

APPENDIX A

APPLICATION AND SUPPORT MATERIALS

1. REPLICATION SUMMARY REVIEW
2. APPLICATION FORM
3. APPLICATION DOCUMENTS

Replication Application

Downloads

 [Download all files](#)

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

1. Applicant Agreement

Application Agreement Information

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

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

The Applicant acknowledges that the officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

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

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

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

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

Application Agreement Signature

Michele Kaye 08/25/2017

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

American Charter Schools Foundation d.b.a. South Ridge High School

Name of Replication Model School

South Ridge High School

Name of Proposed Charter School

Ridge View College Preparatory High School

Will the replication charter be held by the existing entity? Yes, the existing entity will hold the replication charter.

A: Entity and Corporate Principals

Statement of Consistency

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

Name of Entity

American Charter Schools Foundation dba Ridge View College Preparatory High School

Authorized Representative for Entity

- Theodore Frederick
- Michele Kaye

Authorized Representative Mailing Address

7878 N. 16th St., Suite 150
Phoenix, AZ 85020

County

Maricopa

Day Time Phone

602-953-2933

Fax

*(No response)***Form of Organization**

Non Profit Corporation

Entity Type

Domestic Corporation

Charter Principals Background Information

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

Charter Principals

- Theodore Frederick
- Matthew Proctor
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations
- Linda Comer
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations
- John Matthews
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Files:
 - Fingerprint Clearance Card
 - Affidavit
 - Background Information Sheet
 - Resume
 - Verification of Coursework/Degree
 - Current Charter Affiliations

Required Exhibits for A:

No documents were uploaded.

3. Governance Structure

Statement of Consistency

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

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

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

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

B: Governing Body

- Theodore Frederick (Charter Organization)
- Linda Comer (Charter Organization)
- Matthew Proctor (Charter Organization)
- John Matthews (Charter Organization)
- Gina Conflitti (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

Yes - Contractual (Complete Section C.1)

C.1: Education Service Providers -- Contractual Relationship

Statement of Consistency

- By checking this box, I understand and agree the Replication Application process requires that the contractual relationship of the replication charter with an ESP to be consistent with the contractual relationship of the existing entity with an ESP.

What is the name of the ESP?

Leona Arizona Management

Required Exhibits for C.1

 [Download File](#) —

C.2: Education Service Providers -- Governance Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

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

Statement of Consistency

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

Grades Requested for Replication Charter Contract

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

Enrollment Cap

600

Grades Served Year 1

9-11

Projected Enrollment Cap Year 1

300

Grades Served Year 2

9-12

Projected Enrollment Cap Year 2

450

Grades Served Year 3

9-12

Projected Enrollment Cap Year 3

525

School Calendar Type

Standard

Instructional Days

180

Target Start Date

07/29/2019

School Characteristics

- College Preparatory

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

Program of Instruction

Statement of Consistency

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

Mission Statement

Ridge View College Preparatory High School will create a tradition of academic success built on the pillars of college readiness, community service, love of learning, and self-discipline

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

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

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Required Exhibits

- [Download File](#) – Enrollment Matrix
- [Download File](#) – Staffing Chart
- [Download File](#) – Meeting Minutes
- [Download File](#) – Bylaws - ACSF
- [Download File](#) – Corporation commission - ACSF

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?
No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility

Required Exhibits for D.1:
No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.
North of Hunt Highway and Gary Rd., San Tan, AZ

Planned Facility Narrative – [Download File](#)

Business Plan

Does the financial performance of the Charter Holder meet the Board's financial performance expectations?
Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E
No documents were uploaded.

7. Additional Information

Additional Information

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

Ridge View College Preparatory High School Application - Target Pop & Enrollment

1. Describe the student population of the Replication Model School, including: demographics, academics, distance travelled by current students.
South Ridge High School has a free-reduced population of 70%, SPED population of 4% and ELL population of 5%. The demographics are: 81% Hispanic, 5% White, 9% Black, 1% Native, and 2% Asian. When the school began, it was the only college-preparation option for its community. SRHS has earned A ratings in 2012, 2013, and 2014 and earned multiple national recognitions for excellence. SRHS has developed a dual-enrollment relationship with Grand Canyon University (GCU) through which upperclassmen in good-standing can earn free college credit. SRHS has a four-year grad rate of 93%. SRHS has been recognized by US News & World Report as one of the top high schools in the country in 2010, 2012 - 2016. Newsweek ranked SRHS as one of the top & "Beating the Odds" high schools in 2015 and The Educational Equity Index ranked it as one of the top 10 schools in Phoenix for bridging the education equity gap in 2016. SRHS provides bus transportation to 85% of students within a seven-mile radius. Approximately 15% of students live outside the 7 mile radius and parents provide transportation

2. Identify the target population of the proposed school, and demonstrate a clear understanding of the students the proposed school intends to serve including: demographic, current levels of academic performance, neighborhood or commuter status.
The target population of RVP resides within 36 square miles of the San Tan Valley area in Pinal County, AZ. The location of the school is roughly one-mile north of the intersection of Hunt Highway and Gary Rd. This community reports an average free-reduced population of 60%. Both replicating school and target community have small ELL populations (less than 5%). Although some demographics vary between the two communities (30% Hispanic, 50% White, 12% Black, 3% Native, 1% Asian), both are diverse and contain stable, small ELL populations. When it opens, RVP will be the only dedicated, college-preparation secondary option for families in the San Tan Valley, as was the case when SRHS opened its doors. Like SRHS, RVP will be open to all students regardless of address, but San Tan students will, like SRHS, make up the vast majority of the population. RVP will establish and foster a dual-enrollment relationship with the Central Arizona College (CAC) similar to that of SRHS with GCU. The school will be close to several large housing communities where students can walk to school. We anticipate running a bus route for students living over a mile from the school. Parents also will need to provide transportation for students located outside the established bus route. This is similar to SRHS.

Performance of Local Schools:

The lack of a local, A-rated choice in San Tan is similar to the start-up context of the replication school. San Tan Foothills High School (the closest district high school) most recently-released AzMERIT scores showing only 6% and 13% proficiency in math and ELA when the state averages are 35% and 34% respectively. The other primary high schools in the San Tan Valley area (Poston Butte and Combs) both earned AzMERIT scores below state averages across the board (20% & 24%; 22% & 25%). The eight elementaries in the community earned 1 A, 3 Bs, and 3 Cs. The closest elementary to RVP, Eduprize, is too new to have earned a letter grade but posts promising feeder proficiency averages far about the state average for math and ELA: 54% and 58%.

The two traditional district high schools in the community produce varied results. Poston Butte High School and San Tan Foothills High School American last earned 'B' and 'C' letter grades respectively and produced only a 88%, 68% graduation rates. The 8 primary feeder elementary and middle school programs in the community (EduPrize, San Tan Heights, Skyline Ranch, Mountain Vista, Copper Basin, Walker Butte, Magma Ranch, and J.O. Combs Middle) earned 1 A, 3 Cs, and 3 Bs (no grade was available for the newer EduPrize program at that time).

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

The San Tan Valley area is the largest populated area in Pinal County with over 80,000 residents. The population growth in the last five years has been over 15% and over 2,000% in the last 25 years. Several housing developments have and continue to grow throughout the region, serving a population with the median age of 30. Although several district and charter elementary schools have accommodated the need for K-8 students, there are few high school options. Although the Florence and JO Combs districts serve high school students in the area, there are no other charter high schools operating within the San Tan Valley area. The closest charter high school is American Leadership Academy, which is located just outside Pinal county in Queen Creek, AZ. RVP would be the only college prep charter high school in the San Tan Valley.

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

Enrollment at SRHS is open to all Arizona residents. SRHS does not limit enrollment based on a student’s race, color, religion, national origin, language spoken, or intellectual ability. We created and will abide by the following enrollment and lottery guidelines. Student re-enrollment counts and school capacity are used to project the number of available slots. The following information describes our lottery and waiting list policies:

1. SRHS holds open enrollment and accepts applications until June 15th and makes public announcement of enrollment deadlines. After the deadline closes, the school holds a lottery for its spots. Preferences are given to continuing students and siblings of continuing students.
2. The lottery randomly selects applications for enrollment and generates the school's waiting list. During the lottery process, all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list.
3. The waiting list ranks applications that were submitted during the enrollment period. These applicants will be identified by number and by grade. As spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list. The schools will place those applications received by the deadline in order of their submission on a waiting list and then all other applications should be placed after them in order of their submission on that waiting list.

4. Provide the enrollment timeframe that will be implemented and shared with the public

Year	19-20	20-21	21-22	22-23
9	125	125	130	130
10	75	125	125	130
11	50	75	125	125
12	0	50	75	125

In winter of 2018, RVP will be establishing and staffing a temporary on-site office on the school's property with high-profile signage to provide school information to community members. Staff will begin accepting applications at this time through this office and continue until the June 15th lottery. After the lottery, applications will continue to be accepted for waiting lists. Leadership will share enrollment timeframe information with the public a variety of ways. They will build a school website and launch a substantial social media campaign. Additionally, a sequence of ads will be taken out in local papers. Public relations initiatives will be conducted through local media outlets and the city. School social and orientation events will be planned each month. A series of flyers will be sent to homes of middle and high school-aged students.

RVP Application Maricopa - Educational Plan

1. Provide a description of the Charter Holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If different, how does new approach apply?

RVP will provide the same college preparation mission, vision, and programming that has made South Ridge High School (SRHS), its replication site, so successful. SRHS has a clearly articulated plan for providing the scheduling, programs, extracurriculars, climate, and mentoring necessary to help all students realize their college dreams. In classrooms, all students are provided tailored and engaging instruction that keeps college at the forefront while providing reteaching and enrichment appropriate to every child's success. Students thrive with this customized approach, and parents and educators quickly witness the results. Additionally, RVP will adopt high-impact practices from Mission Heights Prep (MHP), which started in Casa Grande six years ago as new charter school application based upon the principles of SRHS. These MHP additions will enrich the SRHS foundation and meet the needs of San Tan's population.

SRHS continues to receive national recognition for its educational excellence, including: US News & World Report Best US High Schools Award for all years 2010, 2012-2016, 2016 US News & World Report 'Schools that Beat the Odds' winner, Education Equality Index 2016 Top 10 of Phoenix winner. Locally, from 2012-2015, SRHS graduates score above AZ state averages for first year GPAs and college persistence. **53%** of SRHS AP test takers earn a '3' or higher on their exams, and **70+** students completed at least one dual enrollment English or education course through GCU in 2016.

At the end 2016, despite a lack of national recognition, MHP boasted AzMERIT proficiency results at or often far above the state average and highest in our network, with most notably: Algebra 2=**57%** (AZ=29%), Geometry=**55%** (AZ=36%), and ELA 9=**42%** (AZ=36%). In 2016, AP students earned a **43%** in Language & Comp, **56%** in Lit & Comp, and **71%** in Calculus (compared to national averages of 54.6%, 55.3%, and 59% respectively). **97%** of 2016 graduates self-reported attending college for the fall semester of 2016-17. These successes, combined with the similarities between the communities of Casa Grande and Maricopa, demand that RVP incorporate some of MHP's highest-impact practices into its design.

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

SRHS's instruction begins with rigorous, standards-aligned curriculum maps/pacing guides. From these documents, teachers design direct instruction plans using the Leona Group lesson template. This template requires all plans to align to the maps/guides, articulate standards and objectives for instruction, design engaging, teacher-led activities high in college-prep rigor, articulate formative assessment, and pre-plan for re-teach and enrichment using formative data. Because this is an AVID campus, all teachers will build their methods of instruction upon AVID's WICOR framework. As such, teachers will infuse writing (W) into their instruction across all contents. All teachers will promote inquiry (I) in all classes by using problem-based learning and socratic seminars. Instruction will be expected to include

peer-to-peer collaboration (C) for 35% of instructional time. All classrooms will require systematic organization (O) of student notes, calendars, and learning objectives. Finally, high levels of rigor (R) are the expectation in every general classroom. Additionally, teachers will incorporate Marzano’s 9 essential instructional strategies into their practices. The instructional coach reviews lesson plans the week before instruction and provides qualitative feedback using the Leona lesson plan rubric. The coach and school leader conduct weekly walkthroughs to monitor instruction and ensure it aligns to written plans and the school philosophy. At the close of course, teachers administer common summative exams that are aligned to the standards and maps/guides. This data is weighted in student final grades and teacher evaluations. Outside of the general classroom, to promote college readiness, underclassmen are encouraged to participate in honors courses, and eligible upperclassmen are invited to participate in dual enrollment and/or AP courses.

3. Present explanation of how the implementation of the existing program of instruction meets the target population’s needs: Community research revealed that the community is in need of a rigorous, college-preparation option for students. As such, RVP will offer a schedule that incorporates SRHS’s programming of honors, dual enrollment, and AP courses as a centerpiece. RVP recognizes that many families may choose RVP by mission but lack the immediate, academic skills to be successful in such a rigorous environment. To make the college dream accessible to all families who desire it, RVP has chosen, like Mission Heights, to be an Advancement Via Individual Determination (AVID) campus. Through AVID, students who demonstrate a need for support in core content courses will be provided with an additional elective AVID tutorial course. Through this program, they will be provided with both teacher and peer-led tutoring and mentoring so they can be successful in their courses and develop the academic strategies necessary to become truly college-ready.

4. Describe level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next
Content area mastery is set at 70% for all subjects. Students who earn below a C will not earn core credit for the class and will need to retake the class. All courses are aligned to the AZ College & Career Readiness Standards, and award letter grades of:

A=90-100% Exceed; **B**=80-89% Meet; **C**=70-79% Meet; **D** = 60-69% Approach; **F** ≤ 59% Did Not Meet

5. If your school is a HS, identify graduation requirements for the school that will meet state requirements. Students will earn .5 credit for each course in which they receive at least 70% mastery. If a ‘D’ is earned in any core content course, an elective credit may be issued; but the course must be retaken and passed at at least 70% for core credit.

In order to graduate, RVP will require that students acquire a minimum of **22 credits** in the following areas:

4 credits of English and/or SEI	4 credits mathematics	1 credit of college prep electives
2 credits of the same foreign language	3 credits of science	4 credits of elective coursework
1 credit of fine arts or career and tech/voc ed	3 credits in social studies	

RVP

Course Descriptions

2018-2019

Fine and Practical Arts

Life Drawing

0.50 Credit Prerequisites: None

In life drawing, students learn basic techniques of observational drawing. Students learn design elements such as form, value, and texture and apply them to their work. Each day, students are asked to draw various subjects from still life to photographs, and participate in group critiques. After exploring the basics, students will receive a detailed study of anatomy for drawing purposes, to apply to more advanced projects for character design and concept art.

Character Design

0.50 Credit Prerequisites: Life Drawing I

In character design, students learn to build compelling and original characters based on elements such as silhouette, balance, body language, and expression. Each week, students will be given a new character concept to work on and participate in a group critique/competition at the end of the week. Each day, students will have warm ups and short lectures better preparing them to work on the week's project. Students will also receive training in digital painting, using adobe photoshop CS6, and will work using Wacom drawing tablets.

Photoshop

0.50 Credit Prerequisites: Tech Apps

Students will receive basic and some advanced training in Photoshop, using the current version: CS6. Students learn to manipulate and touch up photos, create graphic designs, and build visually compelling info graphics and layouts. Students will also review and enhance their web design skills learned in tech apps.

Game Design

0.50 Credit Prerequisites: Photoshop

The Game Design class gives students an introduction to the game industry and the theory of design. Students learn game design principles and put them into practice by designing some simple games such as pen and paper RPGs, card games, and board games. Students also study the video game industry and analyse a few titles like league of legends and hearthstone among others. Game design includes some photoshop instruction, writing for analysis and reviews, and participating in longer term group projects.

Concept Art

0.50 Prerequisites: Life Drawing and Character Design

Concept Art is similar to character design, but focuses on realism and detailed design. This class focuses less on learning new techniques and more on honing what they have learned so far. Like character design, students will have a major project this week, but will have fewer lectures and daily assignments, in exchange for more one on one time with the instructor. Student growth is measured closely and personally for each student and their current level of skill. Concept art may be held in either the computer lab or the art room, depending on scheduling.

Introduction to Drama

0.50 High School Credit Prerequisites: None

Introduction to Drama Class introduces students to a survey of all phases of theater arts. Evaluations of plays both comedies and tragedies is covered. Students will also study stage terminology, lighting, costumes, makeup design and application. Students will be expected to turn in daily or weekly evaluations on textbook/handout material, and /or performance evaluations. Students are expected to perform at least one scene, and attend an actual live play public performance as part of the final semester's class evaluation. Students will complete at least nine take home examinations over textbook/handouts and a "Dramatics" magazine publication article evaluation during the course of the quarter.

Advanced Drama

0.50 High School Credit Prerequisites: Introduction to Drama

Students continue to evaluate plays and study stage terminology, lighting, costumes, makeup design and application. The capstone activity for this course will be to assume a production or acting role in a school-wide community production.

Introduction to Coding

0.50 High School Credit Prerequisites: None

This course introduced coding to students with little or no programming experience. It provides students with an understanding of the role computation can play in solving problems. It also aims to help students to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals.

Foreign Language

Spanish 1

0.50 Credit Prerequisites: None

Spanish 1 is a foreign language class that focuses on the basic building blocks of a language (vocabulary), the rules of a language (grammar), and introduces different cultures and customs among Spanish-speaking countries. Spanish 1 introduces basic vocabulary like: after school activities, describing yourself and others, daily schedules, school subjects, foods, and members of the family. The course explains general grammar rules like: subject pronouns, possessive adjectives, and different present tense verbs. Students do listening exercises and write short sentences. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture.

Spanish 2

0.50 Credit Prerequisites: Spanish 1

Spanish 2 is a foreign language class that focuses on basic to intermediate vocabulary, grammar, and explains different cultures and customs among Spanish-speaking countries. Spanish 2 introduces new vocabulary like: house items and rooms, food, sports, body parts, and places in the city. The course introduces grammar rules like: irregular verbs, past tense verbs, affirmative/negative words, and direct object pronouns. Students do listening exercises and write short sentences. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture.

Spanish 3

0.50 Credit Prerequisites: Spanish 2

Spanish 3 is a foreign language class that focuses on intermediate vocabulary, grammar, and explains different culture and customs among Spanish-speaking countries. Spanish 3 explains important vocabulary in relation to: trips, vacations, health, daily routines, and shopping. The course practices grammar rules like: direct/indirect object pronouns, irregular past tense verbs, demonstrative adjectives and pronouns, present progressive verbs and reflexive verbs. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture.

Spanish 4

0.50 Credit Prerequisites: Spanish 3

Spanish 4 is a foreign language class that focuses on intermediate-advanced vocabulary, grammar, and explains different culture and customs among Spanish-Speaking countries. Spanish 4 explains important vocabulary in relation to: telling stories, preparing and describing foods, ordering meals, making movies, school newspaper terms, family, the environment, and careers. The course practices grammar rules like: affirmative and negative commands, affirmative and negative words, double object pronouns, present subjunctive tense, comparatives, superlatives and imperfect verb tenses. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture

Spanish 5

0.50 Credit Prerequisites: Spanish 4

Spanish 5 is a foreign language class that focuses on advanced vocabulary, grammar, and discusses different culture and customs among Spanish-Speaking countries. Spanish 5 explains important vocabulary in relation to: Nature, family relationships, volunteer activities and projects, environmental concerns and presenting and supporting opinions. The course practices grammar rules like: preterite vs imperfect, affirmative and negative commands, present subjunctive tense, por vs para, and future tense. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture.

Spanish 6

0.50 Credit Prerequisites: Spanish 5

Spanish 6 is a foreign language class that focuses on advanced vocabulary, grammar, and explains different culture and customs among Spanish-Speaking countries. Spanish 6 explains important vocabulary in relation to: professions, positive and negative emotions, travel, leisure activities, neighborhood living, future planning and pursuing a career. newspaper terms, family, the environment, and careers. The course practices grammar rules like: present subjunctive tense, conditional tense,

reported speech, all perfect tenses and si clauses. The course provides a wide array of Spanish animations, games, videos and listening activities to enable students to communicate and learn another language and culture.

German 1

0.50 Credit Prerequisites: None

German 1 is an academic course designed to introduce the German language and culture. The first class of German enables students to function at a novice level of proficiency in the four skills of language acquisition: speaking, writing, reading, and listening. The focus of the course will be on gaining a basic knowledge of Germany, German culture and the ability to use the language correctly in numerous scenarios. Basic grammar structures are learned so that the student can communicate in the present moment in simple survival situations. The students will be primarily working on the skills of speaking, listening, reading, and writing in German.

German 2

0.50 Credit Prerequisites: German 1

German 2 is a continuation of German 1. The second class of German enables students to function at an early intermediate level of proficiency in the four skills of language acquisition: speaking, writing, reading, and listening. The focus will be on continuing with a basic knowledge of Germany and the ability to use the language correctly in numerous scenarios. The students will be working on speaking, listening, reading, and writing in German.

German 3

0.50 Credit Prerequisites: German 2

German 3 builds upon German 2. The third class of German enables students to function at a higher intermediate to early advanced level of proficiency in the four skills of language acquisition: speaking, writing, reading, and listening. The focus will be on using the language correctly at a higher level and more complex grammar. The students will work on speaking, listening, reading, and writing in German.

German 4

0.50 Credit Prerequisites: German 3

German 4 is a continuation of German 3. . The fourth class of German enables students to function at an early advanced to advanced level of proficiency in the four skills of language acquisition: speaking, writing, reading, and listening. It is meant to either be the capstone of the German curriculum or to prepare students for further study in the language. The focus will be on using the language at a high level with complex grammar. Students will continue to work on speaking, listening, reading, and writing in German.

English/Language Arts

AzMERIT English Preparation

0.50 Credit Prerequisites: None

This course covers fundamental English concepts and is designed to provide students an opportunity to increase their English skills prior to taking the AZMerit Test. Course topics include fiction and non-fiction text, identifying the elements of literature, in-text documentation and introductory writing skills that will help students be successful on the AZMerit Test.. **This course does not meet the English requirement for graduation and is considered an elective credit.**

ELA Foundations

0.50 Credit Prerequisites: None

This course covers fundamental English concepts and is designed to provide students an opportunity to increase their English skills prior to entering an NHS English course. Course topics include fiction and non-fiction text, identifying the elements of literature, and introductory writing skills that will help students be more successful with the rigor of future NHS English classes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class. **This course does not meet the English requirement for graduation and is considered an elective credit.**

English 9.1 (both honors and general courses offered)

0.50 Credit Prerequisites: Placement Test Eligibility

Freshman English 1 focuses on the development of reading skills, writing skills, and speech and language concepts. By the end of this course, students will be able to comprehend fiction and non-fiction text, identify the elements of literature and write a narrative essay, persuasive essay, and mini research paper using MLA guidelines. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 9.2 (both honors and general courses offered)

0.50 Credit Prerequisites: Placement Test Eligibility

Freshman English 2 concentrates on reading comprehension, and applying the writing process utilizing the Six Traits of Writing. Students will comprehend figurative language and analyze the elements of literature through reading fiction and non-fiction prose and poetry. Students will also learn to write a literary response essay, full research paper, and various forms of poetry. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 10.1 (both honors and general courses offered)

0.50 Credit Prerequisites: English 1 or 2/9B or 9C

Sophomore English, students will explore and analyze works of drama, poetry, short stories, and novels as well as other written and visual media in order to leverage its content and style into improving the student's writing style. Two novels and several essays are involved on various topics of current interest. Emphasis will be placed on intensive review of usage and mechanics, word development and oral presentation skills. The skills taught within this course will provide students with the skills necessary to be successful on standardized tests and build their reading and writing ability for more advanced coursework. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 10.2 (both honors and general courses offered)

0.50 Credit Prerequisites: English 1 or 2/9B or 9C

Students focus on writing, where story writing, creativity and persuasiveness combine into interesting forms of advertising, books, electronic stories and other literary forms as created by students themselves. By focusing on writing, students are challenged to be creative, critical, and complex. Students will also develop thoughts and ideas into quality verbal and written forms. Emphasis will be placed on intensive review of usage and mechanics, word development and oral presentation skills. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 11.1 (both honors and general courses offered)

0.50 Credit Prerequisites: English 2 or 3/10-1 or 10-2

This course provides a chronological study of American Literature. The course selections will cover historical information, fiction, nonfiction, poetry, plays, and other writings of specified periods. The course will also include vocabulary, grammar, projects, essays, creative writing assignments, two novels studies, a drama study and quizzes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

English 11.2 (both honors and general courses offered)

0.50 Credit Prerequisites: English 2 or 3/10-1 or 10-2

This course is a continuation of English 5. It provides the second part of the chronological study of American Literature. The course selections will cover historical information, fiction, nonfiction, poetry, plays, and other writings of specified periods. The course will also include vocabulary, grammar, projects, essays, creative writing assignments, three novels studies, a research paper and presentation, and quizzes. *This class can also be taken as a Pre-AP class. These students will do an advanced study of skills and literature done in the original class.

World Literature 1 & 2: English 12.1 and 12.2

0.50 Credit each Prerequisites: English 6/11-2

These courses provide a study of World Literature from Greece, English, France, Africa, Germany, America, etc... The course selections will cover historical information, fiction, nonfiction, poetry, and other writings of specified periods. The course will also include vocabulary, grammar, projects, essays, and creative writing assignments.

Shakespeare

0.50 Credit Prerequisites: English 6/11-2

This course provides a chronological study of Shakespeare and his works.

The course will also include creative writing assignments which demonstrate an understanding of Shakespeare's life, work, and theater in general.

Creative Writing

0.50 Credit Prerequisites: English 6/11-2

This course is a reading and "workshop" introduction to the fundamental working modes (poetry, short stories, drama, and creative non-fiction) of creative writing, based in a broad survey of literary approaches and viewed from the standpoint of the writer.

AP English Composition 1 & 2

1.00 Credit Prerequisites: English 4/10-2

This course is designed to challenge the highly motivated, college bound student. This rigorous course emphasizes language (verbal abilities) and composition (writing abilities) using American literature as the vehicle. Students will be able to identify, apply, analyze, and evaluate multiple rhetorical strategies. The course focuses on the historical, social, and cultural significance of American fiction and nonfiction, the development of students' stylistic maturity in their own writing, research skills, and vocabulary development. Upon successful completion of this course, students are encouraged to take the AP Language and Composition Exam. The student who scores well on the examination can receive up to a full year of English credit from most colleges and universities. This is a two block course. Students are

not eligible to join the second quarter of this class unless they have completed AP English Comp 1 or a comparable course.

AP English Literature 1 & 2

1.00 Credit Prerequisites: English 4/10-2

This course is designed to challenge the highly motivated, college bound student. This rigorous course surveys the literature of the world with a particular emphasis on the European writers. Culture, history, ideology, philosophy, and religion complement the critical analysis of literature. In depth discussion, composition and research synthesize the main components of this stringent course. Students in this course should have superior interpretive abilities as well as a competent command of composition and research skills. Upon successful completion of this course, students are encouraged to take the AP Literature and Composition Exam. The student who scores well on the examination can receive up to a full year of English credit from most colleges and universities. This two block course. Students are not eligible to join the second quarter of this class unless they have completed AP English Lit 1 or a comparable course.

AP English Test Prep

0.50 Credit Prerequisites: AP Comp/AP Lit

This course is designed to prepare students specifically for the AP English Test they are planning to take in May. It will cover more fully test taking skills, vocabulary, multiple choice practice, writing practice and a novel study. Once students are done taking the test, the class is either used as a study hall or students may be done for the day (Depending on the time that the class is being taken - if during 1-3 hours, students must stay for a study hall. If the class is during 4th hour, students will be dismissed after the test has been taken.) **This course is considered AP; however, it is an elective credit.**

Mathematics

Algebra Foundations

0.50 Credit Prerequisites: None

This course covers fundamental math concepts and is designed to provide students an opportunity to increase their math aptitude prior to entering an Algebra course. Course topics include math vocabulary, operations on rational numbers, order of operations, simplifying and evaluating algebraic expressions, culminating in solving basic equations and inequalities. **This course does not meet the Mathematics requirement for graduation and is considered an elective credit**

Algebra 1.1 (both honors and general courses offered)

0.50 Credit Prerequisites: Placement Test Eligibility or Algebra Foundations

This course will involve further study of Algebraic concepts including graphing and writing linear functions, solving systems of equations and graphing systems of inequalities. This course will provide a solid foundation for further study in mathematics by helping students develop computational, procedural, and problem-solving skills. Students will be taught how to translate real-life situations to mathematical models and obtain solutions.

Algebra 1.2 (both honors and general courses offered)

0.50 Credit Prerequisites: Placement Test Eligibility or Algebra 1-2

This course completes the first-year Algebra sequence by introducing students to exponential functions, including growth, decay and interest problems. Students will also be taught how to simplify algebraic expressions using the properties of exponents, operations with scientific notation, performing operations on polynomials, factoring polynomials, and solving quadratic equations. Students will also engage in basic statistics investigations. Students will continue to model real-world situations using the skills learned in this class by applying problem solving strategies.

Algebra/Geometry Support

0.50 Credit

This course is a designed class for remediation. It helps students who are behind or have failed in an Algebra or Geometry class. It is taught in an individualized setting by a highly qualified teacher and peer tutors who help monitor and instruct students with support for their concurrently-enrolled math course content.

Geometry 1 (both honors and general courses offered)

0.50 Credit Prerequisites: Algebra 1-2 or Placement Test Eligibility

This course includes communicating with vocabulary and notation of Geometry, deductive reasoning, problem solving and applications of Geometric Theorems, drawings and models to real world problems. The student will make connections between Geometry, Algebra, discrete mathematics, and number theory. Students will also do basic geometric constructions, proofs, and transformations of shapes and graphs.

Geometry 2 (both honors and general courses offered)

0.50 Credit Prerequisites: Geometry 1 or Placement Test Eligibility

This course is a continuation of Geometry 1. Students will solve problems involving ratios and proportions, similarity, applications of the Pythagorean Theorem, and right triangle trigonometry. This course also contains the properties and formulas of polygons and circles. Students will solve problems involving the area of 2-dimensional shapes, surface area and volume of 3-dimensional solids, ratios of perimeter, area, and volume. Students engage in using Geometry to model and solve real-world applications.

Algebra 2.1 (both honors and general courses offered)

0.50 Credit Prerequisites: Geometry 2

This begins with a review of concepts from Algebra 1 (solving and graphing linear equations, linear systems and factoring polynomials), as well as increasing the level of complexity of those problems. Imaginary and Complex numbers will be introduced, so that students can perform operations on them. Students will learn how to solve and graph Quadratic Equations. Students will also be able to solve systems of equations involving linear and quadratic equations.

Algebra 2.2 (both honors and general courses offered)

0.50 Credit Prerequisites: Algebra 2-1

This course continues the formal study of algebraic concepts with the study of polynomial, radical, exponential and logarithmic functions and equations (specifically how to solve and graph them), and applying exponential growth and decay models. Students will also be introduced to the Trigonometric concepts of degrees and radians, as well as graphing basic Trigonometric functions.

Statistics

0.50 Credit Prerequisites: Geometry 2 or Algebra 2-2

This course involves the study of both Probability and Statistical modeling. Students will learn how to calculate various kinds of probability (experimental and theoretical, independent and conditional), and solve problems based on those probabilities. Students will also learn how to collect, organize, and interpret data, statistics, and displays of data.

Pre-Calculus A (Trigonometry)

0.50 Credit Prerequisites: Algebra 2-2

Trigonometry is a higher level math course that incorporates the previous math content learned in Geometry including sine, cosine and tangent functions and right triangular geometry. Students will be able to graph the trigonometric functions, solve right triangles, apply identities and formulas specific to trigonometric ratios. Students will also be introduced to the Polar Coordinate system and vectors.

Pre-Calculus B (Math Analysis)

0.50 Credit Prerequisites: Algebra 2-2

This course includes the study of: solving systems of equations using matrices, working with conics (ellipses, hyperbolas, and parabolas), parametric equations, sequences and series, the Binomial Theorem, and probability modelling. It ends with a discussion about limits, continuity, and basic derivatives of functions.

AP Calculus A/B

0.50 Credit Prerequisites: Trigonometry

This course consists of two quarters of work in Calculus with related topics comparable to first semester courses in college and universities. Topics include: limits and continuity, derivatives, integrals, differential equations, and applications of all of these topics in real-world situations. This is a two block course. Students are not eligible to join the second quarter of this class unless they have completed AP Calculus A or a comparable course.

AP Calculus Test Prep

0.50 Credit Prerequisites: AP Calculus A/B

This course is designed to prepare students specifically for the AP Calculus Test they are planning to take in May. It will cover more fully test taking skills and other necessary skills to be successful on the test. Once students are done taking the test, the class is either used as a study hall or students may be done for the day (Depending on the time that the class is being taken - if during 1-3 hours, students must stay for a study hall. If the class is during 4th hour, students will be dismissed after the test has been taken.)

This course is considered AP; however, it is an elective credit.

Science

Integrated Science 9-1 (both honors and general courses offered)

0.50 Credit Prerequisites: None

This class is designed to help students build a strong foundation for the rest of the science classes grades 10+. The topics that will be explored in the class include: science processes and skills, the earth's interior and surface, weather and climate, the solar system, and the universe. The class will be highly interactive and collaborative.

Integrated Science 9-2 (both honors and general courses offered)

0.50 Credit Prerequisites: None

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base will be acquired through units on: motion, forces in motion, forces in fluids, work and power, energy, and matter.

Biology 1 (both honors and general courses offered)

0.50 Credit Prerequisites: Integrated Science 1&2

This class will investigate the history of life on earth. Specifically, this class will focus on the origin of life on earth, the evolution of life forms and how these systems and life forms are interrelated. Biology 1 will also cover basic ecology – how organisms interact with one another. The Biology curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Biology 2 (both honors and general courses offered)

0.50 Credit Prerequisites: Integrated Science 1&2

This class will investigate the basic structure of life and the flywheel of evolution: genetics. Students will explore the genetic basis for heredity and inheritance, as well as how cells, which protect genes, are able to function and reproduce. The Biology curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Chemistry 1 (both honors and general courses offered)

0.50 Credit Prerequisites: Biology 2

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base will be acquired through units on: Measurements in Chemistry, Composition of Matter, Atomic Structure, Atomic Theory, Periodic Table of Elements, Chemical Bonds, and Stoichiometry and Gases. The Chemistry curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Chemistry 2 (both honors and general courses offered)

0.50 Credit Prerequisites: Chemistry 1

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base will be acquired through units on: Gases, Solutions, Kinetics, Equilibrium, Acid/Base Chemistry, Thermodynamics, and Electrochemistry. The Chemistry curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Human Anatomy & Physiology (both honors and general courses offered)

0.50 Credit Prerequisites: Biology 1&2

Human Anatomy teaches students about the basic underlying structures of the human body. Students will learn about the skeletal, integumentary, muscular, respiratory, and nervous systems' anatomy and physiology through lecture, labs, and in-class group work. The Human Anatomy curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Human Anatomy & Physiology (both honors and general courses offered)

0.50 Credit Prerequisites: Biology 1&2

Human Physiology teaches students about the basic underlying structures of the human body. Students will learn about the digestive, endocrine, cardiovascular, immune/lymphatic, and reproductive systems

through lecture, labs, and in-class group work. The Human Physiology curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Physics 1 (both honors and general courses offered)

0.50 Credit Prerequisites: Biology 1 & 2, Algebra 2.1, or Instructor Approval

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base will be acquired through units on: Scalars and Vectors, one- dimensional and two-dimensional motion, Newton's Laws of Motion, Momentum & Impulse, Energy and Work, Thermodynamics, and General & Specific Relativity. The Physics curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Physics 2 (both honors and general courses offered)

0.50 Credit Prerequisites: Biology 1 & 2, Algebra 2.1, or Instructor Approval

The central theme of this course is scientific investigation through hands-on laboratory experimentation and the use of conceptual models. A knowledge base will be acquired through units on: Waves, Sound and Light, Electrostatics, Magnetism, and Nuclear Physics. The Physics curriculum is aligned with the Arizona State Standards and this course is approved as a laboratory course for university admission.

Social Studies

World History 1 (both honors and general courses offered)

0.50 Credit Prerequisite: None

This course covers world history and geography from early civilization to the Renaissance. Students are required to read literary works and other primary source materials that relate to the course. Strong writing and research skills are necessary to be successful in this class. Critical thinking and problem solving will be encouraged, along with individual and group multi-skill projects in this challenging course. The integration of all forms of technology will be encouraged.

World History 2 (both honors and general courses offered)

0.50 Credit Prerequisite: None

This course covers world history and geography from the Renaissance to the Modern Age. Students are required to read literary works and other primary source materials that relate to the course. Strong writing and research skills are necessary to be successful in this class. Critical thinking and problem solving will be encouraged, along with individual and group multi-skill projects in this challenging course. The integration of all forms of technology will be encouraged.

US/Arizona History 1 & 2 (both honors and general courses offered)

0.50 Credit each Prerequisite: World History 2

The course will cover American history from the founding of the United States to the present. Special emphasis will be placed the 20th century era, and specifically from The Great Depression to the present. Students will study U.S. foreign policy, and the many political and social movements that shaped American culture. Problem solving, critical thinking, writing, research, geographic skills, cooperative learning activities, and the integration of technology are encouraged.

United States Government (both honors and general courses offered)

0.50 Credit Prerequisites: US/Arizona History 2

This course examines American government through a comprehensive study of the US Constitution, the Legislature, the Executive, and the Judiciary branches. Emphasis will focus on the comparison of each subject matter to other forms of government and the relationship of each subject matter to real world applications and current political events.

Economics (both honors and general courses offered)

0.50 Credit Prerequisites: US/Arizona History 2

This course examines American economics with an emphasis on micro- and macro-economic issues. The course will study economic principles and systems, supply and demand, price and competition, business organizations, money and banking, and finance. The course will prepare students for college economic courses.

AP World History 1 & 2

1.00 Credit Prerequisites: Teacher Assessment and Admin Approval

AP World History is a rigorous, college-level course designed to explore human history from 8000 B.C.E. to the present. This course emphasizes the development of analytical and writing skills necessary for success at the collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. All students will be encouraged to take the College Board's examination for this subject. Success on this exam will grant the student credit or advanced placement at many colleges and universities. This is a two block course. Students are not eligible to join the second quarter of this class unless they have completed AP World History 1 or a comparable course.

AP US History 1 & 2

1.00 Credit Prerequisites: World History 2

The AP United States History course surveys the history of the United States of America from the time period commonly referred to by historians as the Pre-Columbian Era to the present day. The AP United States History course challenges students with a rigorous set of curricular expectations that mirror typical college full-year introductory US history courses. Curricular expectations are aligned to the assessment model of the AP U.S. History Exam. Thus, the heavy emphasis placed on the mastery of the wide breadth of historical knowledge and the analytical skills necessary to think critically within the discipline prepares the students for the opportunity of passing the exam to earn possible college credit. All students will be encouraged to take the College Board's examination for this subject. Success on this exam will grant the student credit or advanced placement at many colleges and universities. This two block course. Students are not eligible to join the second quarter of this class unless they have completed AP US History 1 or a comparable course.

AP US Government

0.50 Credit Prerequisites: US History 2

This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national and state governmental systems. The primary content of study is the Federal system and its underlying principles as they are related on National, State, and local levels. This course is designed to be rigorous and challenging for students. Good reading, writing, critical thinking and listening

skills are essential for success in this class. In addition, good organizational skills will foster student success in this class. U.S. Government is a requirement for graduation at NHS. Students will utilize technology and other outside sources in order to maximize their knowledge of the course content.

AP History Test Prep

0.50 Credit Prerequisites: AP US Hist 1&2/AP Gov; AP World History

This course is designed to prepare students specifically for the AP History or Government Test they are planning to take in May. It will cover more fully test taking skills, vocabulary, multiple choice practice, writing practice and other necessary skills to be successful on the test. Once students are done taking the test, the class is either used as a study hall or students may be done for the day (Depending on the time that the class is being taken - if during 1-3 hours, students must stay for a study hall. If the class is during 4th hour, students will be dismissed after the test has been taken.) **This course is considered AP; however, it is an elective credit.**

Wellness Education

Fitness

0.50 Credit Prerequisites: None

Students will be offered a variety of physical activities and sport geared to facilitate a healthy and active lifestyle. Students will participate in different team and individual sports as well as developing an understanding for various health-related topics. This class is designed to foster a positive attitude towards physical activity.

Nutrition/Health

0.50 Credit Prerequisites: None

Students will develop an understanding of how to live a healthy and active lifestyle as well as develop exciting ways to promote exercise, nutrition, and mental health. Students will also learn about various forms of cancers and diseases and find various ways to protect themselves and others from those health issues.

Weight Training

0.50 Credit Prerequisites: None

Weight training is a class where students will learn the benefits of proper muscular training, technique and form. On a daily basis students will push themselves with activities that challenge their upper and lower body strength and agility. This class is for hardworking and motivated students.

Team Sports

0.50 Credit Prerequisites: None

Team sports offers a variety of activities for students to challenge their skills and leadership qualities. Each unit students will have a different sport to learn and try as well as understand the rules and regulations that govern the sport. This class is for students who want to engage in fun daily physical activity, and who want to get active.

AVID

AVID (Advancement via Individual Determination) is offered as an elective course that prepares non-traditional students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research.

AVID meets five periods per week. Students receive two periods of instruction per week in college entry skills, two periods per week in tutor-led study groups, and one period per week in motivational activities and academic survival skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

AVID Student

0.50 Credit Prerequisites: Student Selection Process

AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AVID targets students who are considering college but do not possess the tools to meet those college goals.

AVID Student Leadership

0.50 Credit Prerequisites: Student Selection Process

This peer leadership role is offered to students who have exemplary grades in a tutoring content and the desire to peer-teach younger AVID students during their assigned electives. Tutors/Mentors will provide both content support and peer mentorship to their assigned students. Students must be in 10th grade or higher and recommended by administration. An interview with instructor is also required prior to being accepted into the class. Students will be the outstanding examples of drive for excellence in scholarship, school pride and motivation. Students will be trained in skills to overcome all fears in all social and performance areas. Students will be required to complete assignments in singing a song, dancing a dance and giving a speech in front of classmates. Students will be taught how to interview for achieving their goals in any life situation. Students will be taught how to turn fear into power in all settings of life. The central core concept of this class is to begin the evolution process of turning NHS into the single highest achieving and most prestigious learning institution in the nation. Students enrolled in this class will be receiving training unlike any instruction offered high school students anywhere in the country.

College Preparation Seminar Courses

9-10 College Preparations

0.50 Credit Prerequisites: none

9-10 College Prep is a class for underclassmen that helps students design their college goals and build annual high school course and extra-curricular plans that support them. The course inspires students to develop their leadership potential, academic writing skills, college exploration, educational capital, and public speaking skills.

11-12 College Preparations

0.50 Credit Prerequisites: none

11-12 College Prep is a class that covers all aspects of the college and scholarship application processes. Students will be supported through understanding deadlines, completing and submitting applications, drafting resumes, designing portfolios, and appreciating the dos and don'ts of the college process.

Public Speaking

0.50 Credit Prerequisites: Must be a Junior (unless allowed by an administrator)

Students will be learn to identify the situation, purpose, and audience of a speech in order to determine the proper method for speech delivery. Students will be guided through speech preparation, delivery, and evaluation. They will incorporate research and visual aids within their speeches. They will learn to deliver informational, persuasive, impromptu, and special occasion speeches both individually and cooperatively.

Personal Finance

0.50 Credit Prerequisites: Must be a Junior (unless allowed by an administrator)

Students will be preparing for their futures by learning how to be financially responsible. They will be discovering methods to save, including IRAs and 401ks. Students will also learn to create budgets to live within their means and how to balance checkbooks. They will discover the significance of good credit and how to achieve it.

Logic

0.50 Credit Prerequisites: Must be a Junior (unless allowed by an administrator)

Students will learn the basics of logic in general (arguments, statements, premises, and conclusions). They will learn more about the different types of logic (syllogistic, truth-functional, quantificational, and inductive). Students will also be able to identify common fallacies that are used to "prove" points or ideologies. Critical thinking skills and analysis of thoughts and ideas will be developed and improved upon. Students will also be exposed to some of the great philosophers (Socrates, Plato, and Aristotle).

Psychology

0.50 Credit Prerequisites: Must be a Junior (unless allowed by an administrator)

Sociology

0.50 Credit Prerequisites: Must be a Junior (unless allowed by an administrator)

General Electives

Speech and Debate

0.50 Credit Prerequisites: None

Speech and Debate is patterned based on materials from the National Forensics League, a national organization of high school level students and instructors looking to improve their public speaking and debate skills. Many Presidents, entrepreneurs, politicians and other prominent successful people got their start in a high school based speech and debate program. Look to gain confidence, organization and other strengths that help to improve one's academic and professional life.

Technology Applications

0.50 Credit Prerequisites: None

Tech apps is a very basic introduction to computer use. Students learn how a computer is built, how it works, and some terminology as well as online citizenship. Students also receive training in some simple but marketable applications such as MS office, and an intro to Photoshop. Students will also learn how to design a website and make a YouTube channel, so that they can market their skills for the future.

Film History

0.50 Credit Prerequisites: None

The curriculum for Film History examines cinema through the 20th century and techniques of film production as they influenced American culture. We will view many films in this course representing a variety of cinematic genres, from the Silent Era to the Film School Generation, and analyze the parallels between each cinematic style and the events that shaped American culture and history.

Literature & Film

0.50 Credit Prerequisites: None

Stories are an essential part of every human culture; they help us to make meaning and to understand ourselves, each other, and our place in the world. The means by which these stories are told – whether they are written, spoken, or acted on stage or on screen – influences the way we approach and interpret them. Film, while it may be influenced by written work, should always be considered an entirely unique piece of art for the purposes of critique and analysis. This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities—and problems—involved in the transposition to film. We will also investigate films that do not have written work as their inspiration to discover the ways in which these stories work in terms of our understanding of the nature of literature and the role it plays in our lives.

Video Production

0.50 Credit Prerequisites: None

Video Production is a course that explains the basic fundamentals, equipment, and process to create school-related videos. Students learn the important elements of pre-production, like drawing storyboards, creating continuity sheets, and writing two-column scripts. The course provides video equipment for students to create studio, field, and short Public Service Announcement (PSA) productions. Students gain a better understanding about important features and techniques in post-production, while learning video editing software.

Creative Magazine

0.50 Credit Prerequisites: None

This class focuses on the collection and publication of student and faculty creative writing in a magazine format once or twice annually. Creative Magazine students promote collections of writing by advertising for submissions in the school hallways, through mass e-mails and announcements in classrooms over the school-wide speakers. Creative Magazine students also compose their own poetry, essays and short stories for publishing in the magazine. An entertaining elective, Creative Magazine promotes a love of writing through understanding of different genres and sharing creations in a positive environment.

Yearbook

0.50 Credit Prerequisites: None

Students in this course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop

publishing, art/design or written language. Those enrolled must research the need and the market for this product. They must design a new or improved product that meets the need and review the success of this product. Students must produce quality work, work together in groups, must be able to handle deadline pressure and should expect to spend additional time outside of the class working on the publication.

Intro to Politics

0.50 Credit Prerequisites: none

When students complete the course, they will be able to respectfully debate political issues with informed opinions, form their own political philosophy, vote with confidence, and be able to distinguish real information from propaganda. Students will also study the constitution, political philosophers, ideologies, systems of government and current events.

Central Arizona College Dual Enrollment Classes

We will be cultivating a strong relationship with Central Arizona College in Maricopa, located a block away from the campus of RVP. Although students will be encouraged to pursue a wide variety of dual-enrollment coursework in areas of unique vocational and personal interests, RVP will build strong connections to the courses below, as they are key, foundational requirements at most universities:

ENG 101

ENG 102

COM 101

PSY 101

SOC 101

MAT 121

MAT 161

BIO 181

BIO 182

ACC 100

SPA 101+

First, participation in the dual credit high school/college math or English class requires students to complete the prerequisite of CAC class or pass a reading competency test prior to enrollment. For other courses, this is not a requirement. The students will also need to pay tuition for the 3 hours of college credit.

Honors Course Statement

Admission to college is becoming more competitive every day. It is imperative that students have an academic record that will make them stand out. Taking honors courses will help give students that competitive edge.

Honors courses at RVP have been developed to help meet the needs of highly-motivated students. They offer the same curriculum as regular courses, but they do so in a more comprehensive format. Honors

courses are faster-paced and cover topics at a higher level. Students will extend their critical thinking skills and learn how to apply, evaluate, and synthesize concepts. The honors program at RVP is a combination of Honors Level, Advanced Placement and Dual Enrollment courses through Central Arizona College.

Honors Placement

Students are eligible for the honors program at the end of their freshmen year. Placement in Honors courses is decided by the student at the beginning of the course. Students will sign a contract with the teacher at the beginning of the course signifying their commitment to the honors requirements.

Benefits of Honors Courses

- Students gain an edge in the college admission process. College admissions officers look for students who take rigorous courses.
- Students who take AP courses are able to receive college credit depending on how well he/she scores on a comprehensive examination of the subject. Most colleges will give credit for scores of 3 or higher on AP exams. (AP range is from 1-5)
- Students who take and pass concurrent enrollment courses at Central Arizona College will not only earn high school credit, where applicable, but also college credit.
- Honors courses are more difficult than non-honors classes, so the grades in honors courses are given an extra grade point. With the standard four-point grading scale; A = 4 grade points, B = 3 points, C = 2 points, etc. With the honors scale; A = 5 grade points, B = 4 points, and C = 3 points; therefore, when these grade points are averaged with regular grades, a student's overall GPA can raise higher than 4.0
- College courses are more rigorous than standard high school courses. By taking challenging honors classes in high school, students will be better prepared to succeed in college.

Taking honors courses in high school will prepare students for the rigors of college. All students who feel up to the challenge of honors classes should talk to the school administration for more information about the competitive courses at RVP.

**Ridge View College Preparatory High School
Operations and Business Plan**

Year	RVP	SHH
17/18	Plan	Plan
18/19	Plan	Plan
19/20	Open 9th-11th	Open 9th-11th
20/21	Add 12th	Add 12th
21/22		

1. Over the next five years, ACSF plans to strategically grow from 10 high schools in 2017-18, to 12 in 2019-20. The desired outcome for ACSF includes gradually increasing the secondary students it serves from 3632, 3707, 4307, to 4670.
2. The management team has the capacity to support Finance, HR, Facilities, Risk Management and Academics. LAM has created a new support position, a dedicated VP of School Development and Leadership, who will support the leadership at RVP in opening the school successfully. Additionally, the QSI department now has a dedicated secondary director to support SHH and RVP in addition to its elementary director. One key lesson learned at GCP and MHP, two recently opened HS, was that enrolling seniors in the first year of the campus is fraught with difficulty in maintaining the campus vision, culture, and programs, so RVP will only enroll grades 9-11 in its first year.
3. RVP will have a planning period of 18 months in which to advertise, enroll students, and hire staff. Staff will be hired with a sufficient lead time so that, in addition to PD at the site, an AVID team can train and be prepared to roll out a strong AVID program launch in year one. In addition, RVP will benefit from learning and training at our other college prep schools, Glenview College Prep, Mission Heights Prep and South Ridge High Schools, in order to open with maximum success. Academically, these schools will be monitored from the EMO level which has increased its operational and academic capacity over the past two years. The EMO will provide the same level of academic, operational and financial monitoring that ensures all KEF schools remain in compliance.

Ridge View College Preparatory High School Application - Target Pop & Enrollment

1. Describe the student population of the Replication Model School, including: demographics, academics, distance travelled by current students.
South Ridge High School has a free-reduced population of 70%, SPED population of 4% and ELL population of 5%. The demographics are: 81% Hispanic, 5% White, 9% Black, 1% Native, and 2% Asian. When the school began, it was the only college-preparation option for its community. SRHS has earned A ratings in 2012, 2013, and 2014 and earned multiple national recognitions for excellence. SRHS has developed a dual-enrollment relationship with Grand Canyon University (GCU) through which upperclassmen in good-standing can earn free college credit. SRHS has a four-year grad rate of 93%. SRHS has been recognized by US News & World Report as one of the top high schools in the country in 2010, 2012 - 2016. Newsweek ranked SRHS as one of the top & "Beating the Odds" high schools in 2015 and The Educational Equity Index ranked it as one of the top 10 schools in Phoenix for bridging the education equity gap in 2016. SRHS provides bus transportation to 85% of students within a seven-mile radius. Approximately 15% of students live outside the 7 mile radius and parents provide transportation

2. Identify the target population of the proposed school, and demonstrate a clear understanding of the students the proposed school intends to serve including: demographic, current levels of academic performance, neighborhood or commuter status.
The target population of RVP resides within 36 square miles of the San Tan Valley area in Pinal County, AZ. The location of the school is roughly one-mile north of the intersection of Hunt Highway and Gary Rd. This community reports an average free-reduced population of 60%. Both replicating school and target community have small ELL populations (less than 5%). Although some demographics vary between the two communities (30% Hispanic, 50% White, 12% Black, 3% Native, 1% Asian), both are diverse and contain stable, small ELL populations. When it opens, RVP will be the only dedicated, college-preparation secondary option for families in the San Tan Valley, as was the case when SRHS opened its doors. Like SRHS, RVP will be open to all students regardless of address, but San Tan students will, like SRHS, make up the vast majority of the population. RVP will establish and foster a dual-enrollment relationship with the Central Arizona College (CAC) similar to that of SRHS with GCU. The school will be close to several large housing communities where students can walk to school. We anticipate running a bus route for students living over a mile from the school. Parents also will need to provide transportation for students located outside the established bus route. This is similar to SRHS.

Performance of Local Schools:

The lack of a local, A-rated choice in San Tan is similar to the start-up context of the replication school. San Tan Foothills High School (the closest district high school) most recently-released AzMERIT scores showing only 6% and 13% proficiency in math and ELA when the state averages are 35% and 34% respectively. The other primary high schools in the San Tan Valley area (Poston Butte and Combs) both earned AzMERIT scores below state averages across the board (20% & 24%; 22% & 25%). The eight elementaries in the community earned 1 A, 3 Bs, and 3 Cs. The closest elementary to RVP, Eduprize, is too new to have earned a letter grade but posts promising feeder proficiency averages far about the state average for math and ELA: 54% and 58%.

The two traditional district high schools in the community produce varied results. Poston Butte High School and San Tan Foothills High School American last earned 'B' and 'C' letter grades respectively and produced only a 88%, 68% graduation rates. The 8 primary feeder elementary and middle school programs in the community (EduPrize, San Tan Heights, Skyline Ranch, Mountain Vista, Copper Basin, Walker Butte, Magma Ranch, and J.O. Combs Middle) earned 1 A, 3 Cs, and 3 Bs (no grade was available for the newer EduPrize program at that time).

- Describe the market analysis that supports the successful enrollment of the projected student count from the targeted population

The San Tan Valley area is the largest populated area in Pinal County with over 80,000 residents. The population growth in the last five years has been over 15% and over 2,000% in the last 25 years. Several housing developments have and continue to grow throughout the region, serving a population with the median age of 30. Although several district and charter elementary schools have accommodated the need for K-8 students, there are few high school options. Although the Florence and JO Combs districts serve high school students in the area, there are no other charter high schools operating within the San Tan Valley area. The closest charter high school is American Leadership Academy, which is located just outside Pinal county in Queen Creek, AZ. RVP would be the only college prep charter high school in the San Tan Valley.

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

Enrollment at SRHS is open to all Arizona residents. SRHS does not limit enrollment based on a student’s race, color, religion, national origin, language spoken, or intellectual ability. We created and will abide by the following enrollment and lottery guidelines. Student re-enrollment counts and school capacity are used to project the number of available slots. The following information describes our lottery and waiting list policies:

- SRHS holds open enrollment and accepts applications until June 15th and makes public announcement of enrollment deadlines. After the deadline closes, the school holds a lottery for its spots. Preferences are given to continuing students and siblings of continuing students.
- The lottery randomly selects applications for enrollment and generates the school's waiting list. During the lottery process, all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list.
- The waiting list ranks applications that were submitted during the enrollment period. These applicants will be identified by number and by grade. As spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list. The schools will place those applications received by the deadline in order of their submission on a waiting list and then all other applications should be placed after them in order of their submission on that waiting list.

- Provide the enrollment timeframe that will be implemented and shared with the public

Year	19-20	20-21	21-22	22-23
9	125	125	130	130
10	75	125	125	130
11	50	75	125	125
12	0	50	75	125

In winter of 2018, RVP will be establishing and staffing a temporary on-site office on the school's property with high-profile signage to provide school information to community members. Staff will begin accepting applications at this time through this office and continue until the June 15th lottery. After the lottery, applications will continue to be accepted for waiting lists. Leadership will share enrollment timeframe information with the public a variety of ways. They will build a school website and launch a substantial social media campaign. Additionally, a sequence of ads will be taken out in local papers. Public relations initiatives will be conducted through local media outlets and the city. School social and orientation events will be planned each month. A series of flyers will be sent to homes of middle and high school-aged students.



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.

Proposed School Name: Kaizen Education Foundation dba Ridge View College Preparatory High School			
Grade Level	Number of Students		
	Target—FY₁₉	Target—FY₂₀	Target—FY₂₁
Kindergarten			
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			
9 th	125	125	130
10 th	75	125	125
11 th	50	75	125
12 th	0	50	75
Total Enrollment	250	375	455



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name: Kaizen Education Foundation dba Ridge View College Preparatory High School			
Position	Number of Staff Members		
	Anticipated—FY <u>19</u>	Anticipated—FY <u>20</u>	Anticipated—FY <u>21</u>
Administration	5	7	7
Teachers/Instructional Staff			
Kindergarten			
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			
9 th	4	4	4
10 th	2	4	4
11 th	2	3	4
12 th		2	4
Specialty Staff (Music, Art, PE, etc.)	1	1	3
Special Education	1	1	1
Paraprofessional		2	3
Additional Staff			
List title: <u>Bus Driver</u>	1	1	1
List title: <u>Custodian</u>	1	1	1
List title: _____			
List title: _____			
Total Number of Staff Members	17	26	32