

AGENDA ITEM EXECUTIVE SUMMARY: Compliance Matters — Vision Charter School, Inc.

Issue

In accordance with Arizona Administrative Code (“A.A.C.”) R7-5-605(D), if state aid is withheld from a charter holder for two months for failure to submit its audit, the Board shall consider the charter holder’s noncompliance and may subject the charter holder to additional charter oversight, including issuing a notice of intent to revoke the charter contract. Pursuant to this rule, Vision Charter School, Inc. (“Charter Holder”) has been placed on the agenda for the Board’s consideration of the Charter Holder’s failure to submit its Fiscal Year 2018 audit.

Further, as of February 1, 2019 Vision Charter School, Inc. (“Charter Holder”) is out of compliance with its contract due to its number of provided instructional days not being in alignment with its contract. The Charter Holder was before the Board at its January 14, 2019 meeting for this and other issues that had not been brought into compliance. At that time, the Board directed staff to bring the Charter Holder to the February meeting for consideration of a notice of intent to revoke due to the non-compliance issues and late audit.

Background

Board staff conducted a site visit to Vision Charter School on April 12, 2018. At that visit, Board staff identified multiple compliance issues leading to marking the Charter Holder’s Operational Dashboard and requiring submissions to bring the Charter Holder into compliance. The issues were related to its instructional days not being in alignment with the contract, a violation of Open Meeting Law, and its enrollment packet being in violation of multiple statutes and rules. *See Appendix A: Five Year Interval Review Final Report for more detail.*

The submission deadline for the Charter Holder’s Fiscal Year 2018 audit was November 15, 2018. On December 10, 2018, the Board approved withholding 10 percent of the Charter Holder’s monthly state aid apportionment for failure to submit its Fiscal Year 2018 audit. Funds have been withheld from the Charter Holder’s January and February payments.

Having reviewed the Charter Holder’s prior compliance with submitting its audits, Board staff found the Charter Holder timely submitted its audits for Fiscal Years 2014 through 2017.

All issues with the Charter Holder’s enrollment packet and website identified at the April 12, 2018 visit were corrected on January 15, 2019. *See Appendix B: Communication Timeline for more detail.*

On January 16, 2019, Board staff conducted a site visit to Vision Charter School to review specific areas of the charter contract and determine if the Charter Holder is in compliance. New compliance issues were identified related to Fingerprinting, Instructional Staff Education and Experience, Enrollment Policies, and Teacher Salary Posting. *See Appendix C: Onsite Visit Final Report for more detail.*

The Charter Holder submitted an administratively complete Instructional Days request on February 1, 2019; however, a substantively complete Instructional Days Amendment Request and Fiscal Year 2018 audit remain outstanding.

The Charter Holder has until March 4, 2019 to bring the components identified at the January 16, 2019 site visit into compliance.

Due to the additional compliance issues identified at the January 16, 2019 visit, the Charter Holder no longer meets the Operational Performance Expectations set forth in the Board's operational framework.

Late Fiscal Year 2018 Audit

A.R.S. § 15-183(E)(6) and A.R.S. § 15-914 require charter schools to annually submit a financial audit and compliance questionnaire ("audit" or "audit reporting package"). For many of the Board's charters, the audit is due November 15th or 4-1/2 months after the end of the fiscal year.¹ In accordance with A.A.C. R7-5-504(E), a charter holder that fails to submit a complete audit by the audit deadline may be subject to charter oversight, including withholding up to 10 percent of the charter holder's monthly apportionment of state aid. In accordance with A.A.C. R7-5-605(D), if state aid is withheld for two months from a charter holder for failure to submit an audit, the Board shall consider the charter holder's noncompliance and may subject the charter holder to additional charter oversight, including issuing a notice of intent to revoke the charter contract.

The submission deadline for the Charter Holder's Fiscal Year 2018 audit was November 15, 2018. On December 10, 2018, the Board approved withholding 10 percent of the Charter Holder's monthly state aid apportionment for failure to submit the Fiscal Year 2018 audit. On December 10, 2018, an email describing the Board's action was sent to the Charter Holder. The December 10th email also included the following: "Please note that in accordance with A.A.C. R7-5-605(D), Board staff will bring charter holders having state aid withheld for failure to timely submit their audit reporting packages to the Board after two months of withholding for consideration of additional oversight, including issuance of a Notice of Intent to Revoke the Charter." Funds have been withheld from the Charter Holder's January 2019 and February 2019 payments.

The Charter Holder scored a "Does Not Meet Standard" for the operational performance framework measure that determines whether the audit reflects sound operations. The Charter Holder also scored a "Does Not Meet Standard" for the operational performance framework measure that determines compliance with Board obligations.

On January 24, 2019, the auditor indicated the Charter Holder had brought in someone to assist with finalizing the accounting records for the audit. The Charter Holder anticipates providing the accounting records to the auditor by February 1, 2019.

Instructional Staff Education and Experience

A.R.S. §15-183(F) states that all charter schools "shall keep in the personnel file of all current employees who provide instruction to pupils at the charter school information about the employee's educational and teaching background and experience in a particular academic content subject area" to be provided to parents and guardians upon request.

On January 16, 2019, Board staff conducted a site visit at Vision Charter School and found that one classroom tutor did not have their education and work experience on file.

The Charter Holder scored a "Does Not Meet Standard" for the operational performance framework measure that determines compliance with charter holder transparency requirements.

¹ Charter holders that expend over \$750,000 in federal funds are required to submit a single audit by March 31st.

Teacher Salary Information

Pursuant to A.R.S. §15-189.05, each charter school shall prominently post information about its teacher salaries on its website home page separately from its budget.

On January 16, 2019, Board staff's site visit at Vision Charter School found that this information was not posted on the Charter Holder or School's webpage, as required.

The Charter Holder scored a "Does Not Meet Standard" for the operational performance framework measure that determines compliance with other obligations, including A.R.S. §15-189.05.

Enrollment

Charter Holders are required to maintain compliance with all state and federal statutes, rules, and policies related to enrollment. On January 16, 2019, Board staff conducted a site visit at Vision Charter School and found multiple violations of A.R.S. §15-841(B) and §15-184(I), including refusing admission to students who have been suspended from previous schools and indicating the possibility of expulsion for poor academic performance, medically related absences or violations of an attendance contract. Additionally, Board staff found multiple issues of noncompliance related to A.R.S §15-184(A), which states that charter schools must admit all students who submit a timely application, as long as the number of applications does not exceed the capacity of the class, program or building. Therefore, requiring an orientation, a two-week probationary period or disclosure of the student's U.S. citizenship, public assistance status, health coverage or probationary status as seen in the Charter Holder's enrollment packet are all in violation of statute. The documents also speak to refusing transfer credits or refusing to transfer records if a student has a financial debt to the school, which are in violation of A.R.S. §15-189.03 and §15-828(G)(H), respectively. The documentation reviewed at this visit also found policies in violation of A.R.S. §15-872(E) (Immunization requirements). Finally, the required PHLOTE form was missing from the enrollment paperwork.

The Charter Holder scored a "Does Not Meet Standard" for the operational performance framework measure that indicates compliance with administering student admission.

Charter Holder Profile

The Charter Holder was granted a renewal charter in 2012. The Charter Holder operates one school, Vision Charter School, serving grades 9-12 in Tucson.

Governance

Corporate Board Members
Carol Locust
Ladan Soroosh
Wilma Soroosh

School Profile

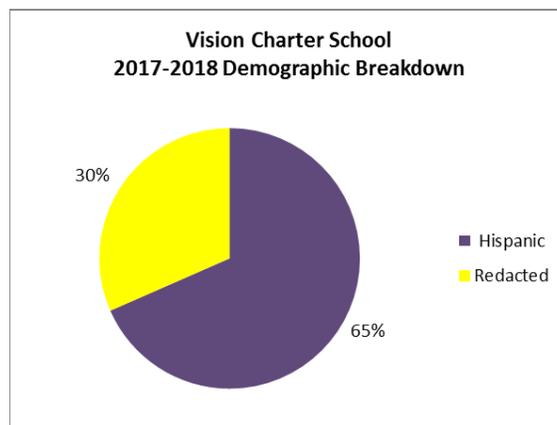
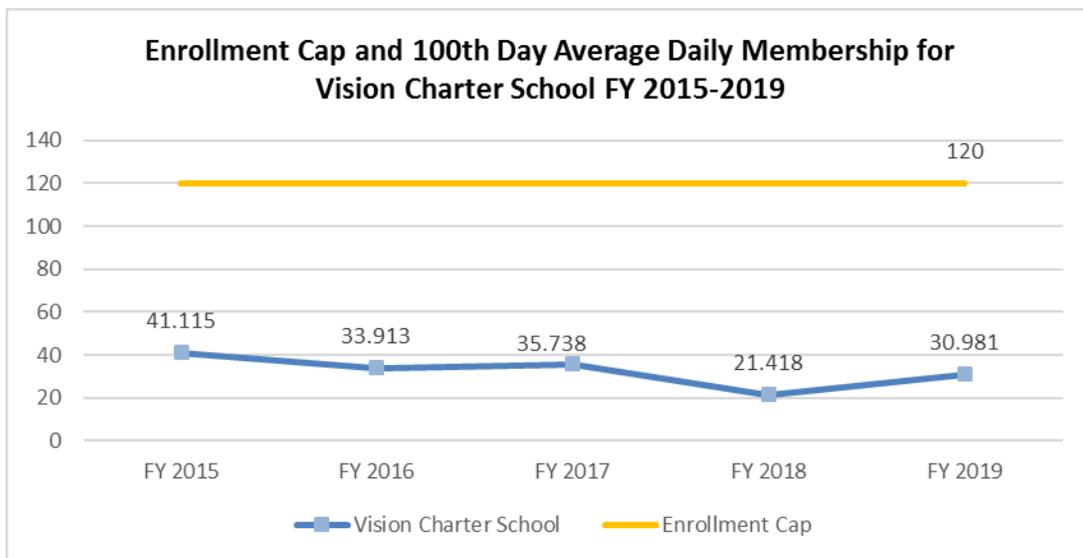
School Name	Vision Charter School		
Date Open	August 1998		
Location	Tucson		
Grades Served	9-12		
FY 18 Letter Grade	NR		
	FY 16	FY 17	FY 18
ELA AzMERIT (41%+)	N/A	28%	24%
Math AzMERIT (41%+)	N/A	30%	6%
Science AIMS (52%+)	18%	15%	*

*FY 18 State Average Passing

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

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2015–FY 2018, and FY 2019 ADM as of January 9, 2019.



No data was available for the percentage of students served by the Charter Holder in FY 2017–2018 who are classified as students eligible for Free or Reduced-Price Lunch, English Language Learners, and Special Education.

Academic Performance Dashboard

Charter Holder Academic Performance

FY 2017 Vision Charter School, Inc.

School	Type	Grades Served	Overall Rating
Vision Charter School	Traditional	9-12	Not Reported

A charter holder dashboard is not available because one or more of the schools it operates did not receive an overall rating. In order to determine if a charter holder has met or has not met the Board's Academic Performance Expectations, all schools operated by the charter holder must receive an Overall Rating.

Available data has been reported on the individual school dashboards.

Financial Performance Dashboard

Financial Performance

Vision Charter School, Inc.

Interpreting the Financial Performance Dashboard

	Fiscal Year 2016		Fiscal Year 2017			
	Near-Term Measures					
Going Concern	No	Meets	No	Meets		
Unrestricted Days Liquidity <30, but ≥15: Does Not Meet <15: Falls Far Below	59.20	Meets	39.71	Meets		
Default	No	Meets	No	Meets		
	Sustainability Measures*					
Net Income ≤0: Does Not Meet	\$8,302	Meets	(\$18,812)	Does Not Meet		
Fixed Charge Coverage Ratio <1.10: Does Not Meet	1.30	Meets	0.42	Does Not Meet		
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	\$41,554	Meets	(\$69)	Does Not Meet		
Cash Flow Detail by FY	FY 2016	FY 2015	FY 2014	FY 2017	FY 2016	FY 2015
	\$10,907	\$5,129	\$25,518	(\$16,105)	\$10,907	\$5,129

Meets Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

Operational Performance Dashboard

Operational Performance Dashboard

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

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "***" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2015	2016	2017	2018	2019
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	Does Not Meet	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	Meets	Does Not Meet
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Meets	Does Not Meet	Does Not Meet
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	Does Not Meet	Does Not Meet
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Meets	Does Not Meet
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Does Not Meet Operational Standard
BOARD EXPECTATIONS	--	--	Meets Operational Expectations	Meets Operational Expectations	Does Not Meet Operational Expectations

Operational Performance Dashboard

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

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "***" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2015	2016	2017	2018	2019
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	Does Not Meet	--
Services to Student with Disabilities	No issue identified	No issue identified	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	No issue identified	Instructional Days (more info)	--
Data for Achievement Profile	No issue identified	No issue identified	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
Timely Submission	Yes	Yes	Yes	Yes	No - Not Yet Submitted
Audit Opinion	Unqualified	Unqualified	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	Governing Body Fingerprints	No issue identified	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	Meets	Does Not Meet
Estimated Count/Attendance Reporting	No issue identified	No issue identified	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	No issue identified	No issue identified	Enrollment Practices (more info)
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
Facility/Insurance Documentation	No issue identified	No issue identified	No issue identified	No issue identified	--

Fingerprinting	Audit - Minimal Impact Finding (3+Years) (more info)	No issue identified	No issue identified	No issue identified	Fingerprinting - Staff (more info)
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Meets	Does Not Meet	Does Not Meet
Academic Performance Notifications	No issue identified	No issue identified	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	No issue identified	No issue identified	Teacher Resumes (Site Visit) (more info)
Open Meeting Law	No issue identified	No issue identified	No issue identified	Notice Location Statement(Repeat Audit)* Meeting Notice Posting (Repeat Audit)* Meeting Notices (Site Visit)* (more info)	Minutes (Contract Amendment)* (more info)
Board Alignment	No issue identified	No issue identified	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	Does Not Meet	Does Not Meet
Timely Submissions	No issue identified	No issue identified	No issue identified	30-day Requirement Failure to Submit (more info)	7-day Requirement Failure to Submit (more info)
Limited Substantiated Complaints	No issue identified	No issue identified	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	No issue identified	No issue identified	10% Withholding (more info)
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	Meets	Meets	Meets	Does Not Meet
Arizona Corporation Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	No issue identified	No issue identified	Annual Financial Report (AFR)* (more info)
Arizona Department of Revenue	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	No issue identified	No issue identified	--
Internal Revenue Service	Current with Payment Plan (more info)	No issue identified	No issue identified	No issue identified	--

U.S. Department of Education	No issue identified	No issue identified	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Meets	Does Not Meet
Judgments/Court Orders	No issue identified	No issue identified	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	No issue identified	No issue identified	A.R.S. §15-189.05 Teacher Salary (more info)
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Does Not Meet Operational Standard
BOARD EXPECTATIONS	--	--	Meets Operational Expectations	Meets Operational Expectations	Does Not Meet Operational Expectations

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Vision Charter School, Inc.

Appendices

1. Appendix A: Five Year Interval Review Final Report
2. Appendix B: Communication Timeline
3. Appendix C: Onsite Visit Final Report

APPENDIX A
FIVE YEAR INTERVAL REVIEW FINAL REPORT

Five-Year Interval Review Final Report

CHARTER INFORMATION

Charter Holder Name	Vision Charter School, Inc.	School Name	Vision Charter School
Charter Holder Entity ID	4430	Site Visit Date	April 12, 2018
Academic Systems Review due to:	5 Year Review	Final Report Date	April 27, 2018

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Vision Charter School	August 1998	Tucson	21.280	9 - 12

*ADM as of 4/4/2018

Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual or legal non-compliance issue(s) at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on **May 27, 2018**. The table below identifies the contractual or legal compliance components that are in and/or out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by **May 27, 2018**.

Failure to provide required follow-up, as described below, by [30 calendar days out date], will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
School Calendar	The school’s calendar was reviewed. The number of instructional days as listed on ASBCS Online (202) does not match the number of days on the school calendar (186) and the Arizona Department of Education – School Finance calendar (186), per A.R.S. §15-901.	An administratively complete Instructional Days Amendment Request updating the number of instructional days provided annually at the School (186).
	Recorded in Measure 1.a.: Instructional Days [days in calendar not aligned with ASBCS online]	
Instructional Hours	The minimum required instructional hours are met for all grade levels, per (A.R.S. §15-901).	NO FOLLOW-UP REQUIRED
Instructional Staff Education and Experience	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED



<p>Open Meeting Law</p>	<p>Documentation of compliance with A.R.S. §38-431.02(A)(1) was reviewed and is NOT in compliance with Open Meeting Law.</p> <p>A.R.S. §38-431.02(A)(1) requires the public bodies of this state, including governing bodies of charter schools shall:</p> <p>(a) Conspicuously post a statement on their website stating where all public notices of their meetings will be posted, including the physical and electronic locations, and shall give additional public notice as is reasonable and practicable as to all meetings.</p> <p>(b) Post all public meeting notices on their website and give additional public notice as is reasonable and practicable as to all meetings. A technological problem or failure that either prevents the posting of public notices on a website or that temporarily or permanently prevents the use of all or part of the website does not preclude the holding of the meeting for which the notice was posted if the public body complies with all other public notice requirements required by this section.</p> <p>The Charter Holder’s website does not state notices of public notices of governing board meetings as prescribed by statute.</p> <p>Recorded in Measure 2.d.: Open Meeting Law</p>	<p>Provide a screen shot of the where information can be found and a link where access to the information that demonstrates consideration of/compliance with A.R.S. §38-431.02(A)(1) through (4) in regards to online posting of board meeting notices.</p>
<p>Board Alignment</p>	<p>Board membership is reviewed for alignment between ASBCS and ACC, pursuant to A.R.S. §38-431.01-09. The school is in compliance.</p>	<p>NO FOLLOW-UP REQUIRED</p>



<p>Enrollment and Attendance Policies</p>	<p>The enrollment packet was reviewed and found NOT to be in compliance pursuant to A.R.S. §15-828, §15-184 and A.A.C. R7-2-306(B).</p> <p>1. The enrollment packet was reviewed and found to be in conflict with A.R.S. §15-828.</p> <p>The Charter Holder’s Enrollment Packet lists a Birth Certificate as “Required Documentation”. A.R.S. §15-828 allows a person to provide one of the following:</p> <ol style="list-style-type: none"> 1. A certified copy of the pupil's birth certificate. 2. Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate. 3. A letter from the authorized representative of an agency having custody of the pupil pursuant to title 8, chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law. <p>The Charter Holder’s Enrollment Packet does not indicate that a pupil enrolling in the school has the option to provide other documentation, as prescribed by statute.</p> <p>2. The Charter Holder’s Enrollment Packet was reviewed and found NOT to be in conflict with A.R.S. §15-184.</p> <p>The Orientation Form found in the Charter Holder’s Enrollment Packet states: “I, _____, understand that prior to my child attending Vision High School, I must attend a parent/student orientation session. If I am unable to attend, I will send a relative to represent me.</p>	<p>Provide an updated Enrollment Packet that demonstrates consideration of/compliance with A.R.S. §15-828, §15-184 and A.A.C. R7-2-306(B).</p>



I will assume the responsibility of calling Vision High School at 741-8419 to find out the date, time, and place of the next parent/student orientation session.”

A.R.S. §15-184 does not provide a basis for denying enrollment based on a meeting or interview with administration.

3. The Charter Holder’s Enrollment Packet was reviewed and found NOT to be in compliance pursuant to A.R.S. §15-184.

The schools Affirmative Form Concerning Expulsion & Suspension form states:

“Students on expulsion or suspension status from any other school in any state at the time of this application will not be admitted to Vision High School. There are no exceptions to this rule. Your signature below affirms the status of your child.

Answer these questions please:

1. Has your child been expelled or is in the process of being expelled from any other school within the last 12 months? ___Yes ___No

2. Has your children ben suspended or is in the process of being suspended from any other school within the last 12 months? ___Yes ___No

I understand that all of the answers I provided will be verified by Vision High School before enrollment may occur.

Parent/Guardian Signature and Date”

A.R.S. §15-184(i) does not provide a basis for denying enrollment based on suspension or past discipline records.

4. The Charter Holder’s Enrollment Packet was reviewed and found not to be in compliance pursuant to A.A.C. R7-2-306(B).

	<p>The Vision High School Application’s Enrollment Form does not include the required home language survey questions as stated on the PHLOTE form.</p> <p>A.A.C. R7-2-306(B) requires the primary or home language of all students must be identified by the student’s parent or legal guardian on the enrollment form and on the home language survey (PHLOTE form).</p>	
Mission Statement	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

According to the Charter Holder’s contract the program of instruction includes lectures, group discussions and activities, computer based assignments, individual classroom and homework assignments, and workforce experience. The program of instruction offers four educational pathways: General Education, School-to-Work, vocational Prep and College Bound.

During classroom observations staff observed direct instruction, small group work and independent work in math, social studies and science. Students were observed working in small groups calculating minimum wages in social studies and independently working on an assessment practice test as the teacher worked one on one with students.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> • Mathematical Standards – Algebra 2 • Curriculum: Algebra 2 Content Outline • English Curriculum (Novels – 3rd Trimester) • English Schedule 11/12 – 3rd Trimester 2017-2018 	Sufficient	Curriculum Map/ Guide
<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		
<ul style="list-style-type: none"> • Curriculum: Algebra 2 Content Outline 	Sufficient	Curriculum Map/ Guide



<ul style="list-style-type: none"> English Schedule 11/12 – 3rd Trimester 2017-2018 		
<p>To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.</p>		
<p><i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i></p>		
<p><i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i></p>		
	<p>Insufficient</p>	<p>Leadership stated that the curriculum was updated for efficacy when Common Core Standards were implemented for the 2015/2016 academic year. Curriculum is reviewed yearly by content teachers and updated according to the student’s needs.</p>
<p><i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i></p>		
	<p>Insufficient</p>	<p>Leadership stated that the curriculum is reviewed with the content teacher. This is verbally discussed with leadership and adjustments to the curriculum are on an ‘as needed’ basis. English was in need of a new novel study to work on comprehension, staff observed “Sister of My Heart” by Chitra Banerjee Divakaruni was determined to be the best fit.</p>
<p><i>iii. Evidence of a plan of action based on findings.</i></p>		
	<p>Insufficient</p>	<p>Leadership stated that the curriculum is reviewed with the content teacher. This is verbally discussed with leadership and adjustments to the curriculum are on an ‘as needed’ basis. English was in need of a new novel study to work on comprehension, staff observed “Sister of My Heart” by Chitra Banerjee Divakaruni was determined to be the best fit.</p>
<p>To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.</p>		
<p><i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i></p>		
<p><i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i></p>		
	<p>Insufficient</p>	<p>Leadership states that due to the teaching staff working part time and not being readily on campus to meet, text messaging works best. Leadership also stated that she is part of the math program and in the classroom daily. All communication regarding observations in the classroom are done either verbally or via text message.</p>
<p><i>ii. Evidence of observations with feedback provided to teachers after each observation.</i></p>		



<ul style="list-style-type: none"> Dr. Soroosh Text Messages from iPhone 	Sufficient	Text Messaging: Board Staff read through the text messages sent by Dr. Soroosh to teaching staff with classroom observation feedback. Teachers were given the opportunity to respond via text messaging as received with their responses.
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		
	Insufficient	A Formal Teacher Evaluation is not used. All concerns or issues are done verbally. At the beginning of the school year, there is a staff orientation that addresses scheduling, students, special education, enrollment, professional development opportunities and expectations. At the end of the year, another meeting is conducting to discuss what can be done differently next year due to the outcomes of this academic year.
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
<ul style="list-style-type: none"> Algebra Readiness Test 	Insufficient	Pre - and Post - test in math is done yearly by math teacher. Leadership states formative assessments are given by the teachers in all subjects at least twice a month. A post – test is given to students to measure growth.
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
	Insufficient	Leadership states that in math, when a student is underperforming extra support is provided to the individual student as needed,
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i>		
	Insufficient	Professional Development is not done on a regular basis throughout the year. Leadership stated that a meeting is conducted at the beginning and end of the year that addresses the needs of the school. AzMERIT discussions have taken place and the review and implementation of the testing material was discussed and reviewed for accuracy.
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		
	Insufficient	Leadership stated that Professional Development is done on an 'as needed' basis with the teacher individually. Professional development on an individual basis with teaching staff include any behavior and academic concerns.
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		



Appendix A.
Academic Systems Review Site
Visit Inventory

I. Core Curriculum Inventory

Mathematical Standards - Algebra 2 (A2)

Content Outline

NUMBERS & QUANTITIES (N)

The Real Number System (N-RN)

A2.N-RN.A - Extend the properties of exponents to rational exponents.	1	65
	2	65

Quantities (N-Q)

A2.N-Q.A - Reason quantitatively and use units to solve problems.	1	126, 127, 128, 129, 130, 131
	2	131
	3	125, 129

The Complex Number System (N-CN)

A2.N-CN.A - Perform arithmetic operations with complex numbers	1	116
A2.N-CN.C - Use complex numbers in polynomial identities and equations	7	32

ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

A2.A-SSE.A - Interpret the structure of expressions	2	45, 46, 47, 48, 49
A2.A-SSE.B - Write expressions in equivalent forms to solve problems	3	46, 47, 71
	4	112

Arithmetic with Polynomials and Rational Expressions (A-APR)

A2.A-APR.B - Understand the relationship between zeros and factors of polynomials	2	50
	3	15, 16, 26, 27, 28, 38, 50s
A2.A-APR.C - Use polynomial identities to solve problems	4	46, 47
A2.A-APR.D - Rewrite rational expressions	6	54, 55, 56, 57

Creating Equations (A-CED)

A2.A-CED.A - Create equations that describe numbers or relationships	1	1, 4, 5, 6, 12, 70
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Reasoning with Equations and Inequalities (A-REI)

A2.A-REI.A - Understand solving equations as a process of reasoning and explain the reasoning.	1	2, 5
	2	44
A2.A-REI.B - Solve equations and inequalities in one variable	4	27, 28, 30, 31, 32
A2.A-REI.C - Solve systems of equations	7	40
A2.A-REI.D - Represent and solve equations and inequalities graphically	11	40, 41

FUNCTIONS (F)

Interpreting Functions (F-IF)

A2.F-IF.B - Interpret functions that arise in applications in terms of the context	4	38, 39, 76, 86, 87, 88, 96
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	6	17, 19, 23
A2.F-IF.C - Analyze functions using different representations	7	16, 36, 37, 38, 83, 84, 85
	8	71, 72
	9	17, 39, 82, 88

Building Functions (F-BF)

A2.F-BF.A - Build a function that models a relationship between two quantities	1	14, 16,
	2	110, 111
A2.F-BF.B - Build new functions from existing functions	3	36, 37, 38, 39
	4	76, 96

Linear, Quadratic, and Exponential Models (F-LE)

A2.F-LE.A - Construct and compare linear, quadratic, and exponential models and solve problems	4	72, 75
A2.F-LE.B - Interpret expressions for functions in terms of the situation they model	5	81

Trigonometric Functions (F-TF)

A2.F-TF.A - Extend the domain of trigonometric functions using the unit circle	1	92, 101
	2	95, 100
A2.F-TF.B - Model periodic phenomena with trigonometric functions	5	96, 102
A2.F-TF.C - Apply trigonometric identities	8	94

STATISTICS AND PROBABILITY (S)

Interpreting Categorical and Quantitative Data (S-ID)

A2.S-ID.A - Summarize, represent, and interpret data on a single count or measurement variable	4	132
A2.S-ID.B - Summarize, represent, and interpret data on two categorical and quantitative variables	6	131
A2.S-ID.C - Interpret Models	10	71

Making Inferences and Justifying Conclusions (S-IC)

A2.S-IC.A - Understand and evaluate random processes underlying statistical experiments	1	132s
	2	131
A2.S-IC.B - Make inferences and justify conclusions from experiments, and observational studies	3	131
	4	131a

Conditional Probability and the Rules of Probability (S-CP)

A2.S-CP.A - Understand independence and conditional probability and use them to interpret data	3	131b
	4	131
	5	108a
A2.S-CP.B - Use the rules of probability to compute probabilities of compound events in a uniform pr	6	108a
	7	108b
	8	108a

CURRICULUM: Algebra 2 Content Outline

	Content Outline	Assessment
AUGUST	Linear Equations and Inequalities	
	1. Writing Equations	
	2. Axioms of Equality (Rules for Equations)	
	3. Solutions by Addition or Subtraction	
	4. Solutions by Multiplication or Division	
	5. Multistep Solutions	
	6. Axioms of Inequality and Real Number Line	
	7. Comparing Pairs of Numbers	
	8. Intervals on the Real Number Line	
	9. Solutions of Absolute Value Equations	
	10. Solutions of Absolute Value Inequalities	
	11. Geometry Connection: Relating Lines	
12. Application: Number Puzzles		
		Test Concepts #1-12
AUGUST	Linear Functions and Inequalities	
	13. Functions as Ordered Pairs	
	14. Functions as a Rule	
	15. Zeros of a Function	
	16. Graphs of Linear Functions	
	17. The Slope of a Line, Parallel Lines	
	18. The Formula $f(x) = y = mx + b$	
	19. Reading Line Graphs: Slopes of Lines	
	20. Writing Equations of Lines	
	21. Graphs of $y < mx + b$, $y > mx + b$	
	22. Geometry Connection: Lines	
	23. Application: Slope and Rate of Change	
		Test Concepts #13-23
SEPTEMBER	Quadratic Equations (Solutions)	
	24. The Distributive Law--Multiplication	
	25. The Distributive Law--Factoring	
	26. Solutions to $ax^2 + bx = 0$	
	27. Solutions to $x^2 + bx + c = 0$ by Factoring	
	28. Solutions to $ax^2 + bx + c = 0$ by Factoring	
	29. Trinomials--Completing the Square	
	30. Solutions by Completing the Square	
	31. The Quadratic Formula	

OCTOBER	32. Complex Roots	
	33. Geometry Connections: Areas	
	34. Application: Distribution Money	
		Test Concepts #24-34
	Quadratic Functions (Graphing)	
	35. $f(x) = ax^2 + bx + c$	
	36. Graphing $f(x) = ax^2$ and $f(x) = -ax^2$	
	37. Graphing $f(x) = ax^2 + c$	
	38. Graphing, Using Roots & the Turning Point	
	39. Reading Quadratic Graphs	
	40. Parabolas and Straight Lines	
	41. The Straight Lines	
	42. Word Problems & Linear Equations	
	43. Geometry Connection: Axis of Symmetry	
44. Application: Number and Area Problems		
	Test Concepts #35-44; CUMULATIVE EXAM #1-40	
Polynomicals--Sums, Products, Quotients		
45. Definitions, Addition		
46. Products: $(a+b)^2$, $(a-b)^2$, $(a+b)^3$, $(a-b)^3$		
47. Factoring a^2-b^2 , a^3+b^3 , and a^3-b^3		
48. Multiplication of Polynomials		
49. Division of Polynomials; Rational Expressions		
50. Long Division of Polynomials		
50s. Find Rational Zeros ^a		
51. Complex Fractions		
52. Geometry Connection: Perimeter Formulas		
53. Application: Square Regions		
	Test Concepts #45-53	
Rational Expressions		
54. Simplifying Rational Expressions		
55. Adding and Subtracting Rational Expressions		
56. Multiplying Rational Expressions		
57. Dividing Rational Expressions		
58. Geometry Connection: Similar Figures		
59. Application: Evaluating Rational Expressions		
	Test Concepts #54-59	
Powers, Roots, Radicals, Fractional Exponents		
60. Positive Powers--Basic Rules		

DECEMBER	61. Negative Exponents	
	62. Roots and Powers	
	63. Operations with Radicals	
	64. Radical Equations	
	65. Fractional Exponential Notation	
	66. Radicals in Fractions	
	67. Rational Numbers and Decimals	
	68. Decimal Expansions and Rational Numbers	
	69. Geometry Connection: Radicals and Triangles	
	70. Application: Area	
	Test Concepts #60-70	
	Exponential and Logarithmic Functions	
JANUARY	71. Exponential Functions	
	72. Exponents of Base 10	
	73. Scientific Notation: Using Powers of 10	
	74. Exponential Equations	
	75. The Number e , Base e	
	76. Inverse Functions	
	77. Translation of Exponents and Logarithms	
	78. Logarithmic Functions and Their Properties	
	79. Logarithmic Equations	
	80. Geometry Connection: π	
	81. Application: Radioactive Decay	
	Test Concepts #71-81; CUMULATIVE EXAM #1-81	
	Conic Sections	
FEBRUARY	82. Introduction--The Circle	
	83. Completing the Square: Circles	
	84. Ellipses	
	85. Completing the Square: Ellipses	
	86. Hyperbolas	
	87. Completing the Square: Parabolas	
	88. Eccentricity	
	89. Geometry Connection: Intersections	
	90. Application: Hyperbolas	
		Test Concepts #82-90
		Trigonometry
	91. Trigonometric Ratios of the Right Triangle	
	92. Degrees and Radians	
93. Special Angles		

MARCH	94. Basic Identities	
	95. The Unit Circle--Trigonometric Functions	
	96. Inverse Trigonometric Functions	
	97. Cofunctions and Complementary Angles	
	98. Arbitrary Triangles--Law of Sines	
	99. Arbitrary Triangles--Law of Cosines	
	100. Additional Identities	
	101. Geometry Connection: Chords and Arcs	
	102. Application: Sine Curve and Harmonic Motion	
		Test Concepts # 91-102
	Permutations, Combinations, Probability and Series	
	103. The Fundamental Counting Principle	
	104. Permutations	
	105. Permutations: n Objects r at a Time	
106. Combinations		
107. Samples with Replacements		
108. Basic Probability		
108a. Dependent Events and Conditional Probability ^e		
108b. Using Addition with Probability ^f		
109. Binomial Theorem/Combinations Formula		
110. Arithmetic Sequences and Series		
111. Geometric Sequences and Series		
112. Sigma Notation--Infinite Series		
113. Geometry Connection: Limits		
114. Application: Counting Principles		
	Test Concepts # 103-114	
APRIL	Complex #s, Math Inductions, Operations w/ Functions	
	115. Complex Number Plane	
	116. Complex Numbers: Operations	
	117. Complex Conjugates and Division	
	118. Proof by Induction	
	119. Addition and Subtraction of Functions	
	120. Multiplication and Division of Functions	
	121. Calculations with Functions	
	122. Composition of Functions	
	123. Geometry Connection: The Complex Plane	
124. Application: Logic Puzzles		
	Test Concepts # 115-124	
	Measurements and Statistics	

MAY	125. Precision and Units of Measure	
	126. The Metric System	
	127. Metric Units of Capacity and Mass	
	128. Volume--Capacity--Mass Relation	
	129. U.S. Customary Units of Measure	
	130. Time and Rate Conversions	
	131. Organizing and Displaying Data	
	131a. Types of Statistical Studies ^c	
	131b. Select and Draw Conclusions from Samples ^d	
	132s. Box and Whisker Plots ^b	
	133. Geometry Connection: Three Dimensions	
	134. Application: Making a Budget	
		Test Concepts # 125-134; CUMULATIVE EXAM #1-134
SUPPLEMENTARY SOURCES:		
(a) McDougal Littell, <u>Algebra 2</u> , 2007, pp. 370-376	http://boxcarchallenge.com/AlgebraIBook.html	
(b) Holt, Rinehart, Winston, <u>Algebra 2</u> , 2004, pp 781-789	http://www.hartlandhighschool.us/subsites/Paul-Butzier/documents/Alg%20%20Trig/Student-Textbook-Holt.pdf	
(c) "Types of Statistical Studies" (Online Source)	https://www.illustrativemathematics.org/content-standards/HSS/IC/B/3/tasks/2118	
(d) McDougal Littell, <u>Algebra 2</u> , 2007, pp. 766-774	http://boxcarchallenge.com/AlgebraIBook.html	
(e) Holt, Rinehart, Winston, <u>Algebra 2</u> , 2004, pp 664-670	http://www.hartlandhighschool.us/subsites/Paul-Butzier/documents/Alg%20%20Trig/Student-Textbook-Holt.pdf	
(f) Holt, Rinehart, Winston, <u>Algebra 2</u> , 2004, pp 652-658	http://www.hartlandhighschool.us/subsites/Paul-Butzier/documents/Alg%20%20Trig/Student-Textbook-Holt.pdf	

English Curriculum (Novels) - 3rd Trimester 2017-2018

Grades 11-12 Standards					
2/16-3/9	1-5	<p>Standards: 11-12.L.1,2,3,5,6</p> <p>Concepts/Skills: Properly compose an outline Properly compose and edit an essay (format, spelling, punctuation, grammar, citations).</p> <p>Sources/Materials: Student composed outlines and essays <i>Things Fall Apart</i> novel</p>	<p>Standards: 11-12.RL.1,2,3,4,5,6,7,9,10 11-12.RI.1,2,3,4,5,6,7,9,10</p> <p>Concepts/Skills: Themes, Symbols, Plot (Structure), Character Analysis, Literary Comparisons, Author Connection</p> <p>Sources/Materials: <i>Things Fall Apart</i> novel PowerPoint Presentation – Introduction to <i>Things Fall Apart</i></p>	<p>Standards: 11-12.W.1,4,5,6,9,10</p> <p>Concepts/Skills: Literary compare/contrasts – reflections</p> <p>Writing an analytical essay - outline Writing an analytical essay—draft (including revisions) and final paper</p> <p>Sources/Materials: Journals</p> <p>Student composed outlines and essays</p>	<p>Standards: 11-12.SL.1</p> <p>Concepts/Skills: Guided analytical discussions with class or small groups – focus on concepts/skills from Reading Standard</p> <p>Sources/Materials: Journal/Worksheet Handouts <i>Things Fall Apart</i> novel</p>

English Curriculum (Novels, - 3rd Trimester 2017-2018

Grades 11-12 Standards					
3/9-4/18		<p>Standards: 11-12.L.1,2,3,5,6</p> <p>Concepts/Skills: Properly compose an outline Properly compose and edit an essay (format, spelling, punctuation, grammar, citations).</p> <p>Sources/Materials: Student composed essays</p>	<p>Standards: 11-12.RL.1,2,3,4,5,6,7,9,10 11-12.RI.1,2,3,4,5,6,7,8,9,10</p> <p>Concepts/Skills: Themes, Symbols, Plot (Conflict), Character Development/Analysis, Historical Connections, Novel and film comparison</p> <p>Sources/Materials: <i>All Quiet on the Western Front</i> novel PowerPoint Presentation – Introduction to <i>All Quiet on the Western Front</i></p> <p>Research gathered for in class discussions</p> <p>Research gathered for topic essay</p> <p>Film: <i>Flyboys</i></p>	<p>Standards: 11-12.W.1,3,4,5,6,7,8,9,10</p> <p>Concepts/Skills: Literary compare/contrasts – reflections</p> <p>Writing an analytical essay – outline and draft --Include readings and research gathered over the course of the unit</p> <p>Compose opinion and reflective writings.</p> <p>Sources/Materials: Journals</p> <p>Student composed reflections</p> <p>Student composed outlines and essays</p>	<p>Standards: 11-12.SL.1,2,3,4,5,6</p> <p>Concepts/Skills: Guided analytical discussions with class or small groups – focus on concepts/skills from Reading Standard</p> <p>Sources/Materials: Interviews with a Veteran</p> <p>Film: <i>Flyboys</i></p> <p>Class Discussions/debate</p>

English Curriculum (Novels, – 3rd Trimester 2017-2018

Grades 11-12 Standards					
4/18-5/23	10-15	<p>Standards: 11-12.L.1,2,3,5,6</p> <p>Concepts/Skills: Properly compose an outline Properly compose and edit an essay (format, spelling, punctuation, grammar, citations).</p> <p>Braided Essay—Proper grammar, punctuation, and vocabulary usage</p> <p>Sources/Materials: Student composed essays</p> <p>Student composed braided essays</p>	<p>Standards: 11-12.RL.1,2,3,4,5,6,7,9,10 11-12.RI.1,2,3,4,5,6,7,8,9,10</p> <p>Concepts/Skills: Themes, Symbols, Plot (Structure), Genre - Fairytale/Folklore, Social and Cultural Connection (historical and modern)</p> <p>Sources/Materials: <i>Sister of My Heart</i> novel PowerPoint Presentation – Introduction to <i>Sister of My Heart</i></p> <p>Research gathered for in class reading assignments</p> <p>Research gathered for Braided Essay</p>	<p>Standards: 11-12.W.1,3,4,5,6,7,8,9,10</p> <p>Concepts/Skills: Literary compare/contrasts – reflections</p> <p>Writing an analytical essay – outline and draft --Include readings and research gathered over the course of the unit</p> <p>Compose a creative writing piece that incorporates fiction, research, personal narrative, and poetry to create a braided essay.</p> <p>Sources/Materials: Journals</p> <p>Student composed braided essays</p> <p>Student composed outlines and essays</p>	<p>Standards: 11-12.SL.1,3,4,5,6</p> <p>Concepts/Skills: Guided analytical discussions with class or small groups – focus on concepts/skills from Reading Standard</p> <p>Sources/Materials: Journal/Worksheet Handouts <i>Sister of My Heart</i> novel</p>

English Schedule 11,12 – 3rd Trimester – 2017-2018

Week 1: 2/12 – 2/16

Mon:	None
Tues:	None
Wed:	None
Thurs: 2/15	HW: Parent Signature for <i>Things Fall Apart</i> Reading Schedule/Assignments
Fri: 2/16	<p>Writing</p> <p>11:20-11:25 – New seating chart</p> <p>11:25-11:30 – Bell Work: Writing Prompt [Journal]</p> <p>11:30-12:00 – Class Reading/Discussion: “The Second Coming” [Literature Folder] ---Use poem to explain the title of new novel</p> <p>12:00-12:25 – Lecture: Introduction to <i>Things Fall Apart</i> (assign books/reading schedule)</p> <p>HW: Read Ch1-4 of <i>Things Fall Apart (Part1)</i> Due: Mon 2/19</p>
Notes:	<ul style="list-style-type: none"> • Start of new unit <ul style="list-style-type: none"> ○ Unit: <i>Things Fall Apart</i> (2/16-3/9) ○ Assigned chapters averages out to 1Ch/Day –or- 20-30min/day <ul style="list-style-type: none"> ▪ Students are encouraged to pace themselves by reading every day, but the reading assignment must be completed by the due date. • All In-class readings from <i>The Language of Literature</i> Textbooks <ul style="list-style-type: none"> ○ Assignments, Questions, and Vocabulary are also included in the text

Week 2: 2/19 – 2/23

<p>Mon: 2/19</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:00 – Lecture: Introduction to <i>Things Fall Apart</i> Cont. 12:00-12:30 – Read: “The Way to Rainy Mountain” by N. Scott Momaday [Literary Folders] ---<i>While Reading Worksheet</i>: Vocabulary, Questions, Chart ---<i>After Reading</i>: Connect to Literature (#1)/Thinking Critically (#2-5)/ Extended Interpretations (#6)/Vocabulary in Action (A)</p> <p>HW: Read Ch5-6 of <i>Things Fall Apart (Part1)</i> <i>Due: Wed 2/21</i></p>
<p>Tues: 2/20</p>	<p>Writing/Reading 11:30-11:40 – Bell Work: Sentence Structure Practice [Journal] 11:40-11:50 – Review Bell Work answers 11:45-12:00 – Read: “Defining the Grateful Gestures” by Yvonnee Sapia/“Refugee Ship” by Lorna Dee Cervantes* [Literary Folders] --- <i>After Reading</i>: Thinking through the Literature (#1-3)/Connect to Literature (#1)/Thinking Critically (#2-5)/Extended Interpretations (#6) *Poem Recitation Assigned: Due any time before 3/9</p> <p>HW: <i>Things Fall Apart</i> Cont. (see Mon)</p>
<p>Wed: 2/21</p>	<p>Reading Cont. 11:30-11:40 – Quiz on <i>Things Fall Apart</i> 11:40-11:55 – Review Notes on Literary Concepts (Fiction/Nonfiction, Theme) 11:55-12:30 – Reading: Finish. w/ “Defining the Grateful Gestures” /“Refugee Ship” -- Reading: Cont. w/ “The Way to Rainy Mountain” and questions</p> <p>HW: Writing Option (#1) from “The Way to Rainy Mountain” <i>Due: Wed 2/26</i> HW: Read Ch7-11 of <i>Things Fall Apart (Part1)</i> <i>Due: Mon 2/26</i></p>
<p>Thurs: 2/22</p>	<p>Rodeo Break</p>
<p>Fri: 2/23</p>	<p>Rodeo Break</p>
<p>Notes:</p>	<p>*Students who finish early may finish work from previous reading</p>

Week 3: 2/26 – 3/2

<p>Mon: 2/26</p>	<p>Reading 11:30-11:40 – Quiz on <i>Things Fall Apart</i> 11:40-11:55 – Lecture: Nonfiction genre and audience 11:55-12:30 – Read: “La Relacion” by Alvar Nunez Cabeza de Vaca ---<i>While Reading Worksheet</i>: Vocabulary, Questions, Chart ---<i>After Reading</i>: Connect to Literature (#1)/Thinking Critically (#2-6)/Extended Interpretations (#8)/Vocabulary in Action</p> <p>HW: Read Ch12-15 of <i>Things Fall Apart (Part1&2)</i> Due: Wed 2/28</p>
<p>Tues: 2/27</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt [Journal] 11:40-11:55 – Informal Debate [Group]: Round Circle (Reading: “La Reclacion”) 11:55-12:00 – Lecture: Epic Poetry 12:00-12:30 – Read: “I am Joaquin” by Rodolfo Gonzales ---<i>While Reading Worksheet</i>: Language Identification ---<i>After Reading</i>: Connect to Literature (#1)/Thinking Critically (#2-5)/Extended Interpretations (#6)</p> <p>HW: See Mon</p>
<p>Wed: 2/28</p>	<p>Grammar 11:30-11:45 – Quiz on <i>Things Fall Apart</i> and Inclass-Reading Vocabulary 11:45-11:55 – Bell Work – Individual practice Daily Grammar #50 [Grammar Folder] 11:55-12:10 – Review the Daily Grammar problem #50 as a class 12:10-12:30 – Lecture about an English Convention ---Punctuation: Colons ---Parts of Speech: Pronouns and its structure in a sentence</p> <p>HW: Grammar Folder Day 51 - 54 Due: Mon 3/5</p>
<p>Thurs: 3/1</p>	<p>Writing 11:30-11:40 – Bell Work: Reading Prompt 11:40-11:55 – Lecture: Language as Culture 11:55-12:10 – Small Groups: Language as Culture Analysis ----<i>Worksheet</i>: Short story and Poetry Analysis/Novel Comparison 12:10-12:30 – [Individual] Poem Modern Translation: “Sonnet 30” by William Shakespeare</p> <p>HW: Themed Poem based on all readings Due: Fri 3/2 HW: See Mon</p>
<p>Fri: 3/2</p>	<p>Discussion 11:30-11:40 – Quiz on <i>Things Fall Apart</i> and Language Lecture 11:40-12:10 – Discussion on the Novel 12:10-12:30 – Group Project: Culture vs. Conquests ---Discussion and Assignments divided</p> <p>HW: Read Ch16-18 of <i>Things Fall Apart (Part2)</i> Due: Mon 3/5 HW: Group Project Assignments Due: Mon 3/8</p>
<p>Notes:</p>	

Week 4: 3/5 – 3/9

<p>Mon: 3/5</p>	<p>Reading 11:30-11:40 – Quiz on <i>Things Fall Apart</i> 11:40-11:55 – Read: <i>Things Fall Apart</i> Ch19 [read aloud] 11:55-12:10 – Lecture: Rhythm in Poetry 12:10-12:30 – Read: “Ozymandias” by Percy Bysshe Shelley ---<i>After Reading</i>: Think through the Literature (#1-3) Activities and Explorations (#1)</p> <p>HW: Read Ch20-End of <i>Things Fall Apart</i> (Part3) <i>Due: Thurs 3/8</i> HW: <i>Things Fall Apart</i> Outline <i>Due: Thurs 3/8</i></p>
<p>Tues: 3/6</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:10 – Read: “My Sojourn in the Lands of My Ancestors” by Maya Angelou 12:10-12:30 – Reflection: Compare to <i>Things Fall Apart</i> [Journal]</p> <p>HW: See Monday</p>
<p>Wed: 3/7</p>	<p>Grammar 11:30-11:40 – Bell Work – Individual practice Daily Grammar #55 (<i>Daily Grams</i>) 11:40-11:55 – Review the Daily Grammar problem #55 as a class 11:55-12:30 – Lecture about an English Convention ---Punctuation: Apostrophes (Noun-Possessive) ---Parts of Speech: Nouns (Predicate Normative) ---Parts of Speech: Verb Tense Shifts</p> <p>HW: Grammar Folder Day 56 - 59 <i>Due: Mon 3/12</i></p>
<p>Thurs: 3/8</p>	<p>Writing DUE TODAY: THINGS FALL APART OUTLINE 11:30-11:40 – Quiz on <i>Things Fall Apart</i> 11:40-12:30 – Group Project: Poster Boards</p> <p>HW: <i>Things Fall Apart</i> Rough Draft <i>Due: Mon 3/12</i></p>
<p>Fri: 3/9</p>	<p>Writing DUE TODAY: Last day for Poem Recitations 11:30-11:40 – Quiz: Reading Assignments and Lectures (See Mon/Tues) 11:40-12:30 – Group Project Presentations</p> <p>HW: None</p>
<p>Notes:</p>	<ul style="list-style-type: none"> • Grammar Quiz Next Week

Week 5: 3/12 – 3/16

<p>Mon: 3/12</p>	<p>Writing 11:30-11:35 – Essay Prep 11:35-12:30 – In class Rough Draft Essay based on outlines</p> <p>HW: <i>Things Fall Apart</i> Final Essay Due: Mon 3/19</p>
<p>Tues: 3/13</p>	<p>Reading 11:30-11:40 – Bell Work – Writing Prompt (All Quiet Western Front Pre-Reading) 11:40-12:00 – Continue Group Projects Presentations 12:00-12:30 – Read: “To Lucasta, Going to the Wars” by Richard Lovelace ---While Reading: Vocabulary/Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#2-4)/</p> <p>HW: <i>All Quiet on the Western Front</i> Ch 1-3 Due: Fri 3/16</p>
<p>Wed: 3/14</p>	<p>Writing 11:30-11:40 – Bell Work: Reading Prompt 11:40-11:00 – Lecture: Tone/Diction 11:40-12:00 – Musical Interpretation of War [Pairing with “The Artilleryman’s Vision”] ---Music: “Adagio for Strings” by Samuel Barber ---Music: “Sinfonia Da Requiem, Op. 20” by Benjamin Britten 11:40-12:00 – Activities and Explorations: Martial Music [Journal]</p> <p>HW: See Mon /Wed</p>
<p>Thurs: 3/15</p>	<p>Reading 11:30-11:40 – Bell Work: Sentence Correction 11:40-11:55 – Lecture: Situational Irony/Predictions 11:55-12:30 – Read: “A Mystery of Heroism” by Steven Crane ---While Reading: Vocabulary/Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#2-6)/ Extended Interpretations (#7-8)/Vocabulary in Action (A)</p>
<p>Fri: 3/16</p>	<p>Writing 11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i> 11:40-12:10 – Introduction to <i>All Quiet on the Western Front</i> 12:10-12:20 – Finish “A Mystery of Heroism” by Steven Crane</p> <p>HW: Read Ch4-5 of <i>All Quiet on the Western Front</i> Due: Mon 3/19 HW: Research Timeline of WWI Handout Due: Fri 3/23</p>
<p>Notes:</p>	

Week 6: 3/19 – 3/23

<p>Mon: 3/19</p>	<p style="text-align: right;">DUE TODAY: THINGS FALL APART FINAL PAPER</p> <p>Reading 11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i> 11:40-12:55 – Lecture: Point of View /Memoir 12:55-12:30 – Read: “Testament of Youth” by Vera Brittain (1114) ---<i>While Reading</i>: Vocabulary/Questions/Chart ---<i>After Reading</i>: Connection to Literature (#1)/Think Critically (#2-5)/ Extended Interpretations (#7-8)/Vocabulary in Action (A)</p> <p>HW: Read Ch6-7 of <i>All Quiet on the Western Front</i> <i>Due: Fri 3/23</i> HW: Interview a war Veteran <i>Due: Mon 3/26</i></p>
<p>Tues: 3/20</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt based on new reading 11:40-12:10– Read: Cont. “Testament of Youth” by Vera Brittain (1114) 12:10-12:30 – Activities and Exploration (#2-Round Table Discussion)/</p> <p>HW: See Mon</p>
<p>Wed: 3/21</p>	<p>Reading 11:30 –11:45 – Bell Work: Sentence Corrections 11:45 – 12:00 – Review Sentence corrections 12:00 – 12:30 – Cont. Reading “Testament of Youth” by Vera Brittain</p> <p>HW: Research Essay Proposal <i>Due: Tues 3/27</i></p>
<p>Thurs: 3/22</p>	<p>Grammar 11:30-11:40 – Bell Work – Individual practice Daily Grammar Sentence Combinations 11:40-12:30 – Review English Grammar Connections ---Capitalization/Punctuation/Parts of Speech</p> <p>HW: None – Grammar Quiz Mon 3/26</p>
<p>Fri: 3/23</p>	<p>Project 11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i> 11:40-12:30 – Create timeline of WWI</p> <p>HW: Read Ch8-9 of <i>All Quiet on the Western Front</i> <i>Due: Tues 3/27</i></p>
<p>Notes:</p>	

Week 7: 3/26 – 3/30

<p>Mon: 3/26</p>	<p>Project 11:30-11:40 –Grammar Quiz 11:40-11:50 - Veteran Interview Presentations 11:50-12:30 – Finish WWI Timeline</p> <p>HW: Read Ch8-9 of <i>All Quiet on the Western Front</i> <i>Due: Tues 3/27</i></p>
<p>Tues: 3/27</p>	<p>Reading 11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i> 11:40-11:50 – Veteran Interview Presentations Cont. 11:50-12:00 – Lecture: Verbal Irony 12:00-12:20 – Read: “The Soldier” by Rupert Brooke and “Dreamers” by Siegfried Sassoon ---<i>While Reading</i>: Questions/Chart ---<i>After Reading</i>: Thinking Through the Literature (#1-3)/ Connection to Literature (#1)/Think Critically (#2-4)/Extended Interpretations (#6-7) *Poem Recitation Assigned: Due any time before 4/18. 12:20-12:30 – Explanation of War Diorama/Collage</p> <p>HW: Read Ch10 of <i>All Quiet on the Western Front</i> <i>Due: Wed 4/4</i> HW: Pictures/Objects for War Diorama/Collage <i>Due: Wed 4/4</i></p>
<p>Wed: 3/28</p>	<p>Spring Break</p>
<p>Thurs: 3/29</p>	<p>Spring Break</p>
<p>Fri: 3/30</p>	<p>Spring Break</p>
<p>Notes:</p>	

Week 8: 4/2 – 4/6

Mon: 4/2	Spring Break
Tues: 4/3	Spring Break
Wed: 4/4	<p>Grammar</p> <p>11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i></p> <p>11:40-11:50 – Veteran Interview Presentations Cont.</p> <p>11:50-12:30 – AzMerit Reading Prep</p> <p>HW: Read Ch11-End of <i>All Quiet on the Western Front</i> <i>Due: Fri 4/6</i></p> <p>HW: AZMerit Writing Prep <i>Due: Thurs 4/5</i></p>
Thurs: 4/5	<p>Reading</p> <p>11:30-11:40 – Bell Work: Sentence Correction</p> <p>11:40-11:50 – Veteran Interview Presentations Cont.</p> <p>11:50-12:30 – AzMerit Writing Review</p> <p>HW: <i>All Quiet on the Western Front</i> Outline and Work Cited <i>Due: Mon 4/9</i></p>
Fri: 4/6	<p>Writing</p> <p>11:30-11:40 – Quiz on <i>All Quiet on the Western Front</i></p> <p>11:40-12:00 – Veteran Interview Presentations Cont.</p> <p>12:00-12:10 - Read: "An Irish Airman Foresees His Death" by William Butler Yeats (1108)</p> <p style="padding-left: 20px;">---<i>While Reading</i>: Questions/Chart</p> <p style="padding-left: 20px;">---<i>After Reading</i>: Thinking Through the Literature (#1-3)</p> <p>12:10-12:30 – Work on previous reading Assignment</p> <p>HW: See Thurs</p>
Notes:	

Week 9: 4/9 – 4/13

<p>Mon: 4/9</p>	<p>Film DUE TODAY: ALL QUIET ON THE WESTERN FRONT OUTLINE/WORK CITED 11:30-11:40 – Veteran Interview Presentations Cont. 11:40-12:30 – Film: <i>Flyboys</i></p> <p>HW: Film Questions <i>Due: Tues 4/10</i> HW: <i>All Quiet on the Western Front</i> Rough Draft Essay <i>Due: Fri 4/13</i></p>
<p>Tues: 4/10</p>	<p>Film 11:30-11:40 – Veteran Interview Presentations Finish 11:40-12:30 – Film: <i>Flyboys</i></p> <p>HW: Film Questions/Short Comparison Essay <i>Due: Wed 4/11</i></p>
<p>Wed: 4/11</p>	<p>Grammar 11:30-11:40 – Bell Work – Individual practice Daily Grammar #65 (<i>Daily Grams</i>) 11:40-11:50 – Review the Daily Grammar problem #65 as a class 11:50-12:10 – Lecture about an English Convention ---Sentence Structure: Subject/Verb Agreement 12:10-12:30 – Group Activity: Create War Diorama/War Collages</p> <p>HW: Grammar Folder Day 66 - 69 <i>Due: Mon 3/26</i></p>
<p>Thurs: 4/12</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:00 – Read: “Camouflaging the Chimera” by Yusef Komunyakaa (1112) ---<i>While Reading</i>: None ---<i>After Reading</i>: Thinking Through the Literature (#1-6) 12:00-12:15 – Class Discussion: Defining courage (Include class reading and novel) 12:15-12:00 – – Group Activity: Create War Diorama/War Collages</p> <p>HW: Found Poems Collection <i>Due: Wed 4/18</i></p>
<p>Fri: 4/13</p>	<p>Reading DUE TODAY: ALL QUIET ON THE WESTERN FRONT ROUGH DRAFT ESSAY 11:30-11:40 – Bell Work: Sentence Correction 11:40-12:55 – Allusion/Sonnet 11:55-12:15 – Read: “When I Consider How My Light is Spent” by John Milton ---<i>While Reading</i>: Questions/Chart ---<i>After Reading</i>: Connection to Literature (#1)/Think Critically (#2-4)/ Extended Interpretations (#7) 12:15-12:30 – Class Discussion: Character Analysis</p> <p>HW: Character Caricature <i>Due: Mon 4/16</i></p>
<p>Notes:</p>	

Week 10: 4/16-4/20

<p>Mon: 4/16</p>	<p>Reading 11:30-11:40 – Bell Work: Sentence Correction 11:40-11:55 – Satire and Idioms 11:55-12:30 – Read: “The Man He Killed” and “by Thomas Hardy ---While Reading: Questions/Chart ---After Reading: Thinking Through the Literature (#1-3) HW: Read Ch1-3 of <i>Sister of My Heart</i> (Part1) Due: Fri 4/20</p>
<p>Tues: 4/17</p>	<p>Reading 11:30-11:40 – Quiz on Inclass Reading 11:50-12:30 – Read: “Why Soldiers Won’t Talk” by John Steinbeck ---While Reading: Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#3-5)/ Extended Interpretations (#7)/Vocabulary in Action (A) HW:</p>
<p>Wed: 4/18</p>	<p>Grammar 11:30-11:45 – Bell Work – Individual practice Daily Grammar #70 (<i>Daily Grams</i>) 11:55-12:10 – Review the Daily Grammar problem #70 as a class 12:10-12:30 – Lecture about an English Convention ---Punctuation: Semicolon ---Sentence Structure: Parallel sentences HW: Grammar Folder Day 71 - 74 Due: Mon 4/23 HW: Braided Essay Worksheet Due: Tues 4/19</p>
<p>Thurs: 4/19</p>	<p>Writing 11:30-11:40 – Bell Work: Reading Prompt 11:40-12:10 – Lecture: Elements of Style/Structure - Author’s Perspective 12:10-12:30 – Braided Essay – Brainstorm and Organization Worksheet **Final Assignment Due: _____** HW: Braided Essay Strand 1 Due: Tues 4/24</p>
<p>Fri: 4/20</p>	<p>Reading DUE TODAY: ALL QUIET ON THE WESTERN FRONT FINAL DRAFT ESSAY 11:30-11:40 – Bell Work: Writing Prompt of <i>Sister of My Heart</i> opening quote 11:40-12:00 – Lecture: Introduction to <i>Sister of My Heart</i> 12:00-12:30 – Read: “Ramayana” by R. K. Narayan ---While Reading: Vocabulary/Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#2-5)/ Extended Interpretations (#7)/Vocabulary in Action (A) HW: Inquiry and Research: Hidden Temples around the world Due: Mon 4/23 HW: Read Ch4-7 of <i>Sister of My Heart</i> (Part1) Due: Mon 4/23</p>
<p>Notes:</p>	<ul style="list-style-type: none"> ● Start of new unit <ul style="list-style-type: none"> ○ Unit: <i>Sister of My Heart</i> (3/12-4/12) ○ Assigned chapters averages out to 1Ch/Day –or- 20-30min/day <p>Creative Writing – Braided Essay (Due: 4/13)</p>

Week 11: 4/23-4/27

<p>Mon: 4/23</p>	<p>Reading 11:30-11:40 – Quiz on <i>Sister of My Heart</i> 11:40-12:10 – Read: Cont. “Ramayana” by R. K. Narayan 12:10-12:30 – Small Group: Guided discussion of Hidden Temples (See HW) HW: Read Ch8-15 of <i>Sister of My Heart (Part1)</i> <i>Due: Fri 4/27</i></p>
<p>Tues: 4/24</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt 11:40-11:55 – Lecture: Sequence of Events/Eternal Conflict/Paraphrasing/Rhyme Scheme 11:55-12:30 – Read: “On Monaiour’s Departure” by Hisaye Yamamoto ---<i>While Reading</i>: Questions/Chart ---<i>After Reading</i>: Connection to Literature (#1)/Think Critically (#2-6)/ Extended Interpretations (#8) *Poem Recitation Assigned: Due any time before 5/16</p>
<p>Wed: 4/25</p>	<p>Grammar 11:30-11:40 – Bell Work – Individual practice Daily Grammar #75 (<i>Daily Grams</i>) 11:40-11:55 – Review the Daily Grammar problem #75 as a class 11:55-12:30 – Lecture about an English Convention ---Review Parts of Speech: Noun, Adjective, Verbs, Pronouns ---Review Sentence Structure: Independent/Dependent Clauses HW: Grammar Folder Day 76 - 79 <i>Due: Mon 4/30</i></p>
<p>Thurs: 4/26</p>	<p>Writing 11:30-11:45 – Bell Work: Reading Prompt 11:40-12:00 – Creative Writing: Music and Art 12:10-12:30 – Peer Edit and Critique HW: Braided Essay Strand 2 <i>Due: Mon 5/3</i></p>
<p>Fri: 4/27</p>	<p>Writing 11:30-11:40 – Quiz on <i>Sister of My Heart</i> 11:45-12:10 – Discussion of the novel 12:10-12:30 – Creative Writing cont. HW: Read Ch16-19 of <i>Sister of My Heart (Part1&2)</i> <i>Due: Mon 4/30</i></p>
<p>Notes:</p>	

Week12: 4/30-5/4

<p>Mon: 4/30</p>	<p>Reading 11:30-11:40 – Bell Work: Sentence Corrections 11:40-12:00 – Lecture: Plot and Sequence of Events 12:00-12:30 Read: “Seventeen Syllables” by Hisaye Yamamoto ---While Reading: Vocabulary/Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#2-6)/Extended Interpretations (#8)/Vocabulary in Action (A) HW: Read Ch20-26 of <i>Sister of My Heart (Part2)</i> <i>Due: Fri 5/4</i></p>
<p>Tues: 5/1</p>	<p>Reading 11:30-11:40 – Quiz on <i>Sister of My Heart</i> 11:40-12:00 – Read: “Seventeen Syllables” by Hisaye Yamamoto 12:00-12:30 –Pair Activity: Plot Timeline HW: See Mon</p>
<p>Wed: 5/2</p>	<p>Grammar 11:30-11:45 – Quiz on Daily Grammar #65-79 11:45-11:55 – Bell Work – Individual practice Daily Grammar #80 (<i>Daily Grams</i>) 11:55-12:10 – Review the Daily Grammar problem #80 as a class 12:10-12:30 – Lecture about an English Convention ---Punctuation: Apostrophes ---Sentence Structure: Direct/Indirect Objects HW: Grammar Folder Day 81 - 84 <i>Due: Mon 5/7</i></p>
<p>Thurs: 5/3</p>	<p>Reading 11:30-11:40 – Bell Work: Sentence Corrections 11:50-12:00 – Lecture: Parallelism/Generalization 11:40-12:20 – Read: “Letter to Her Daughter” by Lady Mary Wortley Montague ---While Reading: Vocabulary/Questions/Chart ---After Reading: Connection to Literature (#1)/Think Critically (#2-5)/ Extended Interpretations (#7-8)/Vocabulary in Action (A) 12:20-12:30 – Letter and Art Connection [Journal] HW: Braided Essay Strand 3 <i>Due: Fri 5/10</i></p>
<p>Fri: 5/4</p>	<p>Writing 11:30-11:40 – Bell Work: Sentence Corrections 11:40-12:10 – Discussion on the novel—Connect to previous short stories 11:40-12:10 – Complete unfinished reading assignment/work on Braided essay/Read <i>SOMH</i> HW: Read Ch27-31 of <i>Sister of My Heart (Part2)</i> <i>Due: Mon 5/7</i></p>
<p>Notes:</p>	

Week13: 5/7-5/11

<p>Mon: 5/7</p>	<p>Reading 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:00 – Lecture: Cultural Conflicts/Characteristics/Parallelism 12:00-12:30 – Read: “An Academy for Women” by Daniel Defoe (788) ---While Reading: Vocabulary/Questions/Chart: ---After Reading: Connection to Literature (#1)/Think Critically (#2-3)/ Extended Interpretations (#4-6)/Vocabulary in Action (A)</p> <p>HW: Beyond the Box Research: Who’s not receiving an education? <i>Due: Thurs 5/10</i> HW: Read Ch32-37 of <i>Sister of My Heart (Part2)</i> <i>Due: Fri 5/11</i></p>
<p>Tues: 5/8</p>	<p>Reading 11:30-11:40 – Bell Work: Sentence Correction 11:40-12:30 – Cont. Reading “An Academy for Women” by Daniel Defoe</p> <p>HW: See Mon</p>
<p>Wed: 5/9</p>	<p>Grammar 11:30-11:40 – Bell Work – Individual practice Daily Grammar #85 (<i>Daily Grams</i>) 11:40-11:55 – Review the Daily Grammar problem #85 as a class 11:55-12:30 – Lecture about an English Convention ---Sentence Structure/Parts of Speech: Active vs. Passive Voice</p> <p>HW: Grammar Folder Day 86-89 <i>Due: Mon 5/14</i></p>
<p>Thurs: 5/10</p>	<p>Reading/Writing 11:30-11:40 – Bell Work: Reading Prompt 11:40-12:05 – Small Group Discussions: Marriage customs/Education 12:05-12:30 – Class discussion on the novel</p> <p>HW: Complete Braided Essay <i>Due: Tues 5/14</i></p>
<p>Fri: 5/11</p>	<p>Writing 11:30-11:40 – Quiz on <i>Sister of My Heart</i> 11:40-12:10 – Discussion on the novel—Important Quotes 12:10-12:30 – Work on Braided Essay</p> <p>HW: Read Ch38-End of <i>Sister of My Heart (Part2)</i> <i>Due:Tues 5/15</i></p>
<p>Notes:</p>	

Week 14: 4/2 – 4/6

<p>Mon: 5/14</p>	<p>Writing 11:30-11:35 – Bell Work: Brainstorm of essay question 11:35-11:50 – In-class Essay – <i>Sister of My Heart</i> Outline 11:50-12:30 – In class Essay – <i>Sister of My Heart</i> Essay</p>
<p>Tues: 5/15</p>	<p>Writing DUE TODAY: Complete Braided Essay Rough Draft 11:30-11:40 – Final Quiz on <i>Sister of My Heart</i> 11:40-12:30 – Finish Essay HW: Finish Braided Essay Due: Mon 5/21</p>
<p>Wed: 5/16</p>	<p>Review DUE TODAY: Last day for Poem Recitations 11:30-11:40 – Bell Work: Reading Prompt 11:40-12:30 – Grammar Review: Daily Grammar #50-69 HW: See Mon/Study for Final</p>
<p>Thurs: 5/17</p>	<p>Review 11:30-11:40 – Bell Work: Reading Prompt 11:40-12:30 – Grammar Review: Daily Grammar #70-89 HW: See Mon/Study for Final</p>
<p>Fri: 5/18</p>	<p>Review 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:30 – Reading Review: Literary Terms/Vocabulary HW: See Mon/Study for Final</p>
<p>Notes:</p>	

Week 15: 4/9 – 4/13

Mon: 5/21	Review 11:30-11:40 – Bell Work: Writing Prompt 11:40-12:30 – Reading Review: Short Stories/Poems/Novels HW: Study for Final	DUE TODAY: Braided Essay Final Draft
Tues: 5/22	Reading 11:30-12:30 – Final Exam – Part 1 HW: Study for final	
Wed: 5/23	11:30-12:30 – Final Exam – Part 2 HW:None	

Appendix B.
Academic Systems Review Site
Visit Inventory

II. Curriculum Evaluation
Inventory

Appendix C.
Academic Systems Review Site
Visit Inventory

III. Teacher Evaluation
Inventory

Appendix D.
Academic Systems Review Site
Visit Inventory

IV. Assessment Inventory

1.5/30 (5%) F

Algebra Readiness Test

Simplify:

1. $3(5+2) - 8 + 2(3) = 18$

2. $10 + 9/3 \cdot 4 + 2 =$

3. $3^3 + 5^2 = 37$

4. $(7^2 - 5) \cdot 2 =$

5. $3^2 + 7(2+3) - 1 =$

$3 \cdot 7 - 8 + 2 \cdot 3$

$21 - 8 + 2 \cdot 3$

$12 + 2 \cdot 3$

$5 \cdot 5$

$9 \cdot 3 = 27$

10

$12 + 6 = 18$

25

$+10$

37

Simplify (If your answer is an improper fraction, rewrite it as a mixed number):

6. $\frac{1}{3} + \frac{2}{5} = \frac{3}{9}$

7. $\frac{3}{5} - \frac{2}{6} = \frac{1}{1}$

8. $\frac{2}{3} \cdot \frac{5}{6} = \frac{10}{18}$

9. $\frac{3}{4} \div \frac{1}{2} = \frac{1}{2}$

10. $\frac{2}{3} + \frac{1}{2} \cdot \frac{1}{4} = \frac{3}{20}$

Simplify:

11. $12(-5) =$

12. $-90 \div (-9) =$

13. $-15 - (-6) =$

14. $22 + (-8) =$

15. $(-3)^2 + 8 - 10(-2) =$

Simplify:

16. $2x + 3 - x =$

17. $2y + 3y - 2 + 5 =$

18. $3x + 2y - 5 + 3y - 2x =$

19. $3xy + 2x + 5y - x =$

20. $3(x+1) - 2x =$

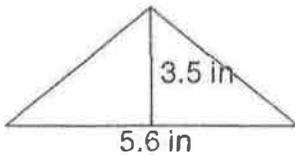
Evaluate the expression for the given values:

21. $x + y - z$ for $x = -3$ $y = 2$ $z = -9$

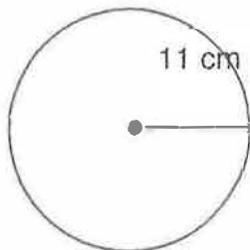
22. $2x + 2y =$ for $x = -2$ $y = 5$

23. $xy - 3x =$ for $x = 4$ $y = -8$

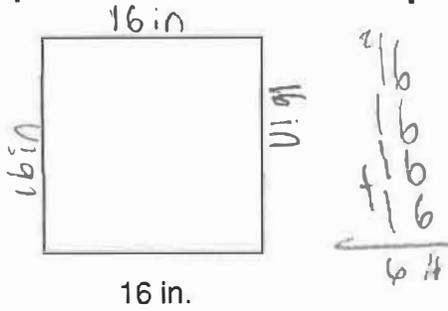
24. Find the area of the triangle.



25. Identify the diameter of the circle. Then find the circumference.



26. Find the perimeter and area of the square.



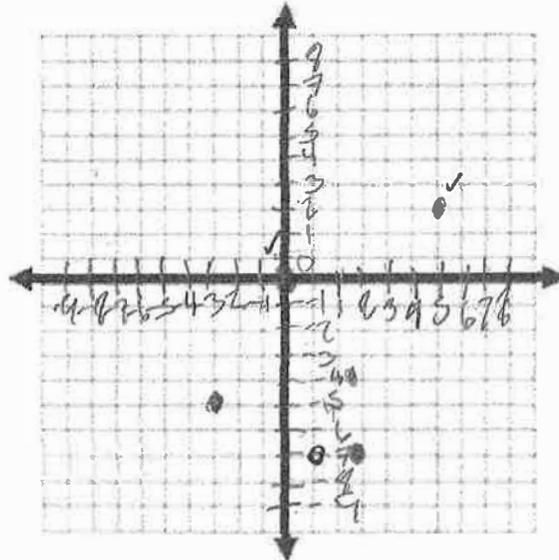
$P = 64 \checkmark$
 $A = 16 \text{ in} \times$

27. John is going to fertilize his lawn. His lawn is a rectangle that measures 240 feet by 82 feet. The amount of fertilizer required is 0.03 ounces per square foot.

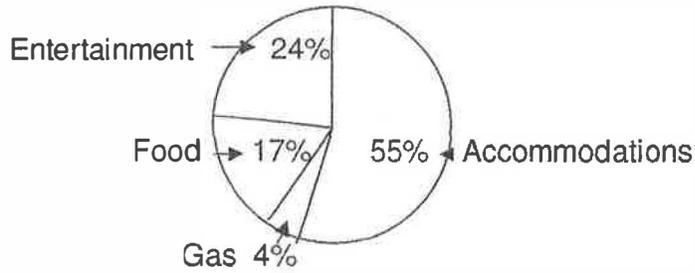
- Find the area of the lawn.
- How much fertilizer does John need to buy?

28. Plot the following points on the grid below.

- 1/2*
- \checkmark (5, 2) \times (-4, 1) \checkmark (0, 0) \checkmark (-3, -5) \times (1, -7)



The circle graph below shows how an average family spends money on vacation. Use this information to answer the questions below.



- ~~29.~~ If a family spends an average of \$3000 on a local vacation, how much money was spent on gas?
- ~~30.~~ What **fraction** of the cost is spent on food and entertainment?

Appendix E.
Academic Systems Review Site
Visit Inventory

V. Professional Development
Inventory

Appendix B

Communication Timeline

Communication Timeline

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<p>April 27, 2018</p>	<p>Board staff emailed Charter Representative notifying her that the Five-Year Interval Review Final Report was available on the ASBCS Online system. The report outlined the non-compliance issues and the submissions required to come into compliance. Board staff marked the Charter Holder’s dashboard for the non-compliance issues identified in the report. The Charter Holder was given a deadline of May 27, 2018 to:</p> <ul style="list-style-type: none"> • Submit an administratively complete Instructional Days Amendment Request updating the number of instructional days provided by the Charter Holder; • Provide an updated Enrollment Packet via email demonstrating compliance with Statute and Rule; and • Provide a screenshot or link to the Charter Holder’s website via email demonstrating compliance with Open Meeting Law.
<p>May 16, 2018</p>	<p>The Charter Holder submitted an Instructional Days Amendment Request.</p>
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January 8, 2019	<p>Board staff, including the Executive Director, called Charter Representative to discuss noncompliance issues to be addressed at upcoming Board meeting. The Charter Representative asked questions about how to complete the Instructional Days Amendment Request.</p>
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January 16, 2019	<p>Board staff conducted a Site Visit to Vision Charter School due to the ongoing noncompliance issues with the Charter Holder. During this visit, the following noncompliance issues were identified:</p> <ul style="list-style-type: none"> • A current Fingerprint Clearance Card was not provided for one staff member. The Charter Holder was required to provide evidence of the staff member receiving a Fingerprint Clearance Card, as well as the Charter Holder’s policies regarding A.R.S. §§15-512 and 15-183 (C) (5). • Information on one staff member’s education and experience was not available for one staff member. The Charter Holder was required to submit documentation of this information to be made available to parents per A.R.S. §15-183(F). • A total of 14 issues related to enrollment practices were found in the Charter Holder’s enrollment packet and parent handbook. • Teacher salary information required per A.R.S. §15-189.05 was not found on the Charter Holder’s website. <p>All of these issues are required to be brought into compliance by March 4, 2019. See <i>Appendix C: Onsite Visit Final Report</i> for more detail.</p>
January 22, 2019	The Charter Representative emailed Board staff, inquiring on the status of the submitted Instructional Days Amendment Request.
January 23, 2019	Board staff responded to the Charter Representative’s email, explaining that a determination on this request would be available soon.
January 29, 2019	<ol style="list-style-type: none"> 1. Board staff deemed the Instructional Days Amendment Request administratively incomplete, due to the submitted minutes demonstrating noncompliance with Open Meeting Law. 2. Board staff emailed the Charter Representative indicating that, aside from the minutes being in violation of Open Meeting Law, the submitted Instructional Days Amendment Request was administratively complete and that the Charter Representative should resubmit as soon as possible.
January 30, 2019	The Charter Holder submitted an Instructional Days Amendment Request and emailed Board staff confirming that the request had been submitted.
February 1, 2019	<ol style="list-style-type: none"> 1. The Instructional Days Amendment Request was deemed administratively incomplete, due to an instructional schedule not being submitted. 2. Board staff called the Charter Representative and indicated that a new, administratively complete submission needed to be submitted.

	<p>3. The Charter Holder submitted an Instructional Days Amendment Request.</p> <p>4. The Instructional Days Amendment Request was deemed administratively complete.</p>
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APPENDIX C
ONSITE VISIT FINAL REPORT

Onsite Visit Final Report

CHARTER INFORMATION

Charter Holder Name	Vision Charter School, Inc.	School Name	Vision Charter School
Charter Holder Entity ID	4430	Site Visit Date	January 16, 2019
		Final Report Date	January 30, 2019

In accordance with A.R.S. §15-182(E)(1), the Arizona State Board for Charter Schools (“Board”) shall exercise general supervision over charter schools sponsored by the Board. On January 8, 2019, Board staff conducted an unannounced site visit to Vision Charter School (“the School”). The unannounced site visit was prompted by information presented to the Board. During the site visit, Board staff met with Charter Representative and Principal, Dr. Wilma Soroosh.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Vision Charter School	August/1998	Tucson	30.98	9-12

*ADM as of 1/8/19/

Contractual Compliance Review

Specific areas of the charter contract were reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual or legal non-compliance issues at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on **March 4, 2019**. The table below identifies the contractual or legal compliance components that are out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by **March 4, 2019**.

A review of a charter holder’s contractual compliance may result in additional follow-up visits from Board staff.

Vision Charter School, Inc. / Vision Charter School



Failure to provide required follow-up, as described below, by **March 4, 2019** will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.

In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
Fingerprint Clearance Cards and Fingerprint Checks	<p>Fingerprint clearance cards (“FCCs”) and fingerprint checks were reviewed pursuant to A.R.S. §§15-183 (C) (5) and 15-512. At the site visit, no evidence of an FCC was provided for the staff member, Lupe Dominguez. Ms. Dominguez was present at the School on the day of the site visit.</p> <p>On January 18, Dr. Soroosh emailed Board staff a copy of the FCC application for Lupe Dominguez.</p> <p>On January 30, Board staff checked the application status for the FCC; a valid fingerprint clearance card was issued for Lupe Dominguez on January 25, 2019.</p> <p>Recorded in Measure 2.c: Fingerprinting</p>	<p>Provide:</p> <ul style="list-style-type: none"> - A copy of the School’s policies and procedures for ensuring compliance with A.R.S. §§15-512 and 15-183 (C) (5). - Confirmation that you have read A.R.S. §§15-512 and 15-183 (C) (5) and the Board’s guidance document in their entirety and understand what it means to be in compliance.
Instructional Staff Education and Experience	<p>Teaching background and experience information for the following staff members was not available pursuant to A.R.S. §15-183(F):</p> <ul style="list-style-type: none"> - Lupe Dominguez <p>Recorded in Measure 2.d.: Teacher Resumes</p>	<p>Provide:</p> <ul style="list-style-type: none"> - A copy of the teaching background and experience information for Lupe Dominguez.



<p>Enrollment Policies</p>	<p>The following enrollment policies were reviewed and found NOT to be in compliance pursuant to Arizona Revised Statutes related to enrollment.</p> <p>Enrollment Materials:</p> <p>The Vision High School application states, “Document due with application: ...Immunization record (bring in original, we will make a copy)”</p> <ul style="list-style-type: none"> - Students can be enrolled without current or immediate proof of immunizations. A.R.S. §15-872 E states, “...a pupil may be admitted to or allowed to attend a school if the pupil has received at least one dose of each of the required immunizations prescribed pursuant to A.R.S §36-672 has established a schedule for the completion of required immunizations...” Homeless pupils have until the fifth calendar day after enrollment to provide proof of immunization. Documentary proof is not required for a pupil to be admitted to school if one of the following occurs: <ol style="list-style-type: none"> 1. The parent or guardian of the pupil submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the department of health services and understands the risks and benefits of immunizations and the potential risks of non-immunization and that due to personal beliefs, the parent or guardian does not consent to the immunization of the pupil. 2. The school administrator receives written certification that is signed by the parent or guardian and by a physician or a registered nurse practitioner that states that one or more of the required immunizations may be detrimental to the pupil's health and that indicates the specific nature and probable 	<p>Provide:</p> <ul style="list-style-type: none"> - An updated copy of the enrollment materials demonstrating compliance with the associated statutes. - An updated copy of the Student and Parent Handbook demonstrating compliance with the associated statutes.
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duration of the medical condition or circumstance that precludes immunization.

Page 4 states, “Public Assistance & Citizenship: ...Is the family or student receiving any of the following? (MARK ALL THAT APPLY) general assistance, food stamps, social security, acchss ...Was the student born in the United States?”

- Charter schools may not require parents to provide information regarding citizenship status or country of origin for themselves or their children in order to enroll in or attend the school. See Fact Sheet: Information on the Rights of All Children to Enroll in School (2014).
- Students and parents cannot be required to submit information regarding public assistance status as a condition of enrollment.

Page 5 states, “Legal Status: ...Is the student currently on probation?”

- The statement is in conflict with A.R.S. § 15-184(l), which does not provide basis for denying enrollment due to disciplinary history, including probationary status. “A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.”
- The school indicated at the site visit that the school maintains contact with a student’s probation officer in the case that the student is on probation. This practice is facilitated by collecting information from the student regarding their probationary status. The questions should be asked after enrollment to ensure that parents and students do not feel discouraged to apply due to their probationary status.

Page 9 states, “Probationary Period: Upon starting school, the student must pass a two-week probationary period. During the probationary



period, the student must be in attendance, on time, and remain on task. If the student violates any policy in this handbook...the student has not successfully completed the probationary period and will not be allowed to continue their enrollment at Vision High School.”

- A.R.S. § 15-841(B) outlines the offenses for which a student may be expelled by a charter school. There is no statutory support for placing students on a probationary period or expelling them for a violation during a probationary period.

Page 13 asks for the student’s health coverage information.

- The insurance options should be removed.

The PHLOTE form (home language survey) is missing from the enrollment/ registration forms. Pursuant to A.A.C. R7-2-306 (B), “The primary or home language of all students shall be identified by the students’ parent or legal guardian on the enrollment form and the home language survey.”

Note: The PHLOTE form and home language survey questions are required by code. Therefore, both the PHLOTE form and the home language survey questions elsewhere on the enrollment form must be included for compliance

Student & Parent Handbook 2018-2019:

Page 5 states, “Admission: Meet eligibility requirements: ...Is not currently under suspension or expulsion from another school.”

- The statement is in conflict with A.R.S. § 15-184(I), which does not provide basis for denying enrollment due to suspension. “A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the



process of being expelled from another educational institution.”

Page 5 states, “Admission: If there is an open seat in the applicant’s grade...the student and parent will be notified and instructed to attend an Orientation session before starting school.”

- The enrollment policy was found to be in conflict with A.R.S. § 15-184(A), which states, “A charter school shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.” An orientation cannot be a condition for enrollment.

Page 5 states, “The School Administrator will evaluate credits from other high school and will determine if they will be transferred in and if so, as a core or elective course.”

Page 6 states, “Students that passed reading, writing, mathematics at another school, yet did not meet the minimum requirements of the Arizona Instrument to Measure Standards (AIMS) will be required to take the course(s) over until they pass.”

- Pursuant to A.R.S. § 15-189.03, “If a pupil who was previously enrolled in a charter school or school district enrolls in a charter school in this state, the charter school shall accept credits earned by the pupil in courses or instructional programs at the charter school or school district.” The charter may decide if the credits will be applied as a core or elective course.

Page 9 states, “The student will not receive transcripts to transfer to another school until the book is returned or paid for.”

- Pursuant to A.R.S. § 15-828(G)(H), student records cannot be withheld due to financial debt.

Page 11 states, “If the student fails any two or more classes the following

trimester, the Administrator will determine if the student should be withdrawn from the program.”

- A.R.S. § 15-841(B) outlines the offenses for which a student may be expelled by a charter school. There is no statutory support for expelling a student based on academics.

Page 15 states, “Sunglasses, hats, and other headwear: These items are not to be worn on the campus at any time and any where.”

- This issue is not a violation, but Board staff recommends that the charter adds a religious exemption to the policy.

Page 15 states, “Probationary Period: Upon starting school, the student must pass a two-week probationary period. During the probationary period, the student must be in attendance, on time, and remain on task. If the student violates any policy in this handbook...the student has not successfully completed the probationary period and will not be allowed to continue their enrollment at Vision High School.”

- See Enrollment Materials: Probationary Period

Page 18 states, “If a student violates the Attendance Contract...the Administrator will then determine one of the following actions: a. the student will be dropped from the program.”

- Attendance cannot be a condition of enrollment. A.R.S. §15-841 (B) states, “A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section A.R.S § 15-802.” Pursuant to A.R.S. §15-802, this age is sixteen.

Page 19 states, “In this case of chronic ailments that last more than five consecutive days, it shall be assumed that the student is unable to attend school regularly and might benefit from a different program. At



	<p>the Administrator’s discretion, the student will be dropped from Vision High School.”</p> <ul style="list-style-type: none"> - Attendance cannot be a condition of enrollment. A.R.S. §15-841 (B) states, “A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section A.R.S § 15-802.” Pursuant to A.R.S. §15-802, this age is sixteen. - Pursuant to A.R.S. § 15-901(A)(1), excused absences are identified by the Department of Education. The Department of Education defines an excused absence as an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions. - Excused absences do not count toward the ten day consecutive statute requiring students to be withdrawn after ten consecutive days of unexcused absence. 	
	<p>Recorded in Measure 2.b.: Enrollment Processes</p>	
<p>Teacher Salary Posting</p>	<p>Pursuant to A.R.S. §15-189.05, each charter school shall prominently post the following information on its website home page separately from its budget:</p> <ul style="list-style-type: none"> - The average salary of all teachers employed by the charter school for the current year. - The average salary of all teachers employed by the charter school for the previous year. - The dollar increase in the average salary of all teachers employed by the charter school for the current year. - The percentage increase in the average salary of all teachers employed by the charter school for the current year. 	<p>Provide:</p> <ul style="list-style-type: none"> - A screenshot of or link to the updated website home page with the required teacher salary posting.
	<p>Recorded in Measure 3: Other – Teacher Salary Posting</p>	



Board Alignment	<p>At the site visit, Board staff spoke with Wilma Soroosh regarding the charter’s organizational structures. The bylaws reviewed by Board staff indicated that the initial governing board would have 6 members. Currently, the corporate board structure has only 3 board members. They are Dr. Soroosh, Ladan Soroosh, and Carol Locust, all listed on ASBCS Online and the Arizona Corporation Commission website. Board requested updated bylaws. Dr. Soroosh did not have them available at the time.</p>	<p>Provide:</p> <ul style="list-style-type: none">- A copy of the charter’s most current bylaws and the minutes showing the bylaws have been adopted by the approving board.
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January 15, 2019	<ol style="list-style-type: none"> 1. The Charter Representative emailed a screen shot and updated enrollment packet to Board staff for review. Staff reviewed the items and found them to be sufficient. 2. Board staff, including Executive Director, called the Charter Representative to inform her of Charter Holder’s placement on February Board agenda, and to discuss ongoing compliance issues. During this phone conversation, Board staff confirmed that the items submitted earlier that day were sufficient, and answered questions about how to complete the Instructional Days Amendment Request.

	<ol style="list-style-type: none"> 3. Board staff sent a follow-up email confirming that the items submitted earlier that day were sufficient. 4. The Charter Representative emailed back, requesting that the submitted items be reviewed. Additionally, the Charter Representative asked questions about what materials were needed for an Instructional Days Amendment Request. 5. Board staff returned the email, clarifying that the previous email indicated that the items submitted earlier that day were sufficient. Additionally, Board staff provided a link to the Instructional Days Amendment Request instructions.
January 16, 2019	<p>Board staff conducted a Site Visit to Vision Charter School due to the ongoing noncompliance issues with the Charter Holder. During this visit, the following noncompliance issues were identified:</p> <ul style="list-style-type: none"> • A current Fingerprint Clearance Card was not provided for one staff member. The Charter Holder was required to provide evidence of the staff member receiving a Fingerprint Clearance Card, as well as the Charter Holder’s policies regarding A.R.S. §§15-512 and 15-183 (C) (5). • Information on one staff member’s education and experience was not available for one staff member. The Charter Holder was required to submit documentation of this information to be made available to parents per A.R.S. §15-183(F). • A total of 14 issues related to enrollment practices were found in the Charter Holder’s enrollment packet and parent handbook. • Teacher salary information required per A.R.S. §15-189.05 was not found on the Charter Holder’s website. <p>All of these issues are required to be brought into compliance by March 4, 2019. See <i>Appendix C: Onsite Visit Final Report</i> for more detail.</p>
January 22, 2019	The Charter Representative emailed Board staff, inquiring on the status of the submitted Instructional Days Amendment Request.
January 23, 2019	Board staff responded to the Charter Representative’s email, explaining that a determination on this request would be available soon.
January 29, 2019	<ol style="list-style-type: none"> 1. Board staff deemed the Instructional Days Amendment Request administratively incomplete, due to the submitted minutes demonstrating noncompliance with Open Meeting Law. 2. Board staff emailed the Charter Representative indicating that, aside from the minutes being in violation of Open Meeting Law, the submitted Instructional Days Amendment Request was administratively complete and that the Charter Representative should resubmit as soon as possible.
January 30, 2019	The Charter Holder submitted an Instructional Days Amendment Request and emailed Board staff confirming that the request had been submitted.
February 1, 2019	<ol style="list-style-type: none"> 1. The Instructional Days Amendment Request was deemed administratively incomplete, due to an instructional schedule not being submitted. 2. Board staff called the Charter Representative and indicated that a new, administratively complete submission needed to be submitted.

	<p>3. The Charter Holder submitted an Instructional Days Amendment Request.</p> <p>4. The Instructional Days Amendment Request was deemed administratively complete.</p>
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APPENDIX B
ONSITE VISIT FINAL REPORT

Onsite Visit Final Report

CHARTER INFORMATION

Charter Holder Name	Vision Charter School, Inc.	School Name	Vision Charter School
Charter Holder Entity ID	4430	Site Visit Date	January 16, 2019
		Final Report Date	January 30, 2019

In accordance with A.R.S. §15-182(E)(1), the Arizona State Board for Charter Schools (“Board”) shall exercise general supervision over charter schools sponsored by the Board. On January 8, 2019, Board staff conducted an unannounced site visit to Vision Charter School (“the School”). The unannounced site visit was prompted by information presented to the Board. During the site visit, Board staff met with Charter Representative and Principal, Dr. Wilma Soroosh.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Vision Charter School	August/1998	Tucson	30.98	9-12

*ADM as of 1/8/19/

Contractual Compliance Review

Specific areas of the charter contract were reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual or legal non-compliance issues at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on **March 4, 2019**. The table below identifies the contractual or legal compliance components that are out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by **March 4, 2019**.

A review of a charter holder’s contractual compliance may result in additional follow-up visits from Board staff.

Vision Charter School, Inc. / Vision Charter School



Failure to provide required follow-up, as described below, by **March 4, 2019** will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue(s) being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.

In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to charterschoolboard@asbcs.az.gov.

Compliance Item	Findings	Required Submission
Fingerprint Clearance Cards and Fingerprint Checks	<p>Fingerprint clearance cards (“FCCs”) and fingerprint checks were reviewed pursuant to A.R.S. §§15-183 (C) (5) and 15-512. At the site visit, no evidence of an FCC was provided for the staff member, Lupe Dominguez. Ms. Dominguez was present at the School on the day of the site visit.</p> <p>On January 18, Dr. Soroosh emailed Board staff a copy of the FCC application for Lupe Dominguez.</p> <p>On January 30, Board staff checked the application status for the FCC; a valid fingerprint clearance card was issued for Lupe Dominguez on January 25, 2019.</p> <p>Recorded in Measure 2.c: Fingerprinting</p>	<p>Provide:</p> <ul style="list-style-type: none"> - A copy of the School’s policies and procedures for ensuring compliance with A.R.S. §§15-512 and 15-183 (C) (5). - Confirmation that you have read A.R.S. §§15-512 and 15-183 (C) (5) and the Board’s guidance document in their entirety and understand what it means to be in compliance.
Instructional Staff Education and Experience	<p>Teaching background and experience information for the following staff members was not available pursuant to A.R.S. §15-183(F):</p> <ul style="list-style-type: none"> - Lupe Dominguez <p>Recorded in Measure 2.d.: Teacher Resumes</p>	<p>Provide:</p> <ul style="list-style-type: none"> - A copy of the teaching background and experience information for Lupe Dominguez.



<p>Enrollment Policies</p>	<p>The following enrollment policies were reviewed and found NOT to be in compliance pursuant to Arizona Revised Statutes related to enrollment.</p> <p>Enrollment Materials:</p> <p>The Vision High School application states, “Document due with application: ...Immunization record (bring in original, we will make a copy)”</p> <ul style="list-style-type: none"> - Students can be enrolled without current or immediate proof of immunizations. A.R.S. §15-872 E states, “...a pupil may be admitted to or allowed to attend a school if the pupil has received at least one dose of each of the required immunizations prescribed pursuant to A.R.S §36-672 has established a schedule for the completion of required immunizations...” Homeless pupils have until the fifth calendar day after enrollment to provide proof of immunization. Documentary proof is not required for a pupil to be admitted to school if one of the following occurs: <ol style="list-style-type: none"> 1. The parent or guardian of the pupil submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the department of health services and understands the risks and benefits of immunizations and the potential risks of non-immunization and that due to personal beliefs, the parent or guardian does not consent to the immunization of the pupil. 2. The school administrator receives written certification that is signed by the parent or guardian and by a physician or a registered nurse practitioner that states that one or more of the required immunizations may be detrimental to the pupil's health and that indicates the specific nature and probable 	<p>Provide:</p> <ul style="list-style-type: none"> - An updated copy of the enrollment materials demonstrating compliance with the associated statutes. - An updated copy of the Student and Parent Handbook demonstrating compliance with the associated statutes.
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duration of the medical condition or circumstance that precludes immunization.

Page 4 states, "Public Assistance & Citizenship: ...Is the family or student receiving any of the following? (MARK ALL THAT APPLY) general assistance, food stamps, social security, acchss ...Was the student born in the United States?"

- Charter schools may not require parents to provide information regarding citizenship status or country of origin for themselves or their children in order to enroll in or attend the school. See Fact Sheet: Information on the Rights of All Children to Enroll in School (2014).
- Students and parents cannot be required to submit information regarding public assistance status as a condition of enrollment.

Page 5 states, "Legal Status: ...Is the student currently on probation?"

- The statement is in conflict with A.R.S. § 15-184(l), which does not provide basis for denying enrollment due to disciplinary history, including probationary status. "A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution."
- The school indicated at the site visit that the school maintains contact with a student's probation officer in the case that the student is on probation. This practice is facilitated by collecting information from the student regarding their probationary status. The questions should be asked after enrollment to ensure that parents and students do not feel discouraged to apply due to their probationary status.

Page 9 states, "Probationary Period: Upon starting school, the student must pass a two-week probationary period. During the probationary



period, the student must be in attendance, on time, and remain on task. If the student violates any policy in this handbook...the student has not successfully completed the probationary period and will not be allowed to continue their enrollment at Vision High School.”

- A.R.S. § 15-841(B) outlines the offenses for which a student may be expelled by a charter school. There is no statutory support for placing students on a probationary period or expelling them for a violation during a probationary period.

Page 13 asks for the student’s health coverage information.

- The insurance options should be removed.

The PHLOTE form (home language survey) is missing from the enrollment/ registration forms. Pursuant to A.A.C. R7-2-306 (B), “The primary or home language of all students shall be identified by the students’ parent or legal guardian on the enrollment form and the home language survey.”

Note: The PHLOTE form and home language survey questions are required by code. Therefore, both the PHLOTE form and the home language survey questions elsewhere on the enrollment form must be included for compliance

Student & Parent Handbook 2018-2019:

Page 5 states, “Admission: Meet eligibility requirements: ...Is not currently under suspension or expulsion from another school.”

- The statement is in conflict with A.R.S. § 15-184(I), which does not provide basis for denying enrollment due to suspension. “A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the



process of being expelled from another educational institution.”

Page 5 states, “Admission: If there is an open seat in the applicant’s grade...the student and parent will be notified and instructed to attend an Orientation session before starting school.”

- The enrollment policy was found to be in conflict with A.R.S. § 15-184(A), which states, “A charter school shall enroll all eligible pupils who submit a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building.” An orientation cannot be a condition for enrollment.

Page 5 states, “The School Administrator will evaluate credits from other high school and will determine if they will be transferred in and if so, as a core or elective course.”

Page 6 states, “Students that passed reading, writing, mathematics at another school, yet did not meet the minimum requirements of the Arizona Instrument to Measure Standards (AIMS) will be required to take the course(s) over until they pass.”

- Pursuant to A.R.S. § 15-189.03, “If a pupil who was previously enrolled in a charter school or school district enrolls in a charter school in this state, the charter school shall accept credits earned by the pupil in courses or instructional programs at the charter school or school district.” The charter may decide if the credits will be applied as a core or elective course.

Page 9 states, “The student will not receive transcripts to transfer to another school until the book is returned or paid for.”

- Pursuant to A.R.S. § 15-828(G)(H), student records cannot be withheld due to financial debt.

Page 11 states, “If the student fails any two or more classes the following

trimester, the Administrator will determine if the student should be withdrawn from the program.”

- A.R.S. § 15-841(B) outlines the offenses for which a student may be expelled by a charter school. There is no statutory support for expelling a student based on academics.

Page 15 states, “Sunglasses, hats, and other headwear: These items are not to be worn on the campus at any time and any where.”

- This issue is not a violation, but Board staff recommends that the charter adds a religious exemption to the policy.

Page 15 states, “Probationary Period: Upon starting school, the student must pass a two-week probationary period. During the probationary period, the student must be in attendance, on time, and remain on task. If the student violates any policy in this handbook...the student has not successfully completed the probationary period and will not be allowed to continue their enrollment at Vision High School.”

- See Enrollment Materials: Probationary Period

Page 18 states, “If a student violates the Attendance Contract...the Administrator will then determine one of the following actions: a. the student will be dropped from the program.”

- Attendance cannot be a condition of enrollment. A.R.S. §15-841 (B) states, “A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section A.R.S § 15-802.” Pursuant to A.R.S. §15-802, this age is sixteen.

Page 19 states, “In this case of chronic ailments that last more than five consecutive days, it shall be assumed that the student is unable to attend school regularly and might benefit from a different program. At



	<p>the Administrator’s discretion, the student will be dropped from Vision High School.”</p> <ul style="list-style-type: none"> - Attendance cannot be a condition of enrollment. A.R.S. §15-841 (B) states, “A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section A.R.S § 15-802.” Pursuant to A.R.S. §15-802, this age is sixteen. - Pursuant to A.R.S. § 15-901(A)(1), excused absences are identified by the Department of Education. The Department of Education defines an excused absence as an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions. - Excused absences do not count toward the ten day consecutive statute requiring students to be withdrawn after ten consecutive days of unexcused absence. 	
	<p>Recorded in Measure 2.b.: Enrollment Processes</p>	
<p>Teacher Salary Posting</p>	<p>Pursuant to A.R.S. §15-189.05, each charter school shall prominently post the following information on its website home page separately from its budget:</p> <ul style="list-style-type: none"> - The average salary of all teachers employed by the charter school for the current year. - The average salary of all teachers employed by the charter school for the previous year. - The dollar increase in the average salary of all teachers employed by the charter school for the current year. - The percentage increase in the average salary of all teachers employed by the charter school for the current year. 	<p>Provide:</p> <ul style="list-style-type: none"> - A screenshot of or link to the updated website home page with the required teacher salary posting.
	<p>Recorded in Measure 3: Other – Teacher Salary Posting</p>	



Board Alignment	<p>At the site visit, Board staff spoke with Wilma Soroosh regarding the charter’s organizational structures. The bylaws reviewed by Board staff indicated that the initial governing board would have 6 members. Currently, the corporate board structure has only 3 board members. They are Dr. Soroosh, Ladan Soroosh, and Carol Locust, all listed on ASBCS Online and the Arizona Corporation Commission website. Board requested updated bylaws. Dr. Soroosh did not have them available at the time.</p>	<p>Provide:</p> <ul style="list-style-type: none">- A copy of the charter’s most current bylaws and the minutes showing the bylaws have been adopted by the approving board.
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