

**APPENDIX A**

**AMENDMENT REQUEST MATERIALS**

# Enrollment Cap Request

## Charterholder Info

### Charter Holder

**Name:**  
Boys & Girls Clubs of the East  
Valley

**CTDS:**  
07-86-13-000

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

### Representative

**Name:**  
Susan Douglas

**Phone Number:**  
480-844-3965

## Downloads

 [Download all files](#)

## Enrollment Cap

**From:**  
240

**To:**  
525

## Attachments

### Board Minutes

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

## Increase to Enrollment Cap Attachments

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

### Occupancy Documentation (Increase Only)

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

### Narrative — [Download File](#)

### Additional Information

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

## Signature

**Charter Representative Signature**  
Susan Douglas 08/25/2017

## **Description**

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

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

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

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

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

## **Detailed Staffing Plan**

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

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

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

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

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

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

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

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

### **Enrollment Target Description**

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

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

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

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

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

### **Concrete Resources Needed for Expansion**

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

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

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

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

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



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

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

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



# Arizona State Board for Charter Schools

## Staffing Chart

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

Directions\*:

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

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

\*To view an example of a completed staffing chart, review page 14 of The Guide to Amending a Charter.

### Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

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