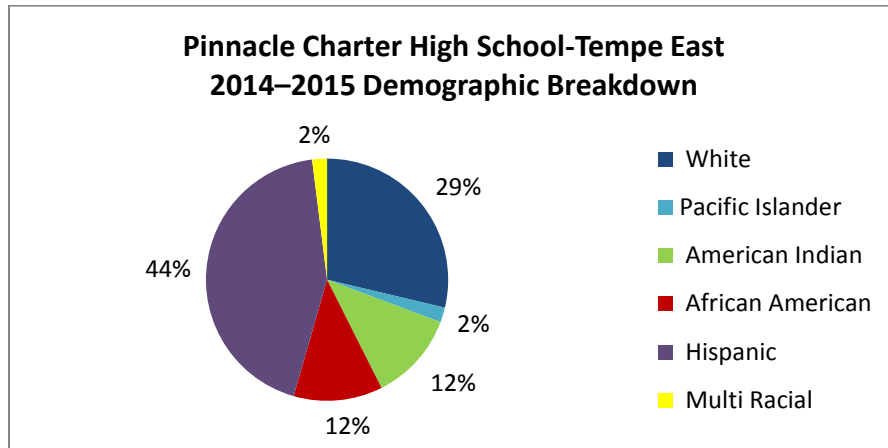
The Charter Holder’s mission indicates it “will provide a flexible, coordinated, individualized program of study, targeting high school dropouts and other special populations of students, designed to promote competence in core academic subjects, personal and social skill development and workplace readiness, utilizing a strong emphasis on on-line learning.”

The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.





The demographic data for Pinnacle Charter High School-Tempe East from the 2014–2015 school year is represented in the chart below.<sup>1</sup>



The percentage of students served by Pinnacle Charter High School-Tempe East in the 2014–2015 school year who are classified as eligible for Free or Reduced Price Lunch (FRL), English Language Learners (ELL), or classified as students with disabilities is represented in the table below.<sup>2</sup>

School Name	FRL	ELL	Students with Disabilities
Pinnacle Charter High School-Tempe East	*	*	25%

<sup>1</sup> Information provided by the Research and Evaluation Division of the Arizona Department of Education (ADE).

<sup>2</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 0% or 100%, the percentage for that demographic group was redacted.



As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the expansion approval process. The Charter Holder is in compliance in all areas and has not been before the Board in the last 12 months.

## II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Pinnacle Charter High School-Tempe East for fiscal years 2012–2014 is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Pinnacle Charter High School-Tempe East	August 2003	9–12	67.5/ B-ALT	53.75/ D-ALT	53.75/ C-ALT

Due to the absence of Academic Dashboards for FY 2015, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Pinnacle.

## III. FY 2015 and FY 2016 Internal Benchmarking Data

Pinnacle was required to submit internal benchmarking data for FY 2015 and FY 2016 with the expansion request because the school operated by the Charter Holder, Pinnacle Charter High School-Tempe East, did not meet the academic standard set forth by the Board.

Pinnacle submitted internal benchmarking data for FY 2015 and FY 2016 with this request. Staff conducted a desk audit to review the internal benchmarking data submitted. Comparable data was not available as the Charter Holder changed the tool used for benchmark assessments.

## IV. Board Options

### Board Options

**Option 1:** The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to amend the charter contract of Pinnacle Education-WMCB, Inc. to add a probationary online school under A.R.S. 15-808.

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

I move, based on the information contained in the Board materials and presented today, to deny the request to amend the charter contract of Pinnacle Education-WMCB, Inc. to add a probationary online school under A.R.S. 15-808, for the reason(s) that: (Board member may specify additional reasons the Board found during its consideration.)



# **APPENDIX A**

## **Expansion Request Materials**

# Arizona Online Instruction Program of Instruction Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Pinnacle Education - WMCB,  
Inc.

**CTDS:**  
07-89-20-000

**Mailing Address:**  
2224 W. Southern Ave.  
Suite 1  
Tempe, AZ 85282  
> [View detailed info](#)

### Representative

**Name:**  
Muhammad Padela

**Phone Number:**  
480-755-8222

**Fax Number:**  
480-755-8111

## Downloads

 [Download all files](#)

## Program of Instruction

### Change From

The operation of a school within the confines of an approved facility at a previously disclosed location.

### Change To

The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels as approved in the charter and specified on the Cover Page.

### Course Content Areas

High School - Language Arts  
High School - Math  
High School - Science  
High School - Social Studies

## Cover Page

### Name of Proposed AOI School or Program

Pinnacle Online - WMCB

### Proposed Grade Levels of AOI School or Program

9th Grade  
10th Grade  
11th Grade  
12th Grade

### Name of AOI School or Program Administrator

Muhammad Padela

### Administrator's Email Address

Muhammad.Padela@mgrm.com

### Mailing Address

1712 E Guadalupe Rd  
Suite 101  
Tempe, AZ 85203

### Phone Number

480-785-7776

### Fax Number

480-785-7778

### Physical Location

If participation in the AOI School or Program will require the student to appear physically and on a regular basis to a facility for the purpose of completing AOI coursework, please provide the information specified below for the physical (brick-and-mortar) location.

**Physical Address**

1712 E Guadalupe Rd  
Suite 101  
Tempe, AZ 85203

**Phone Number**

480-785-7776

**Fax Number**


08/01/2016

**Physical Location Approval**

 [Download File](#) – Fire Safety Report

 [Download File](#) – Certificate of Occupancy

## Attachments

Section 1 - Introduction –  [Download File](#)

Section 2 - Curriculum Choices

 [Download File](#) – Curriculum Choices

 [Download File](#) – ELA


 [Download File](#) – Math

 [Download File](#) – Science

 [Download File](#) – Social Studies


 [Download File](#) – Course Catalog

Section 3 - Educational Delivery Methodologies –  [Download File](#)


Section 4 - Safeguards –  [Download File](#)


Section 5 - Safe Research –  [Download File](#)

Section 6 - Confidentiality –  [Download File](#)

Section 7 - Teacher Selection and Training –  [Download File](#)

Section 8 - Community Partnerships –  [Download File](#)

Section 9 - Disabled Services –  [Download File](#)

Section 10 - Policies and Procedures –  [Download File](#)

**Appendix**

No documents were uploaded.

Board Minutes –  [Download File](#)

**Additional Information\***

No documents were uploaded.

## Signature

Charter Representative Signature

Muhammad Padela 05/25/2016

**MINUTES OF THE GOVERNING BOARD**  
**OF**  
**PINNACLE EDUCATION-WMCB, INC.**

Pursuant to A.R.S 38-431.02, notice is hereby given to members of the School Governing Board and to the general public that the Board of Directors will hold a meeting open to the public on Wednesday, April 27, 2016 at 11:00 AM (Eastern Standard Time) at 20 Broad Street New York, NY 10005 and 9:00 AM (Arizona Time) at 2224 West Southern Avenue, Suite 1, Tempe, AZ 85282. As indicated in the following agenda, the Board of Directors may vote to go into executive session, which will not be open to the public, to discuss certain matters.

Present:                    Muhammad Padela, Board Member  
  
                                  Alok Gupta, Board Member  
  
                                  Komanduri Venkataramanmurthy, Board Member

Excused Absence:        Teh-Yuan Wan  
  
                                  James Knoll

Others Present: None

- I    Call to Order:            The meeting was called to order at 11:00 a.m. EST / 9:00 AM AZ Time on April 27, 2016 by Mr. Padela
  
- II   Call to the Public:      Consideration and discussion of comments from the public. Those wishing to address the Board of Directors need not request to do so in advance. Action taken in result of public comment will be limited to directing staff to study the

matter or rescheduling the matter for further consideration and decision at a later date.

Mr. Padela asked if there were any public comments. With no comments or presentations from Public the Board moved on, and passed the floor to Mr. Muhammad Padela.

### III Operational Items:

#### Approval Items:

1. Agenda of the meeting. Approved unanimously by the Board
2. Review and discussion of financial statements.

#### Discussion Items:

1. The Board was presented with the plan to add an AOI program at Pinnacle Education, Inc. – WMCB to begin serving students on July 1, 2016 or as soon as approval is received from the Arizona State Board for Charter Schools by Mr. Muhammad Padela. Mr. Alok Gupta motioned that Pinnacle Education, Inc. WMCB, apply for the AOI component and institute it as soon as approved. Mr. Venkataramanamurthy seconded the motion. Approved unanimously by the Board.

### IV Announcement:

There were no announcements

### V. Adjournment

No other matters were presented, meeting adjourned.

A copy of the agenda background material provided to School Governing Board members (with the exception of material relating to possible executive sessions) is available for public inspection at MGRM Pinnacle business office at 2224 W. Southern Ave., Ste. 1, Tempe, Arizona.



## **Pinnacle Education, Inc. – WMCB**

### **Section 1 - Introduction**

#### **Needs Analysis:**

In reviewing the current student population, our students come to us with conditions which make normal full time attendance difficult. Many of our students have jobs and are supporting family. The jobs frequently affect the ability to attend consistently. Students have connected with the school and faculty but for their circumstances they would not have to drop from school or enroll in a different online program where they have to start all over again. Since students attend a school for convenience, being near a school for assistance and guidance is critical. This does not always occur when involved in an Online Program. A hybrid model affords ongoing support, familiarity, continuity, flexibility, convenience and allows for a sense of community.

By adding an online component to the Charter, we can better maintain a strong academic focus through our ACCRS aligned, computer education. It also enables the student and parents to maintain the positive relationship which has been built while enabling a program which “fits” the student. We strongly believe that although educational requirements are the same, the ability to modify education to meet the student’s needs has the greatest likelihood of success.

The Pinnacle Education core values are to prepare today’s students to achieve personal goals and be ready for college or the workplace by the time they graduate. We also strive to make each students a lifelong learner by providing a personalized one-on-one learning program which fosters critical thinking skills, responsibility and personal ownership for success. We believe that adding the AOI component gives students an opportunity to complete their education.

The students who tend to benefit the most from the AOI environment are those who have not fared well in a traditional setting. To succeed in this independent environment however necessitates support and access to assistance whether in person or through other means of communication. The built relationship with the location only enhances the options available to make the program tailored to the student. These student are also ones that have been affected by life events that have been mentioned earlier. Finally, the students will be those that have an activity or other circumstance that prevents them from attending a traditional brick and mortar school. These students will have an individualized, engaging curriculum delivered in a system that is flexible to work with the life events the students are dealing with. The AOI environment will allow each student a better living situation as well as well as prepare them for post high school life.

#### **Educational Philosophy**

Pinnacle Education is dedicated to bringing a high quality alternative education to the at-risk student population that promotes the empowerment of the student, and involvement of their families. We do this by providing an individualized, personal learning program in a safe friendly atmosphere. By servicing the needs of the students and their families our students are able to become high functioning members in their communities. By adding an AOI component we will be able to inspire the enjoyment of learning and self-reliance for these students, and thus, allow our faculty to raise expectations that form an integral part of their methods of instruction.

All students can meet high expectations when placed in a positive and supportive environment. Our online curriculum allows individually based skill mastery. Students receive one-on-one tutoring or assistance, group learning sessions and peer help to assist understanding. Students that master the standards quickly are able to move more quickly to the next standard.

Pinnacle Education uses FYI Online curriculum which includes over 100 semester-based online high school courses in core, honors, credit recovery, ESOL and diverse elective subject areas. Built to meet and/or exceed AZCCRS, FYI Online curriculum is designed for today's generation of students expecting their coursework to provide rigor, depth, social connection, and relevance to the 21st century. All courses in the catalogue share a research-based design philosophy meant to stimulate prior knowledge, activate real world experience, engage students through interactivity, blogging, and kinesthetic learning while ensuring the basic skills of critical thinking needed to prosper beyond high school.

Guided by Gagne's Nine Events of Instruction, each lesson stimulates recall by providing thought-provoking questions, connections to real-world events, and/or engaging case studies.

### **Summary of Instructional Program**

FYI Online courses follow a consistent instructional design framework, creating continuity throughout the lessons. This framework is Prepare, Deliver, Practice, Summarize and Assess. When a student's log into a class they are presented with the objective and some reflective questions or thoughts to get them to access previous knowledge.

As the material is presented, the learning is guided by a reflective method of questioning, note-taking, and web-based research activities. Students are directed to respond and reflect on ideas and questions in their embedded notes tool, allowing them to remain engaged in course content while saving their notes directly to their desktops.

Content is chunked into smaller pieces and supplemented with exciting video, interactive tutorials, web explorations, and guiding questions. All supplemental resources and third-party content is introduced and explained as students encounter them. FYI Online content leads the student in and out of difficult concepts while allowing for independent exploration to further the depth of knowledge.

Math and English courses have an initial assessment which allows instructors to identify individual student's needs. Even if there is no pre-test, teachers adapt their teaching strategies to meet the learning needs of the students. Students that have failed a particular assessment in the past are then made priority students which are targeted for online or personal tutoring sessions. Teachers have also created tutorial videos and presentations that can be placed in the class or sent to students to give them a step by step process on how to approach the lesson. The student can save the presentation and refer back to it as much as needed. Every student is contacted every week, with some getting multiple contacts in the week for tutoring, assistance or support and encouragement. Students are also able to go to the site, there the lab instructor's offer personalized teaching and assistance based on the students Personalized Learning Plans.

All core classes (ELA, math, social studies and science) have the option of honors level. The designated honors lessons will incorporate the following strategies: higher level questioning, critical reading, complex analysis, real world connections, research based components, and multiple opportunities for active participation through analytical note taking. Students will often be asked to research additional topics or look with more depth at an existing concept, and then synthesize their research in order to draw conclusions and support their points of view.

Non-core courses that are offered include:

Foreign Language - Spanish 1 and 2

Health and Fitness - Health Life Management, Personal Fitness, Physical Education

Fine Arts - Art History 1 & 2, Digital Art, Music History

CTE – Business Communication, Essentials of Business, Financial Literacy

Other Electives – Anthropology, Creative Writing, Ethics, Geography, Media Studies, Psychology, Research

There are also ECAP sessions offered to complete information on AZCIS

### **Implementation**

Currently, all students of Pinnacle – WMCB are fulltime students in attendance at the site located in East part of Tempe. The AOI program will allow students who have life events, transportation issues or a diverse work schedule be able to complete their education without getting behind their peers or worse, dropping out. Students will still be able to come to the site for assistance, computer use or even just encouragement. This also means that the instructors and staff that they have built a relationship with will still be available to them in the AOI environment, which promotes comfort which leads to success.



## **Leadership**

The AOI will be supported by Pinnacle Education's administration, staff and faculty. Pinnacle Education's Director and Governing Board will oversee the AOI School. Our in-house accounting department will oversee the finances and bookkeeping for the school. On a yearly basis an external accounting firm is brought in to audit all financial statements, compliance matters and internal controls.

Muhammad Padela

Mr. Padela is a qualified Certified Public Accountant who has over thirty years' experience. He is a Certified Fraud Examiner, a Certified Information Technology Professional, a Certified Forensic Fraud Examiner and a Charter Global Management Accountant. He has also served as an acting member of the Public School Committee for the State of New York from 2000 to 2002. He completed his Masters in Science from the University of Long Island. Mr Padela will be responsible for the overall management and procedural aspects of the AOI program. Specific responsibilities will include:

- To develop plans for implementation and operations for the AOI
- To disseminate information about the AOI to parents, interested citizens and community partners.
- To coordinate all staff
- To assist in the preparation of all required Charter Board and Department of Education reports associated with the AOI.
- To assist in the projecting and financial reporting for the AOI
- To monitor compliance for the AOI
- To promote, elicit and enhance the level of community involvement and partnerships.
- To serve as the representative for the AOI
- To instruct other staff and administration regarding recruitment efforts
- To supervise personnel, conduct annual reviews and make recommendations for appropriate employment action.
- To keep current and knowledgeable of all annual legislative updates and report their impact to affected staff.

Michael Reimann

Mr. Reimann graduated from Berkeley and then received his Masters in Public Administration from Cornell. He also holds a Juris Doctorate. For over 15 years Mr. Reimann has been involved in school finance, accounting, general administration, internal auditing and compliance reporting. Mr. Reimann will oversee all financial duties for the school as well as the internal auditing of the program.

Molly Ryan-Smith

Mrs. Ryan-Smith holds both a bachelors and master's degree in education. She has been working in education for 14 years and holds a principal certificate as well as a K-12 teaching

endorsement and a Special Education. She has a wealth of experience in teaching, school administration and leadership. Currently her title is Director of Special Education for all Pinnacle Education schools. She will continue in that role and begin to oversee the Special Educational needs of the students at the new AOI, along with her team.

Richard Hinkle

Mr. Hinkle holds a bachelor's degree in communications and was the valedictorian in his Educational Design and Technology master's program. Mr. Hinkle started teaching fourteen years ago after several years in private business. He currently holds the position of Director of Compliance and Manager of Online Schools. Mr. Hinkle will oversee the management of the teaching staff for the AOI and also oversee the running of the AOI program.

Naresh Dihman

Mrs. Dihman has several degrees in mathematics, and a Ph.D. in solar technology. She has vast experience in database management, System Administration and software development. She has been working for MGRM and Pinnacle Education for 14 years doing business analysis and is currently the IT & Support manager. She and her team will oversee the maintenance of the M-Star curriculum delivery system, the Student Information System, the servers at the data center and the phone systems so that students have uninterrupted access to their classes and teachers.

Kristopher Dosela

Kristopher Dosela has over 8 years of experience in the IT field as Desktop support, Computer Technician, IT Help Desk, NOC Engineer, and Senior IT Support. He has received certifications in Computer Hardware & Desktop Support and in Linux Professional. Mr. Dosela's first position in IT was when he became a Native American Intern for a 3 year Apprenticeship program with Lockheed Martin. After completing the 3 year apprenticeship as Desktop Support/ Network support he received 2 certifications as an "Internetworking Technician" one from the US Department of Labor and the other from the State of Arizona. He has also acquired his Dell Desktop & Laptop Hardware Configuration marking his 5<sup>th</sup> IT Certification. Mr. Dosela has experience with and is knowledgeable in Computer Hardware & software, Servers, Networking, and basic IT Security for both Microsoft and Apple products. Currently he handles all IT related issues for all staff and both onsite and online students. He also has a lead role in completing IT projects for all MGRM Pinnacle school locations throughout the state of AZ consisting of more than 500 computers, and seven servers.

### **Accessibility**

Students attending the AOI will need an internet-connected device that is flash enabled. Students will connect through a web browser (Mozilla Firefox preferred) using a desktop, laptop, tablet, modern gaming device or even a smartphone. An office program with word processing and presentation programs are also required. These can be Microsoft Office, or Open Office which is free. Some lessons will need Adobe Reader to access certain reading materials like the

books in the English classes which are provided with no charge to the student in a .PDF format. A headset with a microphone are optional but make tutorial sessions over Adobe Connect more convenient. However a phone call will work just as well.

### **Enrollment**

Prior to enrollment at the AOI the legal guardian must submit a completed Arizona Department of Education Arizona Residency Documentation Form with one of the forms of proof as listed on the form attached.

When a student that is enrolled with another school district regular or charter and also participates an Arizona online instruction, that student will be marked as concurrent in the Education Management System (i.e. Synergy, etc.) The student will then show concurrent on all reports so that enrollment, student services and instructional staff will be able to monitor and assist the student. Also, when placed in the Education Management System as concurrent, the shared apportionment automatically is set as .75, therefore assuring that it will not be more than 1.0.

**APPENDIX B**  
**AOI Final Rubric**

## Pinnacle Education, Inc. – WMCB (AOI 7-12) AOI Final Rubric

Section 1: Introduction	Not Met	Partially Met	Met
<b>Needs Analysis</b>	The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program.	On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.	The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program.
Comments:			<b>Clearly identified the "non-traditional" student that would be attending and benefiting from this online program.</b>
	0	0	1
<b>Educational Philosophy</b>	The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies.	The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies.
Comments:			<b>The narrative addresses the FYI online curriculum that will be used. The school will provide and individualized learning program for at-risk students. The courses are designed to provide coursework that is rigorous and relevant.</b>
	0	0	1
<b>Summary of Instructional Program</b>	The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.	The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements.
Comments:			<b>Thoroughly summarized how the LMS "FYI", which is aligned to the ACCRS is organized to offer students a full range of learning opportunities.</b>
	0	0	1

<b>Implementation</b>	The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system.	On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system.	The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system.
Comments:			<b>Information is limited, students will be able to use the "Brick and Mortar" school. Will there be a resource room available? A teacher available to work with AOI students on site? In demonstration, the school clarified Yes, there will be a classroom on each of the 5 locations for students to attend in person. A teacher will be available at all times for the AOI student on Adobe Connect. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
<b>Leadership</b>	The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.	The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program.
Comments:			<b>Full description of the roles and responsibilities of those that will be overseeing this online program.</b>
	0	0	1
<b>Accessibility</b>	The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included.	On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included.	The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included.

Comments:			Hardware and software requirements were clearly addressed in this section, along with auxiliary accessories to support the LMS. Bandwidth, however, was not mentioned. How will you handle technology issues? Will a computer be available if they do not have one? In demonstration, the school clarified technology support is available to the students. They report any problems with the counselor who will immediately have technology support address. No computer will be available to students, however they are able to attend in-person at one of the 5 brick and motor locations if they are not able to get on at home. Therefore, the rubric score was moved one level from partially met to met.
	0	0	1
<b>Enrollment</b>	The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included.	On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis.	The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described.
Comments:			<b>Proof of AZ residency is required upon enrollment, at which time the apportionment of no more than 1.0 is cross-checked.</b>
	0	0	1
<b>Section 1: Totals (7 items)</b>	<b>0</b>	<b>0</b>	<b>7</b>

Section 2: Curriculum Choices	Not Met	Partially Met	Met
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population.	The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.		The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements.
Comments:			<b>Well organized section that clearly states how Pinnacle Education offers the Arizona State Board of Education high school graduation requirements.</b>
	0	0	1
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe concurrent, dual, Honors, or AP credit.		The narrative describes a program of study for concurrent, dual, Honors, or AP credit.
Comments:			<b>Courses for dual, concurrent, honors and AP are included.</b>
	0	0	1
The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only.	The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college.	On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.
Comments:			<b>The course offerings/content are in alignment with the ACCRS and appear to prepare students adequately for post-secondary success in work or college.</b>
	0	0	1
The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.	The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught.



Comments:			Thorough curriculum planning documents were attached that describe how curriculum is aligned to ACCRS, are being delivered , and evidence of mastery is being measured.
	0	0	1
<b>Section 2: Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>**A list of course offering with descriptions must be included as an appendix.**</b>			

Section 3: Educational Methodologies	Not Met	Partially Met	Met
The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.	The narrative does not describe any educational methodologies.	On a limited basis (four or less methods), the narrative describes educational methodologies.	The narrative fully describes five or more educational methodologies.
Comments:			<b>The narrative identifies and explains the following educational delivery methodologies: M-Star Learning platform (IM, email, and forums), interactive lessons, virtual labs and field trips, support provided through adobe connect, phone and google voice, ebooks and non-computer based activities.</b>
	0	0	1
Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified.	The narrative does not describe how learning style needs will be met through online learning.	On a limited basis, the narrative describes how learning style needs will be met through online learning.	The narrative fully describes how learning style needs will be met through online learning.
Comments:			<b>The narrative discusses learning styles and specifically identifies auditory, and kinesthetic and visual learners with examples on how to meet the needs of each learning style.</b>
	0	0	1
A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided.	The narrative does not describe the modifications that are available to meet individual student needs.	On a limited basis, the narrative describes the modifications that are available to meet individual student needs.	The narrative fully describes the modifications that are available to meet individual student needs.

Comments:			<b>The narrative identifies that teachers can modify the program to meet reading issues, math issues, attention issues, processing issues, or motor control issues as well as ways the learning system can be modified.</b>
	0	0	1
Support through both synchronous and asynchronous methods is available to AOI students.	The narrative does not identify synchronous or asynchronous methods to support students.	On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students.	The narrative fully identified both synchronous and asynchronous methods available to support students.
Comments:			<b>The narrative lists both synchronous (phone, Adobe Connect, IM and Google Voice) and asynchronous tools (e-mail, discussion forums, voice mail and videos) that will be used.</b>
	0	0	1
Identify at least three "best practices" in online instruction and explain how this practice will be implemented.	The narrative does not identify implementation plans for online "best practices".	On a limited basis, the narrative identifies implementation plans for online "best practices".	The narrative fully identifies implementation plans for online "best practices".
Comments:			<b>The narrative references multiple best practices: Clear Goals and Expectations, Multiple Learning Modes, Feedback to assist students in being successful, Rigor, Relevance, Relationships, Reflection, and teaching Life Long Learning to assist students in being successful.</b>
	0	0	1

<b>Section 3: Totals (5 items)</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Section 4: Safeguards</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described.	The narrative does not identify password protection provisions.		The narrative identifies password protection provisions.
Comments:			<b>The narrative identifies that the M-Star system is password protected and passwords require four elements: capital letter, lowercase letter, number and/or symbols.</b>
	<b>0</b>	<b>0</b>	<b>1</b>
The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both.	The narrative does not identify any processes to select, screen, and maintain Internal links.	On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links.	The narrative fully identifies processes to select, screen, and maintain Internal links.
Comments:			<b>The narrative identifies that the M-Star system has external links selected by the curriculum provider. Staff at Pinnacle review the links annually.</b>
	<b>0</b>	<b>0</b>	<b>1</b>
The process for students to report technical issues is identified.	The narrative does not identify the process for students to report technical issues.	On a limited basis, the narrative identifies the process for students to report technical issues.	The narrative fully identified the process for students to report technical issues.
Comments:			<b>The narrative identifies the process to report broken links for both students and staff.</b>
	<b>0</b>	<b>0</b>	<b>1</b>
<b>Section 4: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

Section 5: Safe Research	Not Met	Partially Met	Met
The process to teach Internet Safety to students is identified and explained.	The narrative does not identify the process to teach Internet Safety.	On a limited basis, the narrative identifies the process to teach Internet Safety.	The narrative fully explains the process to teach Internet Safety.
Comments:			<b>The narrative identified that all students are counseled at orientation on internet safety. Specific topics were identified, however the process for providing the information to students is not really explained. In demonstration, the process for mandatory training was identified. Therefore, the rubric score was moved one level from Partially Met to Met.</b>
	0	0	1
Identify the process and resources available to support any research, which requires a student to research outside of the course management system.	The narrative does not identify the process or resources available to support research.	On a limited basis, the narrative identifies the process and/or resources available to support research.	The narrative fully identifies the process and/or resources available to support research.
Comments:			<b>The narrative identifies that links to research resources are provided in some online lessons. Students are also encouraged to use other Internet resources keeping in mind safety rules and evaluating sites for timeliness, bias, reliability, and validity.</b>
	0	0	1
<b>Section 5: Totals (2 Items)</b>	0	0	2

<b>Section 6: Confidentiality</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student.	The narrative does not identify an internal email communication system.	On a limited basis, the narratives identified an internal email system.	The narrative fully identifies the provisions of an internal email system.
Comments:			<b>The narrative identifies that Pinnacle has a private internet email system built into the learning platform available only to staff members and students.</b>
	0	0	1
The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress).	The narrative does not address security or logging of key communication.	On a limited basis, the school has the capacity to secure and log key communication.	The school has the full capacity to secure and log key communication.
Comments:			<b>The narrative identified that all progress reports and instruction are housed on a password protected server. Teachers only have access to their own information.</b>
	0	0	1
<b>Section 6: Totals (2 items)</b>	<b>0</b>	<b>0</b>	<b>2</b>

Section 7: Teacher Selection and Training	Not Met	Partially Met	Met
The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative does not describe a system of ongoing professional development and monitoring for teachers.	On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers.	The narrative fully describes an established a system of ongoing professional development and monitoring for teachers.
Comments:			<b>A general description was provided regarding the dates and topics of professional development, however, a detailed plan for monitoring teacher's performance was not included. How will the school document teacher participation so that hours can be used for recertification? What happens if they miss? In demonstration, the school clarified the human resources department will track all professional development for teachers. If they are unable to attend there is a alternative training offered to ensure all teachers are accountable for trainings. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	The narrative does not describe how teachers are required to exhibit competency in the use of the LMS.	On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS.	The narrative fully describes how teachers are required to exhibit competency in the use of the LMS.
Comments:			<b>A two day training and shadowing a teacher are both opportunities in which a new teacher becomes familiar with the technology.</b>
	0	0	1
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AFPA, attestation, etc.).	The narrative does not identify a plan for ensuring how teachers are required to be highly qualified.	On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area.	The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area.

Comments:			<p>All teachers hired are highly qualified, degreed in their content area, and working towards a teaching certificate, however a specific plan was not identified for ensuring each teacher is highly qualified. What about fingerprint clearance card? Attestation? In demonstration, the school clarified that all teachers are required to give their fingerprint clearance at the time of hire. All required paperwork including attestation will be filed through the Department of Education. Therefore, the rubric score was moved one level from partially met to met.</p>
	0	0	1
<b>Section 7: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>



<b>Section 8: Community Partnerships</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade.	The narrative does not describe any community partnerships.	On a limited basis, the narrative describes planned and established community partnerships.	The narrative fully describes planned and established community partnerships.
Comments:			<b>Partnerships with a number of universities, community colleges and technical schools are already in place and the school is seeking out additional partnerships.</b>
	0	0	1
Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established.	The narrative does not describe any partnerships.	On a limited basis, the narrative describes planned and established partnerships.	The narrative fully describes planned and established partnerships.
Comments:			<b>The narrative identifies a wide variety of community partnerships that are already in place. These vary from local businesses that hire the school's students to partnerships that provide additional support for students such as Early Head Start for students with children.</b>
	0	0	1
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience.	On a limited basis, the narrative describes partnerships.	The narrative fully describes how partnerships will enhance the school experience.
Comments:			<b>The narrative explains that the partnerships in conjunction with the students' personalized education and career action plans will help the students plan for post high school success.</b>
	0	0	1
<b>Section 8: Totals (3 items)</b>	<b>0</b>	<b>0</b>	<b>3</b>

Section 9: Disabled Services	Not Met	Partially Met	Met
The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories.	The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA).	On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis.	The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:			<b>Basic description of how a child is identified for needing special education service. 45 day screener was mentioned however a vague description was provided regarding the pre-referral stage. What are the multiple tiers of support provided for a struggling student? In demonstration, the school clarified the Special Education Team will review each IEP to identify how all goals will be met within the online classroom. The team will also determine if the student will be able to self-monitor coursework. One on one tutoring is always available via Adobe Connect. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories.	The narrative does not describe how the content and the content delivery system can be modified.	On a limited basis, the narrative describes how the content and the content delivery system can be modified.	The narrative fully describes how the content and the content delivery system can be modified.

Comments:			Specific accommodations for delivery of content were included in the narrative, and it was stated that the content could be modified, but specifics were not provided. What will you do with the content to meet individual learner needs? In demonstration, the school clarified the teacher, counselor, and Special Education Team will be able to modify and/or edit content in all courses (add/delete quiz and/or test questions, change point scale, etc.) Therefore, the rubric score was moved one level from partially met to met.
	0	0	1
Identified students of varying disabilities will receive onsite support when appropriate.	The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate. as described.	On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate.	The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate.
Comments:		Support seems to only be provided upon student request. What about services that need to be provided onsite as directed by the IEP? In demonstration, the school clarified that all services (OT, PT, etc.) identified will be available online through Adobe Connect or available at all of the 5 brick and mortar locations. Therefore, the rubric score was moved one level from not met to partially	
	0	1	0
<b>Section 9 Totals (3 items)</b>	<b>0</b>	<b>1</b>	<b>2</b>

Section 10: Policies and Procedures	Not Met	Partially Met	Met
Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.	The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue.
Comments:			<b>A general process seems to be in place, but it's ambiguous as to who is responsible for these decisions. Who is going to monitor the intervention process? In demonstration, the school clarified the teachers are responsibility for monitoring the tier of interventions. They also call each student every week to check in and/or talk with the parents if there are any concerns. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually.	On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually.	The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually.
Comments:			<b>The narrative clearly indicates how a student's on-going progress is monitored in a course, but a system/process was not identified for measuring one year's growth annually. What is the process for measuring one year's growth? In demonstration, the school clarified students will take a pre/post test to ensure they have made the 10% growth required each school year. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency.	The narrative fully describes an assessment plan that provides for formative assessment of student competency.

Comments:		Specific information not included. What formative assessments will be used?	<b>Specific information not included. What formative assessments will be used? In demonstration, the school clarified student will take a quiz and/or oral demonstration to ensure they have met competencies. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering.	On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering.	The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering.
Comments:			<b>A number of processes are in place to insure academic integrity, however specific exit outcomes were not identified. What specific exit outcomes are in place? In demonstration, the school clarified Each course will have a final exam to ensure that all competencies have been met and the curriculum team will look at all data to ensure that a student has met the exit requirements. Therefore, the rubric score was moved one level from partially met to met.</b>
	0	0	1
<b>Section 10 Totals (4 items)</b>	<b>0</b>	<b>0</b>	<b>4</b>

<b>Demonstration 1- Learning Management System</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>
The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual or on-site), and technology help desk process.	The demonstration did not show all required components.		The demonstration showed all required components.
			<b>In demonstration, the login process, email, and help desk procedure were demonstrated. Tutoring is available both on-site and virtually using Adobe Connect of phone.</b>
	0	0	1
The School is able to demonstrate selected items from the Curriculum Planning Document.	The demonstration did not show the selected items from the Curriculum Planning Document.	The demonstration showed some of the selected items from the Curriculum Planning Document.	The demonstration showed all selected items from the Curriculum Planning Document.
Comments:			<b>The demonstration showed selected items from the curriculum planning document including virtual labs, video presentations and text lessons.</b>
	0	0	1
The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs.	The demonstration did not show how modifications are made.		The demonstration showed how modifications are made.
Comments:			<b>In demonstration, modifications were explained and/or demonstrated including: adjusting assignment content and adding assignments. A library of Historical course modifications was also shown.</b>
	0	0	1

The School demonstrated both synchronous and asynchronous methods available to support AOI students.	The demonstration did not show synchronous and asynchronous methods available to support students.		The demonstration showed both synchronous and asynchronous methods available to support students.
Comments:			<b>In demonstration, both synchronous tools (chat, Adobe Connect, phone and Google Voice) and asynchronous tools (course content, email, and discussion forums, ) were demonstrated and discussed.</b>
	0	0	1
The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented.	The demonstration did not show how online "best practices" will be implemented.		The demonstration showed how online "best practices" will be implemented.
Comments:			<b>In demonstration, the school identified and discussed several best practices including: Focus on multiple learning modes, providing extensive/timely feedback to students and fostering positive feedback with students.</b>
	0	0	1
<b>Demonstration 1 Totals (5 items)</b>	0	0	5

<b>Demonstration 2 - Safe Research</b>	<b>Not Met</b>		<b>Met</b>
The School demonstrated and explained the process by which students will be taught Internet Safety.	The demonstration did not show how students will be taught Internet Safety.		The demonstration showed how students will be taught Internet Safety.
Comments:			<b>In demonstration, the school identified that students must complete a mandatory Internet Safety Class prior to gaining access to the online system. The class is held either in-person or via phone using PowerPoint. Topics are: staying safe online, social networking, cyberbullying, and solutions and strategies.</b>
	0	0	1
The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system.	The demonstration did not show the process and resources available to support research.		The demonstration showed the process and resources available to support research.
Comments:			<b>In demonstration, the school discussed the research process. Many recommended external links are captured within course content. The content also includes links to some research tools. Teachers also emphasize how to evaluate websites during welcome phone calls or if a student uses a site that isn't credible.</b>
	0	0	1
<b>Demonstration 2 Totals (2 items)</b>	<b>0</b>		<b>2</b>



Evaluation Criteria	Not Met	Partially Met	Met
Section 1: Introduction	0	0	7
Section 2: Curriculum Choices	0	0	4
Section 3: Educational Methodologies	0	0	5
Section 4: Safeguards	0	0	3
Section 5: Safe Research	0	0	2
Section 6: Confidentiality	0	0	2
Section 7: Teacher Selection & Training	0	0	3
Section 8: Community Partnerships	0	0	3
Section 9: Disabled Services	0	1	2
Section 10: Policies and Procedures	0	0	4
Demonstration 1- LMS	0	0	5
Demonstration 2 - Safe Research	0	0	2
<b>Totals</b>	<b>0</b>	<b>1</b>	<b>42</b>

Total Number of Items	<b>43</b>	<i>Unless an item was purposely skipped, this should be 42</i>
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<b>97.67%</b>	% of criteria at "Met"	<i>To pass, this must be 95%</i>
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	Sections with more than one score of "Not Met" or "Partially Met"	<i>To pass, this cannot be greater than 1</i>
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<b>0</b>	Total number of "Not Met" scores	<i>To pass, this cannot be greater than 1</i>
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## AGENDA ITEM: Replication Application—AIBT Non-Profit Charter High School, Inc.

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) (AIBT) submitted a complete replication application on June 30, 2016. AIBT seeks a charter to replicate RCB Medical Arts Academy (RCB) and to operate a new school in Phoenix. The school will be named RCB College Preparatory Academy NE (RCB-NE) and will serve students in grades 9 through 12 with a targeted start date of August 14, 2017.

**Replication Model School**—RCB Medical Arts Academy

**Grades Served**—9–12

### I. ACADEMICS

RCB Medical Arts Academy, the Replication Model School, is eligible to replicate based on three years of academic performance meeting the Board’s expectations, summarized in the table below:

Fiscal Year	Grades Served	Overall Rating
FY2014	9-12	78.75
FY2013	9-12	75.83
FY2012	7-12	78.75

The Academic Dashboard of the Replication Model School is provided in Appendix A. Academic Dashboard.

As part of replication eligibility, the 2014 academic performance of Associated Schools, if applicable, is also considered. Associated Schools have 50% or more of their board members in common. 75% or more of all Associated Schools eligible to receive an Overall Rating must have an Overall Reading of Meets or Exceeds on the most recent Academic Dashboard. The 2014 overall ratings of Associated Schools for AIBT are provided in the table below:

Associated School	Opened	2014 Overall Rating
EdOptions Preparatory Academy	2009	82.5
EdOptions HS Learning Center	2010	78.29

### II. BACKGROUND

The following section was compiled by Board staff and provided in order to summarize background information about the Replication Model School.

AIBT Non-Profit Charter High School, Inc. was brought before the Board for consideration of a replication application package in October of 2015. The replication for the operation of RCB College Preparatory Academy was approved with a target start date of August 15, 2016.

On October 14, 2015, Board staff contacted the charter representative by mail, advising him of the steps required for the execution of the replication charter contract. On August 24, 2016, having not heard from the charter representative, Board staff contacted the charter representative by email, notifying him of the October 13, 2016 deadline for execution of the replication charter contract.<sup>1</sup> The charter representative responded that the school had begun operations on August 24 and that three students had enrolled.<sup>2</sup> Based on information available through the Arizona Department of Education’s (ADE) website, RCB College Preparatory Academy had been added as a charter school to the original AIBT charter contract (CTDS 07-87-93-000). However, in October of 2015, the Board did not authorize the addition of a charter school to the original charter contract, but rather

<sup>1</sup> On August 24, the charter representative indicated to Board staff that he had not received the Board’s October 14, 2015 letter. Following that conversation, Board staff emailed a copy of the October letter to the charter representative.

<sup>2</sup> On August 25, the charter representative told Board staff that no students had shown up on the first day and that two of the students had indicated that they would be attending other schools.

granted a second charter contract to AIBT for the operation of RCB College Preparatory Academy. Although a new school was added to the original AIBT charter contract, no RCB College Preparatory Academy students were reported to ADE for funding. Before a replication charter contract may be executed, certain documents must be provided to the Board (e.g., IRS Form W-9, General Statement of Assurance, evidence that the school's website includes the disclosure statement required under Open Meeting Law). Having failed to timely execute its replication charter contract and hold its public meeting required under A.R.S. § 15-183(C)(7) prior to opening its site, the charter representative was obliged to suspend operations and move the school's start date. As of the writing of this report, AIBT is considering whether to open the replicated school in late September or to wait and open the school next year. Moreover, it took three submissions for the charter holder to provide the Board with documents that reflected the charter school site that would be operating under the replication charter contract. On August 31, 2016, the replication charter contract was executed.

The charter representative's mishandling of the replication charter contract approved by the Board in October of 2015 and the opening of RCB College Preparatory Academy without the authority to do so demonstrate a lack of capacity and is cause for concern in the consideration of granting two additional replication charter contracts to this charter holder at this time.

### III. EDUCATIONAL PLAN

*The following summary was created from excerpts and summaries of the information submitted for the applicant's Educational Plan.*

In the application, AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) has affirmed that the Educational Plan of the new entity for the new school will be consistent with the Educational Plan of the existing entity and Replication Model School.

#### **Mission**

RCB-NE is a learning and mentoring community that creates a safe environment to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

#### **Program of Instruction**

According to the Charter Holder, the program of instruction focuses on providing a quality alternative for those who need or want it regardless of the reason. Instruction will be delivered through a computerized content delivery system (CDS) consisting of a blended learning instructional program that allows for the modification of academic schedules to meet the additional needs of the target population. The application states that the system supports the Arizona College and Career Ready standards and contains full content, daily lessons, formative unit quizzes, and a summative final exam per term for a variety of almost thirty-four one year courses. The application describes content delivery and learning management as web delivered, allowing teachers to utilize elements of Response to Intervention, small group instruction, and individualized assistance. Instructional decisions for intervention are based on data collected from the CDS formative and summative assessment tools.

The application states that summative assessments given at the completion of each course indicate knowledge acquisition and application, and also indicate mastery of identified state standards. At the end of each course, students receive credit for completing seat time, as well as demonstrating mastery of the course content at a 70% level. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits. (Presented in the application: RCB Educational Plan)

#### **Target Population**

Currently, RCB has 267 students enrolled. In the application, AIBT has identified a target location near the Paradise Valley Community College campus in Phoenix. The narrative states that the target population for the school consists of under-supported learners within a five-mile radius of the campus whose needs have not been met by the existing district schools. The targeted under-supported learners include students with a history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, adjudicated students, wards of the state, and students who are primary care givers or are financially responsible for dependents. (Presented in the application: RCB Target Population and Enrollment of New School)

**Demographic Data Tables prepared by Board staff**

At RCB, the demographic data, as well as 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. There are 7 alternative schools serving grades 9–12 within a five mile radius of the proposed location for RCB-NE that received an A-F letter grade. The table 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 serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups and demographic category.<sup>3</sup> For categories in which the percentage of students is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted, and therefore not represented in the table. There are no alternative high schools serving a similar percentage of FRL students within a five-mile radius of the proposed location of RCB-NE.

RCB	88%	13%	3%	79%	1%	1%	6%
Letter Grade	FRL	SPED	American Indian	Hispanic	Multi-Racial	Pacific Islander	White
A-ALT	0	1	0	0	1	0	0
B-ALT	0	0	1	1	1	0	0
C-ALT	0	1	3	0	1	0	0
D-ALT	0	1	1	0	0	0	0

For each letter grade, the table below 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 RCB, the 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.

Letter Grade	RCB			ELA 4%	Math <2%	Charter Schools	Meets Board’s Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ( $\pm 5\%$ )	Comparable Math ( $\pm 5\%$ )		
A-ALT	1	0	0	0	0	1	1
B-ALT	1	0	0	0	0	1	1
C-ALT	4	0	0	2	3	4	0
D-ALT	1	0	0	0	0	1	0

**Enrollment Policies**

The Charter Holder has stated that RCB-NE will follow the enrollment procedures of AIBT, and will offer year-round enrollment to high school students. The described enrollment process includes placement testing and transcript evaluation to determine if RCB-NE is a good fit for the student, and to ensure placement into appropriate courses.

<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.



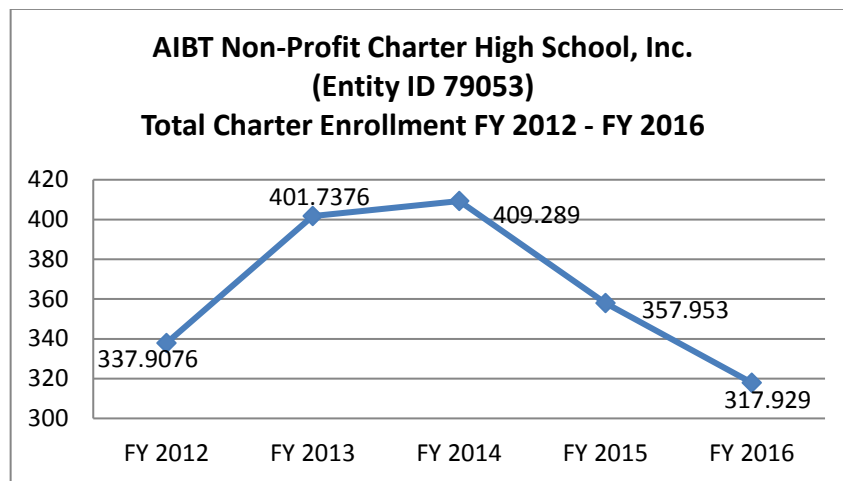
Enrollment processes described in the application are characterized as being free of discrimination on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation, and occurs in accordance with A.R.S. § 15-184 and other applicable state and federal laws. The application states that students expelled from other schools are considered for enrollment based on interviews with school leaders. (Presented in the application: RCB Target Population and Enrollment of New School)

**Proposed Growth Plan for Proposed School**

Fiscal Year	Grades Served	Projected Full Enrollment
FY2018	9-12	100
FY2019	9-12	110
FY2020	9-12	125

**Enrollment History**

AIBT has operated RCB since FY 2002. The table below summarizes enrollment in the last five years, based on Arizona Department of Education (ADE) 100th day average daily membership. The enrollment cap is 1625.



(Data provided by Arizona Department of Education)

**IV. OPERATIONAL PLAN**

*The following summary was created from excerpts and summaries of the documents submitted for the applicant’s Operational Plan.*

AIBT is an Arizona non-profit corporation that was incorporated on January 25, 2000. AIBT currently holds one charter which operates a school in Phoenix. In the application, AIBT has affirmed that the organizational structure and governance structure of the replication charter will be consistent with the organizational and governance structure of the existing charter.

**Charter Holder Entity for Replication Charter**

The replication charter will be held by AIBT, which is the existing entity. AIBT has one Charter Representative: Steven Durand. The new school will have the same governing body as the replication model school.

The application states that AIBT has partnered with Paradise Valley Community College (PVCC) to bring several new opportunities to RCB-NE’s students. The partnership with PVCC will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the college setting will acclimate students



to college life and encourage them to enroll at PVCC for their post-secondary education. (Presented in the application: RCB Operational Plan)

## V. BUSINESS PLAN

*The following summary was created from excerpts and summaries of the documents submitted for the applicant's Business Plan.*

### Site Information

Proposed School Name:	RCB College Preparatory Academy NE
Proposed Location:	Near the Paradise Valley Community College campus
Proposed Facility:	The proposed facility is approximately 2,600 square feet. The site will include one large classroom and several smaller rooms for group instruction. Office space and restrooms are included in the plan.  (Presented in the application: RCB Planned Facility)

### Financial Performance of Applicant

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) "Meets" the Board's financial performance expectations.

## VI. BOARD OPTIONS

Option 1: The Board may approve the replication application package. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board approve the replication application and grant the replication charter to AIBT Non-Profit Charter High School, Inc. to establish RCB College Preparatory Academy NE to serve grades 9–12.

Option 2: The Board may deny the replication application. Staff recommends the following language for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board deny the request for the replication charter of AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) to establish RCB College Preparatory Academy NE for the reasons that the Charter Holder has:

- Mishandled the replication contract that was approved by the Board in October 2013, thereby demonstrating a lack of capacity and qualifications in its operation of a charter school under that contract and cause for concern regarding the approval of additional replication charter contracts :
- (list any additional specific reasons the Board may have found during its consideration).



# RCB Medical Arts Academy

CTDS: 07-87-93-201 | Entity ID: 79123

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

## Academic Performance

[Edit this section.](#)

### RCB Medical Arts Academy

		2012 Alternative K-12 School (7 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	34.5	75	7.5	62.5	100	2.5	54	75	2.5
	Reading	49	75	7.5	71.5	100	2.5	72	100	2.5
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
1b. Improvement	Math	37.5	75	12.5	30.6	75	12.5	41.9	100	12.5
	Reading	49.5	75	12.5	51.3	75	12.5	53.7	75	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	31 / 19.7	75	7.5	23.5 / 19.4	75	10	33.7 / 20.4	75	10
	Reading	62 / 48.6	75	7.5	60.3 / 53	75	10	73.1 / 54.3	75	10
2b. Subgroup ELL	Math	22 / 17.2	75	2.5	37.2 / 20.4	75	1.67	38.7 / 20.9	75	2.5
	Reading	55 / 40.4	75	2.5	80.8 / 50	75	1.67	94.4 / 52.6	75	2.5
2b. Subgroup FRL	Math	31 / 18.8	75	2.5	24.4 / 18.3	75	1.67	34.3 / 20.3	75	2.5
	Reading	60 / 47.6	75	2.5	60.5 / 51.4	75	1.67	73.5 / 53.1	75	2.5
2b. Subgroup SPED	Math	NR	0	0	5.3 / 5.9	50	1.67	NR	0	0
	Reading	NR	0	0	30 / 23.4	75	1.67	NR	0	0
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B-ALT	75	5	B-ALT	75	5	B-ALT	75	5
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		90	100	15	87	75	20	81	75	20

Overall Rating	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	78.75	100	75.83	100	78.75	100





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## Replication Application

### Downloads

 [Download all files](#)

**Note:** Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

## 1. Applicant Agreement

### Application Agreement Information

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

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

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

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

### Application Agreement Signature

Steven Durand 06/30/2016

## 2. Entity Information

### Name of Charter Holder Entity Eligible for Replication

AIBT Non-Profit Charter High School, Inc.

### Name of Replication Model School

RCB Medical Arts Academy

**Name of Proposed Charter School**

RCB College Preparatory Academy NE

**Will the replication charter be held by the existing entity?**

Yes, the existing entity will hold the replication charter. (Skip Section A and go to Governance Structure)

**A: New Entity and Corporate Principals**

**Statement of Consistency**

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

**Name of New Entity**

n/a

**Authorized Representative for New Entity**

- Steven Durand
  - [REDACTED]
  - [REDACTED]
  - [REDACTED]
  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)
    -  [Verification of Coursework/Degree](#)

**Authorized Representative Mailing Address**

n/a

n/a, AZ 85019

**County**

n/a

**Day Time Phone**

n/a

**Fax**

*(No response)*

**Form of Organization**

Non Profit Corporation

**Entity Type**

Other: n/a


**Charter Principals Background Information**

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

**Charter Principals**

- Steven Durand
  - [REDACTED]
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  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)
    -  [Verification of Coursework/Degree](#)
    -  [Current Charter Affiliations](#)

**Required Exhibits for A:**

-  [Download File — n/a](#)

### 3. Governance Structure

#### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

#### How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

#### B: New Governing Body

- AIBT Non-Profit (Charter Organization)

### 4. Education Service Provider

#### Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

#### C.1: Education Service Providers -- Contractual Relationship

##### Statement of Consistency

*(No response)*

##### What is the name of the ESP?

*(No response)*

##### Required Exhibits for C.1

No documents were uploaded.

#### C.2: Education Service Providers -- Governance Relationship

##### Statement of Consistency

*(No response)*

##### What is the name of the ESP?

*(No response)*

Describe the nature of the governance relationship:

##### Required Exhibits for C.2

No documents were uploaded.

### 5. Educational Plan

#### Target Population and Enrollment of New School

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the target population of the new school may be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below.

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

#### Grades Requested for Replication Charter Contract

- 9th
- 10th
- 11th
- 12th

#### Enrollment Cap

125

#### Grades Served Year 1

9-12

#### Projected Enrollment Cap Year 1

100

#### Grades Served Year 2

9-12

#### Projected Enrollment Cap Year 2

110

#### Grades Served Year 3

9-12

#### Projected Enrollment Cap Year 3

125

#### School Calendar Type

Alternative

#### If alternative calendar, describe in 10 words or less:

Extended time for learning is provided to help undersupported students.

#### Instructional Days

181

#### Target Start Date

08/14/2017

#### School Characteristics

- Alternative/At Risk
- Blended Learning

Target Population and Enrollment of New School Narrative – [Download File](#)

## Program of Instruction

#### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

#### Mission Statement

RCB is a learning and mentoring community that creates a safe environment to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

Program of Instruction Narrative – [Download File](#)

Required Exhibit: (for schools offering high school grades only) – [Download File](#)

## 6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

### Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

## D.1: Confirmed Facility

Address of Confirmed Facility


Required Exhibits for D.1:

No documents were uploaded.

## D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Paradise Valley Community College campus

Planned Facility Narrative –  [Download File](#)

## Business Plan

Does the financial performance of the existing entity meet the Board's financial performance expectations?

Yes (Skip Section E)

## E. Business Plan for Expansion

Required Exhibits for E

No documents were uploaded.

## 7. Additional Information

### Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

## 7. RCB Target Population and Enrollment of New School

- 7-1. Describe the population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at AIBT Non-Profit Charter High School, Inc./RCB Medical Arts Academy has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues. Most students live within a five-mile radius of the campus. Although the demographics may be different in this area, the target population remains the same.

- 7-2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including whether the students will be primarily neighborhood or commuter, current levels of academic performance, and a demographic profile.

The target population for the school is under supported learners within a five-mile radius of Paradise Valley Community College. These students fall into the following categories: students with history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, students who are primary care givers or are financially responsible for dependents, adjudicated students, wards of the state, and others. AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those who may not have experienced it before and to support student preferences for different learning modalities.

- 7-3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population.

AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those may not have experienced it before or who are looking to gain college credits through concurrent enrollment with PVCC. The neighboring district high schools have students who are behind on credits, who are in family and social situations that make traditional school difficult, who work, and who may have gotten in trouble with the law. AIBT Non-Profit Charter High School, Inc. /RBC is will provide significant alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

- 7-4. Describe the enrollment practices, processes, and policies of the existing school, as per A.R.S. § 15-184.

AIBT Non-Profit Charter High School, Inc. /RCB offers year-round enrollment to high school students. This process includes placement testing, transcript evaluation, and placement into appropriate courses. The purpose of the testing and transcript evaluation is to determine if RCB Medical Arts High School is a good fit for the student. RCB Medical Arts High School does not discriminate on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation; applicants will not be accepted or rejected on the basis of any of these factors. Enrollment paperwork is processed immediately so that students can begin making progress toward graduation as soon as possible. The principal and other leaders at RCB conduct interviews to make enrollment decisions about students who may have been expelled from other schools. Enrollment occurs in accordance with A.R.S. § 15-184 and other application state and federal laws.

- 7-5. Describe the enrollment timeframe that will be implemented by the proposed school, to be shared with the public.

In anticipation of the August 2017 opening at the Paradise Valley Community College campus, AIBT Non-Profit Charter High School, Inc. will begin marketing through direct mail, radio, and billboards. Upon approval of the replication application, AIBT Non-Profit Charter High School, Inc. will secure billboard and radio spots as well as contract with direct mail vendors to issue recurring direct mail outreach in a five-mile radius of 32<sup>nd</sup> Street and Union Hills. AIBT Non-Profit Charter High School, Inc. currently works with OutFront Media and CBS to cover billboard and radio advertising. These solicitations will target families with children from 14-19 years old. Prospective students and their families will be able to tour the campus and pre-enroll for school in the spring and summer of 2017, as administrative and office staff will be on site during that time. Students will take placement tests and will be offered the opportunity to attend summer school at an RCB campus.

## 10. RCB Operational Plan

- 10-1. Describe the organization's strategic growth plan and desired outcomes over the next five years in Arizona. Include: number of schools with grades served including expansion progression, projected opening dates, and projected number of students served.

AIBT Non-Profit Charter High School, Inc. will continue to serve high school students seeking educational alternatives that support them as they make up missing credits, address skill deficits, and work around other life situations. Over the next five years, AIBT Non-Profit Charter High School, Inc. plans to replicate on the campus of Paradise Valley Community College. The target date for this replication is August 2017. This campus will serve high school students with an initial enrollment of up to 100 students in the first year, 110 students in the second year, and 125 students in the third year.

AIBT Non-Profit Charter High School, Inc. expects to see a significant increase in enrollment over the next three years. AIBT Non-Profit Charter High School, Inc. has partnered with Paradise Valley Community College to bring several new opportunities to AIBT Non-Profit Charter High School, Inc.'s students. The partnership with PVCC will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the college setting will acclimate students to college life and encourage them to enroll at PVCC for their post-secondary education.

- 10-2. Summarize the organization's capacity to support the quality and long-term academic and operational success and financial viability of the replication school, and proposed growth of the school over the next three years.

AIBT Non-Profit Charter High School, Inc. has the academic, operational, and financial resources to support the viable growth of the charter. The management team, teachers, and staff have a proven record of providing academic quality and growth. The leadership team is comprised of leaders with dozens of years of both business and education experience, and all teachers are highly qualified in the subjects they teach. By combining effective business practices with contemporary education research, RCB Medical Arts Academy is a performing school with three years of meeting the standards set forth by ASBCS. These successes have been achieved through careful delivery of instruction, effective professional development, and ongoing assessment and data analysis using our reliable data triangulation approach, as demonstrated to ASBCS staff during previous site visits. This allows us to make decisions based on facts instead of feelings. We hold all employees to high standards, and we hold ourselves to high standards in terms of fiscal accountability with a record of impeccable audits. AIBT Non-Profit Charter High School, Inc. has a cash reserve to help fund the replication and provide for the additional teaching and support staff required to encourage and engage our students.

- 10-3. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion, and how you plan to avoid or minimize challenges in the replication school.

AIBT Non-Profit Charter High School, Inc. meets the prescribed academic and financial performance expectations. The Academic dashboard indicates a grade level of "B-Alt". The successful systems that are in place will be maintained and expanded to support the replication. As needs are identified, additional resources will be researched, reviewed, and evaluated for inclusion in the academic program. We monitor effectiveness through frequent analysis and intervention when it comes to students and staff. Ineffective personnel and practices are removed as part of regular workplace and classroom walkthroughs by leaders, consultants, and board members – all with an eye focused on our mission of helping all students graduate. Our leadership team includes experienced professionals with school development and turnaround experience and training. Once approved for replication, we will draft a comprehensive timeline and change management plan to ensure the physical building, materials needed, highly qualified staff, and additional services and resources are in place and meaningfully supported so that we can continue our mission of serving underserved populations of students. The leadership team will meet weekly to ensure the various system components are on pace for opening in August of 2017 and are maintained as the school year begins in our new location.



## 8. RCB Planned Facility

D.2-1. Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

On or near the Paradise Valley Community College

D.2-2. Describe the facility size and layout suitable for implementing the Educational Plan.

The facility that AIBT is in the process of acquiring is located inside the buildings of PVCC or within walking distance of PVCC. It is part of the community college campus/neighborhood. The facility consists of approximately 2,600 square feet which will accommodate a large classroom and several smaller rooms for group instruction and office space. In addition, restrooms are located next to this particular space.

D.2-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 7.

Negotiations are currently underway for the leasing of this property. AIBT expects to acquire this property within 90 days and will begin renovation upon possession to prepare for opening in August of 2017.

## 9. RCB Educational Plan

- 9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy serves students whose needs have not been met in other schools due to a number of factors. The program here focuses on providing a quality alternative for those who need it or want it regardless of the reason and to provide a college preparatory approach to encourage students to continue their education after high school graduation. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy's blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside a traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff, the technology tools we use provide significant alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

- 9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The digital content delivery system content is supplemented with teacher-developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards. Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

- 9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. Teachers can easily assess the academic progress of their students and utilize the elements of RTI to assist students in mastering performance objectives.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional approach.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy computerized content delivery system (CDS) instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

The proposed location on or within walking distance of PVCC makes college more appealing and less threatening to a target population who may not see post-secondary education as an attainable goal.

9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Each CDS course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments give the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student needs. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary. Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level. Students can not complete a course until they have earned at least 70% on each lesson and test.

9-5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy content delivery system (CDS) instructional program is prepared to offer a comprehensive program of study that meets Arizona graduation requirements. A variety of almost forty one-year, two-semester courses and a dozen half-year, one-semester courses are available for students through the content delivery system.

Students are awarded credits at end of each term. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits.



# High School Course Catalog

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

Reading Essentials I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class focuses on the pronunciation and forming of words to increase reading proficiency. There is a strong emphasis on forming and recognizing parts of words such as prefixes, suffixes and roots. Students will explore how to recognize main ideas and cause and effect when reading independently. This course focuses on using critical thinking skills and context clues to predict outcomes and draw conclusions. Students will gain an overview of literary terms and styles.

Reading Essentials II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class teaches students to read and recognize purpose through the use of literary terms and techniques such as propaganda and bias. There is a strong focus on reading comprehension, identifying main ideas, and use of story elements. Students are introduced to the use of mood, tone and figurative language in reading; as well as an advanced look at pronunciation and the formation and roots of word.

AZMERIT Reading Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review reading skills to improve student academic performance. Topics of this course include literary structure, vocabulary, writing structure, and grammar and usage.

English 9A/English I S1

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the first half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

A Tale of Two Cities by Charles Dickens

1010L

English 9B/English 1 S2

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the second half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Odyssey by Homer

Romeo and Juliet by William Shakespeare

1010L

English 10A/ English II S1

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the first half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

980L

English 10B/English II S2

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the second half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Julius Caesar by William Shakespeare

The Jungle by Upton Sinclair

980L

### English 11A/English III S1

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the first half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

The House of the Seven Gables by Nathaniel Hawthorne

The Last of the Mohicans by James Fenimore Cooper

960L

### English 11B/English III S2

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the second half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

Moby Dick by Herman Melville

The Red Badge of Courage by Stephen Crane

960L

English 12A/English IV S1

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is the first half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte

1040L

English 12B/English IV S2

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is second half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Math Fundamentals IA

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I A covers the basic foundations of mathematical concepts which include working the fundamental operations involving whole numbers and fractions, decimals and percents, ratio and proportion, interpretation of graphs, metric and nonmetric geometry, combinations and permutations and introduction to algebra.



Math Fundamentals IB

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I B covers the intermediate foundations of mathematical concepts which include fundamental operations involving algebraic expressions, first degree equations and inequalities in one unknown, functions and graph and systems of equations.

Pre-Algebra A

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra A covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percent, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem.

Pre-Algebra B

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra B is a review of mathematical concepts covered in Pre Algebra A and includes expressions and equations, equations with integers, solving inequalities, graphing, statistics and graphing, probability, algebra with geometry, polygons and circles, area and volume and special triangles.

AZMERIT Math Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review mathematical concepts to improve student academic performance. Topics of this course include exponents and factors, absolute value, slope-intercept equation, Pythagorean Theorem, transversals, integers, inequalities, rational numbers and probability.

Algebra IA

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IA: Review of mathematic concepts to include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review

of additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations.

### Algebra IB

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Algebra IB: Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

### Algebra IIA

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

### Algebra IIB

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Continuing coursework from the Algebra II, Part 1 which includes combining and multiplying real numbers, order of operations, connecting words and numbers through expressions, developing a plan to solve a problem, combining like terms, definition and examples of ordered pairs, grids, quadrants, abscissa, defining linear equations, graphing equation systems, three-variable equations, matrix multiplication, transformation, point and matrix transformations, polynomial types, zero as an exponent, finding higher variables, factoring numerators, and solving complex rationals.

### Geometry 1A

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right

triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

### Geometry IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

### Trigonometry

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency.

### Trigonometry Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency. This honors course has an increased level of difficulty over standard courses.

### Calculus 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus 1A is core math course which begins with a review of Algebra. This course covers calculating x-values and corresponding values, limits, notation, continuous functions, asymptotes, negative and positive infinities, graphing tangents, secants, and cosecants, derivatives, Leibniz notation, constant

functions and derivatives, functions that are products, the derivative as a reciprocal of sine, acceleration as a derivative of velocity, maximum and minimum values of given functions at closed intervals, and using related rates to determine the volume of cones.

### Calculus 1B

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus IB is a core math course which begins with a review of Algebra, This course covers continuing course work from Calculus IA, including in depth skills of derivatives and integrals and their applications, determining graphing data, and anti-derivatives with negative exponents. It will cover and expand other course concepts such as continuing functions, graphing tangents, secants, and cosecants. Many problems are atypical and require students to synthesize new solutions.

### Consumer/Senior Math A

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

### Consumer/Senior Math B

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

### Biology A

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the first half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

910L

**Biology A Honors**

Honors Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the first half of comprehensive Honors Biology. It covers all aspects of the core high school science course including a rigorous emphasis on biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

**Biology B**

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the second half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

**Biology B Honors**

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the second half of comprehensive Honors Biology. It covers all aspects of the core high school science course. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Earth and Space Science A

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science A Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Earth and Space Science B

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science B Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the second half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Physical Science A

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking.

Physical Science A Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physical Science B

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities.

Physical Science B Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physics

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined).

Physics Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined). This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.



AZ American History Geo A

Duration: 75 Hours

Credits: 0.5

## Course Description:

The story of America is written in the rich history of the accomplishments of its people. America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science/technology, and sociology/anthropology.

1060L

AZ American History Geo B

Duration: 75 Hours

Credits: 0.5

## Course Description:

America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science and technology, and sociology and anthropology. U.S. History II is a second semester course that continues to show how events of the past are connected to today's world. Beginning with post World War I, this course examines significant events such as the Great Depression, World War II, the Civil Rights Movement, and the 2008 presidential election. Students will be guided through twentieth and twenty-first century events that have shaped our nation's society.

1040L

Economics

Duration: 75 Hours

Credits: 0.5

## Course Description:

High school level course that covers the definition of economics, microeconomics, producers and consumers, capitalism, socialism, communism, the world's economy from 1500 to present day, colonization, balance of trade, the Great Depression, the U.S. economy from 1600 to present day, economic causes of the Revolutionary War, railroads, corporations, monopolies, labor unions, the New Deal, recession, inflation, classical theorists, the American microeconomic system, applied economics, social programs, challenges of the global economy, welfare reform debate, and the budget deficit.

1120L

Government

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This high school level course contains the topic areas of government functions, population, territory, sovereignty, the origin of government, the English Bill of Rights, the founding of the original thirteen colonies, the Proclamation of 1763, the First Continental Congress, the Articles of Confederation, the origin and principles of the Constitution, the Bill of Rights, executive, legislative, and judicial powers, the Magna Carta, taxes, the U.S. Senate, impeachment, how a bill becomes a law, the U.S. House of Representatives, elections, the President, the Presidential Cabinet, executive agencies, fiscal and monetary policy, and elections

1140

World History Geo A

Duration: 75 Hours

Credits: 0.5

**Course Description:**

World History Geo A: Includes an overview of history, artifacts, Ice ages, Ancient Egypt, the Hanging Gardens of Babylon, the Ten Commandments, Greek civilization, Alexander the Great, philosophers, the Roman Empire, Julius Caesar's rise and fall, Roman gods, the development of commerce, the Irish and Anglo-Saxons, Vikings, the Crusades, feudalism, Henry I, Edward III, Joan of Arc, Isabella and Ferdinand, Africa, the Americas, North American civilizations, the Renaissance, the Reformation, the American Revolution, the Boston Tea Party, the First Continental Congress, the Constitution, and post-Napoleonic France.

920L

World History Geo B

Duration: 75 Hours

Credits: 0.5

**Course Description:**

World History Geo B: Covers China, Japan, isolationism, Asia, Charles Townshend, the transcontinental railroad, socialism, science in the 1800s, pioneers in medicine, Romanticism, Impressionism, the Romanov Dynasty, Moscow, Catherine the Great, Latin America, Spanish colonization, Queen Victoria, the U.S. in the 1800s, German Unification, the Age of Imperialism, European influence in Africa, Indian resistance to British rule, the rise of nationalism, Allied forces, World War II, League of Nations, decline of trade, increase of women's rights, the Russian Revolution, Vladimir Lenin, tensions between the Soviet Union and the United States, the Berlin Wall, Vietnam, fighting in Cambodia, western Europe, NATO, the United Nations, and eastern Europe.

1040

Art Appreciation

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

Art Appreciation is a survey of the visual arts of painting, sculpture, architecture, and the principles of design. The course will enable students to develop an understanding of how an artist has the power to

inspire and inform the viewer by making a personal, social, political, or religious statement. Students will also explore the history and art of both past and present world cultures.

1070L

### Career Essentials

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

The choice of a career is an integral aspect of the personal and social development of an individual, and being prepared for a job search increases the chances of success. The A+LS™ Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank you letters, and prospective job offers.

1090L

### College Readiness and High School Review

Duration: 150 Hours

Credits: 1.0

Course Description:

This course is designed for students leaving high school and looking for a comprehensive review of High School Math, Reading, Writing, Science and Social Studies. This course will prepare students for the rigors of college course work by giving them the ability to review those vital skills linked to each core subject area. The students will review reading comprehension skills, note-taking, organization skills, time management, test taking strategies, outlining and writing essays, developing hypotheses, researching various topics, and other skills used in college courses. This course is a one credit course and with hard work should be completed in six weeks.

### Humanities I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities I lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, and the Classics of Ancient Greece and Ancient Rome.

1090L

### Humanities II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities II explores the influential subject areas of language, philosophy, ethics, literature, and religion. Humanities, along with the social sciences and natural sciences, represent the knowledge that

humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.

1090L

#### Medical Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical math introduces students to how math skills are applied in the medical field. Students are introduced to medical conversion tables and units of measure. Students are given real life medical situations to solve using math skills.

#### Medical Terminology

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical Terminology introduces students to the various medical terms they will encounter in medical field. Students will learn how terms are used and applied in the medical field.

#### Personal Finance

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

An important aspect of every individual's future is the ability to plan and implement sound and responsible financial goals. The Personal Finance course will educate students in a variety of financial and monetary subjects, including consumer services and protections.

1060L

#### Real World Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Engaging Students through Global Issues promotes student engagement by providing real-world data on global issues with a focus on practical solutions. The concentrate of this course is on foundational algebra concepts. Lessons focus on salaries, taxes, purchasing to financial literacy and build both mathematical knowledge and global perspective.

#### Skills Development

Duration: 75-150 Hours

Credits: 0.5 – 1.0

**Course Description: Elective**

Skills Development is used to prepare students for future math and language arts classes. The course uses pre-assessment tests to determine a student's level of core knowledge in Math and Language Arts. Once testing is complete students will be automatically assigned coursework in areas that they were deficient. The number of lessons varies depending on the assessment test results. Students should plan on the list to be between 75 and 185 lessons. If more than 120 hours and 150 lessons are completed then students will have the opportunity to earn a full 1.0 credits.

**Work Study**

Credits: 0.5 – 1.0

**Course Description: Elective**

Students can earn credit by working on a job site and learning through experience. A student must have taken or currently be enrolled in Career Essentials to be eligible for work experience credit. Written assignments and job evaluations must be completed. Students may earn a .5 credit by completing 75 hours in an 18 week period. Students may earn a full credit by continuing their work experience and completing 150 hours in a 36 week period.

**Spanish IA**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish I A course is a comprehensive, completely integrated course for grades 9-12. Spanish I A is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

**Spanish IB**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish I B course is a comprehensive, completely integrated course for grades 9-12. Spanish I B is designed to help students advance on the skills obtained in Spanish IA by building on the fundamental concepts. This class is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

**Spanish IIA**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish II A course is a comprehensive, completely integrated course for grades 9-12. Spanish II A is designed to help students advance on the skills obtained in Spanish IA and IB by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II B course is a comprehensive, completely integrated course for grades 9-12. Spanish II B is designed to help students advance on the skills obtained in Spanish IIA by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Health

Course Description: Elective

Health is designed to move the student from a narrow focus to a broad perspective of health. With an emphasis on nutrition and exercise, students also learn about health risks, types of illnesses, functions of the major systems of the body, and health career options.

AIBT Non-Profit Charter High School, Inc. /  
RCB Medical Arts Academy

**Minutes of the Governing Board Meeting**

The AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts Academy Governing Board convened a regular board meeting August 26th, 2016 at 5:30 pm, in the RCB Medical Arts Academy Commons at 6049 N. 43rd Ave., Phoenix, AZ, 85019.

**Item A.** Call to Order

Mr. Steve Durand called the meeting to order at 5:32 p.m.

**Item B.** Welcome and Introductions.

Board Members

Present: Steven F. Durand (phone)  
Lee Wheeler  
Christol Mosley (phone)  
BJ Dines (phone)  
Randy Babick (phone)  
Cindy Worrell (phone)

Mr. Durand welcomed the board members.

**Item C.** Approval of Agenda

Mr. Durand motioned the Governing Board approve the agenda as presented. Second by Mr. Wheeler. Motion passed.

**Item D.** Current Events.

The new building is coming along well. We will have our final inspections next week and we look forward to opening the building in the near future. RCB's enrollment is steadily increasing and the start of the year has been smooth so far.

**Item E.** Study and voting session.

1. Review and consider approving the replication application for RCB College Preparatory Academy N.E., AIBT Non-Profit Charter High School, Inc. Motion to approve by Steve Durand and second by BJ Dines. Motion passed unanimously.
2. Review and consider approving the replication application for RCB College Preparatory Academy North, AIBT Non-Profit Charter High School, Inc. Motion to approve by Lee Wheeler and second by Cindy Worrell. Motion passed unanimously.
3. Review and consider approving hiring additional Math Tutors / Para Pros to aid students that are testing two or more grade levels below cohort upon transferring into our school. Motion to approve by Steve Durand and second by Randy Babick. Motion passed unanimously.

**Item F.** Consider approving the minutes from the previous meeting.

1. Review and consider approving the minutes from the August 25<sup>th</sup> board meeting. Motion to approve by Steve Durand and second by Cindy Worrell. Motion passed unanimously.

**Item G.** Call to the Public

1. No Public

**Item H.** The next board meeting will be scheduled for a later date at RCB High School.

There being no further business to come before the Board, Mr. Durand motioned the Board Meeting be adjourned at 5:47 p.m. Second by Ms. Mosley. Motion passed.

GOVERNING BOARD

AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts High School

By: Lee Wheeler

## AGENDA ITEM: Replication Application—AIBT Non-Profit Charter High School, Inc.

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) (AIBT) submitted a complete replication application on August 19, 2016. AIBT seeks a charter to replicate RCB Medical Arts Academy (RCB) and to operate a new school in Phoenix. The school will be named RCB College Preparatory Academy North (RCB-North) and will serve students in grades 9 through 12 with a targeted start date of August 14, 2017.

**Replication Model School**—RCB Medical Arts Academy

**Grades Served**—9–12

### I. ACADEMICS

RCB Medical Arts Academy, the Replication Model School, is eligible to replicate based on three years of academic performance meeting the Board’s expectations, summarized in the table below:

Fiscal Year	Grades Served	Overall Rating
FY2014	9-12	78.75
FY2013	9-12	75.83
FY2012	7-12	78.75

The Academic Dashboard of the Replication Model School is provided in Appendix A. Academic Dashboard.

As part of replication eligibility, the 2014 academic performance of Associated Schools, if applicable, is also considered. Associated Schools have 50% or more of their board members in common. 75% or more of all Associated Schools eligible to receive an Overall Rating must have an Overall Reading of Meets or Exceeds on the most recent Academic Dashboard. The 2014 overall ratings of Associated Schools for AIBT are provided in the table below:

Associated School	Opened	2014 Overall Rating
EdOptions Preparatory Academy	2009	82.5
EdOptions HS Learning Center	2010	78.29

### II. BACKGROUND

The following section was compiled by Board staff and provided in order to summarize background information about the Replication Model School.

AIBT Non-Profit Charter High School, Inc. was brought before the Board for consideration of a replication application package in October of 2015. The replication for the operation of RCB College Preparatory Academy was approved with a target start date of August 15, 2016.

On October 14, 2015, Board staff contacted the charter representative by mail, advising him of the steps required for the execution of the replication charter contract. On August 24, 2016, having not heard from the charter representative, Board staff contacted the charter representative by email, notifying him of the October 13, 2016 deadline for execution of the replication charter contract.<sup>1</sup> The charter representative responded that the school had begun operations on August 24 and that three students had enrolled.<sup>2</sup> Based on information available through the Arizona Department of Education’s (ADE) website, RCB College Preparatory Academy had been added as a charter school to the original AIBT charter contract (CTDS 07-87-93-000). However, in October of 2015, the Board did not authorize the addition of a charter school to the original charter contract, but rather

<sup>1</sup> On August 24, the charter representative indicated to Board staff that he had not received the Board’s October 14, 2015 letter. Following that conversation, Board staff emailed a copy of the October letter to the charter representative.

<sup>2</sup> On August 25, the charter representative told Board staff that no students had shown up on the first day and that two of the students had indicated that they would be attending other schools.



granted a second charter contract to AIBT for the operation of RCB College Preparatory Academy. Although a new school was added to the original AIBT charter contract, no RCB College Preparatory Academy students were reported to ADE for funding. Before a replication charter contract may be executed, certain documents must be provided to the Board (e.g., IRS Form W-9, General Statement of Assurance, evidence that the school's website includes the disclosure statement required under Open Meeting Law). Having failed to timely execute its replication charter contract and hold its public meeting required under A.R.S. § 15-183(C)(7) prior to opening its site, the charter representative was obliged to suspend operations and move the school's start date. As of the writing of this report, AIBT is considering whether to open the replicated school in late September or to wait and open the school next year. Moreover, it took three submissions for the charter holder to provide the Board with documents that reflected the charter school site that would be operating under the replication charter contract. On August 31, 2016, the replication charter contract was executed.

The charter representative's mishandling of the replication charter contract approved by the Board in October of 2015 and the opening of RCB College Preparatory Academy without the authority to do so demonstrate a lack of capacity and is cause for concern in the consideration of granting two additional replication charter contracts to this charter holder at this time.

### III. EDUCATIONAL PLAN

*The following summary was created from excerpts and summaries of the information submitted for the applicant's Educational Plan.*

In the application, AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) has affirmed that the Educational Plan of the new entity for the new school will be consistent with the Educational Plan of the existing entity and Replication Model School.

#### **Mission**

RCB-North is a learning and mentoring community that creates a safe environment to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

#### **Program of Instruction**

According to the Charter Holder, the program of instruction focuses on providing a quality alternative for those who need or want it regardless of the reason. Instruction will be delivered through a computerized content delivery system (CDS) consisting of a blended learning instructional program that allows for the modification of academic schedules to meet the additional needs of the target population. The application states that the system supports the Arizona College and Career Ready standards and contains full content, daily lessons, formative unit quizzes, and a summative final exam per term for a variety of almost forty-one one year courses and a dozen half-year courses. The application describes content delivery and learning management as web delivered, allowing teachers to utilize elements of Response to Intervention, small group instruction, and individualized assistance. Instructional decisions for intervention are based on data collected from the CDS formative and summative assessment tools.

The application states that summative assessments given at the completion of each course indicate knowledge acquisition and application, and also indicate mastery of identified state standards. At the end of each course, students receive credit for completing seat time, as well as demonstrating mastery of the course content at a 70% level. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits. (Presented in the application: RCB Educational Plan)

## Target Population

Currently, RCB has 267 students enrolled. In the application, AIBT has identified a target location at 54<sup>th</sup> Avenue and Happy Valley Road in Phoenix. The narrative states that the target population for the school consists of under-supported learners within a five-mile radius of the campus whose needs have not been met by the existing district schools. The targeted under-supported learners include students with a history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, adjudicated students, wards of the state, and students who are primary care givers or are financially responsible for dependents. (Presented in the application: RCB Target Population and Enrollment of New School)

## Demographic Data Tables prepared by Board staff

At RCB, the demographic data, as well as 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. There are 3 alternative schools serving grades 9–12 within a five mile radius of RCB that received an A-F letter grade. 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 serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups and demographic category is also included.<sup>3</sup> For categories in which the percentage of students is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted, and therefore not represented in the table below. There are no alternative high schools serving a similar percentage of FRL students within a five-mile radius of the proposed location of RCB-North.

RCB	88%	13%	3%	79%	1%	1%	6%
Letter Grade	FRL	SPED	American Indian	Hispanic	Multi-Racial	Pacific Islander	White
A-ALT	0	0	0	0	0	0	0
B-ALT	0	1	0	0	1	0	0
C-ALT	0	0	0	0	0	0	0
D-ALT	0	0	1	0	1	1	0

For each letter grade, the table below 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 RCB, the 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.

Letter Grade	RCB			ELA 4%	Math <2%	Charter Schools	Meets Board’s Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ( $\pm 5\%$ )	Comparable Math ( $\pm 5\%$ )		
A-ALT	0	0	0	0	0	0	0
B-ALT	1	0	0	0	0	1	1
C-ALT	0	0	0	0	0	0	0
D-ALT	1	0	0	0	0	1	0

<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.



**Enrollment Policies**

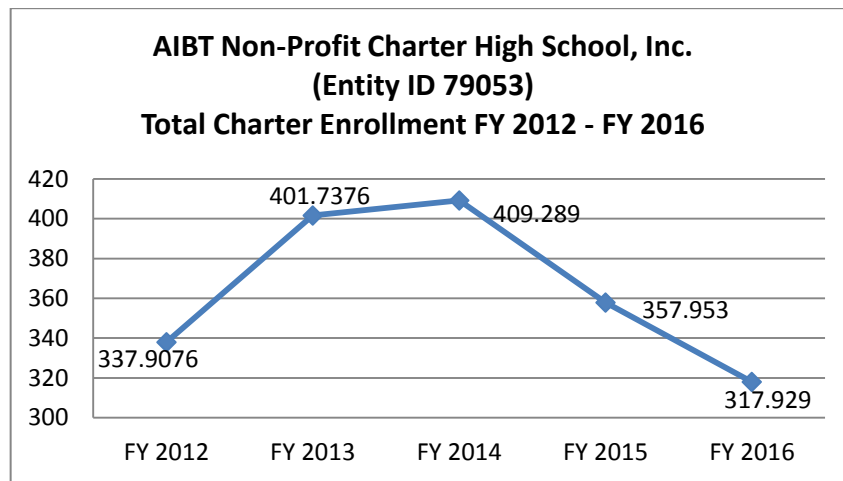
Based on the application of the Charter Holder, RCB-North will follow the enrollment procedures of AIBT, and will offer year-round enrollment to high school students. The described enrollment process includes placement testing and transcript evaluation to determine if RCB-North is a good fit for the student, and to ensure placement into appropriate courses. Enrollment processes described in the application are characterized as being free of discrimination on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation, and occurs in accordance with A.R.S. § 15-184 and other applicable state and federal laws. The application states that students expelled from other schools are considered for enrollment based on interviews with school leaders. (Presented in the application: RCB Target Population and Enrollment of New School)

**Proposed Growth Plan for Proposed School**

Fiscal Year	Grades Served	Projected Full Enrollment
FY2018	9-12	100
FY2019	9-12	110
FY2020	9-12	125

**Enrollment History**

AIBT has operated RCB since FY 2002. The table below summarizes enrollment in the last five years, based on Arizona Department of Education (ADE) 100th day average daily membership. The enrollment cap is 1625.



(Data provided by Arizona Department of Education)

**IV. OPERATIONAL PLAN**

*The following summary was created from excerpts and summaries of the documents submitted for the applicant’s Operational Plan.*

AIBT is an Arizona non-profit corporation that was incorporated on January 25, 2000. AIBT currently holds one charter which operates a school in Phoenix. In the application, AIBT has affirmed that the organizational structure and governance structure of the replication charter will be consistent with the organizational and governance structure of the existing charter.



## Charter Holder Entity for Replication Charter

The replication charter will be held by AIBT, which is the existing entity. AIBT has one Charter Representative: Steven Durand. The new school will have the same governing body as the replication model school.

The application states that AIBT has partnered with Glendale Community College West (GCCW) to bring several new opportunities to RCB-North's students. The partnership with GCCW will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the college setting will acclimate students to college life and encourage them to enroll at GCCW for their post-secondary education. (Presented in the application: RCB Operational Plan)

## V. BUSINESS PLAN

*The following summary was created from excerpts and summaries of the documents submitted for the applicant's Business Plan.*

### Site Information

Proposed School Name:	RCB College Preparatory Academy North
Proposed Location:	54th Avenue and Happy Valley Road
Proposed Facility:	The proposed facility is approximately 5,000 square feet. The site will include six classrooms, 2 offices spaces, an open resource area and 5 restrooms. (Presented in the application: RCB Planned Facility)

### Financial Performance of Applicant

AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) "Meets" the Board's financial performance expectations.

## VI. BOARD OPTIONS

Option 1: The Board may approve the replication application package. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board approve the replication application and grant the replication charter to AIBT Non-Profit Charter High School, Inc. to establish RCB College Preparatory Academy North to serve grades 9–12.

Option 2: The Board may deny the replication application. Staff recommends the following language for consideration:

I move, based on the information contained in the Board materials and presented today, that the Board deny the request for the replication charter of AIBT Non-Profit Charter High School, Inc. (Entity ID 79053) to establish RCB College Preparatory Academy North for the reasons that the Charter Holder has:

- Mishandled the replication contract that was approved by the Board in October 2013, thereby demonstrating a lack of capacity and qualifications in its operation of a charter school under that contract and cause for concern regarding the approval of additional replication charter contracts :
- (list any additional specific reasons the Board may have found during its consideration).

# RCB Medical Arts Academy

CTDS: 07-87-93-201 | Entity ID: 79123

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

## Academic Performance

[Edit this section.](#)

### RCB Medical Arts Academy

		2012 Alternative K-12 School (7 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	34.5	75	7.5	62.5	100	2.5	54	75	2.5
	Reading	49	75	7.5	71.5	100	2.5	72	100	2.5
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
1b. Improvement	Math	37.5	75	12.5	30.6	75	12.5	41.9	100	12.5
	Reading	49.5	75	12.5	51.3	75	12.5	53.7	75	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	31 / 19.7	75	7.5	23.5 / 19.4	75	10	33.7 / 20.4	75	10
	Reading	62 / 48.6	75	7.5	60.3 / 53	75	10	73.1 / 54.3	75	10
2b. Subgroup ELL	Math	22 / 17.2	75	2.5	37.2 / 20.4	75	1.67	38.7 / 20.9	75	2.5
	Reading	55 / 40.4	75	2.5	80.8 / 50	75	1.67	94.4 / 52.6	75	2.5
2b. Subgroup FRL	Math	31 / 18.8	75	2.5	24.4 / 18.3	75	1.67	34.3 / 20.3	75	2.5
	Reading	60 / 47.6	75	2.5	60.5 / 51.4	75	1.67	73.5 / 53.1	75	2.5
2b. Subgroup SPED	Math	NR	0	0	5.3 / 5.9	50	1.67	NR	0	0
	Reading	NR	0	0	30 / 23.4	75	1.67	NR	0	0
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B-ALT	75	5	B-ALT	75	5	B-ALT	75	5
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		90	100	15	87	75	20	81	75	20

Overall Rating	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	78.75	100	75.83	100	78.75	100



Arizona State  
Board for  
Charter Schools



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## Replication Application

### Downloads

 [Download all files](#)

**Note:** Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

## 1. Applicant Agreement

### Application Agreement Information

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

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

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

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

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

### Application Agreement Signature

Steven Durand 08/19/2016

## 2. Entity Information

### Name of Charter Holder Entity Eligible for Replication

AIBT Non-Profit Charter High School, Inc.

### Name of Replication Model School

RCB Medical Arts Academy

**Name of Proposed Charter School**

RCB College Preparatory Academy North

**Will the replication charter be held by the existing entity?**

Yes, the existing entity will hold the replication charter. (Skip Section A and go to Governance Structure)

**A: New Entity and Corporate Principals**


**Statement of Consistency**

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

**Name of New Entity**

n/a

**Authorized Representative for New Entity**

- [Redacted]
  - [Redacted]
  - [Redacted]
  - [Redacted]
  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)
    -  [Verification of Coursework/Degree](#)

**Authorized Representative Mailing Address**

n/a

n/a, AZ 85019

**County**

n/a

**Day Time Phone**

n/a

**Fax**

(No response)

**Form of Organization**

Non Profit Corporation







**Entity Type**

Other: n/a


**Charter Principals Background Information**

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

**Charter Principals**

- [Redacted]
  - [Redacted]
  - [Redacted]
  - [Redacted]
  - Files:
    -  [Fingerprint Clearance Card](#)
    -  [Affidavit](#)
    -  [Background Information Sheet](#)
    -  [Resume](#)
    -  [Verification of Coursework/Degree](#)
    -  [Current Charter Affiliations](#)

**Required Exhibits for A:**

 [Download File — n/a](#)



### 3. Governance Structure

#### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

#### How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

#### B: New Governing Body

- AIBT Non-Profit (Charter Organization)

### 4. Education Service Provider

#### Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

#### C.1: Education Service Providers -- Contractual Relationship

##### Statement of Consistency

*(No response)*

##### What is the name of the ESP?

*(No response)*

##### Required Exhibits for C.1

No documents were uploaded.

#### C.2: Education Service Providers -- Governance Relationship

##### Statement of Consistency

*(No response)*

##### What is the name of the ESP?

*(No response)*

Describe the nature of the governance relationship:

##### Required Exhibits for C.2

No documents were uploaded.

### 5. Educational Plan

#### Target Population and Enrollment of New School

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the target population of the new school may be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below.

##### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

#### Grades Requested for Replication Charter Contract

- 9th
- 10th
- 11th
- 12th

#### Enrollment Cap

300

#### Grades Served Year 1

9-12

#### Projected Enrollment Cap Year 1

200

#### Grades Served Year 2

9-12

#### Projected Enrollment Cap Year 2

250

#### Grades Served Year 3

9-12

#### Projected Enrollment Cap Year 3

300

#### School Calendar Type

Alternative

#### If alternative calendar, describe in 10 words or less:

Extended time for learning is provided to help undersupported students.

#### Instructional Days

181

#### Target Start Date

08/14/2017

#### School Characteristics

- Alternative/At Risk
- Blended Learning

Target Population and Enrollment of New School Narrative – [Download File](#)

## Program of Instruction

#### Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

#### Mission Statement

RCB Medical Arts Academy is a learning and mentoring community that creates a safe environment and alternative methods of scheduling, instructing and behavioral management to help under-supported students develop their visions and goals, their academic, medical and employability skills to ensure student success in life, college and the workplace.

Program of Instruction Narrative – [Download File](#)

Required Exhibit: (for schools offering high school grades only) – [Download File](#)

## 6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

## Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

### D.1: Confirmed Facility

Address of Confirmed Facility


Required Exhibits for D.1:

No documents were uploaded.

### D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

54th Avenue and Happy Valley Road

Planned Facility Narrative –  [Download File](#)

## Business Plan

Does the financial performance of the existing entity meet the Board's financial performance expectations?

Yes (Skip Section E)

## E. Business Plan for Expansion

Required Exhibits for E

No documents were uploaded.

## 7. Additional Information

### Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

## 7. RCB Target Population and Enrollment of New School

- 7-1. Describe the population of the Replication Model School, including the demographic profile, academic performance of students entering the school, and distance travelled by current students.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at AIBT Non-Profit Charter High School, Inc./RCB Medical Arts Academy has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues. Most students live within a five-mile radius of the campus. Although the demographics may be different in this area, the target population remains the same.

- 7-2. Identify the target population of the proposed school, demonstrating a clear understanding of the students the school intends to serve, including whether the students will be primarily neighborhood or commuter, current levels of academic performance, and a demographic profile.

The target population for the school is under supported learners within a five-mile radius of 54<sup>th</sup> Avenue and Happy Valley. These students fall into the following categories: students with history of behavior issues, former dropouts, students at least one year behind on grade level performance or academic credits, students who are primary care givers or are financially responsible for dependents, adjudicated students, wards of the state, and others. AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those may not have experienced it before and to support student preferences for different learning modalities.

- 7-3. Describe the market analysis that supports the successful enrollment of the projected student count from the target population.

AIBT Non-Profit Charter High School, Inc. /RCB exists to help students whose needs have not been met by the existing district schools. The school's unique educational program is designed to build school success for those who may not have experienced it before. The neighboring district high schools have students who are behind on credits, who are in family and social situations that make traditional school difficult, who work, and who may have gotten into trouble with the law. AIBT Non-Profit Charter High School, Inc. /RBC will provide significant alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their

academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

7-4. Describe the enrollment practices, processes, and policies of the existing school, as per A.R.S. § 15-184.

AIBT Non-Profit Charter High School, Inc. /RCB offers year-round enrollment to high school students. This process includes placement testing, transcript evaluation, and placement into appropriate courses. The purpose of the testing and transcript evaluation is to determine if RCB Medical Arts High School is a good fit for the student. RCB Medical Arts High School does not discriminate on the basis of race, religion, ethnicity, gender, handicap, or sexual orientation; applicants will not be accepted or rejected on the basis of any of these factors. Enrollment paperwork is processed immediately so that students can begin making progress toward graduation as soon as possible. The principal and other leaders at RCB conduct interviews to make enrollment decisions about any student who may have been expelled from other schools. Enrollment occurs in accordance with A.R.S. § 15-184 and other application state and federal laws.

7-5. Describe the enrollment timeframe that will be implemented by the proposed school, to be shared with the public.

In anticipation of the August 2017 opening of the Happy Valley campus, AIBT Non-Profit Charter High School, Inc. will begin marketing through direct mail, radio, and billboards. Upon approval of the replication application, AIBT Non-Profit Charter High School, Inc. will secure billboard and radio spots as well as contract with direct mail vendors to issue recurring direct mail outreach in a five-mile radius of 54<sup>th</sup> Avenue and Happy Valley. AIBT Non-Profit Charter High School, Inc. currently works with OutFront Media and CBS to cover billboard and radio advertising. These solicitations will target families with children from 14-19 years old. Prospective students and their families will be able to tour the campus and pre-enroll for school in the spring and summer of 2017, as administrative and office staff will be on site during that time. Students will take placement tests and will be offered the opportunity to attend summer school at an RCB campus.

## 10. RCB Operational Plan

10-1. Describe the organization's strategic growth plan and desired outcomes over the next five years in Arizona. Include: number of schools with grades served including expansion progression, projected opening dates, and projected number of students served.

AIBT Non-Profit Charter High School, Inc. will continue to serve high school students seeking educational alternatives that support them as they make up missing credits, address skill deficits, and work around other life situations. Over the next five years, AIBT Non-Profit Charter High School, Inc. plans to replicate on the property located at 54th Avenue and Happy Valley. The target date for this replication is August 2017. This campus will serve high school students with an initial enrollment of up to 200 students in the first year, 250 students in the second year, and 300 students in the third year.

AIBT Non-Profit Charter High School, Inc. expects to see a significant increase in enrollment over the next three years. AIBT Non-Profit Charter High School, Inc. will partner with Glendale Community College West to bring several new opportunities to AIBT Non-Profit Charter High School, Inc.'s students. The partnership with GCC will provide students with the opportunity to acquire college credits through concurrent enrollment. In addition, the proximity of GCC will expose students to college life and encourage them to enroll at GCC for their post-secondary education.

10-2. Summarize the organization's capacity to support the quality and long-term academic and operational success and financial viability of the replication school, and proposed growth of the school over the next three years.

AIBT Non-Profit Charter High School, Inc. has the academic, operational, and financial resources to support the viable growth of the charter. The management team, teachers, and staff have a proven record of providing academic quality and growth. The leadership team is comprised of leaders with dozens of years of both business and education experience, and all teachers are highly qualified in the subjects they teach. By combining effective business practices with contemporary education research, RCB Medical Arts Academy is a performing school with three years of meeting the standards set forth by ASBCS. These successes have been achieved through careful delivery of instruction, effective professional development, and ongoing assessment and data analysis using our reliable data triangulation approach, as demonstrated to ASBCS staff during previous site visits. This allows us to make decisions based on facts instead of feelings. We hold all employees to high standards, and we hold ourselves to high standards in terms of fiscal accountability with a record of impeccable audits. AIBT Non-Profit Charter High School, Inc. has a cash reserve to help fund the replication and provide for the additional teaching and support staff required to encourage and engage our students.

10-3. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion, and how you plan to avoid or minimize challenges in the replication school.

AIBT Non-Profit Charter High School, Inc. meets the prescribed academic and financial performance expectations. The Academic dashboard indicates a grade level of "B-Alt". The successful systems that are in place will be maintained and expanded to support the replication. As needs are identified, additional resources will be researched, reviewed, and evaluated for inclusion in the academic program. We monitor effectiveness through frequent analysis and intervention when it comes to students and staff. Ineffective personnel and practices are removed as part of regular workplace and classroom walkthroughs by leaders, consultants, and board members – all with an eye focused on our mission of helping all students graduate. Our leadership team includes experienced professionals with school development and turnaround experience and training. Once approved for replication, we will draft a comprehensive timeline and change management plan to ensure the physical building, materials needed, highly qualified staff, and additional services and resources are in place and meaningfully supported so that we can continue our mission of serving underserved populations of students. The leadership team will meet weekly to ensure the various system components are on pace for opening in August of 2017 and are maintained as the school year begins in our new location.

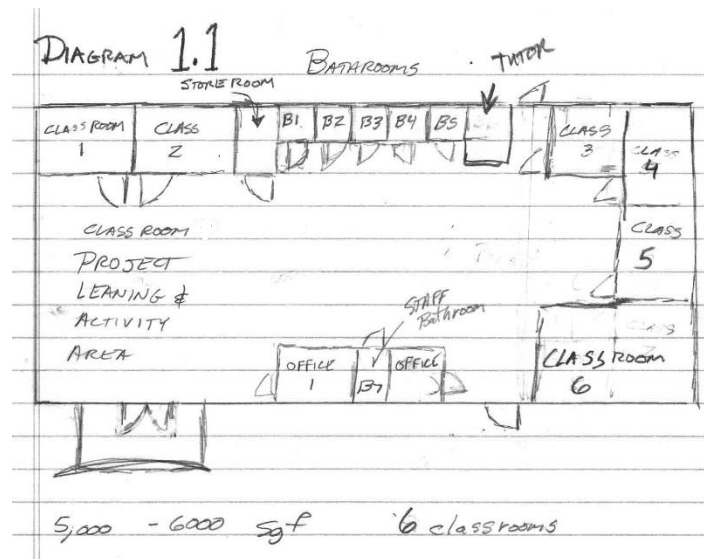
## 8. RCB Planned Facility

D.2-1. Identify the proposed location of new school by providing cross streets that would be the center of a 2.5-mile radius.

54th Avenue and Happy Valley

D.2-2. Describe the facility size and layout suitable for implementing the Educational Plan.

The property that AIBT is in the process of acquiring is at 54th Avenue and Happy Valley. This will be new construction on one or two acres of land. The building will house 6 classrooms, 2 office spaces, an open resource area and 5 restrooms. The structure is a 5,000 plus square foot rectangular building with an open feel. Please refer to diagram 1.1



D.2-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 7.

Negotiations are currently underway for the purchase of this property. AIBT expects to acquire this property within 90 days and will begin building upon possession to prepare for opening in August of 2017.

## 9. RCB Educational Plan

- 9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy serves students whose needs have not been met in other schools due to a number of factors. The program here focuses on providing a quality alternative for those who need it or want it regardless of the reason and to provide a college preparatory approach to encourage students to continue their education after high school graduation. AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy's blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside the traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff, the technology tools we use provide significant, effective alternatives to traditional education for students. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

- 9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The digital delivery system content is supplemented with teacher-developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards. Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

- 9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. Teachers can easily assess the academic progress of their students and utilize the elements of RTI to assist students in mastering performance objectives.



Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of this instructional approach.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy's instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the content delivery system (CDS) will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

The property is directly across the street from the Glendale Community College West Campus. This location is ideal for establishing a strong partnership with GCC and to encourage a target population who may not see post-secondary education as an attainable goal.

9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Each CDS course includes a series of formative assessments that are submitted by the participating student. The results on these formative assessments give the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student need. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary. Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course, students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level. Students cannot complete a course until they have earned at least 70% on each lesson and test.

9-5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

AIBT Non-Profit Charter High School, Inc. /RCB Medical Arts Academy's content delivery system (CDS) instructional program is prepared to offer a comprehensive program of study that meets Arizona graduation requirements. A variety of almost forty one-year, two-semester courses and a dozen half-year, one-semester courses are available for students through the content delivery system.

Students are awarded credits at end of each term. In order to graduate, students must earn 22 credits. These include four credits of English, four credits of math, three credits of science, three credits of social studies, one credit in fine arts or career and technical education, and seven elective credits.



# High School Course Catalog

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

Reading Essentials I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class focuses on the pronunciation and forming of words to increase reading proficiency. There is a strong emphasis on forming and recognizing parts of words such as prefixes, suffixes and roots. Students will explore how to recognize main ideas and cause and effect when reading independently. This course focuses on using critical thinking skills and context clues to predict outcomes and draw conclusions. Students will gain an overview of literary terms and styles.

Reading Essentials II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

This class teaches students to read and recognize purpose through the use of literary terms and techniques such as propaganda and bias. There is a strong focus on reading comprehension, identifying main ideas, and use of story elements. Students are introduced to the use of mood, tone and figurative language in reading; as well as an advanced look at pronunciation and the formation and roots of word.

AZMERIT Reading Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review reading skills to improve student academic performance. Topics of this course include literary structure, vocabulary, writing structure, and grammar and usage.

English 9A/English I S1

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the first half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

A Tale of Two Cities by Charles Dickens

1010L

English 9B/English 1 S2

Duration: 75 Hours

Credits: 0.5

Course Description: Freshman English

This is the second half of Freshman English. High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

930

The Odyssey by Homer

Romeo and Juliet by William Shakespeare

1010L

English 10A/ English II S1

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the first half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

980L

English 10B/English II S2

Duration: 75 Hours

Credits: 0.5

Course Description: Sophomore English

This is the second half of Sophomore English. Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

960L

Julius Caesar by William Shakespeare

The Jungle by Upton Sinclair

980L

### English 11A/English III S1

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the first half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

The House of the Seven Gables by Nathaniel Hawthorne

The Last of the Mohicans by James Fenimore Cooper

960L

### English 11B/English III S2

Duration: 75 Hours

Credits: 0.5

Course Description: Junior English

This is the second half of Junior English. Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

990L

Moby Dick by Herman Melville

The Red Badge of Courage by Stephen Crane

960L

English 12A/English IV S1

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is the first half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte

1040L

English 12B/English IV S2

Duration: 75 Hours

Credits: 0.5

Course Description: Senior English

This is second half of Senior English. Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

1030L

Math Fundamentals IA

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I A covers the basic foundations of mathematical concepts which include working the fundamental operations involving whole numbers and fractions, decimals and percents, ratio and proportion, interpretation of graphs, metric and nonmetric geometry, combinations and permutations and introduction to algebra.

Math Fundamentals IB

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Math Fundamentals I B covers the intermediate foundations of mathematical concepts which include fundamental operations involving algebraic expressions, first degree equations and inequalities in one unknown, functions and graph and systems of equations.

Pre-Algebra A

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra A covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percent, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem.

Pre-Algebra B

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Pre-Algebra B is a review of mathematical concepts covered in Pre Algebra A and includes expressions and equations, equations with integers, solving inequalities, graphing, statistics and graphing, probability, algebra with geometry, polygons and circles, area and volume and special triangles.

AZMERIT Math Prep

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Course is designed to review mathematical concepts to improve student academic performance. Topics of this course include exponents and factors, absolute value, slope-intercept equation, Pythagorean Theorem, transversals, integers, inequalities, rational numbers and probability.

Algebra IA

Duration: 75 Hours

Credits: 0.5

Course Description:

Algebra IA: Review of mathematic concepts to include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review

of additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations.

### Algebra IB

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Algebra IB: Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

### Algebra IIA

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Continuing coursework from the Algebra I, Part 1 title that covers finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

### Algebra IIB

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Continuing coursework from the Algebra II, Part 1 which includes combining and multiplying real numbers, order of operations, connecting words and numbers through expressions, developing a plan to solve a problem, combining like terms, definition and examples of ordered pairs, grids, quadrants, abscissa, defining linear equations, graphing equation systems, three-variable equations, matrix multiplication, transformation, point and matrix transformations, polynomial types, zero as an exponent, finding higher variables, factoring numerators, and solving complex rationals.

### Geometry 1A

Duration: 75 Hours

Credits: 0.5

#### Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right



triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

### Geometry IB

Duration: 75 Hours

Credits: 0.5

Course Description:

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement.

### Trigonometry

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency.

### Trigonometry Honors

Duration: 75 Hours

Credits: 0.5

Course Description:

Trigonometry covers geometry concepts review, angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trigonometry to solve real world problems, the Law of Sine and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using co function identities, graphing trigonometry functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency. This honors course has an increased level of difficulty over standard courses.

### Calculus 1A

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus 1A is core math course which begins with a review of Algebra. This course covers calculating x-values and corresponding values, limits, notation, continuous functions, asymptotes, negative and positive infinities, graphing tangents, secants, and cosecants, derivatives, Leibniz notation, constant

functions and derivatives, functions that are products, the derivative as a reciprocal of sine, acceleration as a derivative of velocity, maximum and minimum values of given functions at closed intervals, and using related rates to determine the volume of cones.

### Calculus 1B

Duration: 75 Hours

Credits: 0.5

Course Description:

Calculus IB is a core math course which begins with a review of Algebra, This course covers continuing course work from Calculus IA, including in depth skills of derivatives and integrals and their applications, determining graphing data, and anti-derivatives with negative exponents. It will cover and expand other course concepts such as continuing functions, graphing tangents, secants, and cosecants. Many problems are atypical and require students to synthesize new solutions.

### Consumer/Senior Math A

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

### Consumer/Senior Math B

Duration: 75 Hours

Credits: 0.5

Course Description:

Focuses on learning, reviewing and applying arithmetic skills utilized in post-secondary education, at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts. Course work includes Probability, Probability of Compound Events, Geometric Sequences, Analyzing Function Graphs, Solving Radical Equations, Linear Equations, Slope-Intercept Equations, Graphing Linear Inequalities, Surface Area and Volume of Spheres, Pyramids, Prisms, and Cones, Conditional Statements, Inductive Reasoning, and Deductive Reasoning.

### Biology A

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the first half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

910L

**Biology A Honors**

Honors Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the first half of comprehensive Honors Biology. It covers all aspects of the core high school science course including a rigorous emphasis on biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

**Biology B**

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the second half of comprehensive Biology. It covers all aspects of the core high school science course including biological processes and principles. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities.

**Biology B Honors**

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This is the second half of comprehensive Honors Biology. It covers all aspects of the core high school science course. The objectives addressed are those that are tested on national and state achievement tests. Comprehensive Biology lessons are designed to move the student beyond the level of basic knowledge into critical thinking and learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

910L

Earth and Space Science A

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science A Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Earth and Space Science B

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the first half of Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

970L

Earth and Space Science B Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

This is the second half of Honors Earth and Space Science. Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

970L

Physical Science A

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking.

Physical Science A Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science offers several distinctive components: an in depth examination of the biological functions of vision and sound in relation to physical laws, the impact of scientific discoveries on technology and society, and an overview of natural hazards, including the environment. The Physical Science course covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons are designed to move the student beyond the level of basic knowledge and start training their minds in critical thinking. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physical Science B

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities.

Physical Science B Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physical Science B is a continuation of Physical Science A but it focuses more on critical thinking and labs. The Physical Science B course continues to covers the fundamentals of chemistry, matter, energy, and various scientific fields. The lessons and labs are designed to move the student beyond the level of basic knowledge into training their minds in critical thinking and discovery through learning activities. This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

Physics

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined).

Physics Honors

Duration: 75 Hours

Credits: 0.5

## Course Description:

Physics an emphasis on concept development and the concepts apply to students' experiences and the world around them. Topics of physics include introduction to physics and physics vocabulary, motion (straight, two-dimension, projectile), acceleration, gravity, momentum, gas laws, and circuits (series, parallel, and combined). This is an honors course and requires higher test scores to demonstrate mastery of the lessons. A Science Project will be required to be completed by the student as part of the course requirements of this class.

AZ American History Geo A

Duration: 75 Hours

Credits: 0.5

## Course Description:

The story of America is written in the rich history of the accomplishments of its people. America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science/technology, and sociology/anthropology.

1060L

AZ American History Geo B

Duration: 75 Hours

Credits: 0.5

## Course Description:

America represents a multitude of cultures that together form a unified nation that has prospered for over two hundred years. This course is designed to bring the history of America to life by connecting the events of the past to today's world. Students will examine history by using the themes of culture, economics, geography, global connections, government, science and technology, and sociology and anthropology. U.S. History II is a second semester course that continues to show how events of the past are connected to today's world. Beginning with post World War I, this course examines significant events such as the Great Depression, World War II, the Civil Rights Movement, and the 2008 presidential election. Students will be guided through twentieth and twenty-first century events that have shaped our nation's society.

1040L

Economics

Duration: 75 Hours

Credits: 0.5

## Course Description:

High school level course that covers the definition of economics, microeconomics, producers and consumers, capitalism, socialism, communism, the world's economy from 1500 to present day, colonization, balance of trade, the Great Depression, the U.S. economy from 1600 to present day, economic causes of the Revolutionary War, railroads, corporations, monopolies, labor unions, the New Deal, recession, inflation, classical theorists, the American microeconomic system, applied economics, social programs, challenges of the global economy, welfare reform debate, and the budget deficit.

1120L

Government

Duration: 75 Hours

Credits: 0.5

**Course Description:**

This high school level course contains the topic areas of government functions, population, territory, sovereignty, the origin of government, the English Bill of Rights, the founding of the original thirteen colonies, the Proclamation of 1763, the First Continental Congress, the Articles of Confederation, the origin and principles of the Constitution, the Bill of Rights, executive, legislative, and judicial powers, the Magna Carta, taxes, the U.S. Senate, impeachment, how a bill becomes a law, the U.S. House of Representatives, elections, the President, the Presidential Cabinet, executive agencies, fiscal and monetary policy, and elections

1140

World History Geo A

Duration: 75 Hours

Credits: 0.5

**Course Description:**

World History Geo A: Includes an overview of history, artifacts, Ice ages, Ancient Egypt, the Hanging Gardens of Babylon, the Ten Commandments, Greek civilization, Alexander the Great, philosophers, the Roman Empire, Julius Caesar's rise and fall, Roman gods, the development of commerce, the Irish and Anglo-Saxons, Vikings, the Crusades, feudalism, Henry I, Edward III, Joan of Arc, Isabella and Ferdinand, Africa, the Americas, North American civilizations, the Renaissance, the Reformation, the American Revolution, the Boston Tea Party, the First Continental Congress, the Constitution, and post-Napoleonic France.

920L

World History Geo B

Duration: 75 Hours

Credits: 0.5

**Course Description:**

World History Geo B: Covers China, Japan, isolationism, Asia, Charles Townshend, the transcontinental railroad, socialism, science in the 1800s, pioneers in medicine, Romanticism, Impressionism, the Romanov Dynasty, Moscow, Catherine the Great, Latin America, Spanish colonization, Queen Victoria, the U.S. in the 1800s, German Unification, the Age of Imperialism, European influence in Africa, Indian resistance to British rule, the rise of nationalism, Allied forces, World War II, League of Nations, decline of trade, increase of women's rights, the Russian Revolution, Vladimir Lenin, tensions between the Soviet Union and the United States, the Berlin Wall, Vietnam, fighting in Cambodia, western Europe, NATO, the United Nations, and eastern Europe.

1040

Art Appreciation

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

Art Appreciation is a survey of the visual arts of painting, sculpture, architecture, and the principles of design. The course will enable students to develop an understanding of how an artist has the power to



inspire and inform the viewer by making a personal, social, political, or religious statement. Students will also explore the history and art of both past and present world cultures.

1070L

### Career Essentials

Duration: 75 Hours

Credits: 0.5

Course Description: CTE/Fine Arts Elective

The choice of a career is an integral aspect of the personal and social development of an individual, and being prepared for a job search increases the chances of success. The A+LS™ Career Essentials course prepares students to deal with the various aspects of the job search, such as resume writing, job interviewing, thank you letters, and prospective job offers.

1090L

### College Readiness and High School Review

Duration: 150 Hours

Credits: 1.0

Course Description:

This course is designed for students leaving high school and looking for a comprehensive review of High School Math, Reading, Writing, Science and Social Studies. This course will prepare students for the rigors of college course work by giving them the ability to review those vital skills linked to each core subject area. The students will review reading comprehension skills, note-taking, organization skills, time management, test taking strategies, outlining and writing essays, developing hypotheses, researching various topics, and other skills used in college courses. This course is a one credit course and with hard work should be completed in six weeks.

### Humanities I

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities I lessons focus on the performing arts of music, dance, theater, opera, motion pictures, and television. Humanities, along with the social sciences and natural sciences, represent the knowledge that humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, and the Classics of Ancient Greece and Ancient Rome.

1090L

### Humanities II

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Humanities II explores the influential subject areas of language, philosophy, ethics, literature, and religion. Humanities, along with the social sciences and natural sciences, represent the knowledge that

humans have created throughout history. Focusing on the philosophical, spiritual, and artistic aspects of life, Humanities explore the artistic and cultural accomplishments of individuals in the following academic areas: literature, religion, painting, sculpture, architecture, photography, art history, music, theater, film, dance, cultural studies of civilizations, philosophy, languages, ethics, and the Classics of Ancient Greece and Ancient Rome.

1090L

#### Medical Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical math introduces students to how math skills are applied in the medical field. Students are introduced to medical conversion tables and units of measure. Students are given real life medical situations to solve using math skills.

#### Medical Terminology

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Medical Terminology introduces students to the various medical terms they will encounter in medical field. Students will learn how terms are used and applied in the medical field.

#### Personal Finance

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

An important aspect of every individual's future is the ability to plan and implement sound and responsible financial goals. The Personal Finance course will educate students in a variety of financial and monetary subjects, including consumer services and protections.

1060L

#### Real World Math

Duration: 75 Hours

Credits: 0.5

Course Description: Elective

Engaging Students through Global Issues promotes student engagement by providing real-world data on global issues with a focus on practical solutions. The concentrate of this course is on foundational algebra concepts. Lessons focus on salaries, taxes, purchasing to financial literacy and build both mathematical knowledge and global perspective.

#### Skills Development

Duration: 75-150 Hours

Credits: 0.5 – 1.0

**Course Description: Elective**

Skills Development is used to prepare students for future math and language arts classes. The course uses pre-assessment tests to determine a student's level of core knowledge in Math and Language Arts. Once testing is complete students will be automatically assigned coursework in areas that they were deficient. The number of lessons varies depending on the assessment test results. Students should plan on the list to be between 75 and 185 lessons. If more than 120 hours and 150 lessons are completed then students will have the opportunity to earn a full 1.0 credits.

**Work Study**

Credits: 0.5 – 1.0

**Course Description: Elective**

Students can earn credit by working on a job site and learning through experience. A student must have taken or currently be enrolled in Career Essentials to be eligible for work experience credit. Written assignments and job evaluations must be completed. Students may earn a .5 credit by completing 75 hours in an 18 week period. Students may earn a full credit by continuing their work experience and completing 150 hours in a 36 week period.

**Spanish IA**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish I A course is a comprehensive, completely integrated course for grades 9-12. Spanish I A is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

**Spanish IB**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish I B course is a comprehensive, completely integrated course for grades 9-12. Spanish I B is designed to help students advance on the skills obtained in Spanish IA by building on the fundamental concepts. This class is designed to help students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

**Spanish IIA**

Duration: 75 Hours

Credits: 0.5

**Course Description: Foreign Language**

The Spanish II A course is a comprehensive, completely integrated course for grades 9-12. Spanish II A is designed to help students advance on the skills obtained in Spanish IA and IB by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Spanish IIB

Duration: 75 Hours

Credits: 0.5

Course Description: Foreign Language

The Spanish II B course is a comprehensive, completely integrated course for grades 9-12. Spanish II B is designed to help students advance on the skills obtained in Spanish IIA by building on the fundamental concepts. This class is designed to help intermediate students comprehend and communicate the Spanish language as well as gain a better awareness of Spanish-speaking cultures.

Health

Course Description: Elective

Health is designed to move the student from a narrow focus to a broad perspective of health. With an emphasis on nutrition and exercise, students also learn about health risks, types of illnesses, functions of the major systems of the body, and health career options.

AIBT Non-Profit Charter High School, Inc. /  
RCB Medical Arts Academy

**Minutes of the Governing Board Meeting**

The AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts Academy Governing Board convened a regular board meeting August 26th, 2016 at 5:30 pm, in the RCB Medical Arts Academy Commons at 6049 N. 43rd Ave., Phoenix, AZ, 85019.

**Item A.** Call to Order

Mr. Steve Durand called the meeting to order at 5:32 p.m.

**Item B.** Welcome and Introductions.

Board Members

Present: Steven F. Durand (phone)  
Lee Wheeler  
Christol Mosley (phone)  
BJ Dines (phone)  
Randy Babick (phone)  
Cindy Worrell (phone)

Mr. Durand welcomed the board members.

**Item C.** Approval of Agenda

Mr. Durand motioned the Governing Board approve the agenda as presented. Second by Mr. Wheeler. Motion passed.

**Item D.** Current Events.

The new building is coming along well. We will have our final inspections next week and we look forward to opening the building in the near future. RCB's enrollment is steadily increasing and the start of the year has been smooth so far.

**Item E.** Study and voting session.

1. Review and consider approving the replication application for RCB College Preparatory Academy N.E., AIBT Non-Profit Charter High School, Inc. Motion to approve by Steve Durand and second by BJ Dines. Motion passed unanimously.
2. Review and consider approving the replication application for RCB College Preparatory Academy North, AIBT Non-Profit Charter High School, Inc. Motion to approve by Lee Wheeler and second by Cindy Worrell. Motion passed unanimously.
3. Review and consider approving hiring additional Math Tutors / Para Pros to aid students that are testing two or more grade levels below cohort upon transferring into our school. Motion to approve by Steve Durand and second by Randy Babick. Motion passed unanimously.

**Item F.** Consider approving the minutes from the previous meeting.

1. Review and consider approving the minutes from the August 25<sup>th</sup> board meeting. Motion to approve by Steve Durand and second by Cindy Worrell. Motion passed unanimously.

**Item G.** Call to the Public

1. No Public

**Item H.** The next board meeting will be scheduled for a later date at RCB High School.

There being no further business to come before the Board, Mr. Durand motioned the Board Meeting be adjourned at 5:47 p.m. Second by Ms. Mosley. Motion passed.

GOVERNING BOARD

AIBT Non-Profit Charter High School, Inc. / RCB Medical Arts High School

By: Lee Wheeler

## **AGENDA ITEM: Heightened Monitoring**

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### **Issue**

Discussion and possible action regarding termination of ongoing heightened monitoring of the following charter holders that demonstrated limited systems in FY 2015: Academy Del Sol, Inc.; Akimel O'Otham Pee Posh Charter School, Inc. (78966); Arizona Community Development Corporation; GAR, LLC e. Intelli-School, Inc.; and StarShine Academy.

### **Background**

In April 2015 the Board assigned six charter holders (Academy Del Sol, Inc., Akimel O'Otham Pee Posh Charter School, Inc. (78966), Arizona Community Development Corporation, GAR, LLC, Intelli-School, Inc., and StarShine Academy) to provide quarterly heightened monitoring reports to Board staff. The heightened monitoring was imposed based on the evaluation of each charter holder's Demonstration of Sufficient Progress (DSP). In FY2015 the Charter Holders had been assigned DSPs because they 1) failed to meet the Board's academic performance expectations, and 2) operate one or more schools that had earned a letter grade of D, were not able to demonstrate the implementation of comprehensive systems, as defined in the DSP evaluation criteria, and were also not able to demonstrate that their academic performance is improving through the presentation of year-over-year comparative data. These Charter Holders were able to demonstrate the implementation of limited systems, as defined in the DSP evaluation criteria.

At its April 13, 2015 meeting the Board approved heightened monitoring of these Charter Holders. In the heightened monitoring process, Charter Holders were required to submit a Performance Management Plan and submit evidence of the implementation 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, and, if required a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school along with data and analysis to demonstrate improvements in academic performance at quarterly intervals (September 15, December 15, March 15, June 15) until the Charter Holder's Academic Dashboards demonstrate improved academic performance or until further consideration of the Charter Holder's academic performance by this Board. At the time the Board approved the ongoing heightened monitoring of these schools, the Board did not anticipate that academic performance dashboard would not be available in the two subsequent fiscal years. The quarterly submissions were the equivalent of a DSP desk audit and required Board staff to review and evaluate documents submitted by the charter holder to determine whether the documents demonstrated implementation of comprehensive systems. Staff evaluation of documents were to be used to determine whether each charter holder was demonstrating sufficient progress as defined by the Board's Academic Performance Framework.

In June 2016 the Board adopted revisions to its Academic Framework which included the elimination of the Performance Management Plan and a new definition of Demonstration of Sufficient Progress (DSP). In the newly revised DSP process, to determine whether a Charter Holder demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the Overall Rating for each of the schools operated by the Charter Holder for the three most recent years that Overall Ratings are available and whether or not there has been improvement in the measures used to determine the Overall Rating. A charter holder is no longer required to submit evidence of the implementation of a sustained improvement plan nor data and analysis to demonstrate improvements



in academic performance. Due to this change in the DSP process, it is no longer necessary for a Charter Holder to submit quarterly evidence and data for Board staff to determine if a charter holder is demonstrating sufficient progress toward the Board's academic performance expectations.

Staff recommends eliminating the heightened monitoring imposed in April 2015 and to monitor these charter holders in accordance with the Board's current Academic Performance Framework.

The heightened monitoring submissions due June 15, 2016 have been received and evaluated by staff. The results of the evaluation will be provided to each charter holder as technical feedback.

### **Board Options**

Option 1: I move to discontinue heightened monitoring for Academy Del Sol, Inc., Akimel O'Otham Pee Posh Charter School, Inc. (78966), Arizona Community Development Corporation, GAR, LLC, Intelli-School, Inc., and StarShine Academy and direct staff to provide technical feedback for the June 15th submissions submitted by each charter holder.

Option 2: The Board may choose to continue the heightened monitoring for the six charter holders and take no action at this time.



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**AGENDA ITEM:** Compliance Matters – Hillcrest Academy, Inc.

**Issue**

Hillcrest Academy, Inc. (“Hillcrest”) submitted an estimated student count to the Arizona Department of Education, resulting in Hillcrest receiving an August payment it was not entitled to since Hillcrest did not provide instruction to any students in fiscal year 2017. As of the writing of this report, these funds have not been repaid to the State.

**Background**

Hillcrest operated one school, Hillcrest Academy, serving grades K-8 in Mesa. The first year of operation under the charter contract was fiscal year 1998. Hillcrest’s 100<sup>th</sup> day average daily membership (ADM) for fiscal year 2016 was 122.137. For fiscal year 2017, Hillcrest submitted an estimated count of 129.5.

**Actions and Recent Communications**

The following is a timeline of activities that have occurred:

**February 26, 2016:** Based on information disclosed in the fiscal year 2015 audit corrective action plan (CAP) and a request submitted by another charter holder on February 12 to add a new school to its charter at the Hillcrest Academy location, Hillcrest was asked to provide by March 11 “written clarification as to whether Hillcrest Academy plans to operate a school in Mesa next year or if it intends to surrender its charter contract effective at the end of this school year”.

**March 9, 2016:** The audit CAP submitted by Hillcrest stated that Hillcrest plans to surrender its charter effective at the end of the 2015-2016 school year.

**March 10, 2016:** Based on information disclosed in the audit CAP, Board staff sent a letter to the firm representing Hillcrest indicating in part, “Hillcrest is currently not in compliance with its charter contract and must submit the appropriate notification requests to reflect the current officers, directors, members or partners of the corporation and the current charter representative(s). If these requests are not submitted by March 29, 2016, Hillcrest may be placed on the Board’s April agenda for possible disciplinary action. These requests must be submitted even if Hillcrest intends to surrender its charter at the end of this school year, as it is Hillcrest’s board that must approve the surrender agreement and the charter representative who must sign it.” Hillcrest submitted the requests to the Board.

**March 31, 2016:** Board staff spoke with the charter representative, in part, about the request submitted by another charter holder to add a new school at the Hillcrest location. The charter representative indicated Hillcrest planned to surrender the charter contract whether the Board approved the new school for the other charter holder or not. The charter representative indicated the reason for the surrender would be financial issues from Hillcrest’s previous operator.

**April 18, 2016:** Board staff contacted the charter representative to determine Hillcrest’s plans moving forward based on the action taken by the Board at its April 11, 2016 meeting to deny the other charter holder’s request to add a new school to its charter. The charter representative indicated the Hillcrest Board would be meeting on April 22.

**April 22, 2016:** Hillcrest’s board approved an agreement with a new management company.

**May 24, 2016:** The charter representative informed Board staff that Hillcrest’s board would be meeting to cancel its contract with the new management company.



**June 15, 2016:** Board staff emailed the charter representative regarding a complaint received from a parent, who indicated there were padlocks on the school's doors. The charter representative stated she was at the school yesterday and there were no padlocks on the doors. Further, she indicated Hillcrest and the new management company mutually agreed to not enter into the management agreement that was supposed to start in July.

**June 17, 2016:** Board staff met with the charter representative and her team. The team shared its plans to keep the school open.

**June 28, 2016:** Board staff met with the charter representative. During this meeting, the charter representative provided an update on the bankruptcy process. She also indicated that as a result of a former employee's actions, several families had left the school. She asked if it was possible for Hillcrest to suspend operations for a year. Board staff indicated a suspension is not possible since the school has already been operating. She was concerned about only having 50 students show up on the first day of school. Board staff indicated concern too since at the last meeting, the break-even point was identified as around 120 students. She said she had given herself until June 30 to make a decision about next year. She would notify Board staff of the decision on July 1.

**June 29, 2016:** Hillcrest filed for Chapter 11 bankruptcy.

**July 1, 2016:** The charter representative did not contact Board staff on July 1, but did submit a School Site Location Notification Request, a School Name Change Notification Request and a Charter Holder Governance Notification Request through ASBCS Online.

**July 5, 2016:** Board staff left a voicemail for the charter representative, referencing the three requests and asking for an update on the number of students, staffing, and Hillcrest's plans to ensure that the school opens in August for these families.

**July 7, 2016:** Board staff followed up with an email, since the charter representative had not responded to the July 5 voicemail. The charter representative, who indicated she had been out of the state, responded that Hillcrest has confirmed about 125 students and will continue its marketing efforts. The charter representative indicated many of the teachers are returning and that Hillcrest is advertising for a second grade teacher and seventh and eighth grade math and science teacher.

**July 14, 2016:** As part of an email exchange related to the school facility, the charter representative indicated Hillcrest had about 140 students enrolled.

**July 19, 2016:** As part of an email exchange, the charter representative indicated there are a few issues with the Baseline Road facility, but Hillcrest has received permission from the attorneys/bond holder to remain in the Power Road facility until these issues are corrected. Board staff asked the charter representative to provide by the end of the week a copy of the permission Hillcrest received to stay in the Power Road location and the current student count.

**July 22, 2016:** The charter representative provided Board staff with an email from Hillcrest's attorney regarding Hillcrest's use of the Power Road facility. The charter representative identified a current student count of 135.

**July 31, 2016:** At 9:06 p.m., Board staff received an email from the charter representative stating, "Our board met three consecutive days last week and came to a a tough decision to close Hillcrest. I am ill

and had two minor strokes (TIA) the week before last while on a weekend getaway, that coupled with what our accountant says will be a shortfall by mid-year. I let our management company know late Friday evening and they gave us direction for an email and phone call to the parents which we have started. I have let our attorney know and am waiting to hear back from him.”

**August 1, 2016:** Hillcrest received an August state equalization payment in the amount of \$74,547.77.

**August 1, 2016:** As part of an email exchange with the charter representative, Board staff stated, “Since the charter holder did not begin providing instruction for the 2016-2017 school year, Hillcrest Academy must reimburse ADE the \$74,547.77 it received for its August 1<sup>st</sup> payment. The reimbursement check may be hand-delivered to ADE or mailed to ADE. Please complete the reimbursement by Friday, August 5, 2016.” The email also included the following, “By the end of today, please provide written confirmation that all parents have been notified that Hillcrest Academy will not be opening this year and classes will not start tomorrow and that either school staff spoke with each student’s parent(s) or school staff received email or other responses from each student’s parent(s). In addition, please indicate the phone number that should be used by parents or other schools to request students records and when the school office will be open to assist in providing records.” Further, the email mentioned drafting a surrender agreement.

**August 1, 2016:** A Hillcrest representative confirmed that an email was sent and a call made to all parents and provided the information requested by Board staff for student record requests.

**August 1, 2016:** Hillcrest’s attorney filed a Motion to Convert Chapter 11 bankruptcy case to Chapter 7.

**August 3, 2016:** Hillcrest submitted a School Closure Notification Request through ASBCS Online.

**August 8, 2016:** Board staff received a call from a parent indicating he was trying to obtain his child’s records and was unable to reach anyone at the school or leave a message because the mailbox was full. Board staff contacted the charter representative who indicated that Hillcrest had been locked out of the facility until an inventory of all assets could be completed and therefore did not have access to the student records. She also indicated that the bond trustee has the August payment and is waiting for direction from the U.S. trustee for the bankruptcy. She said it is her intent that the funds will be repaid to the State. During this conversation, Board staff also discussed with the charter representative the options available to the Board, which included a surrender agreement identifying that the August state equalization payment had not been repaid, issuance of a notice of intent to revoke Hillcrest’s charter contract, or a standard surrender agreement. Board staff indicated that the school closure request submitted by Hillcrest would not be processed and that the Board was willing to wait a little while before determining whether to proceed with a surrender agreement or revocation.

**August 11, 2016:** Attorney General’s Office filed a motion on behalf of the Board to retrieve Hillcrest’s student records.

**August 17, 2016:** The judge signed minute entry allowing the Board to retrieve the student records.

**August 22, 2016:** Board staff met the charter representative to retrieve the student records from the Power Road and Baseline Road locations. Student records identified by the charter representative were in a state of disarray (e.g., individual student files not maintained for all students, documents that needed to be filed and incorporated with existing student files) and were not retained as prescribed by the Arizona State Library, Archives and Public Records Division (e.g., failed to contain transcript of final grades, standardized test scores, special education records).

**August 26, 2016:** Communications with the parties in the bankruptcy were not successful in facilitating the return of the funds.

### **Board Options**

Option 1: The Board may vote to issue a Notice of Intent to Revoke the charter holder's charter contract. Staff recommends the following language for consideration: I move that the Board issue a Notice of Intent to Revoke the charter of Hillcrest Academy, Inc. on the basis of its failure to comply with its charter contract when it failed to provide educational services to students, its receipt and failure to return State funds to which it was not entitled, and its failure to retain student records as prescribed by the Arizona State Library, Archives and Public Records Division of the Arizona State Secretary of State's office.

Option 2: The Board may direct staff to work with Hillcrest Academy, Inc. on the terms of a surrender agreement that includes the circumstances surrounding the closure. The following language is provided for consideration: I move to direct staff to work with Hillcrest Academy, Inc. on the terms of a surrender agreement that includes the circumstances surrounding the closure. If such an agreement cannot be reached, staff will provide the Board with documentation to consider a Notice of Intent to Revoke the charter at the next regularly scheduled meeting.

**AGENDA ITEM:** Proposed substantive changes to the following amendment/notification requests: Program of Instruction Amendment, School Closure Notification, School Location Notification, and School Specific Change in Grades Served Notification and the removal of the Alternative Calendar Notification.

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**Issue**

Consideration of revisions to Amendment and Notification requests to align instructions and format to expansion requests, increase clarity in narrative prompts, and remove a notification request that is no longer necessary.

**Background**

On June 13, 2016, the Board approved changes to the Academic Performance Framework. These changes necessitated revisions to the expansion requests, which were approved on August 8, 2016. As a result, a review of the remaining Amendment and Notification requests indicates a need for consistency in the content of the requests, as well as an alignment of requirements among all requests in order to provide additional clarity and transparency to charter holders.

**Substantive Revisions to each Amendment or Notification Request**

The following tables describe the proposed revisions for each Amendment and Notification specified. Drafts of the revised Amendment and Notification instructions are attached.

Request	Proposal	Rationale
Program of Instruction	Narrative prompt added to explain the plan for transitioning to the amended program of instruction.	Replaces the prompt that required the Charter Holder to identify a timeline for implementing the change. The new prompt more specifically asks for timeframes, but also the specific changes needed within those timeframes. The change provides greater clarity to allow the Charter Holder to explain its plan for implementation.
School Closure	Narrative prompt added to explain the Charter Holder's rationale for closing the school.	For closed schools the ASBCS Online system identifies the reason for the closure of a school to allow members of the public to know the reason a specific school closed. The answer to this prompt provides this information to Board staff as a component of the request.



Request	Proposal	Rationale
School Location	<p><i>Board Consideration</i></p> <p>For a location change of five miles or less, the Executive Director would continue to sign off on notifications.</p> <p>If a school is relocating more than five miles, the notification would be placed on the Board agenda.</p>	<p>Schools moving less than five miles are likely to serve the same or very similar population. Moving the location of a school more than five miles may change the target population served by a school.</p>
	<p><i>Documentation</i></p> <p>Required documentation that demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Building capacity that holds the required number of students;</li> <li>• Assurances of a secured building, insurance coverage, and agricultural land regulation; and</li> <li>• An Enrollment Matrix identifying the number of students served at the school.</li> </ul>	<p>The requirement of additional occupancy documentation (e.g. capacity documentation, insurance coverage) allows Board staff to confirm that the Charter Holder has appropriate facilities to serve students. This is in alignment with other requests that involve facilities (e.g. New School, Enrollment Cap).</p> <p>The addition of the Enrollment Matrix allows the Charter Holder to identify the number of students served at the school. This allows Board Staff to confirm numbers for capacity documentation and understand the Charter Holder’s plan for continued enrollment numbers after the relocation.</p>
	<p><i>Narrative Prompts</i></p> <p>Narrative prompts added:</p> <ul style="list-style-type: none"> <li>• Describe how the Charter Holder will meet the enrollment targets identified in the Enrollment Matrix.</li> <li>• Discussion of the percentage of students that will be reenrolling after the relocation.</li> <li>• Identify and demonstrate a clear understanding of the target population (A charter holder will only respond to this prompt if it is moving the school more than five miles).</li> </ul>	<p>The Enrollment Matrix narrative allows the Charter Holder to identify and justify the numbers included in the matrix. This is consistent with other requests requiring the Enrollment Matrix and provides a context for these numbers.</p> <p>The reenrollment narrative provides the Board with an understanding of whether the school will maintain a similar population, or if the relocation will result in changes to the student population.</p> <p>If the school is moving more than five miles, its relocation may result in changes to the student population. The target population prompt is consistent with the prompts found in the Replication Application and New School Amendment. This informs the Board as to whether the target population at the new location will be consistent with the previous location, and if the Charter Holder has considered the potential needs of a new population.</p>



Request	Proposal	Rationale
School Specific Change in Grades	<p><i>Name Change</i> Name change to “School Specific Change in Grades”</p>	
	<p><i>Documentation</i> Additional documentation required:</p> <ul style="list-style-type: none"> <li>• An Enrollment Matrix identifying the number of students served at the school; and</li> <li>• A Staffing Chart identifying an anticipated three year staffing plan.</li> </ul>	<p>The addition of the Enrollment Matrix allows the Charter Holder to identify the number of students served at the school, including the planned numbers with the addition of students. This replaces the previously used narrative prompt that required a timeline and projected number of students.</p> <p>The Staffing Chart provides information that was previously included in the narrative prompt requesting a timeline. The chart provides the Charter Holder the opportunity to demonstrate its intended staffing for the current and new grade level(s).</p>
	<p><i>Narrative Prompts</i> Narrative prompts added:</p> <ul style="list-style-type: none"> <li>• Provide a justification for the enrollment targets identified in the Enrollment Matrix.</li> <li>• Explaining how staffing will change as a result of the request, and the plan to recruit, hire, and train new staff.</li> </ul>	<p>The Enrollment Matrix narrative allows the Charter Holder to identify and justify the numbers included in the matrix. This is consistent with other requests including the Enrollment Matrix.</p> <p>The staffing narrative allows the Charter Holder to explain the plan for implementing the intended staffing. This is consistent with other requests including the Staffing Chart.</p>
	<p><i>Eliminated Prompt</i> Narrative prompt requiring a timeline and projected number of students has been eliminated and replaced by the Enrollment Matrix and accompanying narrative prompt.</p>	<p>This information is now captured in the Enrollment Matrix and Staffing components of the request.</p>



Request	Proposal	Rationale
Alternative Calendar	Eliminate the request	At the time the request was added, the law allowed charter schools operating on an approved alternative calendar to count pupils as having attended full time in any week for which the pupil was enrolled in and physically attended at least 20 hours of instruction during that week. This provision was removed after Title 15 was amended to discontinue adjusting a school's funding for excessive absences. Due to the statutory change, this request is no longer applicable.

**Technical Changes to Amendments and Notifications**

With the exception of the Alternative Calendar Notification, each of the above listed requests is being transferred to new formatting that includes administrative and substantive completeness checklists. All Amendment and Notification Requests are undergoing these revisions to increase clarity and transparency. Charter Holder Governance, Charter Holder Location, Charter Mission, Charter Representative, Instructional Days, School Governing Body, and School Name Change, as well as the requests listed in the table above, are experiencing technical changes in the wording of instructions and narrative prompts. These changes include shifting all narrative prompts to statements, rather than questions, and clarifying language to more clearly communicate expectations. Required forms for requests have also been updated to provide more consistency in charter holder submissions.

**Board Options—Substantive Changes to Non-expansion Amendment and Notification Requests**

Option 1: Approve the substantive changes to the Amendment and Notification Requests as presented. Staff recommends the following language:

I move to approve the substantive changes to the instructions and forms for the Alternative Calendar, Program of Instruction Amendment, School Closure Notification, School Location Notification, and Site Specific Change in Grades Served Notification as presented today (or with modifications discussed) and request staff to move forward with the use of the specific forms to be made available through ASBCS Online for implementation.

Option 2: Approve the changes with modifications

I move to approve the substantive changes to the instructions and forms for the Alternative Calendar, Program of Instruction Amendment, School Closure Notification, School Location Notification, and Site Specific Change in Grades Served Notification as presented today with the incorporation of the modifications discussed (provide specific information as necessary) and request staff to move forward with the use of the specific forms to be made available through ASBCS Online for implementation.



# Program of Instruction Amendment Request

## Purpose

The *Program of Instruction Amendment Request* is used to change or add to the curricula, methods of instruction, and methods of assessment. Note that any changes made need to support the charter mission, educational philosophy, and target population as described in the charter contract, and as amended.

## Determining Eligibility

Any Charter Holder is eligible to submit a *Program of Instruction Amendment Request*.

## Board Consideration

A substantively complete amendment request submitted by a Charter Holder may be placed on the consent agenda of a regular Board meeting.

Instructions for the Request

**The following instructions supersede the instructions listed in the upload area of the ASBCS Online system** for the *Program of Instruction Amendment Request*. Work through the form, filling in all required fields and uploads (denoted by "\*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

## Form Fields

Field	Instructions
<b>Change From*</b>	Provide a brief description of the program of instruction currently documented in the charter contract.
<b>Change To*</b>	Provide a brief description of what the program of instruction will be changed to, or what is being added.

## Attachments

For further information regarding specific documentation requirements, see pages **XX-XX** of The Guide and the substantive requirements found on pages **XX-XX**.

### Board Minutes\*

Upload evidence that the proposed change has been approved by the Charter Holder.

### Narrative\*

Upload a narrative that responds to the following prompts:

- Describe the rationale for the change in the program of instruction.
- Describe the proposed changes to the program of instruction, including the following:
  - Curriculum (which clearly demonstrates alignment to the Arizona College and Career Ready (ACCR) Standards);



- Methods of instruction; and

Formative and summative assessments.  If changes to one or more areas are not needed, provide an explanation.

- Explain how the proposed changes to the program of instruction align to the mission documented in the charter and educational philosophy of the charter.
- Explain how the proposed changes to the program of instruction improve pupil achievement in the target population served by the charter.
- Discuss the transition plan for the changes to the program of instruction, including the following:
  - Timeframes for implementation of the changes;
  - Purchasing necessary resources (e.g. curriculum and assessment materials) to implement the changes; and
  - Training staff to effectively implement the changes.
- Discuss whether this request will be submitted in conjunction with any other amendment or notification.

## Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
  - Comply with Open Meeting Law (if applicable)
  - Board aligns with what is currently on file with ASBCS
- Narrative, addressing all prompts

## Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form.</li> </ul>
Rationale (Narrative)	Description includes the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for the change in the program of instruction; and</li> <li><input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
Proposed Changes (Narrative)	Description includes the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes to curriculum (that clearly demonstrate alignment to the ACCR Standards)</li> <li><input type="checkbox"/> Changes to the methods of instruction</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Changes to formative and summative assessments</li> <li><input type="checkbox"/> If any of the three areas are not being changed, an explanation of how this area will remain consistent with the new Program of Instruction is included.</li> <li><input type="checkbox"/> Described changes are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
<p><b>Alignment to Mission and Philosophy</b> (Narrative)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explanation of how the proposed changes align to the mission documented in the charter.</li> <li><input type="checkbox"/> Explanation of how the proposed changes align to the educational philosophy of the charter.</li> <li><input type="checkbox"/> Described alignment is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> <li><input type="checkbox"/> The proposed program of instruction is consistent with information contained in all applicable documents on file with ASBCS. If not, appropriate amendments have been filed to reconcile this misalignment.</li> </ul>
<p><b>Improved Pupil Achievement</b> (Narrative)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explanation of how the proposed changes improve pupil achievement in the target population.</li> <li><input type="checkbox"/> Explanation is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
<p><b>Transition Plan</b> (Narrative)</p>	<p>Description of the transition plan includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Timeframes for implementation of the changes;</li> <li><input type="checkbox"/> Purchasing necessary resources to implement the described changes; and</li> <li><input type="checkbox"/> Training staff to effectively implement the changes.</li> </ul> <p><input type="checkbox"/> Transition plan is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</p>
<p><b>Concurrent Submissions</b> (Narrative)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Description includes whether the request will be submitted in conjunction with any other amendment or notification.</li> </ul>

# School Closure Notification Request

## Purpose

The *School Closure Notification Request* should be completed if the Charter Holder needs to close one of its charter schools. **If the Charter Holder wants to close the only charter school operating under the contract, the Charter Holder should not use this form, but should contact Board staff at 602.364.3080.**

## Determining Eligibility

Any Charter Holder is eligible to submit a *School Closure Notification Request* provided they operate more than one school under the charter contract.

## Board Consideration

A substantively complete notification request submitted by a Charter Holder may be considered for approval by the Executive Director, or may be placed on the consent agenda of a regular Board meeting.

## Instructions for the Request

**The following instructions supersede the instructions listed in the upload area of the ASBCS Online system** for the *School Closure Notification Request*. Work through the form, filling in all required fields and uploads (denoted by "\*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

### Form Fields

Field	Instructions
Select School*	Choose the school that the Charter Holder intends to close.
Last Day of Instruction*	Identify the last day the school will instruct students.
Record Request Information*	Provide the name, address, phone number, and email address of the individual that will be maintaining and processing requests for student records.

### Attachments

For further information regarding specific documentation requirements, see pages **XX-XX** of The Guide and the substantive requirements found on pages **XX-XX**.

#### Board Minutes\*

Upload evidence that the proposed change has been approved by the Charter Holder.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Provide the rationale for closing the school.
- Identify the number of students displaced by the closure.

- Discuss the plan to communicate the closure to the school community, including providing students with the following:
  - Identifying other educational options; and
  - Enrolling in another school.

## Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
  - Comply with Open Meeting Law (if applicable)
  - Board aligns with what is currently on file with ASBCS
- Narrative, addressing all prompts

## Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form.</li> </ul>
Rationale (Narrative)	Description includes the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for closing the school; and</li> <li><input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
Number of Students (Narrative)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative identifies the number of students displaced by the closure.</li> </ul>
Communication Plan (Narrative)	Response includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the plan to communicate closure to the school community.</li> </ul> Description of how the Charter Holder will assist displaced students with the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying other options; and</li> <li><input type="checkbox"/> Enrolling in another school.</li> </ul>

# School Location Notification Request

## Purpose

The *School Location Notification Request* should be completed if the Charter Holder needs to change the mailing address or physical address currently on file with the Board for a charter school.

It is not necessary to file this request to change the school’s phone/fax number(s) on file with the Board; rather, the authorized charter representative should email the new information to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov).

## Determining Eligibility

Any Charter Holder is eligible to submit a *School Location Notification Request*.

## Board Consideration

If the Charter Holder is only requesting to change the mailing address of the school, a substantively complete notification request may be considered for approval by the Executive Director.

If moving the physical address of a school **five miles or less** from its current location, a substantively complete notification request may be considered for approval by the Executive Director, or may be placed on the consent agenda of a regular Board meeting.

If moving **more than five miles**, a substantively complete notification may be placed on the agenda of a regular Board meeting.

## Instructions for the Request

**The following instructions supersede the instructions listed in the upload area of the ASBCS Online system** for the *School Location Notification Request*. Work through the form, filling in all required fields and uploads (denoted by "\*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

### Form Fields

Field	Instructions
Select School*	Choose the button for the school that the Charter Holder is requesting to move to a new location.
Current Address, Phone Number, and Fax Number	This information will prepopulate based on the school that is chosen in the previous step.
New Address, Phone Number, and Fax Number*	Check all boxes that apply to this request.

<b>Effective Date of Change*</b>	Identify the date on which the change is intended to be implemented.
<b>New Physical Address</b>	Identify the new address at which the school will be operating, including the street address, city, state, zip, phone, and fax number.
<b>New Mailing Address</b>	If this information is the same as the physical address, check the “Same as new physical address” box. If not, identify the new address at which the school will be receiving mail, including the street address, city, state, zip, phone, and fax number.

## Attachments

For further information regarding specific documentation requirements, see pages **XX-XX** of the Guide and the substantive requirements found on pages **XX-XX**.

### Board Minutes\*

Upload evidence that the proposed change has been approved by the Charter Holder.

### Additional Information (if changing physical address)

Upload each of the following:

- **Occupancy Documentation**

For the proposed facility, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal’s Inspection Report, approved for educational use.
- If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.
- If a Certificate of Occupancy and/or Fire Marshal’s Report are not available at the time of submission, an *Occupancy Compliance Assurance and Understanding* form, signed by a charter representative, may be submitted in its place.

- **Lease Agreement, Proof of Purchase, or Builder Contract**

For the proposed facility, upload a scanned copy of the appropriate documentation.

- **Copy of Current Liability Insurance Coverage**

Upload the appropriate documentation, which must identify the Charter Holder requesting expansion.

- **Agricultural Land Regulation Assurance**

Upload a completed Agricultural Land Regulation Assurance and Understanding form signed by the Charter Representative. If the form indicates that an agreement has been filed with the Office of the County Recorder, ensure that evidence is attached.

- **Enrollment Matrix**

Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the proposed school for its first three years.

- **Narrative**

Upload a narrative that responds to the following prompts:

Provide the rationale for moving the school to a new location.

Provide a detailed description of how the Charter Holder will meet the enrollment targets identified in the Enrollment Matrix. Include the following:

- Necessary advertising and/or promotion to meet the targets.
- A description of the market analysis that supports the successful enrollment of the projected student count.
- The timeline for enrollment at the proposed school, and how it will be communicated to the public.

(If the school is moving **more than** 5 miles from its current location) Discuss the percentage of students from the previous location that have committed to/are projected to remain enrollment at the new location. Include the following:

- The percent of students that the Charter Holder projects will remain enrolled at the school after relocation;
- The factual data that supports this projection; and
- The plan for ensuring the transition of these students to the new location.

(If the school is moving **more than** 5 miles from its current location) Identify the target population the school will serve at the proposed location. Demonstrate a clear understanding of the following:

- The students the school intends to serve;
- How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
- Whether the students will be primarily neighborhood or commuter;
- A demographic profile of the population; and
- Current levels of academic performance.

## Administrative Completeness Review

An administratively complete request includes:

- Board Minutes

- Comply with Open Meeting Law (if applicable)
- Board aligns with what is currently on file with ASBCS
- Occupancy Documentation
  - Certificate of Occupancy and current Fire Marshal’s report, both approved for educational use; OR
  - Completed Occupancy Compliance and Understanding Form that is signed and dated by the Charter Representative
  - If neither displays occupancy, additional documentation to demonstrate capacity. Description included of how the space is sufficient for the number of students requested. Hand-drawn images will not be accepted.
- Lease Agreement, proof of purchase, or builder contract for facility
- Copy of liability insurance coverage
- Agricultural Land Regulation Assurance Form
- Completed Enrollment Matrix for each school operated by the Charter Holder
- Narrative, addressing all prompts

## Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form.</li> </ul>
Occupancy Documentation	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Certificate of Occupancy and Fire Marshal’s Inspection Report for the proposed school location.</li> <li><input type="checkbox"/> If neither displays occupancy, additional documentation to demonstrate capacity that is in alignment with the Enrollment Matrix for the school.</li> <li><input type="checkbox"/> If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report are not available at the time of submission, an <i>Occupancy Compliance Assurance and Understanding Form</i> signed by the Charter Representative is submitted.</li> </ul>
Lease Agreement, Proof of Purchase, or Builder Contract	<ul style="list-style-type: none"> <li><input type="checkbox"/> Document demonstrates an agreement for the proposed facility.</li> </ul>
Copy of Liability Insurance Coverage	<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of current insurance policy with Charter Holder’s name as policyholder/insured.</li> </ul>
Agricultural Land Regulation Assurance	<ul style="list-style-type: none"> <li><input type="checkbox"/> If the form indicates that an agreement has been filed with the Office of the County Recorder, evidence is included.</li> </ul>
Enrollment Matrix	<ul style="list-style-type: none"> <li><input type="checkbox"/> An Enrollment Matrix is completed for the current and subsequent three Fiscal Years for each school operated by the Charter Holder.</li> </ul>



<p><b>Enrollment Targets (Narrative)</b></p>	<p><input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p> <p><input type="checkbox"/> Description of enrollment is consistent with the targets identified in each Enrollment Matrix submitted.</p> <p><input type="checkbox"/> Description includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A plan for meeting targets; and</li> <li><input type="checkbox"/> Necessary advertising and/or promotion to meet the targets.</li> </ul> <p><input type="checkbox"/> Description of the market analysis, to include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other educational options available to students in the target area;</li> <li><input type="checkbox"/> An explanation of need for the school; and</li> <li><input type="checkbox"/> Factual data to support the need.</li> </ul> <p><input type="checkbox"/> Timeline for enrollment at the proposed location is included and explains how it will be communicated to the public.</p> <p><input type="checkbox"/> Enrollment Justification is consistent with the information contained in all applicable narrative prompts and accompanying attachments.</p>
<p><b>Rationale (Narrative)</b></p>	<p>Description includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for relocating the school; and</li> <li><input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
<p><b>Reenrollment Percentage (Narrative—More than 5 miles only)</b></p>	<p>Response includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The percent of students that the Charter Holder projects will remain enrolled at the school after relocation;</li> <li><input type="checkbox"/> The factual data that supports this projection; and</li> <li><input type="checkbox"/> The plan for ensuring the transition of these students to the new location.</li> </ul>
<p><b>Target Population (Narrative—More than 5 miles only)</b></p>	<p>Response includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of the target population;</li> <li><input type="checkbox"/> How the target population is similar to, or different from, the current population served by the charter; and</li> <li><input type="checkbox"/> Whether the population will be primarily neighborhood or commuter students.</li> </ul> <p>Response provides the target population's:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demographic profile; and</li> <li><input type="checkbox"/> Current levels of academic performance (e.g. AzMERIT information and letter grades).</li> </ul>

Target population information is consistent with information contained in all other applicable narrative prompts and accompanying attachments.

DRAFT

# School Specific Change in Grades Served Notification Request

## Purpose

The *School Specific Change in Grades Served Notification Request* is used to increase or decrease the grades served at a particular school. An increase in grades served is not effective until approved by the Board.

## Determining Eligibility

Any Charter Holder is eligible to submit a *School Specific Change in Grades Served Notification Request*.

## Board Consideration

A substantively complete notification request submitted by a Charter Holder may be considered for approval by the Executive Director, or may be placed on the agenda of a regular Board meeting.

## Instructions for the Request

Work through the form, filling in all required fields and uploads (denoted by "\*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

## Form Fields

Field	Instructions
<b>Select School*</b>	Select the school from the list of schools operated under the charter for which the request is being submitted. A separate request must be submitted for each school affected by a change in grades served.
<b>Current Grades Served</b>	Confirm that the current grades served accurately identifies the grade levels currently served at the school. If not, contact the Board office.
<b>New Grade Levels Served*</b>	Identify the grades to be served after approval of the request. This must include the current grades served, and the new grades that are requested.
<b>Effective Date*</b>	Enter the proposed first day of school for the addition of the new grades. (This change cannot occur mid-year.)

## Attachments

For further information regarding specific documentation requirements, see pages **XX-XX** of The Guide and the substantive requirements found on pages **XX-XX**.

### Board Minutes\*

Upload evidence that the proposed change has been approved by the Charter Holder.

### Narrative\*

Upload a narrative that responds to the following prompts:

- (Decrease and Increase) Provide the rationale for the change in grade levels served at this school.
- (Decrease Only) Identify the number of students displaced by the decrease in grades.
- (Decrease Only) Discuss the plan to communicate the decrease in grades to the school community, including providing students with the following:
  - Identifying other educational options; and
  - Enrolling in another school.
- (Increase Only) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.
- (Increase Only) Provide a detailed staffing plan that describes the changes shown in the Staffing Chart submitted with this request. Include how administrative, instructional, and non-instructional staff will be:
  - Recruited;
  - Hired; and
  - Trained.
  - If no changes to staffing are needed, provide an explanation.

### Facility Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and/or**
- A current Fire Marshal's Inspection Report.
- If the Certificate of Occupancy and/or Fire Marshal's Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.

This area will only allow for the upload of one document. Upload additional facility documentation in the "Additional Information" upload area.

### Additional Information (Increase Only)

Upload each of the following documents:

- Enrollment Matrix
  - Complete for the school for which the request is being submitted, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- Staffing Chart
  - Complete for the school for which the request is being submitted, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.
- Additional Facility Documentation (See above)

## Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
  - Comply with Open Meeting Law (if applicable)
  - Board aligns with what is currently on file with ASBCS
- Narrative, addressing all prompts
- Facility Documentation (Increase only)
  - Certificate of Occupancy, approved for educational use, **and/or**
  - Current Fire Marshal’s report, approved for educational use.
  - If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.
  -
- Completed Enrollment Matrix for the school for which the request is being submitted
- Completed Staffing Chart for the school for which the request is being submitted

## Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form.</li> </ul>
Rationale (Narrative)	Description includes the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Rationale for the change in grade levels served at the school; and</li> <li><input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</li> </ul>
Number of Students (Narrative—Decrease Only)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative identifies the number of students displaced by the decrease in grades.</li> </ul>
Communication Plan (Narrative—Decrease Only)	Response includes the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the plan to communicate decrease in grades to the school community</li> </ul> Description of how the Charter Holder will assist displaced students with the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying other options; and</li> </ul>

<p><b>Enrollment Matrix (Increase Only)</b></p>	<p><input type="checkbox"/> Enrolling in another school.</p> <p><input type="checkbox"/> An Enrollment Matrix is completed for current and subsequent three Fiscal Years for the school for which the request is being submitted.</p> <p><input type="checkbox"/> The Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p><b>Enrollment Justification (Narrative—Increase Only)</b></p>	<p>Justification for each Enrollment Matrix includes the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for meeting each year’s enrollment targets</li> <li><input type="checkbox"/> Necessary advertising and/or promotion (if applicable)</li> <li><input type="checkbox"/> Number of returning students</li> <li><input type="checkbox"/> Anticipated new student enrollment</li> </ul> <p><input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p><b>Staffing Chart (Increase Only)</b></p>	<p><input type="checkbox"/> Completed Staffing Chart provided for the school for which the request is being submitted.</p> <p><input type="checkbox"/> Staffing Chart includes a leadership section for the school for which the request is being submitted.</p> <p><input type="checkbox"/> Staffing Chart is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.</p>
<p><b>Staffing Plan (Narrative—Increase Only)</b></p>	<p><input type="checkbox"/> Plan describes changes to instructional, non-instructional, and administrative staff in the Staffing Chart.</p> <p><input type="checkbox"/> Staffing, enrollment, and target population needs are addressed by the following processes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment;</li> <li><input type="checkbox"/> Hiring; and</li> <li><input type="checkbox"/> Training.</li> </ul> <p><input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes.</p> <p><input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.</p>
<p><b>Facility Documentation (Increase Only)</b></p>	<p><input type="checkbox"/> Most recent Certificate of Occupancy; and/or Fire Marshal’s Inspection Report.</p> <p><input type="checkbox"/> If neither displays occupancy, additional documentation to demonstrate capacity. Description included of how the space is sufficient for the number of students requested. Hand-drawn images will not be accepted.</p>

## **AGENDA ITEM: Proposed Revisions to the Renewal Application**

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### **Issue**

Discussion and possible action regarding substantive and technical revisions to the Renewal Application as presented in Guide to the Charter Renewal Process (attached).

### **Background**

At its August 2016 meeting, the Board approved revisions to its Academic Performance Framework and Guidance (Framework) which included revisions to how charter holders that do not meet the Board's academic performance expectations demonstrate sufficient progress and how the Framework would be used in the renewal process.

In its determination of whether a charter holder demonstrates sufficient progress toward the Board's academic performance expectations, the Board will consider the Overall Rating for each of the schools it operates for the three most recent years and whether or not there has been improvement in the measures used to determine the Overall Rating. The Framework states that the findings of the Demonstration of Sufficient Progress will be provided to the Board when considering an application for charter renewal.

The revised methodology for determining whether a charter holder demonstrates sufficient progress has eliminated the requirement of documentation and data provided by the Charter Holder. As a result of this change there is no longer a required academic submission for the Renewal Application. Instructions and guidance pertaining to the documents required for the Academic Performance section of the Renewal Application have been removed.

Technical revisions were made to clarify the steps in the process for uploading a renewal application to the ASBCS online system. The formatting of the document was also updated to be consistent with other Board guidance documents.

In addition to the changes described above, Board staff is making recommendations to the renewal process.

First, Board staff is recommending to conduct an Academic Systems Review (ASR) as part of the renewal process. The ASR is part of the Board's five-year interval review process. Since a charter holder is considered for renewal 12 months prior to the expiration of the charter, staff recommends conducting the ASR prior to the Charter Holder's fifteenth year of operation so that the Board may consider the results of the ASR in its consideration of whether a charter holder has completed the obligations of the contract to be granted renewal.

Second, Board staff is recommending to add an assurances form to the renewal process. The assurances form would be a component of the Renewal Application requiring the Charter Holder to state that the Charter Holder intends to continue the educational, operational and business plans as contained in the charter contract and as amended in their 20 year renewal charter. This is to ensure that the Charter

Holder is still implementing the plans that were approved, either through the application or amendment processes.

**Board Options**

Option 1: I move to approve the revisions to the renewal process as presented in the Guide to the Charter Renewal Process document as included in this staff report.

Option 2: I move to approve the revisions to the renewal process as presented in the Guide to the Charter Renewal Process document as presented with the incorporation of the modifications discussed (provide specific information as necessary).





# Guide to the Charter Renewal Process

September 12, 2016

## **Arizona State Board for Charter Schools**

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*Authorized by A.R.S. §15-1-8: Charter schools are public schools that were established to provide a learning environment that will improve pupil achievement and provide additional academic choices for parents and pupils.*

## **I. INTRODUCTION**

This document provides guidelines for charter holders that are eligible to submit a Renewal Application to the Arizona State Board for Charter Schools (“Board”), pursuant to A.R.S. §15-183(I). The purpose of this document is to provide guidance about when and how to submit a Renewal Application. The following sections include an overview of the charter renewal process, detailed requirements for the preparation and submission of the application, an overview of the Academic Systems Review, and information on the materials provided to the Board for their consideration.

In order to ensure that the Board continues its oversight of quality school choices, certain criteria are reviewed during the charter renewal process, in accordance with the frameworks adopted by the Board. These components, as well as the steps to submitting the Renewal Application based on the requirements of the frameworks, will be discussed in detail in this document.

Please review all of the information in this document before you begin the Renewal Application.

## **II. OVERVIEW OF THE CHARTER RENEWAL PROCESS**

Pursuant to A.R.S. §15-183(I), a new and replication charter is effective for 15 years. At least 18 months before the charter’s expiration, the Board staff will notify the Charter Holder that the Charter Holder may apply for renewal and must make available the Charter Holder’s Renewal Application. The Board customizes each Renewal Application based upon a Charter Holder’s performance history.

A summary review of the Charter Holder’s performance record over the term of the charter will be included with the notification.

In implementing its oversight and administrative responsibilities, the Board grounds its actions in evidence of the Charter Holder’s performance in accordance with the performance frameworks adopted by the sponsor (A.R.S. § 15-183(R)). The Board has adopted three frameworks, each is available on the Board’s website:

- [Academic Performance Framework and Guidance](#)
- [Financial Performance Framework and Guidance](#)
- [Operational Performance Framework and Guidance](#)

If a Charter Holder chooses not to apply for renewal, then the charter expires at the end of the contracted term.

### **Charter Renewal Stages**

The major stages of the charter renewal process are summarized below:

Renewal Notification	The Charter Holder receives a renewal notification 18 months prior to the expiration of the charter.
Application Submission	The Charter Holder must submit via the ASBCS Online system, their Renewal Application on or before the deadline date ( <i>15 months before the expiration of the charter</i> ) provided in the renewal notification. The Renewal Application must be complete upon submission and adhere to the requirements set forth in this guidance.
Application Review	Upon submission of the Renewal Application, staff will evaluate the pertinent documents.
Site Visit	An Academic Systems Review (“ASR”) site visit is conducted prior to the Board’s consideration of the Renewal Application.
Board Consideration	A notification is sent to the Charter Holder providing the scheduled meeting date for the Board’s consideration of the Renewal Application. All materials contained in the application and the report from the ASR are included in the Board’s materials, along with the staff report. The Board will make a decision about whether or not to grant the charter renewal contract.
Renewal Decision	If the Board renews the charter, the renewal charter contract is for a term of 20 years. The Board may deny the request for renewal if, in its judgment, the Charter Holder has failed to meet or make sufficient progress toward the Board’s Academic Performance Expectations, meet the Board’s Operational Performance Expectations, and complete the obligations of the contract, or comply with all applicable laws. If the Board does not renew the charter, then the charter expires at the end of the contracted term.

### **Early Renewal Process**

A.R.S. §15-183(I) (2) allows a Charter Holder to apply for early renewal. The Board has adopted a policy that establishes the eligibility criteria to qualify to apply for early renewal. For details regarding the early renewal process, see Appendix A: Eligibility to Apply for Early Renewal of a Charter Contract.

### **III. APPLICATION SUBMISSION REQUIREMENTS**

Renewal Application requirements are based upon the Charter Holder's performance record in relation to criteria outlined in the Financial Performance Framework, and the alignment of officers, directors, members and partners of the Charter Holder on record as part of the charter contract with the Arizona Corporation Commissions (ACC) submissions.

A Charter Holder will be required to complete the financial performance section of the Renewal Application if the Charter Holder does not meet the Board’s Financial Performance Expectations.

In addition, the Charter Holder will be required to complete the organizational membership section of the application if the Charter Holder’s officers, directors, members and partners reflected in the contract do not match the current information on file with the ACC.

#### **IV. COMPONENTS OF THE RENEWAL APPLICATION**

The Renewal Application is a web-based form that must be submitted online through the ASBCS Online system. The application consists of the following:

- Assurances Form
- Detailed Business Plan
- Signature

##### ***Academic Performance***

In this section the Charter Holder will submit a completed Renewal Assurances form. The form is an attestation that the Charter Holder will continue to implement the academic/educational plan as described in the charter contract and as amended. The Charter Holder may make amendments to the charter contract through the appropriate processes as described in Guide to Amending a Charter.

##### ***Detailed Business Plan***

This section includes the required documents and instructions for the organizational membership and financial sustainability components of the Renewal Application.

##### **Organizational Membership**

A Charter Holder whose officers, directors, members and partners reflected in the charter contract do not match the current documents on file with ACC will be required to complete the Organizational Membership section of the application. A Charter Holder that is required to submit an organizational membership response is required to submit documentation that provides evidence that the Charter Holder has taken action to reconcile discrepancies in the organizational membership on file with ASBCS Online and ACC.

The lack of alignment of officers, directors, members and partners of the Charter Holder on record as part of the charter contract with ACC submissions will be recorded in measure 2.d of the Charter Holder's Operational Dashboard.

##### **Financial Sustainability**

A Charter Holder that does not meet the Board's financial performance expectations will be required to complete the Financial Sustainability section of the Renewal Application by submitting a financial performance response. This information will be used by the Board when it considers whether to grant the Charter Holder a renewal charter contract. At the time of consideration of renewal by the Board, the most current audit information will be provided.

For more information on preparing a financial performance response and the criteria Board staff will use to evaluate the response, see Appendix C of the Board's [Financial Performance Framework and Guidance](#) and the additional resources available under "Financial Performance Response" on the [Board's website](#).

**NOTE:** *All responses will be available for public review. If references will be made to or include any sensitive information (e.g., bank account numbers), redact that information prior to submission.*

##### ***Signature***

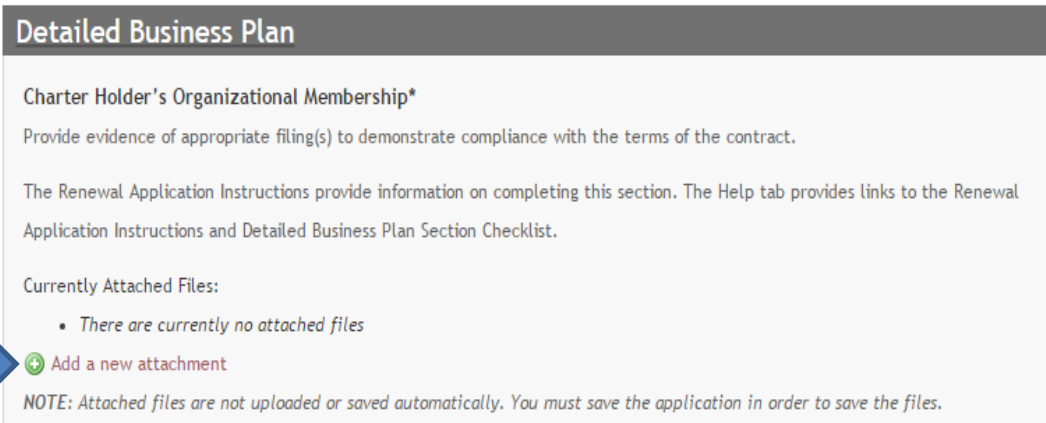
The Charter Representative must digitally sign the application by entering their password into the identified field in the Signature section of the Renewal Application. To prevent unintentional submission

of the Renewal Application, complete the signature section after all other sections have been completed. A Renewal Application cannot be submitted until it is signed by the Charter Representative.

## **VI. RENEWAL APPLICATION INSTRUCTIONS**

### *A. Preparation Instructions*

1. Identify the sections of the Renewal Application that require a response.
  - The notification will state if the Charter Holder is waived from any submission requirements.
  - When logged into the system and viewing the Renewal Application, each section that requires a response includes a description of the required information and a link for adding an attachment to the form.



**Detailed Business Plan**


**Charter Holder's Organizational Membership\***

Provide evidence of appropriate filing(s) to demonstrate compliance with the terms of the contract.

The Renewal Application Instructions provide information on completing this section. The Help tab provides links to the Renewal Application Instructions and Detailed Business Plan Section Checklist.

Currently Attached Files:

- There are currently no attached files

 Add a new attachment

*NOTE: Attached files are not uploaded or saved automatically. You must save the application in order to save the files.*

2. Locate information regarding Financial Sustainability submission requirements
  - The dashboard representation of the Charter Holder's financial performance, based upon the indicators and measures adopted by the Board, is available through ASBCS Online. Instructions for accessing the financial dashboard are as follows:
    - Go to <http://online.asbcs.az.gov><sup>1</sup>
    - Under the "Search" option, select "Charter Holders"
    - Enter part or all of the Charter Holder name and click "Search"
    - Select the applicable Charter Holder from the search results
    - Select the "Performance" tab
  - A Charter Holder that is required to submit a Financial Performance Response for the Detailed Business Plan section of the application should consult Appendix C of the Board's Financial Performance Framework and Guidance.
    - Go to the Board's website (<http://asbcs.az.gov>)
    - Under "For Charter School Operators", click on "Performance Expectations and Reviews"
    - Select the "Financial Performance" tab

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<sup>1</sup> It is not necessary to log into ASBCS online. If you do log into ASBCS online using the Charter Representative's account, the information will be located in the Charter Holder's Detailed Information section under the "Performance" tab.

- Locate and download the Financial Performance Framework and Guidance
3. Locate information regarding Organizational Membership submission requirements
- A Charter Holder that is required to submit an organizational membership response is required to submit evidentiary documentation that demonstrates the Charter Holder has taken action to reconcile discrepancies in the organizational membership on file with ASBCS and ACC.
    - To check the organizational membership on file with the Board:
      1. Log in to your ASBCS online account using the Charter Representative’s user name (email address) and password. <http://online.asbcs.az.gov/>
        - If you do not remember your password, locate the “Forgot Password” icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with instructions.
      2. Once logged into the system, you will be taken to the Dashboard.
      3. On the Dashboard, choose the Charter Holder’s section or tab and click on Charter Holder Name.
      4. Select the “Board” tab on the tool bar.
      5. Make note of the officers, directors, members, or partners listed.
    - To check the organizational membership on file with ACC:
      1. Go to the [ACC website](#)
      2. Click “Corporate Records” on the right side of the page
      3. Click “Business Entity Search” on the left side of the page
      4. Type the Charter Holder name in the search bar at the top of the page
      5. Select the Charter Holder from the list
      6. Make note of the officers, directors, members, or partners listed.

If the officers, directors, members, or partners reflected on ASBCS Online do not match the current members on file with ACC, the Charter Holder must submit documentation of the steps taken to reconcile the discrepancy.

The Charter Holder may need to:

1. Correct the information on file with ASBCS by completing and submitting the appropriate notification request through the amendment process,
2. Correct the information on file with ACC by completing and submitting the appropriate filing with ACC, or
3. Both correct the information on file with ASBCS and ACC

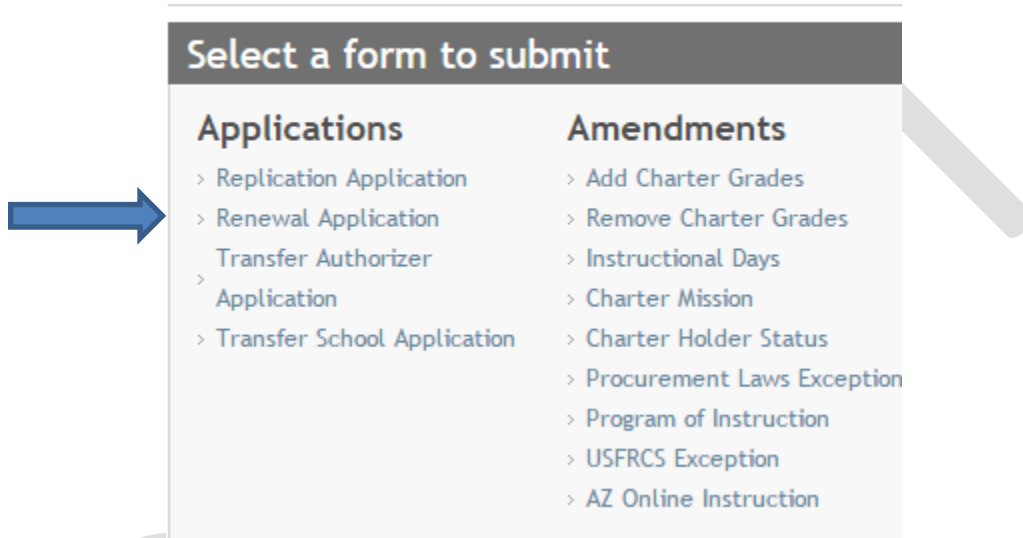
Guidance and requirements for submitting charter contract amendments are available on the ASBCS website in the Guide to Amending a Charter.

4. Review each section of the Renewal Summary Review document included with the notification letter. Make note of any Charter/Legal Compliance and Audit Compliance issues listed in the Renewal Summary Review. Prepare information regarding any compliance issues that the Board may wish to discuss when considering the Charter Holder’s Renewal Application.

## B. Submission Instructions

1. Log in to your ASBCS online account using the Charter Representative's user name (email address) and password. <http://online.asbcs.az.gov/>
  - If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator ([charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov)) with instructions.
  - Once logged into the system, you will be taken to the Dashboard.
  - Under the Charter Holder heading, click on "Submit Form".
  - Under the Applications heading, click on "Renewal Application".

## Submit Form



2. Upload the required information to the appropriate section of the Renewal Application
  - If the Charter Holder is required to submit a Financial Performance Response for the Detailed Business Plan section:
    - Click on the "Add a new attachment" link in the Charter Holder's Financial Sustainability section of the Renewal Application.
    - Click the "Choose File" button
    - Browse to the file and click "Open"
    - In the Brief Description text area, type "CHARTER HOLDER NAME\_Renewal\_Financial Performance Response"
    - Click the "Add Attachment" button:
  - If the Charter Holder is required to complete the Organizational Membership section of the Renewal Application, the Charter Holder must provide evidence of the appropriate filing(s). Consider providing a screenshot of the completed filing, a notification that the filing has been received or processed, or a notification that the information has been updated. To submit Organizational Membership documentation:



- Click on the “Add a new attachment” link in the Charter Holder’s Organizational Membership section of the Renewal Application.
  - Click the “Choose File” button
  - Browse to the file and click “Open”
  - In the Brief Description text area, type “CHARTER HOLDER NAME\_Renewal\_Organizational Membership Response”
  - Click the “Add Attachment” button:
3. Review all sections of the application. Once all documents have been uploaded to the application, it is ready for submission. A submitted application cannot be changed. If the application needs to be changed, the submitted application can be withdrawn. If an application is withdrawn, a new application must be submitted prior to the due date stated in the notification email.
4. Submit the application. **Renewal Application packages must be submitted by 11:59 p.m. MST on the deadline date, which** is identified in the Charter Holder’s renewal notification email. Late submissions will not be accepted. To submit the application:
- Scroll down to the Charter Representative Signature section located at the bottom of the Renewal Application form.
  - Enter the charter representative’s password and click “Sign Form”
  - Click “Submit to ASBCS”

## **VII. ACADEMIC SYSTEMS REVIEW**

Pursuant to A.R.S. § 15-183(l)(3), the Board shall review a charter at five-year intervals using the performance frameworks adopted by the Board. As a component of the renewal process, the Board will conduct a site visit of the schools operated by the Charter Holder, as described in Appendix XX: [title].

The purpose of the site visit is to gather evidence regarding the school’s implementation in providing a comprehensive program of instruction and designing a method to measure pupil progress toward pupil outcomes, as required in the charter contract. A set of criteria is used to determine the school’s implementation.

An ASR site visit will provide the Board an understanding of how the school develops and implements:

- A curriculum that improves student achievement.
- A system for monitoring the integration of the State academic standards.
- A system for monitoring and documenting student proficiency.
- A professional development plan that supports effective implementation of the curriculum.

The Five-Year Intervals Review Report will be included in the Board’s materials and summarized in the staff report for the Board’s consideration.

## **VIII. BOARD CONSIDERATION**

After the application package has been evaluated and the ASR site visit is completed, a Renewal Portfolio is prepared to include:

- Staff report
- Renewal Summary Review
- Academic Dashboards for each school operated by the Charter Holder
- Renewal Application submission
- Five-Year Interval Review Report
- Financial response evaluation
- Financial response submission

A complete Renewal Portfolio is presented to the Board for consideration. The Charter Holder will receive a notification email when the Charter Holder's Renewal Application has been scheduled on the Board's agenda.

The day of the Board meeting the Charter Holder should be prepared to address the Board with a brief introductory statement and answer any questions. The Charter Holder should arrange for any staff to be present that are qualified to address questions regarding the performance of the Charter Holder.

After considering the Renewal Portfolio and statements made at the meeting, the Board will decide to renew the charter or deny the Renewal Application. The Charter Holder will receive a letter outlining the next steps, based on the Board's renewal decision.

## APPENDIX A

### Eligibility to Apply for Early Renewal of a Charter Contract Policy Statement

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A.R.S. § 15-183(I)(2) allows a charter operator to apply for early renewal.

- At least nine months before the charter school's intended renewal consideration, the operator of the charter school shall submit a letter of intent to the sponsor to apply for early renewal.
- The sponsor shall review fiscal audits and academic performance data for the charter school that are annually collected by the sponsor, review the current contract between the sponsor and the charter school and provide the qualifying charter school with a renewal application.
- On submission of a complete application, the sponsor shall give written notice of its consideration of the renewal application.

#### Board Policy:

A charter holder may submit a letter of intent to apply for early renewal to the Board. Within 15 business days of receipt of a charter holder's timely letter of intent to apply for early renewal, the Board shall review those items described in statute to determine whether the applicant is eligible to apply for early renewal and provide qualified charter holders with an early renewal application.

An applicant qualifies to apply for early renewal if:

- The request is submitted at least 24 months prior to the charter expiration date;
- The applicant has been operating schools under the charter for at least five years;
- The applicant meets the Board's Academic Performance Expectations as defined in the Academic Performance Framework and Guidance;
- The applicant is waived from submitting the Detailed Business Plan Section of the renewal application because:
  - The applicant meets the Board's Financial Performance Expectations, and
  - The applicant's officers, directors, members and partners as identified in information publicly available through the Arizona Corporation Commission align with those identified in the charter contract; and
- Within the last 3 years, the applicant did not have any compliance matters that required action by the Board or other government agencies; or when an Operational Performance Dashboard is available, the applicant meets the Operational Performance Expectations.

An applicant who is eligible to apply for early renewal shall submit the early renewal application no later than 1 month after the charter holder receives notification of its eligibility to apply for early renewal.

An applicant must continue to meet the eligibility requirements identified in this policy up to and until the Board has considered the Application for Early Renewal. If the applicant's eligibility status changes prior to the Board's consideration of the application, the Board shall not consider the application.

An applicant who does not meet the requirements of this policy may resubmit a letter of intent to apply for early renewal at any time prior to the early renewal deadline and the Board shall reevaluate the applicant's eligibility to apply for early renewal.

*Historical Note:*

*Effective:* April 14, 2014

*Board Approval Date:* April 14, 2014

*Revised:* April 13, 2015

DRAFT