

Adding Grade Levels to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Twenty First Century Charter
Schools, Inc.

CTDS:
07-86-30-000

Mailing Address:
2930 West Bethany Home
Road
Phoenix, AZ 85017
> [View detailed info](#)

Representative

Name:
Nancy Bennett

Phone Number:
602-943-1317

Fax Number:
602-943-0280

Downloads

 [Download all files](#)

Current Grade Levels

Current Grade Levels Served

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

New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).

For 9-12

Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.

Add Grade Levels

9th
10th
11th
12th

Curriculum Samples

No documents were uploaded.

Effective Date

08/01/2016

Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information

 [Download File](#) — survey

 [Download File](#) — eligibility form

 [Download File](#) — board minutes

 [Download File](#) — signatures for board minutes

Signature

Charter Representative Signature
Nancy Bennett 02/11/2016

TWENTY FIRST CENTURY CHARTER SCHOOLS, INC
Bennett Academy & Venture Site Board Meeting
Bennett Academy – 2930 W Bethany Home Rd, Phoenix AZ 85017

January 7, 2016 – 2:00 p.m.

Board Members:

(P=present, E=excused, A=absent)

Nancy Bennett (P)

Dian Bentinck (P via phone)

Fred Bennett (P)

Linda Cambra (P)

Guests: Diane Horn, Sandra Richmond, Jim Rohrbacker, Judith Engle, Jake Rashkow

AGENDA:

The meeting was called to order by Fred Bennett at 2:05 pm.

Minutes of November 5, 2015 Meeting

The Board discussed updates on several items in the minutes. During this time Dian Bentinck was called to attend the meeting via phone.

Item 1: Judith Engle has checked into a possible shortage in the monthly payment from the Arizona Department of Education. The last payment we received was \$168,000 and is accurately based on our enrollment.

Item 3: The leadership of Sovereign Grace Church hasn't responded to Fred B on the options to purchase the property at 2930 W. Bethany Home Rd. Dian B has given Fred B the name of a lawyer who could help in a commercial agreement.

Item 5: The bus repairs were done; one bus still needs to pass DPS annual inspection. We're without one bus driver; Moses Kollie was temporarily released so he could receive medical services. We had hoped that he would return after Winter Break; however, he hasn't been released by his doctor; he has an appointment on 1/8/16. We are leasing a van at \$3000/month plus a driver in the interim. A permanent solution on a bus driver needs to occur soon; some of the students are on the bus too long.

Motion: Fred B moved that we wait a couple days until Moses K can give us a definitive answer on whether he can return to work next week (Jan 11). If he is not able to return to work, we will proceed to hire another bus driver. Linda C seconded the motion; motion passed unanimously.

Motion by Linda Cambra and second by Fred Bennett, that the Board accept the minutes of the November 5, 2015 meeting. The motion passed unanimously.

Review of Board's Credentials – Diane Horn

Diane Horn reported that Judy E. has aligned the Board members listed with the Arizona Corporation Commission and the Arizona State Board for Charter Schools and we are now in compliance.

Item #1 Financial Review – Fred Bennett

Mr. Bennett reported that we are in good financial condition and that our savings is increasing.

Our student record system, School Master, is currently being compared to another system, Jupiter Ed. EDISA is requiring us to use Jupiter Ed. Judy E will give us a report on the two systems at the next Board meeting in March; we may want to switch all student records to Jupiter Ed.

Item #2 Application to Add Additional Grade Levels – Dr. Nancy Bennett

The Application to Add Additional Grade Levels was first filed in February, 2015, with the Arizona State Board for Charter Schools. One reason it wasn't accepted was that the list of Board of Directors was not aligned with the Arizona Corporation Commission. That has now been corrected, and we are now in compliance.

Jake R presented a written report stating that "the application will be centered around the Six Guiding Principles, which is an essential piece of the school's charter." In addition, the report specified eleven sections to be added to the original application.

Motion by Fred Bennett and seconded by Dian Bentinck: The Board affirms that the extant Board members, i.e. Fred Bennett, Nancy Bennett, Dian Bentinck, Linda Cambra, are now listed with the Arizona Corporation Commission and the Arizona State Board for Charter Schools. Motion passed unanimously.

Motion by Linda Cambra and seconded by Dian Bentinck: The Board affirms that our Application to Add Additional Grade Levels be submitted to the Arizona State Board for Charter Schools and approval of the application be requested.

After discussion concerning the time table on when to begin specific grade levels, the motion passed unanimously.

The phone connection with Dian Bentinck ended at 2:41 p.m.

Additional Items Discussed

1. Recruiting students for the high school grades beginning in the Fall 2016.
2. Student Cap – Cap of 418 is okay for now.
3. Vacant property of Westwind Academy (Northern & 21st Ave) – discussed possibilities of that campus for the high school; Fred B has talked to the owners and they would be willing to carry the note.
4. Need financial supporters, investments.

Adjournment: Fred Bennett adjourned the meeting at 3:04 p.m.

Respectfully submitted,



Sandra Richmond, Board Secretary

(1) The Rationale for the increase in grade levels served:

The primary rationale for applying for an amendment to increase grades at Bennett Academy is a natural extension of our stated school mission which is to prepare students for advanced high school coursework in order to prepare them for college and beyond. Bennett Academy is considered a “college prep” school and desires to progress beyond our rigorous middle school curriculum and high expectations into high school curriculum that will complete the job of preparation for college and career. We have been an “A” rated charter since 2012 and listed as an “A” among the Arizona Department of Education Top School District and Charter System Ranking for the year 2015. Our success with students in the population we serve justifies an increase in grades taught.

Another motivating rationale is the ongoing request since 1996 by parents for a high school. To test this interest, we conducted a survey of grade 8 students and their parents in September of 2014. The results were very supportive of extension into grades 9-12. (See attachment)

Lastly, Twenty First Century Charter Schools, Inc. has developed slowly over the years, replicating only once and acquiring only two properties. At this time, more classroom space has become available at our larger facility. We feel prepared for that reason to increase grades at this time. We have on that property the necessary physical attributes (very large playing field, a regulation size gym and basketball court, and a large facility to install a Science/Technology Lab) for a comprehensive high school program.

On an existential level, the founders of Twenty First Century Charter Schools, Inc. wish to assure the continuation of the Bennett Academy school program by expanding at this time with a core of personnel in place who have expressed an interest in the longevity of the program, some of whose talents and expertise are suited for high school culture. Others are developing into school leaders at the elementary level.

Now seems the time to grow in this direction- natural extension of the mission, student and parental interest, space available and desired personnel are now in place.

(2) How the additional grades support the mission, educational philosophy, and methods of instruction:

Additional grades will support our primary mission as stated above and increase our responsibility to prepare students for higher education. Additional grades will support our educational philosophy through applying one of our central Guiding Principles: Academic Excellence- to more mature students. We can apply our robust expectations to subsequent grades.

Our high school will be an institution which focuses on 6 Guiding Principles:

- Academic Excellence
- Maintaining Discipline
- Safety
- Balance of Learning of Fun
- Community Service
- Empowerment of Students

These guiding principles will be apparent and deliberate in every aspect of how the school operates. Students will be required to maintain a certain level of academic achievement and adhere to a code of conduct that ensures students will be treated fairly and be able to learn in a safe, clean and fun environment. Courses will be offered that allow students to not only further their education but, learn how to be good citizens within their community and within our country. In addition, opportunities will be offered that will allow students to have a sense of ownership of their school. Lastly, students will be given a chance to explore options beyond high school through dual enrollment. This gives students a chance to compete regionally with other students while earning college credit.

A philosophy of the school founders is the appreciation of the small school model. Our elementary schools have remained small and intimate; the high school will as well. We anticipate growth of our high school to 200 students (and have the opportunity for that growth) at our current address.

We will continue our direct instruction model with necessary modifications for our high school students, whom we expect to be responsible enough for more discovery and independent learning. Additionally, we will incorporate a performance and presentation model. Our students will study through team-based research problems. Students will tackle scientific issues, to discover and learn about the world around them. Along the lines of our focus on student presentation our students will study and participate in the art of debate (of scientific and social issues).

(3) Number 3 is not applicable to this application

(4) Describe course offerings, the process and criteria for awarding course credit, the policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives consistent with State requirements.

We have selected the Springboard English Language Arts Curriculum because it is aligned to the Arizona State College and Career Readiness standards and for these other reasons:

- a) Integration of Social Studies and History into the Springboard English Language Arts (ELA)
- b) Springboard claims that it helps prepare students for AP testing
- c) We appreciate the option of using multiple resources, i.e. novels, film, poetry, speeches past and present, to help students understand current issues and how current world events are tied to the past.

Course offerings are listed as proscribed by the Arizona Department of Education, with some additions:

English Language Arts 1

Grade 9

1 Credit

This course will focus on writing the interview narrative, short story, literary analysis, and synthesis argument. There will be an integration of reading, writing, speaking, listening, and language skills using a thematic based approach. Through this pre-AP curriculum, students will analyze and respond to a variety of texts and sources including novels, short stories, speeches, poetry, film, letters, and dramas.

English Language Arts 1 Honors*

Grade 9

1 Credit

This course will focus on advance writing of the interview narrative, short story, literary analysis, and synthesis argument. There will be an integration of reading, writing, speaking, listening, and language skills using a thematic based approach. Through this pre-AP curriculum, students will analyze and respond to a variety of texts and sources including novels, short stories, speeches, poetry, film, letters, and dramas. Honors students will also independently read multiple literary genres and will be required to complete a summer reading project.

English Language Arts 2**Grade 10****1 Credit**

This course will focus on writing the synthesis paper, narrative, argument, and literary analysis. There will be an emphasis on cultural themes and literature as students critically read, orally present research and argumentation, and conduct research.

English Language Arts 2 Honors***Grade 10****1 Credit**

This course will focus on advance writing of the synthesis paper, narrative, argument, and literary analysis. There will be an emphasis on cultural themes and literature as students critically read, orally present research and argumentation, and conduct research. Honors students will also independently read multiple literary genres and will be required to complete a summer reading project.

English Language Arts 3**Grade 11****1 Credit**

This course will focus on writing the definition essay, persuasive speech, satirical piece, multi-genre research project, and analytical essay. There will be an emphasis on American themes, authors, and literary elements as students learn to analytically read and write.

AP English Language and Composition Grade 11**1 Credit**

In this course students will critically read and understand the author's purpose, the audience, subject, and genre to see the effect that it has on meaningful writing. Students will apply these interactions to their own writing as they compose their own work. Required summer reading will be assigned. *Only students planning on taking the AP English Language and Composition test should take this course.*

English Language Arts 4**Grade 12****1 Credit**

This course will focus on writing the argumentative essay, reflective essay, critical perspective, interpretations, and documentary text. There will be an emphasis on the world around us, preparing students for college and the work force as they analytically read and write on topics that are applicable to their lives, both now and in the future.

AP English Literature and Composition Grade 12**1 Credit**

This course will allow students to analyze interpret various genres and periods of literature. Students will become aware of literary elements such as structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. Students will apply these elements to their own work, as well as develop their writing skills for expository, analytical, and argumentative essays. Required summer reading will be assigned. *Only students planning on taking the AP English Literature and Composition test should take this course.*

Speech **Grade 9** **1 Credit**

This course will prepare students for multiple speaking opportunities and teach them how to become effective communicators. Students will be taught and exercise the basic public speaking skills and will be encouraged to observe competitive speaking events.

Debate **Grade 10** **1 Credit**

This course includes the research and reading of political and current issue events. Students will develop impromptu speaking techniques to defend opposing sides of social issues as lines up with the years designated topic. Students will compete in debate tournaments on their level. This course will require some after school hours and weekend commitments.*

**The Speech and Debate curriculum will not be an elective but an integral part of the Language Arts Course in grade 9 and 10. Our focus has always been effective communication and we intend to produce students who become excellent speakers and communicators. The curriculum for the Speech and Debate course work has been designed by Barry Regan, Grand Canyon University Speech and Debate Team Advisor.*

Algebra 1 **Grade 9** **1 Credit**

This course includes the skills, strategies and vocabulary involved in algebraic problem solving, discrete math, functions and relationships, algebraic representations, data analysis and analysis of change.

Geometry 1A-1B **Grade 10** **1 Credit**

This course includes communicating with the vocabulary and notation of geometry, inductive and deductive reasoning, measurement, coordinate geometry, problem solving and applications of geometric theorems, properties and proofs as well as algorithmic thinking. Students will make connections between geometry, algebra, statistics and number theory.

Algebra 2A-2B **Grade 11** **1 Credit**

This course extends and applies the concepts of Algebra I and Geometry. The curriculum includes the study of linear and quadratic functions, complex numbers, linear systems, powers, roots and radicals, exponential functions, probability, matrices and summary statistics.

Probability & Statistics **Grade 12** **1 Credit**

This course provides an introduction to probability and statistics with applications. Topics include basic probability models; combinatorics; random variables; discrete and continuous

are required to take the College Board's examination for this subject. Success on this exam will grant the student credit or advanced placement at many colleges and universities.

Government **Grade 11, 12** **½ Credit**

This course examines the American political system, its framework, traditions and values in order for students to develop an enthusiasm for American democracy.

AP U.S. History/Geography **Grade 11, 12** **1 Credit**

This course is a survey of United States history from the American Revolution to the current issues of today. Students will be instructed to demonstrate analytical skills and have the ability to interpret significant patterns, themes, ideas, beliefs, and turning points in United States history.

Economics **Grade 11, 12** **½ Credit**

This course examines the American economic system with an emphasis on micro- and macro-economic issues including the study economic principles and systems, supply and demand, price and competition, business organizations, money and banking, and finance.

AP U.S. and Arizona Government/Economics **Grade 11, 12** **1 Credit**

This full year course integrates the College Board U.S. Government curriculum with the study of Economics: emphasizing concepts relevant to the study of the role of the federal government and the economy. The College Board Curriculum provides students with the in-depth study of United States governmental concepts as well as the principals of political behavior. The instruction of this course utilizes a college level text, primary and secondary sources, and the writing of free response essays. All students are required to take the College Board's examination for this subject. Success on this exam will grant the student credit or advanced placement at many colleges and universities.

Foundations of Scientific Inquiry **Grade 9** **1 Credit**

Using problem solving strategies, the scientific method, hands-on lab experiences, and cooperative learning strategies, students acquire the abilities to do scientific inquiry and gain a knowledge base to support those inquiries. Units will include: astronomy, weather and climate, systems, chemistry, scientific inquiry, history and nature of science, environment, motions and forces.

Biology **Grade 9** **1 Credit**

This is an introductory course in biological sciences. The central theme of this course is scientific investigation and the concepts of change and diversity. Students will acquire a knowledge base in: cells, living systems, genetics, ecology, evolution and classification.

Earth and Space Science**Grade 10****1 Credit**

The purposes of this course are to understand the Earth as a complex, dynamic system, to develop a scientific understanding of Earth's and the space system and its response to natural or human-induced changes, and to improve prediction of climate, weather, and natural hazards.

Chemistry**Grade 11****1 Credit**

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base is acquired through units on: properties and composition of substances, qualitative and quantitative relationships and measurements of energy, descriptions and predictions of the products of chemical reactions, and physical interactions of matter and energy.

Physics**Grade 12****1 Credit**

Physics is a laboratory science course that investigates the physical properties of matter and the relationship to energy. Topics covered include mechanics, waves, and optics. This course satisfies a science lab requirement for state universities.

Physical Education/Health**Grade 9****1 Credit**

This required course is designed to introduce students to the fundamental concepts associated with health related fitness and leading a physically active lifestyle. Students will engage in a variety of activities related to improving aerobic fitness, muscular strength and endurance, flexibility, and body composition. Students will also have an opportunity to participate in activities that integrate the five components of health related fitness as well as activities that promote lifetime physical activity. Fitness activities and coeducational units are included in this course and all students will participate in the GUHSD fitness assessment.

Spanish 1*Grades 9-12****1 Credit**

This course will emphasize conversational Spanish skills and provide students with the linguistic and cultural foundation.

Spanish 2*Grades 9-12****1 Credit**

This course is a continuation to the language and culture of Spanish-speaking countries. This course consists of the four basic skill areas of reading, writing, speaking, and listening comprehension. These skills and the culture element are addressed through basic conversational grammatical structures.

Spanish 3*Grades 9-12****1 Credit**

This course adds to Spanish I and Spanish II by combining the skills of reading, writing, speaking, and listening comprehension with the study of the cultures of the Spanish-speaking world through more complex conversational and grammatical structures. Various classroom activities will be conducted in Spanish and students are encouraged to use the language for communication.

Mandarin*Grades 11, 12****1 Credit**

This course will cover the fundamentals of Mandarin Chinese, with a focus on business communication. Emphasis will be placed upon learning tones, Romanization, and character formation to facilitate study. Students will also acquire a general knowledge of Chinese culture, geography, and history.

****Student choice***

For students not qualifying for AP courses we will provide standard (but rigorous) instruction based on expectations of the Arizona College and Career Readiness Standards and the Arizona required coursework.

Electives:**Team Sports****Grades 9-12****1 Credit**

Team sports will be offered as an elective activity to those students who maintain a high level of academic excellence. Students will have the opportunity to participate in Basketball, Volleyball, and Soccer. The team's will participate in a league of other charter schools and will compete for various accolades. Teams will maintain a high level of sportsmanship, while learning the rules of the game as well. The goal will be for students to learn about the sport's status quo, and also become familiar with the history of the game and how it developed into the game we are familiar with today.

Advanced Physical Education**Grades 10-12****1 Credit**

This course can be taken for 1 semester or the full year and is designed to improve skill techniques and to introduce students to leisure and/or lifetime fitness activities. Throughout the year students will be given a choice of activities which may include: Aerobic Conditioning, Badminton, Basketball, Fitness Activities, Flag Football, Golf, Racquetball, Soccer, Softball, Swimming, Track, Volleyball, Weight Training and Yoga. This course may be repeated for credit.

Drama 1**Grades 9, 10****1 Credit**

The course will include instruction in acting through study of dramatic literature and its social/historical context, and through the application of vocal and movement techniques for effective communication as well as the art of stagecraft including rigging, lighting, sound, make-up, costume design and construction. Students will have the opportunity to audition for performance ensembles at the school.

Drama 2**Grades 11, 12****1 Credit**

This course is a continuation of the beginning drama and production course. Students will learn detailed techniques of acting along with practical application of techniques such as producing and directing theatrical productions. Students in this course participate in performance ensembles at the school.

Chorus 1**Grades 9, 10****1 Credit**

The major purpose of this course is to provide students with the basic knowledge of music, the initial ability to sing at an intermediate level, and the opportunity to participate in a group with multiple performance opportunities.

Chorus 2**Grades 11, 12****1 Credit**

The major purpose of this course is to continue with the basic skills learned in Chorus 1 and move toward advanced mastery of the following skills: steady beat, adjust/match pitches, posture, articulation, voices (registration) chest/head/falsetto, sing different genres with dynamics, phrasing, response to a conductor, singing a cappella, using instrumental accompaniment. Focus will be on the Major scale WWJWWWJ and the Minor scale WHWWHWW.

Art 1 & 2**Grades 9, 10****1 Credit**

An introductory course designed to meet the needs of the student. Art principles are explained with class units exploring their use. A variety of media is used including pencil, ink, watercolor, and paint. The work includes color theory, perspective, basic design, drawing, and painting.

Art 3 & 4**Grades 11, 12****1 Credit**

This course provides the student opportunities for in-depth exploration of composition, watercolor, drawing, painting, and graphics.

Digital Art**Grades 9-12****½ Credit**

This course explores the art of photography and cinematography in a digital format with an emphasis on the creative process of art production and principles of style and design.

Digital Media**Grades 9-12****½ Credit**

This course explores the use of word, pictures, and sounds in multimedia communication. The course covers message design (both content and presentation), visual and sound media (recording, editing, formatting) and all of the stages of production from concept to delivery.

Journalism 1 & 2**Grades 9-12****1 Credit**

Students learn newspaper production with special emphasis on the following areas: news, feature, editorial and sports writing, headline writing and typography, editing and copy reading, page makeup and design, advertising, press law and responsibility. Optional units of study include history of journalism and broadcasting. This course is designed to prepare students for successful publication of the school newspaper and the school year book.

Coding**Grades 9-12****1 Credit**

This course will enable the student to learn the skills and concepts currently used in the information technology industry in a computer lab. Topics include computer maintenance, computer programming, networks, and web pages. Students increase problem-solving skills while developing computer programs using a variety of languages. This course will consist of a wide range of projects beginning with basic computer science skills and culmination with student-designed interactive projects/games.

Business Technology**Grades 11, 12****1 Credit**

This energetic course is designed to provide students with a overview of business professions. Students will learn and apply business skills and related technology needed to succeed in a business environment. Students will also examine the skills necessary to obtain and maintain a job by researching career interests. In addition, students will learn life skills such as technology, personal finance and written and verbal communication. Students use state-of-the-art equipment and industry-related instructional materials.

Building Foundations: Media and Messages**Grades 9-12****1 Credit**

Building Foundations will introduce students to communication in the workplace and develop skills important for both college and the workplace.

Freshmen Seminar**Grade 9****½ Credit**

This course will provide students with the necessary skills and tools to be successful throughout high school, college, and their future careers. An emphasis on organizational skills, effective study habits, and learning styles will be explored.

Current Events**Grade 10, 11, 12****½ Credit**

This course will continue to develop the student's understanding of the current events in our society and will help students respond to trends that may have an impact on their lives in the future. Issues and trends such as economic, racial, religious, and governmental that are displayed through various sources will be explored. Students will actively engage in discussions, research, team projects, and problem-solving activities as they relate to current issues and events.

Process and criteria for awarding course credit

Grading will be based on performance and progress. Every student will be expected to make sustained academic progress and to demonstrate college and career readiness by graduation, regardless of how much time or effort it takes on the part of the school, the teacher and the student. Grades and assessment of progress shall reflect the student's individual learning journey and the student's progress toward success on the curriculum standards in our time frame.

Grades shall be a reflection of the student's progress and performance within a discipline, and shall be based on authentic, common formative and summative assessments of the student's knowledge, skills, application, synthesis, analysis, problem-solving, creativity and other critical skills within the subject area standards.

Policy on acceptance of transfer credit**From a School District or Charter School to another School District or Charter School**

When a student who was previously enrolled in a charter school or school district enrolls in any other charter school or school district, the accepting school must accept credits earned by the pupil in courses or instructional programs offered at the school. However, the

governing board of a school district or charter school can adopt a policy for determining whether a credit previously earned by a student will be assigned as an elective or core credit.

Upon enrollment at a new school, students are to be provided with a list that indicates which credits have been accepted as elective credits and which credits have been accepted as core credits. Within ten school days after receiving the list, a student can request to take an exam (which is to be designed and evaluated by a teacher who teaches the subject matter on which the exam is based) in each course in which core credit has been denied. The school must accept the credit in question as a core credit for each course in which the student receives a passing score on the exam designed for that subject. High School Graduation Requirements/Arizona Department of

Education

From a Private School to a Charter School

Credit transfer guidelines for students transferring from a private school to a charter school, if in place, would be created and determined at the discretion of a charter school’s governing board. High School Graduation Requirements/Arizona Department of Education

Other requirements will include:

- 1) Will have passed the most recent state standardized tests and/or the required EOC test as well as all internal end of the year tests our students are required to complete for passage of course.
- 2) Rubric assessments for writing, speech and debate coursework.

High School Graduation Requirements

<i>COURSE</i>	<i>CREDITS REQUIRED</i>
English / Language Arts	4 Credits
Mathematics	4 Credits
Social Studies	3 Credits
Science	4 Credits
CTE / Fine Arts	1 Credit
Electives	7 Credits
Total credits required to graduate	26 Credits

(5) What changes in staffing will be needed to implement the new grades, and how will they comply with the Highly Qualified federal guidelines?

A motivating factor to add grades 9 through 12 is the desire to build instructional departments of teaching specialists for grades 7 through 12, to replace our current Middle School model of teachers teaching dual subjects (English Language Arts and History or Math and Science), the model which we have used for 20 years.

The development of departments will increase our ability to comply with Highly Qualified state and federal guidelines and decrease the challenge of finding qualified teachers for the Middle School.

The specialization of instruction among teachers will bring more teacher expertise to the classroom as well as relieve our general instruction Middle School teachers who currently teach multiple subjects. The specialization will allow our teachers to focus and concentrate on their primary subject of interest.

Initially we will hire two new teachers (English Language Arts and Math) who have a Secondary Teaching Certificate (grades 6-12.) For SY 2016 we will use our current Science and Social Studies teachers to teach grade Nine who also have 6-12 certification.

We have secured a part time speech and debate coach. Our current Physical Education teacher/Coach will teach only at Bennett Main and we will replace him with a part time teacher at Venture Site. Our music teacher will provide fewer classes at our Venture location. Those music “specials” will be replaced with Art courses provided by a part time art teacher at Venture Site.

Timeline for Implementation:

In SY 2016 we will serve up to 30 grade 9 students; in SY 2017 we will serve up to 30 grade 9 and 30 grade 10 students.

By SY 2018 we anticipate more classrooms being built on the adjacent property to our current classrooms. In that year we will serve up to 30 grade 9, 30 grade 10 and 30 grade 22 students.

In SY 2019 we shall serve at least 30 students in each grade- 9, 10, 11, 12.

This *Adding Grade Levels to Charter Amendment Request* will not be submitted in conjunction with any other amendment or notification requests.

High School Application 2016

In February of 2016, Twenty First Century Charter Schools will submit an application to expand the charter to include Grades 9 through 12. Initially in the School year of 2016 grades 9 and 10 will be offered, expanding to 11th in 2017 and 12th grade in 2018. **See Table Below**

<u>Grade Level</u>	<u>Offered Year</u>
Grade 9	2016-2017
Grade 10	2017-2018
Grade 11	2018-2019
Grade 12	2020-2021

The application will be centered around the six guiding principles, which is an essential piece of the school's charter. In addition, the following sections will be added to the original application.

Timeline for Implementation:

In SY 2016 we will serve up to 30 grade 9 students; in SY 2017 we will serve up to 30 grade 9 and 30 grade 10 students.

By SY 2018 we anticipate more classrooms being built on the adjacent property to our current classrooms. In that year we will serve up to 30 grade 9, 30 grade 10 and 30 grade 11 students.

In SY 2019 we shall serve at least 30 students in each grade- 9, 10, 11, 12.

This *Adding Grade Levels to Charter Amendment Request* will not be submitted in conjunction with any other amendment or notification requests.



Arizona State Board for Charter Schools

Eligibility Form

Review the Academic Performance Eligibility instructions for the amendment or notification request being submitted; fill out the following information, sign at bottom, scan, and upload as described in the appropriate amendment or notification instructions.

Charter Holder Information	
Name of Charter Holder	Twenty First Century Charter Schools, Inc.
Schools operated under charter requesting amendment/notification	Bennett Academy
Charter Representative name	Dr. Nancy Bennett
Target date of implementation	September 2016
Amendment/Notification Request type(s)	Adding Grade Levels to Charter Amendment Request

Check box below to indicate completion of eligibility review by charter holder

I understand that to be eligible to apply for reduced submission requirements for the purposes of an amendment or notification request, the following criteria must be met by each school operated by the Charter Holder, as specified in the Academic Performance Eligibility and Consideration of Operational Compliance instructions. I have reviewed all relevant Academic Dashboards, and operational compliance, and found that these criteria have been met.

- Each school operated under the charter for which expansion is being requested is eligible to receive an overall rating and has an overall rating of "Meets" or "Exceeds" Standard in the most recent fiscal year that State assessment data is available, or
- The school operated under the charter for which expansion is specifically being requested has an overall rating of "Meets" or "Exceeds" Standards in the most recent fiscal year that State assessment data is available, and
- The Charter Holder requesting expansion is currently in compliance with all areas listed in the Consideration of Operational Compliance instructions.

Signature (Replace the [brackets] with the requested information before printing.)

I, [Dr. Nancy Bennett], acting on behalf of [Twenty First Century Charter Schools, Inc.], believe [4310] meets the eligibility requirements for reduced submission requirements outlined above, and understand that Board staff will review the academic performance and operational compliance of the Charter Holder to confirm eligibility.

Signed: *N. Bennett* Date: 1.26.16