

**JOINT LEGISLATIVE STUDY COMMITTEE**  
**ON**  
**CHARTER SCHOOL FUNDING OPTIONS FOR**  
**SCHOOL DISTRICTS**  
**FINAL COMMITTEE REPORT**

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JAN 30 2014

*Submitted to the Governor*  
*The President of the Senate*  
*The Speaker of the House of Representatives*  
As required by Laws 2012, Chapter 78  
January 9, 2014

**Committee Members:**

Senator Leah Landrum Taylor  
Calvin Baker  
Lyle Friesen  
Jim Migliorino  
Ted Ryan

Representative Heather Carter, Chair  
Representative Eric Meyer  
David Schaefer  
Roberta "Sissie" Shank  
Cynthia Weiss

**JOINT LEGISLATIVE STUDY COMMITTEE  
ON  
CHARTER SCHOOL FUNDING OPTIONS FOR SCHOOL DISTRICTS**

**COMMITTEE REPORT**

**MEMBERS:**

Senator Leah Landrum Taylor  
Calvin Baker  
Lyle Friesen  
Jim Migliorino  
Ted Ryan

Representative Heather Carter, Chair  
Representative Eric Meyer  
David Schaefer  
Roberta "Sissie" Shank  
Cynthia Weiss

**MEMBERSHIP:**

- Two members from the Senate;
- Two members from the House of Representatives;
- An employee of the Arizona Department of Education, appointed by the Superintendent of Public Instruction;
- Three members appointed by the President of the Senate, which include a business manager of a school district, a school district superintendent from a county of less than 800,000 persons and a member of the general public; and
- Three members appointed by the Speaker of the House of Representatives, which include a representative of the business community, a school district governing board member from a county of more than 800,000 persons and a member of the general public.

**ESTABLISHMENT:**

Laws 2012, Chapter 78, established the Joint Legislative Study Committee on Charter School Funding Options for School Districts (Committee), effective until September 30, 2014.

**COMMITTEE CHARGE:**

The Committee is charged with the following responsibilities:

- Evaluating methods to give school districts the option to transfer to a funding model that is similar to the funding model currently provided to charter schools;
- Recommending statutory changes necessary to allow school districts to transfer to a funding model similar to the charter school funding model.

The Committee is required to report its activities and recommendations to the Governor, the President of the Senate and the Speaker of the House of Representatives by December 31, 2013.

## **PUBLIC MEETINGS:**

The Committee held two public meetings on January 7, 2013, and December 9, 2013. Proceedings of these meetings were recorded for the public and minutes, attachments and tapes are on file in the Chief Clerk's Office or accessible from the legislative website ([www.azleg.gov](http://www.azleg.gov)).

## **COMMITTEE DISCUSSION:**

*January 7, 2013*

The Committee introduced members and explained their background and interest in the issue. It was decided that Representative Carter should be nominated as Chairman of the Committee. Chairman Carter explained that she introduced HB 2810 during the Fiftieth Legislature, Second Regular Session, to allow school districts to opt into charter school formula funding, but determined that a study committee was necessary before pursuing further legislative action. Joint Legislative Budget Committee staff presented information to the Committee about Arizona school funding models; specifically information was presented contrasting FY13 basic state aid calculations between the Cave Creek Unified School District for non-charter and charter students and the Valley Academy Charter School for charter students (See Attachment B). The Committee discussed existing school districts with charter school sites and specifically focused on the following items:

- The reasons for a school district converting a traditional public school into a district sponsored charter school, using Vail Unified School District as an example.
- The governance and accountability of public charter schools.
- The base level funding for charter students – charter students receive approximately \$1,000 more in base level funding than non-charter students.
- The results of Cave Creek Unified School District converting four elementary schools to district-sponsored charter schools.
- Parity funding for school districts.

The Committee heard public testimony from Bryan McCleney, Superintendent of Toltec School District. Superintendent McCleney testified that Toltec School District is a C district and that neighboring districts are failing and receiving money to address the issue. Superintendent McCleney additionally testified that Toltec School District is \$90,000 short and decisions must be made on which programs must receive budget cuts; if it were possible to convert one of the two schools to a charter school the discussion would be about what to do with \$500,000.

Mr. Migliorino requested a comparison of the requirements of a traditional school compared to a charter school. Chairman Carter concluded the meeting by asking the members to review the language in HB 2810 to be used as a starting point.

*December 9, 2013*

Chairman Carter welcomed the Committee and had Committee members introduce themselves. Lisa Graham Keegan presented on the evolution of charter schools and discussed the history of charter schools as well as statistics and percentages about the performance and improvements of Arizona schools. Dianne Smith of the Greater Phoenix Education Management Council presented on school districts converting traditional schools to district sponsored charter schools and spoke to the following reasons for school conversions:

- Parental choice.
- Focus on student academic achievement.
- Signature programs.
- Fair market competition.

Ms. Smith stated that district sponsored charter schools have increased from 12 to 70, reflecting the economic times and focus of educators. The Committee and Ms. Smith discussed the penalty for a district sponsored charter school converting back to a traditional school (the school is required to repay the additional assistance received in a lump sum payment), the successes of Florida's charter school system, the funding and payment system for schools and SB 1204 from the Fifty-first Legislature, First Regular Session, which modified the application and review processes for charter schools to apply for and renew a charter.

A case study of the Paradise Valley Unified School District (PVUSD) was presented by Kevin DeMenna, the lobbyist for PVUSD. Mr. DeMenna stated that PVUSD Board authorized 11 elementary schools to convert to charter status with seven of those schools now having received an A grade, three received a B grade and one received a C. Mr. DeMenna remarked that two converted schools closed last year. Chairman Carter asked if 100 students from closed schools attended a district sponsored charter schools what would be the cost to the state and Mr. Baker answered approximately \$6 million. The Committee proceeded to discuss the closing of schools, the cost to the general fund, school choice, projected numbers and the cost of students in the classroom.

Cynthia Weiss presented to the Committee a parental perspective. Ms. Weiss discussed the following six points relating to the advantage of the charter school funding model:

- Charter schools are election independent.
- Charter schools do not generate negativity caused by constant elections in the community.
- Charter schools do not bear the cost of elections to receive additional budget assistance. Cave Creek Unified School District spent \$125,000 on its override election and \$40,000 to run an information campaign.
- Charter schools receive additional classroom assistance without elections.
- Charter schools are boundary independent and not demographically limited.
- Charter schools are now equally funded with the average daily membership of public schools.

Ms. Weiss remarked that Cave Creek Unified School District has a stabilized budget and suggested that the state should stop funding students by school type or address.

The Committee heard public testimony from Jeremy Calles, CFO of Kyrene School District. Mr. Calles presented on the one-time savings from a district converting a traditional school to a

charter school due to a change from prior-year to current-year funding. Mr. Calles explained federal and state funding breakdowns for grants, transportation, lunch costs, etc. The Committee discussed special education funding, English Language Learner (ELL) students and the different percentages between district and charter schools for special education and ELL programs.

Mr. Baker suggested that the problem is that there is not enough money for public education in the state and instead of moving money around different entities the state should fund education at a level where the focus is on student achievement. Chairman Carter reviewed the aggregate and individual budget cuts to education over the past three years and discussion ensued over budget cuts, state aid versus non-state aid school funding cuts and the coverage of operating costs.

Chairman Carter stated that she will put together a list of unanswered questions or questions in need of clarification and that the Committee is not repealed until September 2014 so another meeting may be scheduled after the legislative session.

#### **ATTACHMENTS:**

- Attachment A: Agenda for January 7, 2013 Meeting
- Attachment B: Minutes from January 7, 2013 Meeting
- Attachment C: Agenda for December 9, 2013 Meeting
- Attachment D: Minutes from December 9, 2013 Meeting
- Attachment E: Revised December 9, 2013, Memo from Staff to Representative Carter
- Attachment F: January 8, 2014, Memo from Staff to Representative Carter
- Attachment G: Charter Conversion Application for Tartesso Elementary School
- Attachment H: Mythbusting Document from Kyrene School District
- Attachment I: Letter from Lisa Graham Keegan
- Attachment J: June 3, 2013 JLBC Staff Memo on Charter Conversions

# **ATTACHMENT A**

**Interim agendas can be obtained via the Internet at  
<http://www.azleg.state.az.us/InterimCommittees.asp>**

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE  
OPEN TO THE PUBLIC

**JOINT LEGISLATIVE STUDY COMMITTEE ON CHARTER SCHOOL  
FUNDING OPTIONS FOR SCHOOL DISTRICTS**

**Date: Monday, January 7, 2013**

**Time: 2:00 P.M.**

**Place: HHR 3**

**AGENDA**

1. Call to Order
2. Introduction of Members
3. Selection of Chairman of the Committee
4. Explanation of Committee Charge
5. Presentation on Arizona School Funding Models - Joint Legislative Budget Committee
6. Discussion of Existing School Districts with Charter School Sites
7. Analysis of the Administrative and Funding Issues Related to School District/Charter School Hybrids (All School Sites Are Charters)
8. Discussion of Recommendations for Statutory Changes
9. Public Testimony
10. Adjourn

**Members:**

Senator Nancy Barto  
Senator Leah Landrum Taylor  
Calvin Baker  
Lyle Friesen  
Jim Migliorino  
Ted Ryan

Representative Heather Carter  
Representative Eric Meyer  
David Schaefer  
Roberta "Sissie" Shank  
Cynthia Weiss

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# **ATTACHMENT B**

1/23/13

ARIZONA STATE LEGISLATURE  
Fiftieth Legislature – Second Regular Session

**JOINT LEGISLATIVE STUDY COMMITTEE ON CHARTER SCHOOL  
FUNDING OPTIONS FOR SCHOOL DISTRICTS**

Minutes of Interim Meeting  
Monday, January 7, 2013  
House Hearing Room 3 -- 2:00 p.m.

Representative Carter called the meeting to order at 2:04 p.m. and attendance was noted by the secretary.

**Members Present**

Senator Nancy Barto  
Senator Leah Landrum Taylor  
Calvin Baker  
Lyle Friesen  
Jim Migliorino  
Ted Ryan

Representative Heather Carter  
Representative Eric Meyer  
David Schaefer  
Roberta "Sissie" Shank  
Cynthia Weiss

**Members Absent**

None

**INTRODUCTION OF MEMBERS**

The Members introduced themselves and explained their background and interest in this issue.

Representative Carter stated that the breadth of experience and knowledge of the Members should be helpful in delving into this topic to find solutions and innovations for school finance.

**SELECTION OF CHAIRMAN OF THE COMMITTEE**

**Mr. Schaefer moved, seconded by Ms. Shank, that Representative Carter be nominated as Chairman of the Committee. The motion carried unanimously.**

**EXPLANATION OF COMMITTEE CHARGE**

Chairman Carter explained that she introduced HB2810, school districts; charter school funding (Laws 2012, Chapter 78), during the Fiftieth Legislature, Second Regular Session to allow school districts to opt into charter school formula funding, which is different than converting a

traditional school district into a charter school. This is a new and innovative idea so rather than attempting to advance comprehensive legislation in the short time the Legislature was in session, she decided that it was necessary to delve further into the issue through a study committee. She pointed out that it is not possible to convert an entire school district into a charter school because the statute requires that one school at each grade level must be retained in a traditional school district format, which is not always possible in some school districts. The intent of the Committee is to determine the benefits of schools operating in a charter school fashion and to “push the envelope” on education innovation from a financial and curriculum standpoint.

Mr. Baker suggested that the Committee review the purpose of charter schools to see how that fits into what the Committee is attempting to accomplish. Chairman Carter indicated that will be discussed in a future meeting, if not during this meeting. In response to Representative Meyer’s request for elaboration on the intent of the Committee, Chairman Carter read the purpose as cited in HB2810:

- Evaluate methods to give school districts the option to transfer to a funding model that is similar to the funding currently provided to charter schools in this state.
- Recommend statutory changes that will be necessary to allow school districts to transfer to a funding model that is similar to the funding currently provided to charter schools in this state.
- Submit a report regarding the Committee’s activities and recommendations for legislative action on or before December 31, 2013 to the Governor, the President of the Senate, the Speaker of the House of Representatives and the Secretary of State.

Chairman Carter added that she envisions the Committee identifying agenda items for future meetings and continuing to meet until the Members decide whether or not to advance legislation in the next few weeks, but no matter the outcome, a report must be submitted by the end of 2013. Some incremental work could also be done by updating current statutory language. She added that the Governor’s Office is engaged in discussions related to education finance reform. Perhaps individuals working on this issue can be invited to relate support or opposition to the concept so everyone can look for areas in which to work together on legislation for next session.

Mr. Baker pointed out that the Governor’s budget last year included language to eliminate the right of school districts to convert to charter schools and asked if that is anticipated for next session or whether related bills may be introduced. Chairman Carter agreed that last year the Governor’s budget included a policy statement not to allow school districts to charter schools. She indicated that she was able to work through the legislative process, outside of the budget, to advance HB2810; however, if similar opposition occurs during the upcoming session, this Committee is in place to work on the issue. She suggested that someone from the Governor’s Office could be asked to testify as to the basis for that policy recommendation.

#### **PRESENTATION ON ARIZONA SCHOOL FUNDING MODELS – JOINT LEGISLATIVE BUDGET COMMITTEE**

Steve Schimpp, Joint Legislative Budget Committee (JLBC), reviewed a chart showing the contrast in Basic State Aid Calculations for Fiscal Year (FY) 2013 between the Cave Creek Unified School District (K-8 only) for non-charter and charter students and the Valley Academy

Charter School (K-8 only) for charter students (Attachment 1). The major contrast is that charter schools generally receive about \$1,000 more per pupil than school districts. If other funding is included, such as bonds, overrides, etc., school districts receive about \$1,600 more per pupil than charter schools. He responded to questions posed by the Members concerning local taxpayer funding, the percentage of funding the state provides for different pieces of the funding formula, federal and Title 1 funding, bonds and overrides, the small school weight and whether there is a benefit to receiving funding from two sources rather than four as indicated in the handout (Attachment 1).

Chairman Carter said many of the challenges related to the education funding formula are in statute or based on court cases or historical events that occurred in Arizona, which the Committee could probably delve into.

Mr. Baker stated that it may be of interest to know the total amount of small school weights being paid to charter schools; Mr. Schimpp agreed to calculate that number for the Members.

### **DISCUSSION OF EXISTING SCHOOL DISTRICTS WITH CHARTER SCHOOL SITES**

Mr. Baker, Superintendent, Vail Unified School District (VUSD), one of the first school districts to charter, said the intent of chartering was to give parents another quality choice and provide public accountability. For example, when a parent in one of the charter schools becomes upset and receives no satisfaction from the teacher or principal, the parent can attend a public board meeting to air the complaint, which is not possible in a private charter school. Also, the school district's Business Services Office processes payroll, etc., for the charter schools so they can focus on their education mission. Special education services are also provided at the charter schools.

He said the Vail Unified School District formed its first charter school 16 years ago when the University of Arizona opened a science and technology park in the district and bought International Business Machines (IBM), which destroyed the tax base. The school district was offered space in the park as consolation where its first charter school was started, and it has done very well. Three years ago, the charter school had to move from the park because it was in the flight pattern and it was expanded to a K-12 model. Parental response has been phenomenal and there is a waiting list.

Mr. Baker continued that about 13 years ago, a development called Civano was established in the district where a one-room schoolhouse was opened as a charter school. There is now a three-room elementary school and a two-room middle school, both of which have waiting lists and are performing well academically. Because the state has made it clear that choice is something that should be promoted, two years ago the school district "flipped" two elementary schools to charter schools. All of the charter schools are A schools; the two that were flipped are A+ schools. The parents and school board are thrilled and it is working well. In response to questions, he provided the following information:

- Some parents are interested in curriculum, but many want their children to attend the same school. A lottery system is conducted for kindergarten students with preference given to those with siblings in the charter school.

- Charter schools have the same governing board; however, the school district has a very aggressive site council model, which requires that a quorum of people on the council must be parents, as well as the chairman. The site councils at the charter schools have significant influence on what the school is like.
- Sixteen years ago when the school district was an elementary district, there was much parental demand to open a high school. When the tax base collapsed, the charter school was formed as a way to solve the problem.

Chairman Carter noted that the Phoenix Elementary School District is also looking at this option. The Vail Unified School District would have been prohibited from moving to a high school model without this “tool in the toolbox” because it was a K-8 school district.

In response to further questions, Mr. Baker provided the following information:

- The Vail Unified School District later became K-12 and is now a unified school district, but because the charter school model was working well in terms of parent satisfaction and financially, the school district continued on that path. The decision to expand to K-12 was done by a vote of the people.
- The governing board is the actual legal entity but it establishes, through policy, parent-dominated site councils, which are given much latitude by the governing board in determining the nature of the school.
- The site councils are not authorized to spend money, but are involved in designing the budget for the charter schools. Site councils for the other traditional schools receive authority by the governing board in the same manner.
- The base level funding for charter students is about \$1,000 more per student than the base level funding for non-charter school students. The school district has been rewarded in terms of parent satisfaction, curricular and academic achievement success and the state funding formula.

Chairman Carter said there are many discussions going on about performance-based funding.

Senator Landrum Taylor asked if it is the desire of the Members to encourage school districts to convert to charter schools to provide a more supportive mechanism with accountability. Chairman Carter answered that will be discussed by the Committee. HB2810 originally allowed a regular school district to be funded and operated like a charter school. The Committee will not dictate, but will make a recommendation by the due date as outlined in statute; however, this will be a local decision.

Mr. Schaefer, Cave Creek Unified School District, stated that the school district is an A district with high performance compared to its peers and state averages. It is the first school district to require all middle school students to enroll in a World Language class and is a pioneer in English Immersion with the elementary program. Adopting a district-sponsored charter school is acknowledgement that the school district has a market-driven model. Parents are very active in choosing schools, and since adopting the district-sponsored charter school at four of the elementary schools, it has been possible to do the following:

- Suspend further cuts to programs and increases in class size.

- Consider expanding the language program to include Chinese Immersion.
- Attempt to restore all-day kindergarten.
- Invest in technology.
- Prepare for Partnership for Assessment of Readiness for College and Careers (PARCC), 21<sup>st</sup> Century Learning, College and Career Readiness and expansion of on-line learning opportunities.
- Consider pay raises for teachers for the first time in four years and opportunities for performance-based pay.

In response to questions, Mr. Schaefer provided the following information:

- The decision to charter was similar to the Vail Unified School District “flipping” two schools. As a member of the governing board, he and administrators worked closely with Vail personnel to understand the dynamics of the process.
- Of the four charter schools, two are Core Knowledge schools, one is a Science, Technology, Engineering and Math (STEM) school and one has an Equine program. One charter school has Spanish Immersion and another is considering adding Chinese Immersion. World language is offered in K-12, which the school district was able to keep because of this decision.
- Most of the programs were in place prior to the decision to transfer the schools to charter schools. World Language was offered just before the decision, knowing it was risky. Chinese Immersion and all-day kindergarten are new, and the principals and site councils probably have ideas they would like to implement.

Representative Meyer said his school district has all-day kindergarten because an override was passed. There is a need to fund education for charter schools and school districts. When that is not done, the innovative programs mentioned by Mr. Schaefer are not possible. Chairman Carter replied that there is adequacy funding, which is never agreed upon, and equity funding, which has been addressed by the courts, but some of the inequity is the result of bonds and overrides.

Senator Landrum Taylor indicated that some school districts have chartered but were not satisfied. She cautioned the Committee in moving forward, stating that she understands families should have options, but at the same time, there should be parity in funding. Chairman Carter responded that the Committee will be able to discuss parity. Language in HB2810 can be used by the Committee as a starting point during the next meeting to determine the possibility of school districts funding all of their schools like a charter school, statutory requirements and the impact to the General Fund and local tax base.

Mr. Baker stated that in talking to administrators and governing board members in other school districts, most school districts are considering chartering some schools, but it is not typical for school districts to consider converting the entire school district. Mr. Migliorino said there is an interest in some school districts to fund school districts as charter schools, mainly those that do not enjoy the benefits of Additional Funding through overrides, the Teacher Experience Index (TEI), etc.

Chairman Carter remarked that she knows some school districts are entertaining this idea whose personnel helped draft the language in HB2810, which is basically driven by equity funding. If

school districts do not have bonds or overrides, this option could protect innovative curriculums that are in place or that the school district would like to put in place. She related that the Governor's Arizona Ready Education Council has a subcommittee reviewing overall school funding and potential changes in statute, etc. She believes a representative from the Department of Education is on the subcommittee. Other local groups are also talking about this on a regular basis, so perhaps someone from those groups could testify as to what they are doing. She offered the following items for future agendas:

- Bring the statutory language from HB2810 for other people to review and testify as to their opinions.
- Presentation from the Arizona Ready Education Council on its progress and concerns.
- Transportation.

Chairman Carter said she would like to meet in two or three weeks, probably on a Friday, because there may be other bills that will be introduced that could impact what the Committee is doing and the Governor will have put forth her projections for the budget.

Senator Barto asked if bonding authority or overrides present an equity issue for school districts and indicated that she would like to know the latest legal issues surrounding that.

Mr. Baker indicated that in relation to equity, when a school district charters a school it becomes market-driven, which is not only a change in the funding model, but a change in operation. If things go bad at that school and parents vacate, the school district is stuck. Mr. Ryan asked how the concept is marketed. Mr. Baker replied that every school district is different, but marketing is necessary because it is different from a regular school district.

Mr. Schaefer related that the process used by the Cave Creek Unified School District entailed a public relations campaign to parents and the community about the intent to stop cuts, preserve programs and make sure the school remains as great as parents expect and as it has always been. Meetings were held at multiple sites with different constituent groups, parent-teacher organizations, site councils, parents, etc. The concept has to be marketed, which is difficult without marketing staff.

Mr. Ryan stated that his company individually underwrites and evaluate schools that come on board and much time is spent on enrollment, teacher retention, academic progress and whether the school can meet its bond obligation in 30 years. As students are moved from one school to another, many risk factors are involved.

Chairman Carter asked the Members to review the language in HB2810, which will be used as a starting point. As a taxpayer, parent and community member in a school district that has done this, a public relations effort is necessary to explain what is occurring and the benefits.

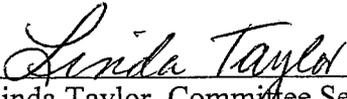
Mr. Migliorino requested a comparison of the requirements of a traditional school compared to a charter school.

## PUBLIC TESTIMONY

Bryan McCleney, Superintendent, Toltec School District, testified that the school district has two schools, one is rated B and one is rated D, so it is a C school district. There will not be an override for at least the next four years because four school board members will not even entertain placing the item on the agenda. The school district has a 90 percent poverty rate and is struggling to make ends meet with no resources for all-day kindergarten or to pay teachers over \$30,000. Neighboring districts are failing and they are receiving money to address the issue. Students in his area have a choice of the Toltec School District, home schooling or online education. The school district is currently \$90,000 short and decisions must be made on what must be cut this year. If it were possible to convert one of the two schools to a charter school, discussions may be about what to do with \$500,000, which he would prefer rather than the discussions that have been occurring for the last three years.

Chairman Carter thanked Superintendent McCleney for traveling to attend the meeting and providing input. She added that staff will follow up with the Members on possible dates for the next meeting.

Without objection, the meeting adjourned at 4:01 p.m.

  
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Linda Taylor, Committee Secretary  
January 17, 2013

(Original minutes, attachments and audio on file in the Chief Clerk's Office; video archives available at <http://www.azleg.gov>)

Sample Basic State Aid Calculations for FY13  
 JLBC Staff  
 1/4/2013

Note: Excludes special education and high school ADM counts for comparability

**Cave Creek Unified (K-8 only)**

Type of Student	K-8 ADM	Weighted ADM	BSL	TSL/TRCL	CORL	Soft Capital	Additional Assistance	Total	Average per ADM
Non-charter	3,784	4,382	\$15,395,600	\$1,533,000	\$564,700	\$212,900	\$0	\$17,706,200	\$4,679
Charter	311	361	\$1,266,600	\$0	\$0	\$0	\$484,194	\$1,750,794	\$5,623
Combined	4,096	4,743	\$16,662,200	\$1,533,000	\$564,700	\$212,900	\$484,194	\$19,456,994	\$4,751

**Valley Academy [Charter School] (K-8 only)**

Type of Student	K-8 ADM	Weighted ADM	BSL	TSL/TRCL	CORL	Soft Capital	Additional Assistance	Total	Average per ADM
Charter	722	836	\$2,733,200	\$0	\$0	\$0	\$1,123,302	\$3,856,502	\$5,339

# **ATTACHMENT C**

## ARIZONA STATE LEGISLATURE

### INTERIM MEETING NOTICE OPEN TO THE PUBLIC

#### JOINT LEGISLATIVE STUDY COMMITTEE ON CHARTER SCHOOL FUNDING OPTIONS FOR SCHOOL DISTRICTS

**Date:** Monday, December 9, 2013

**Time:** 1:00 P.M.

**Place:** HHR 3

#### AGENDA

1. Call to Order
2. The Evolution of Charter Schools - Lisa Graham Keegan
3. Why District-Sponsored Charter Schools? - Dianne Smith, Greater Phoenix Educational Management Council
4. Case Study - Paradise Valley Unified School District - District Representative
5. Parental Perspective - Cynthia Weiss
6. Public Comments
7. Discussion by Committee Members
8. Adjourn

#### Members:

Senator Leah Landrum Taylor  
Calvin Baker  
Lyle Friesen  
Jim Migliorino  
Ted Ryan

Representative Heather Carter  
Representative Eric Meyer  
David Schaefer  
Roberta "Sissie" Shank  
Cynthia Weiss

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## **ATTACHMENT D**

ARIZONA STATE LEGISLATURE  
Fifty-first Legislature – First Regular Session

MINUTES RECEIVED  
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1/6/14

**JOINT LEGISLATIVE STUDY COMMITTEE ON CHARTER SCHOOL FUNDING  
OPTIONS FOR SCHOOL DISTRICTS**

Minutes of Interim Meeting  
Monday, December 9, 2013  
House Hearing Room 3 – 1:00 p.m.

Chairman Carter called the meeting to order at 1:05 p.m. and attendance was noted by the secretary.

**Members Present**

Senator Leah Landrum Taylor, Co-Chairman	Representative Heather Carter, Co-Chairman
Calvin Baker	Representative Eric Meyer
Lyle Friesen	David Schaefer
Jim Migliorino	Roberta "Sissie" Shank
	Cynthia Weiss

**Members Absent**

Ted Ryan

Chairman Carter welcomed the Committee and they introduced themselves.

**THE EVOLUTION OF CHARTER SCHOOLS**

Lisa Graham Keegan, representing self, explained the history of charter schools which came into existence in 1994 and their mission: to increase achievement in the school and in the education system. She stated that Arizona is the first state to fund charter schools and they receive state funds, just like any other schools, minus the local bonds and overrides. A state board for public charter schools has been set up and as of 2013, there are 600 public charter schools in the state. Ms. Keegan discussed statistics and percentages of the schools' performance and improvements. She cited an example of a Benson school, that converted to a district charter school, which was a C-rated school and went to an A rating, foregoing the money they would have received for staying a C-rated school. Ms. Graham noted that the Legislature will be tasked with looking at multiple types of funding issues and noted that charter school laws are different and quite specific. They aren't allowed a preference of geographical location and the Board judges the quality of the school in order to operate. She responded to Chairman Carter's question about

needing more funding, stating charter schools need equable funding based on student characteristics not geographical governances.

### WHY DISTRICT - SPONSORED CHARTER SCHOOLS?

Diane Smith, Executive Director, Greater Phoenix Educational Management Council, stated the Council represents 43 districts in 3 different counties and the focus is on increasing student academic achievement. Ms. Smith explained the districts that have looked at the conversion option did it for four main reasons:

- Parental Choice - a commitment to the parents who are seeking a school that meets the needs of their children, including but not limited to, a small school and small class sizes and accountability to a locally elected school board.
- Focus on student academic achievement - primarily, all students should have the best teaching and learning opportunities and the resources necessary to accomplish the goal of college and career readiness.
- Signature programs - arts, foreign languages, full day kindergarten, blended learning.
- Fair market competition - quality education opportunities take resources to initiate, maintain and expand best practices with a combination of leadership.

Ms. Smith discussed the effects of the reduction in state revenues, market-driven competition and the parental decisions of converting district schools to charter school status. She stated that district-sponsored charter schools increased from 12 schools to 70 schools, reflecting the economic times and the focus by educators. There is a risk, she explained, of converting from a traditional to a charter status, there is no switching back and forth. If a school converts back to a traditional school, as stated in statute, it has to repay the total amount of additional assistance received over all the years of operation. The repayment shall be in one lump sum and be reduced from the school district's current year equalization system. Ms. Smith went on to address the changes that SB1204 (*charter schools; applications; renewals; revocations*), a technical correction bill that passed in the Fifty-first Legislature, First Regular Session, made to the application process. She stated that schools shouldn't be competing for the same monies but the focus should be on restoring the cuts that have been made over the past 5 years and providing the monies for the reforms that were passed in 2010, which were adopted without funding at that time. Ms. Smith spoke about the lack of a quality data system and compared Arizona to Florida, a state that puts millions behind their education plans, which includes full day kindergarten and comprehensive daycare, which Arizona does not have. She clarified that all these issues would impact the state General Fund.

Discussion ensued as to the success of Florida's plan, district ratings on the website, cost for schools to convert, and funding/payment system for and of schools.

Chairman Carter gave an overview of how schools are funded: the allocations awarded per student per school and the funding of both traditional and charter schools. She expanded on the impact SB1204 (*charter schools; applications; renewals; revocations*) had on the application process for the 59 schools converting to the district charter schools this year.

## CASE STUDY – PARADISE VALLEY UNIFIED SCHOOL DISTRICT

Kevin DeMenna, Lobbyist, Paradise Valley School District, reviewed the case study on Paradise Valley Unified School District (Attachment 1). He stated that in June 1913, about 100 years ago, the Maricopa County Board of Supervisors formed the Sunnyside School District which had 35 students and 1 teacher. Paradise Valley is that district today; it has 32,500 students, a budget of \$200 million and is the 7th largest district in the state. There are 31 elementary schools, 9 middle schools and 7 high schools, totaling 47 schools and recently the Board authorized 11 of those elementary schools to convert to charter status. When this conversion occurred, 55 percent of the students changed schools; they voted with their feet, Mr. DeMenna remarked. Of those 11 converted schools, 7 are ranked at an A grade, 3 at a B grade and 1 is at a C grade. He related that two elementary schools were closed last year; Village Vista and Foothills. Referencing the data (Attachment 1) he stated it is evident that the two education models are working well.

Chairman Carter restated a question: if 100 students from the closed schools attended a district-sponsored charter school and those students were non-English learners (ELL), not special education (SPED), second graders, what would the cost be to the state. Mr. Baker answered \$6 million.

Discussion ensued as to the closing of the schools, the cost to the general fund, too much school choice, projected numbers and the cost of students in the classroom.

## PARENTAL PERSPECTIVE

Cynthia Weiss, parent, resident of Cave Creek, outlined the definition of a charter school. It is an election- and boundary-independent public school. All schools are publically funded and the funds are appropriated directly by the Legislature. The difference with charter schools is there are no school funding elections and there are no geographic taxing districts that define primary enrollment for a specific school. She stated six points to the advantages of the charter school funding model, whether it be traditional charter or a district charter school:

1. Charter schools are election independent, meaning they are relieved of campaigning for their funds. There are no ballot measures to consider or budget cuts to suffer which frees up administration to focus on the school.
2. Charter schools do not generate the negativity created by constant elections in the community and tread on the taxpayer. Elections by nature are divisive and have adverse effects on the community as a whole; there is bitterness no matter the outcome.
3. Charter schools do not have to bear the cost of elections to receive additional assistance in their budget. School districts have to pay for their elections out of their operating budget. Cave Creek's override election cost was \$125,000 in election-related expenses and \$40,000 to run the information campaign, which comes to \$33 per student spent. It was an investment just to ask the voters a funding question, which was only a renewal of existing funding.

4. Charter schools receive additional assistance to the classroom without elections. Budget override is a bad word; it gives the impression to the non-informed voter that the school has overspent its budget.
5. Charter schools are boundary independent and not demographically limited. Enrollment in regular schools can shift due to the demographic area. School choice is a point of pride.
6. Charter schools are now equally funded with the average daily membership (ADM) of public schools but she stated that ADM students should be shared between providing schools.

Ms. Weiss stated that Cave Creek Unified School District has a stabilized budget and award-winning, market-driven curricular programs that were built with hard work without voter support. District boundaries remain a significant challenge to the delivery of the best possible education. A suggestion is to stop funding students by school type or by address and allow students to have access to an "A" education. A charter school is constitutionally closer to what the Arizona founders intended when they originally established public education in this state.

### **PUBLIC COMMENTS**

Jeremy Calles, Chief Financial Officer, Kyrene School District, expounded on the one-time savings of when districts convert school status to a district-sponsored charter school status. He cited an example of "little Johnny in second grade" who attends a district school in 2012. The district is going to receive funding for Johnny attending second grade in 2013. In 2013, the school becomes a district charter school, and it can only be funded for his second grade, not for his third grade year in 2013. In 2014, the district will be funded as a charter school for Johnny attending fourth grade; it did not receive funding for Johnny in third grade. This is only for schools that are newly converted from a district to a district-sponsored charter school.

Mr. Calles reviewed a handout entitled *Charter School Versus Traditional School Funding* (Attachment 2) and explained the breakout of federal and state funding, grants, transportation, lunch costs, etc. Discussion ensued as to Special Education (SPED) student funding, English Language Learner (ELL) students and the different percentages between district and charter schools.

Names of those who signed up as neutral but did not speak:

Paul Stanton, Higley Unified School District

Bryan McCleney, Superintendent, Toltec Elementary School District No. 22

### **DISSCUSSION BY COMMITTEE MEMBERS**

Mr. Baker suggested that this is only dealing with the symptoms, not the problem; the problem is there is not enough money for public education in Arizona. There are different education "teams" all competing for the same money and if the funding could be at a level where the focus could be on student achievement, instead of taking from one "team" to give to another, it would be a win-win situation.

Chairman Carter reported on the education budget cuts beginning with fiscal year (FY) 2008 continuing through FY 2014. Adding all the figures, Chairman Carter stated that the cuts were up to \$1.3 billion with the confirmation of Mr. Friesen. She continued with an explanation of how the payment system to the schools was calculated, that \$930 million is on the books to be paid to the schools and the appropriation of "silos" available.

Discussion ensued about percentage of education cuts in the budget, state aid versus non-state aid school funding cuts and the coverage of operating costs.

Mr. Calles returned to the podium to state that there is a difference in economic cuts. If the housing industry is cut and homes do not get built, people find other housing, but referring back to the "little Johnny" example, these education cuts are statewide and if he does not receive his education in those early years, there is no way to go back and make up the funding for his education.

Chairman Carter stated she will put a list together of the questions that were asked and did not receive an answer or are in need clarification along with the information provided by staff (Attachment 3). She stated that the charge of this Committee is the funding model of charter schools and a report needs to be presented by the end of the year to the Speaker of the House and the President of the Senate. She added that this Committee is not discharged until September 2014 and another meeting may be scheduled after the Legislative session begins to see what it contains.

Without objection, the meeting was adjourned at 3:16 p.m.

  
Tracey Gardner, Committee Secretary  
December 23, 2013

(Original minutes, attachments and audio on file in the Office of the Chief Clerk; video archives available at <http://www.azleg.gov>)

# OPEN ENROLLMENT AT PVUSD CHARTER SCHOOLS

*December 9<sup>th</sup>, 2013*

School	2012-2013 (100 <sup>th</sup> Day)			Beginning 2013-2014 School Year		
	Total Enrollment	Open Enrollment	Percentage	Total Enrollment	Open Enrollment	Percentage
Campo Bello	459	188	41%	450	183	41%
Desert Cove	589	364	62%	602	345	57%
Desert Springs	395	287	73%	411	282	69%
Fireside	520	271	52%	698	369	53%
Larkspur	471	208	44%	506	176	35%
North Ranch	525	260	50%	530	243	46%
Pinnacle Peak	645	234	36%	637	234	37%
Quail Run	643	359	56%	467	272	58%
Sandpiper	405	204	50%	424	197	46%
Sonoran Sky	734	490	67%	677	420	62%
Whispering Wind	534	372	70%	689	374	54%
<b>Total</b>	<b>5,920</b>	<b>3,237</b>	<b>55%</b>	<b>6,091</b>	<b>3,095</b>	<b>51%</b>

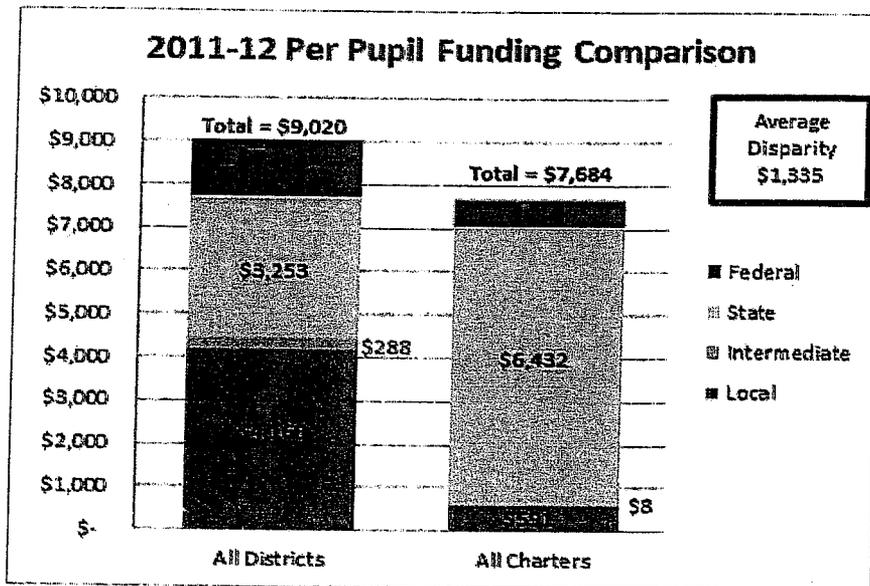
*Source: PVUSD*

# MYTHBUSTING

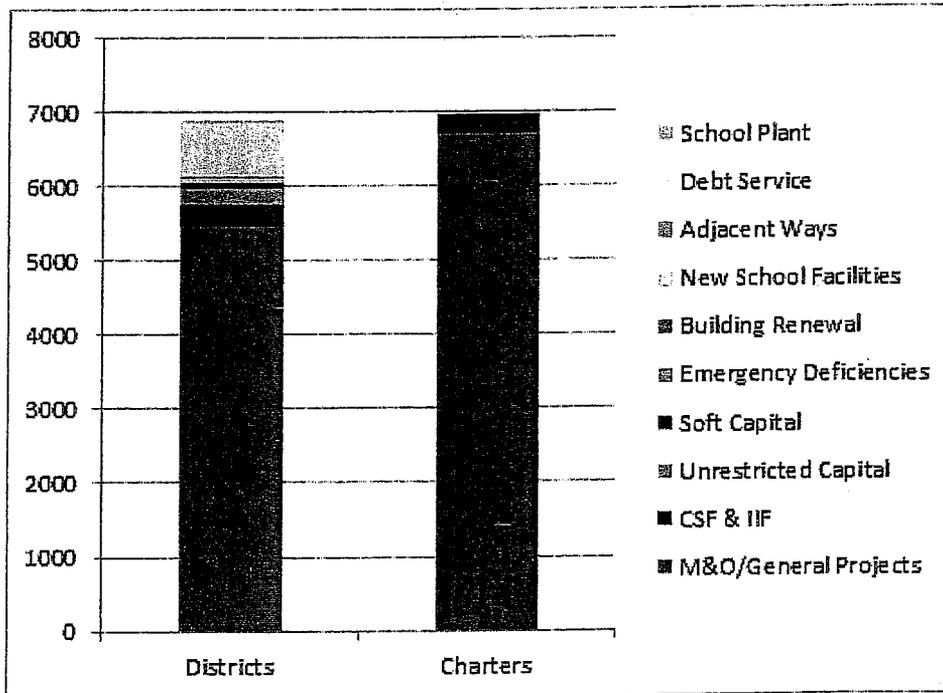
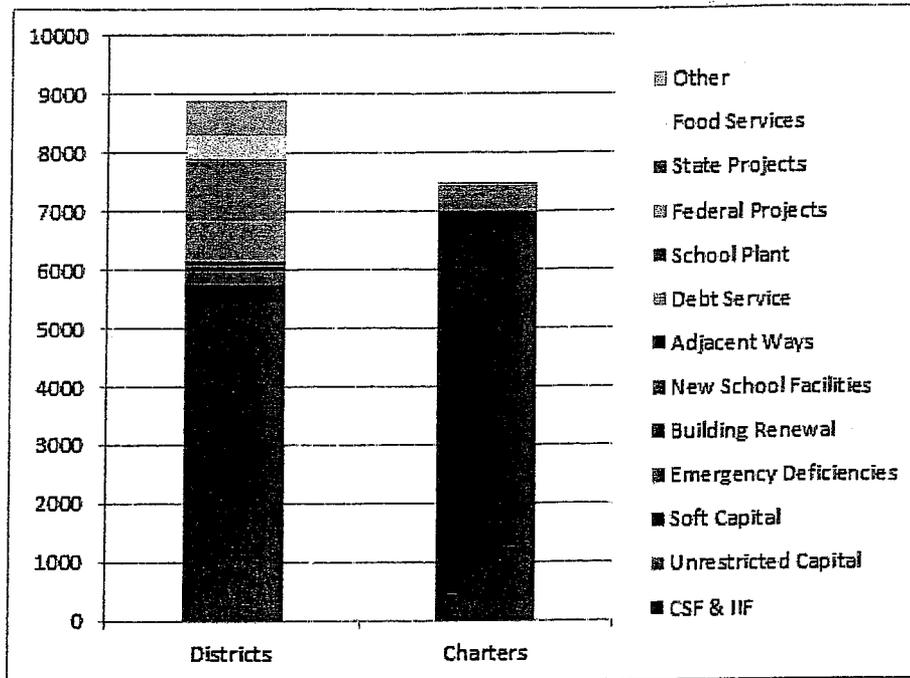
## CHARTER SCHOOL VERSUS TRADITIONAL SCHOOL FUNDING

### Analysis of 2011-2012 Per Pupil Funding Comparison

Graph 1: Taking from the Arizona Charter Association website.



**Graph2:** Our analysis of funding based on the School Finance Payment Data



The first graph is used by the Charter School Association. It is important to note that since the data source at the Arizona Department of Education is incomplete, so is the data contained within their chart and therefore does not give the complete picture.

Graph 2 is Funding for charter and traditional schools broken out by funding source MINUS state and federal projects which are grant funded programs. Each school is free to pursue grant funding or not. Then take out the fee for service items like food service, athletics, extra-curricular activities, after school care, etc. because those items have a cost associated with them and in many cases the costs of running these programs actually exceed the revenue. Now you can see charter school funding is actually slightly above traditional school funding.

There are a few funding mechanisms missing from graph1 dealing with charter school funding.

A large portion of the federal dollars received by traditional schools are federal program dollars that charter schools have actively chosen not to receive. For instance, the federal lunch program provides money to schools for food to feed children and comes with strings attached such as nutritional standards. Since charter schools don't participate in the program that is revenue they have chosen not to receive. They could certainly participate and receive the money if they choose to do so. Another example is the IDEA, Individual with Disabilities Education Act, that supports special education populations that charter schools choose not or do not have.

Secondly, due to the federal program known as EB-5, wealthy foreigners can invest a minimum of \$500,000 into charter schools to receive immigration visas for themselves or their family members. This is direct funding to the charter schools and should be included in funding calculations.

Arizona educator Holly Johnson, who runs three charter schools and plans to open a fourth next year, said she couldn't believe how easy it was to secure a \$4.5 million in funding from abroad. "We didn't have to do anything at all. "she said, other than open her school to potential investors. They didn't ask many questions, she said. Their concern was more basic: "They wanted to come over and make sure it was real."

The Christian Science Monitor  
October 12, 2012

Third, Charter schools also receive a majority of small school weight funding that was originally designed for smaller schools in rural areas of Arizona. Charter schools may have a campus with two charters for the same campus. Then keep enrollment intentionally low under each of the charter licenses so they can receive small school weight funding.

Fourth, The Arizona Legislature has made the decision to put the burden of capital funding for traditional schools on local taxpayers. These are local elections are paid for by the district and the voters of the district choose whether or not to fund the school. As recent Arizona history has shown, these ballot questions have a good chance of failing at the ballot box. The Arizona Legislature understood that funding discrepancy and gave charter schools guaranteed state funding. Therefore while it is debatable if a traditional schools bond election may or may not pass, it is guaranteed that charter schools will receive their funding.

### Special Education Funding

	<b>Charter Count</b>	<b>Charter %</b>	<b>District Count</b>	<b>District %</b>
<b>Total Students</b>	130,135		914,305	
<b>ELL</b>	5,402	4.2%	66,119	7.2%
<b>SPED</b>	11,739	9.0%	105,352	11.5%

#### Explanation of increased costs to educate those populations

Traditional schools have increased number of special needs children compared to charter schools. The cost to educate these populations is more expensive than those not having special needs. For every dollar a district receives they spend \$1.50 providing services for that student. So, those schools that have less special education students do not have to subsidize this category and therefore can spend more money on educating general education population. Those districts that have more special education students are expending 50% more than they receive to educate them. A simple 3% increase in the amount of ELL students being educated in traditional district schools versus charter schools will seem as though districts are receiving additional funding over charters, however it doesn't take into consideration the cost of educating that population which is a loss to those districts.

## Summary

The concept behind charter schools was to increase competition in education by offering alternatives to parents and children and thereby increase quality institutions across the board. We can now celebrate that success. There is competition in the education market place as parents now have numerous choices on where their child should be educated.

Limiting traditional schools from converting to charter schools and embracing the flexibility and innovation that is created is not only picking winners and losers, but is promoting status quo in traditional education.

Traditional school conversions have lead Districts to embrace the model of competition while using the statutes to deliver what the Arizona Legislature has asked them to do. During an economic crisis they have embraced the business model and used the statutory authority to maximize dollars in order to serve and educate all children. This statutory risk comes with harsh penalties if they are not successful. However they have proven over 15 years that this model can be successful and an important tool for districts. They are able to deliver a product that parents want, and wasn't that the goal of introducing charter schools to the market years ago? Competition that makes BOTH charter schools and traditional schools better.



# Arizona House of Representatives House Majority Research MEMORANDUM

Aaron Solop Wonders  
Legislative Research Analyst  
[awonders@azleg.gov](mailto:awonders@azleg.gov)

1700 W. Washington  
Phoenix, AZ 85007  
DIRECT (602)926-3458

To: Representative Carter

Re: Charter School Questions

Date: 12/9/13

Dear Representative Carter,

Below are the answers to your questions regarding charter schools and district sponsored charter schools.

1. Number of charter schools and number of kids in charters.

According to ADE, as of the FY12 annual report, there are 523 operating charter schools in the state with a total enrollment of 135,249 students.

2. Number of district sponsored charters and the number of kids in them.

Prior to FY14 there were 12 district sponsored charter schools. There are 59 new district sponsored charter schools in FY14, bringing the total to 71. In the FY13 appropriations report, JLBC estimates the amount of students in district sponsored charter schools to be 2,334 students.

3. Outline of process to charter.

Arizona Revised Statutes (A.R.S.) § 15-183 outlines the following requirements for a school to charter. All applicants submit an application containing a detailed educational plan, a detailed business plan, a detailed operational plan and any other materials required by the sponsor (fingerprint clearance cards/background check).

District sponsored charter schools submit application to school district governing board for authorization (90 day accept/reject timeframe). Additional requirements are that the school must be located within the boundaries of the sponsor district.

Applicants to the State Board for Charter School submit their applications to the Board. The Board then has sole discretion in determining that the applicant is qualified to operate a charter school and that the applicant is applying to operate as a separate charter holder by considering the following factors:

1. The schools have separate governing bodies, governing body membership, staff, facilities and student population.
2. Daily operations are carried out by different administrators.
3. The applicant intends to have an affiliation agreement for providing enrollment preferences.

Cave Creek Unified District – Desert Willow Elementary (FY13)  
Desert Sun Academy (FY13)  
Lone Mountain Elementary (FY13)  
Horseshoe Trails Elementary (FY13)

WHY DISTRICTS ARE CONVERTING SCHOOLS TO CHARTER STATUS – It’s simple:

- **Parental Choice** – commitment to parents who are seeking schools that meet the needs of their children, including, but not limited to small schools and small class size; and accountability to a locally elected school board.
- **Student Academic Achievement** – we believe all students should have the best teaching and learning opportunities for success; and the resources necessary to accomplish the goal of college and career readiness.
- **Innovative and Signature Programs** – parents are seeking schools that meet their education philosophy, whether it be enhanced and focused Arts Programs, a focus on STEM curriculum, a focus on foreign language studies, full day Kindergarten, flexibility in school calendars, focus on on-line, blended learning and/or Open Education Resources, or other priorities.
- **Fair market competition** – quality education opportunities take resources to initiate, maintain and expand best practices combined with effective leadership that focuses on student success. *The drastic reduction in state resources, especially capital dollars, has accelerated the dialogue to utilize all business models available in statute to ensure parents can make informed decisions when choosing the right setting for their child be it traditional, charter, private or utilizing an ESA (education scholarship accounts).*

The economic crisis in our State provided the incentive for district schools to review ALL funding options available to ensure we are operating in a fair competition market arena to meet and exceed the needs for all students.

Districts can be commended for not whining about the recent cuts to our education budgets, the lack of funding for capital needs, and utilizing a business-like model to ensure all students have the best educational opportunities to succeed in an environment of increased rigor and accountability.

The charter system was created in 1994 to “*make the system more competitive*”, “*to provide a unique setting for learning that will improve student achievement*”, and “*provide additional public school choices for students and parents*”. Charter School Sponsors included a School District, The State Board of Education and The State Board for Charter Schools; the Applicant for a Charter school may be: A public body, a private person, a private organization. KUDOS should be given to districts meeting the challenge of not only providing stellar programs for student success, but options for parents who CHOOSE a traditional education setting. (CHOICE is choosing from a list of ALL OPTIONS.)

80+% of parents make the choice to stay in the traditional public education system and they expect equal opportunities for resources to ensure high quality, rigorous programs. The ability to convert district schools to charter status is about responding to this market-driven competition and advocating the best for all students and parental choice.

For district schools to remain competitive and attract and retain effective teachers and leaders we needed to evaluate all options.

While it may appear the increase to district sponsored charter status was done quickly and without a thoughtful process – that is simply not the case. *The increase from 12 to 70 schools simply reflects the economic times and the focus by educators to utilize all options necessary to ensure student success.*

Districts have methodically and collaboratively worked with their parents, staff and community to evaluate the charter option. This was a RIGOROUS PROCESS and in many cases, took place over one or 2 years; and was not entered into lightly. And, not all districts see this as a viable option.

The Risk of converting district schools to charter status is HUGE. Not only is there a general risk if parents decide to abandon the school; there is a financial risk if the decision is made to revert back to district status: *the school district shall repay the state the total additional assistance received for the charter school for all the years it was in operation. The repayment shall be in one lump sum and shall be reduced from the school district's current year equalization assistance.* We cannot simply move back and forth arbitrarily between the two systems.

Critics have stated that “we aren’t doing anything differently” – but reform mantra has always been about replication of best practices. Districts that are successful in their efforts for high academic achievement for all students need to ensure they can SUSTAIN these successful programs and ENHANCE AND EXPAND those opportunities to include additional students. I believe this is the same model for the highly performing charter schools – when they open a NEW CHARTER SCHOOL – or EXPAND ACADEMIC OPPORTUNITIES – they continue with the best practice model already successful. They do not need to come up with a NEW INNOVATIVE MODEL to apply to the State Board for Charter Schools for additional campuses. Districts have used this same philosophy – SUSTAIN AND EXPAND best practices that are successful – with the resources necessary.

Districts evaluating the option to convert also met with other educational leaders who have successfully utilized this option of the past 20 years. Calvin Baker, Supt. of Vail School District has been held up as a model for providing his students and parents with a stellar education system that has all of his schools with an A label and the district with an A label. Benson Unified has been utilizing this conversion option for almost 20 years and they are also an A District. By collaborating with these successful leaders, districts have assured their communities the focus is on highly successful **STUDENT ACADEMIC ACHIEVEMENT**.

Even the Application Process, which changed in April DURING the past legislative session WITHOUT warning significantly changed the components in the Application to mirror the state sponsored charter school application process.

Districts converting schools **NOW** needed to include: An Education Plan; A Business Plan; An Operational Plan and A Performance Framework which must include academic performance expectations and how sufficient progress toward those expectations will be measured, operational expectations and intervention and improvement policies.

Districts making the decision to convert schools to charter status for the 2013-2014 school year had to scramble at the last minute to ensure they were **COMPLYING** with the new Application, RE-Approval (in many cases) by the local governing board to meet the new Application requirements; and be submitted to the SBE and ADE before June 30<sup>th</sup>. (*much of this new process was revealed in the middle of June due to the Emergency Legislation – SB1204*).

District schools have been utilizing innovation and signature programs for many years and we have many nationally recognized programs, but with the recent budget cuts the resources necessary to continue and expand these educational opportunities were beginning to slip away. The option to convert to charter status is **NOT** a **LOOPHOLE** – it was expressed and anticipated from the inception of the charter law in 1994. In fact, many charter advocates were surprised districts did not utilize this option sooner, and/or convert an entire district to charter status – to emphasize a specific learning philosophy, style or subject area and remove barriers that may limit innovation and creativity.

In 1994 when Charters were established there was a limit set at 25-25; it was increased to 50-50; then the cap was completely removed. At this time there is **NO** limit to the number of new or expanded state sponsored charter schools.

A review of the state labels for both district and charter schools indicate addressing student achievement is the clear focus and we are accomplishing the goal of college and career readiness for all students. To limit the ability of districts to convert to charter status seems to go against the fair competitive market philosophy of parental choice directed at selecting the best educational option for their children.

We do NOT want to compete for the same pot of money between district and charter schools. Instead we should be focusing our efforts, with the upturn in the state economy, to begin to restore lost funding and provide additional resources to Resource the Reform measures passed in 2010 and allow the market to provide the options and choices for parents.

Areas of concern related to fiscal issues include:

1. What is the impact to the state GF for:
  - a. any new charter schools, expansions of existing charters?
  - b. Continued expansion of the Education Scholarship Accounts (*now expanded to Kindergarten students not previously in a public school*); *90% of charter funding if moved from a charter school?*)
  - c. Districts converting schools to charter status? Depends on how many.
  - d. Continued expansion and inflation costs for Tuition Tax Credits for non-traditional schools? (Extra curriculum tax credit for schools does not include an annual inflation adjustment, NOR extended to April 15<sup>th</sup> to donate).
  - e. 200-day calendar?
2. Bonds and Override options available for school districts (not all school districts have bonds and/or overrides and they MUST be approved by voters; Prop 117 recently passed by the voters limits the annual growth so this will impact bonds/overrides)
3. 87% of charter schools receive the additional small school funding, in some cases by splitting a single/multiple school(s) under a single charter holder into separate funding units (*while using a combination school status for enrollment preferences under the same charter holder*).
4. Limited number of districts utilizing adjacent ways
5. Charter Schools/Holders receive significant dollars from the Gates Foundation and the Walton Family Foundation. The federal government also provides grant dollars for start-up funds for charters.
6. Capital dollars for traditional public schools has been significantly reduced suspended and/or eliminated.

7. Charters receive their capital dollars through the Additional Assistance without the need for voter approval.
8. DESEG dollars have been frozen for years; Career Ladder program is eliminated (phased out); Excess Utilities and Excess Insurance – eliminated.
9. Charter schools can provide parents with smaller schools and smaller class size without the Auditor General criticizing dollars to the classroom as happens with district schools.

While throwing money at a problem doesn't solve it, solving a problem may take money, time, effort and a paradigm shift.

Districts converting schools to charter status has been based on providing stellar educational programs based on the needs of students and parents.

Resources are necessary for both district and charter schools to continue the academic excellence we are seeking for ALL ARIZONA STUDENTS.

**GPEMC represents:**

- Students in need of a quality education;
- Students preparing for higher education;
- Students preparing for the workforce;
- Students preparing for life experiences and lifelong learning.

**THANK YOU** for the opportunity to provide information related to the *How* and *Why* and hopefully you have gained some insight into this process as you evaluate options related to the funding for all schools. This process has been both rigorous and thoughtful with the clear intention of providing educational opportunities for all students to succeed and be COLLEGE AND CAREER READY.

Dianne Smith, Executive Director  
Greater Phoenix Educational Management Council (GPEMC)  
623-772-2214 office

# **ATTACHMENT E**



# Arizona House of Representatives House Majority Research MEMORANDUM

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[awonders@azleg.gov](mailto:awonders@azleg.gov)

1700 W. Washington  
Phoenix, AZ 85007  
DIRECT (602)926-3458

**To: Representative Carter**

**Re: Charter School Questions (REVISED)**

**Date: 12/9/13**

Dear Representative Carter,

Below are the answers to your questions regarding charter schools and district sponsored charter schools.

1. Number of charter schools and number of kids in charters.

According to ADE, as of the FY12 annual report, there are 523 operating charter schools in the state with a total enrollment of 135,249 students.

2. Number of district sponsored charters and the number of kids in them.

Prior to FY14 there were 12 district sponsored charter schools. There are 59 new district sponsored charter schools in FY14, bringing the total to 71. In the FY13 Appropriations Report, JLBC estimates the amount of students in district sponsored charter schools to be 2,334 students.

3. Outline of process to charter.

Arizona Revised Statutes (A.R.S.) § 15-183 outlines the process for a school to charter as well as the different sponsors authorized to approve a charter. The enactment of SB 1204 (Laws 2013, Chapter 68) during the previous legislative session modified the chartering and charter renewal processes and replaced the old requirements to charter with the following.

All applicants must submit an application to their sponsor that contains a detailed educational plan, a detailed business plan, a detailed operational plan and any other materials required by the sponsor (fingerprint clearance cards/background checks). District sponsored charter schools submit applications to the school district governing board for authorization (90 day accept/reject timeframe). Additional requirements are that the school must be located within the boundaries of the sponsor district.

Applicants to the State Board for Charter Schools (Board) submit their applications to the Board. The Board then has sole discretion in determining that the applicant is qualified to operate a charter school and that the applicant is applying to operate as a separate charter holder by considering the following factors:

1. The schools have separate governing bodies, governing body membership, staff, facilities and student population.
2. Daily operations are carried out by different administrators.

3. The applicant intends to have an affiliation agreement for providing enrollment preferences.
4. The applicant's charter management organization has multiple charter holders serving varied grade configurations on one physical site or nearby sites serving one community.
5. It is reconstituting an existing school site population at the same or new site.
6. It is reconstituting an existing grade configuration from a prior charter holder with at least one grade remaining on the original site with the other grade or grades moving to a new site.

4. Process to close failing charters.

The process for closing charter schools, as modified by Laws 2013, Chapter 68, is outlined in A.R.S. § 15-183(I) and is same for both district and Board sponsorship.

There is a 5-year charter performance review based on a performance framework adopted by the sponsor. The sponsor may revoke the charter at any time if the school breaches one or more provisions of the charter or if the sponsor determines that the charter holder has failed to:

1. Meet or make sufficient progress toward the academic performance expectations set forth in the performance framework.
2. Meet the operational performance expectations set forth in the performance framework or any improvement plans.
3. Comply with the law.

18-months before the expiration of the charter the sponsor notifies the school that they must apply for renewal. The application for renewal is filed at least 15 months before expiration. Sponsor decides if the charter should be renewed and may deny if the charter holder has failed to:

1. Meet or make sufficient progress toward the academic performance expectations set forth in the performance framework.
2. Meet the operational performance expectations set forth in the performance framework or any improvement plans.
3. Complete the obligations of the contract.
4. Comply with the law.

Additionally, A.R.S. § 15-185(A)(7) requires a district that converts a public school to a charter school that receives assistance and subsequently converts the school back to a public school to repay the state the total charter assistance received from the state for all years of operation in one lump sum.

5. Small school weight cost and district sponsored charter school costs.

JLBC published a report on November 11, 2013, estimating the total cost of small school weights for non-district sponsored charter schools to be \$56.8 million in FY14.

Recently JLBC adjusted the baseline to account for the increased costs associated with charter conversion. JLBC estimated that the adjustment cost for 60 schools converting to charters would be \$3.2 million in FY14 and \$33.9 million in FY15.

6. Non-state aid district sponsored charter schools.

For FY14 there are 5 non-state aid district sponsored charter schools.

Saddle Mountain Unified District – Tartesso Elementary School (FY14)

Cave Creek Unified District – Desert Willow Elementary (FY13)

Desert Sun Academy (FY13)

Lone Mountain Elementary (FY13)

Horseshoe Trails Elementary (FY13)

# **ATTACHMENT F**

# **ATTACHMENT F**



# Arizona House of Representatives House Majority Research MEMORANDUM

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1700 W. Washington  
Phoenix, AZ 85007  
DIRECT (602)926-3458

To: Representative Carter

Re: Study Committee on Charter School Funding Options for School Districts

Date: 1/8/14

Dear Representative Carter,

At the end of the second committee meeting for the Joint Legislative Study Committee on Charter School Funding Options for School Districts you requested staff to write down and answer questions that were asked, but not answered in committee. The following questions came from the committee hearing on December 9, 2013.

1. How many of the schools that converted to charters were already A schools before converting?

For FY14 there are 71 district sponsored charter schools (DSCS). The following table is a breakdown of those 71 schools and the letter grades each received in FY13. The new category at the bottom of the chart represents new DSCS that began operating for the first time as a school in FY14 and therefore did not receive a letter grade in FY13.

### All DSCS Letter Grades

Letter Grade Received in FY13	Number of DSCS	Percentage of DSCS
A	30	42.3%
B	24	33.8%
C	9	12.7%
D	2	2.8%
F	0	0%
New	6	8.5%
Total	71	100%

Of the 71 DSCS in FY14, 59 are operating in the first year of their charter with 53 being converted from a public school and 6 being newly created. The following table shows the letter grades the 53 conversion schools received in FY13 as public schools prior to conversion along with the 6 new schools, which did not receive letter grades last year.

**Letter Grades for Schools Which Converted to DSCS in FY14**

<b>Letter Grade Received in FY13</b>	<b>Number of DSCS</b>	<b>Percentage of DSCS</b>
<b>A</b>	<b>21</b>	<b>35.5%</b>
<b>B</b>	<b>22</b>	<b>37.2%</b>
<b>C</b>	<b>9</b>	<b>15.2%</b>
<b>D</b>	<b>1</b>	<b>1.6%</b>
<b>F</b>	<b>0</b>	<b>0%</b>
<b>New</b>	<b>6</b>	<b>10.2%</b>
<b>Total</b>	<b>59</b>	<b>100%</b>

2. What is the letter grade breakdown of Florida charter schools versus Arizona charter schools?

The following table shows the breakdown of Florida's charter school letter grades. This table was published in the Florida Department of Education's Charter School Program Fact Sheet and is based off of the 2011-2012 school year numbers. Additionally, in FY12 there were 518 charter schools, however only 359 charter schools were graded. For the upcoming fiscal year, Florida has 628 charter schools with 625 being sponsored by a school district and the remaining 3 sponsored by a university. According to the Florida Department of Education, approximately 20 charter schools are conversions from traditional public schools with one new conversion this year and no other conversions since 2006.

**Florida Charter School Grades for FY12**

<b>Letter Grade Received in FY12</b>	<b>Number of Schools</b>	<b>Percentage</b>
<b>A</b>	<b>193</b>	<b>54%</b>
<b>B</b>	<b>72</b>	<b>20%</b>
<b>C</b>	<b>53</b>	<b>15%</b>
<b>D</b>	<b>23</b>	<b>6%</b>
<b>F</b>	<b>18</b>	<b>5%</b>
<b>Total</b>	<b>359</b>	<b>100%</b>

Retrieved from Florida Department of Education at:

[http://www.floridaschoolchoice.org/Information/Charter\\_Schools/files/fast\\_facts\\_charter\\_schools.pdf](http://www.floridaschoolchoice.org/Information/Charter_Schools/files/fast_facts_charter_schools.pdf)

**Arizona Charter School Grades for FY13**

<b>Letter Grade Received in FY13</b>	<b>Number of DSCS</b>	<b>Percentage of DSCS</b>
<b>A</b>	<b>30</b>	<b>42.3%</b>
<b>B</b>	<b>24</b>	<b>33.8%</b>
<b>C</b>	<b>9</b>	<b>12.7%</b>
<b>D</b>	<b>2</b>	<b>2.8%</b>
<b>F</b>	<b>0</b>	<b>0%</b>
<b>New</b>	<b>6</b>	<b>8.5%</b>
<b>Total</b>	<b>71</b>	<b>100%</b>

3. What is the increased cost of going from a state sponsored charter school to a state sponsored charter school with a small school weight?

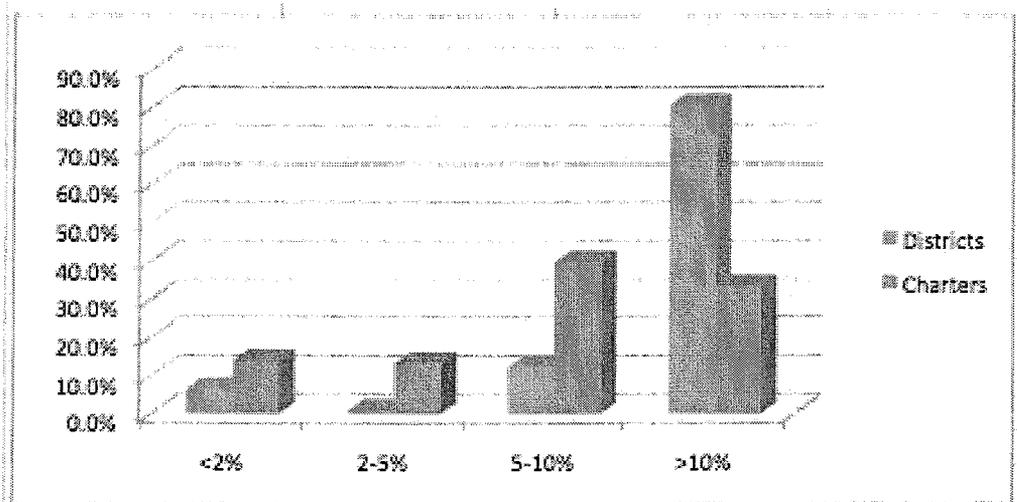
JLBC responded to a query on November 11, 2013, and estimated the total cost of small school weights for non-district sponsored charter schools to be \$56.8 million in FY14. In the JLBC report 370 out of the total 420 Non-District Charter Schools, or 90%, in FY14 receive small school weights. The average small school weight funding per school is \$153,514, however the amount of small school weight funding varies greatly between individual schools.

4. Kyrene School District special education numbers.

The following information was provided by Kyrene School District and shows the percentage of district and charter school student populations that are in special education (SPED) and English Language Learner (ELL) programs. The SPED and ELL columns on the left describe the percentage of the student population that are in SPED and ELL programs and the corresponding rows show how many district and charter schools are in each percentile. For example, 6.4% of district schools and 13.9% of charter schools have a SPED population of less than 2%.

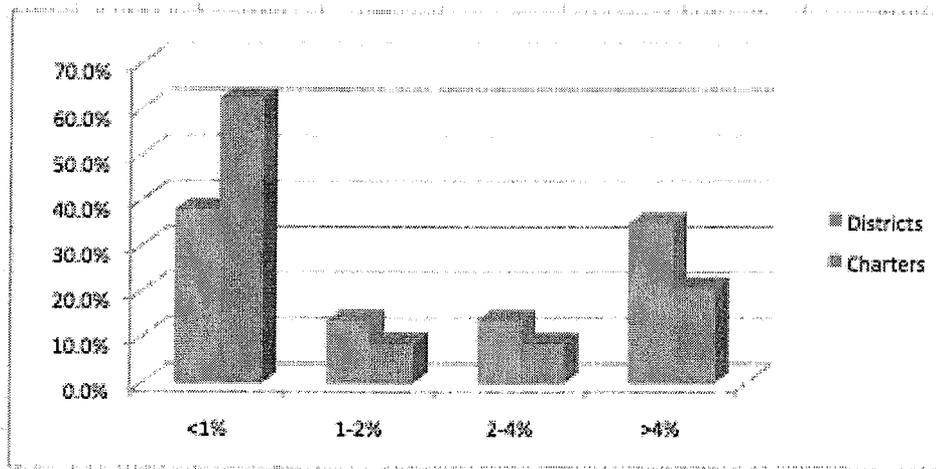
**SPED Percentage Breakdown between Districts and Charters**

SPED %	Districts	Charters
<2%	6.4%	13.9%
2-5%	0.9%	13.2%
5-10%	12.3%	39.6%
>10%	80.4%	33.3%



### ELL Percentage Breakdown of Students between Districts and Charters

ELL %	Districts	Charters
<1%	37.9%	62.1%
1-2%	13.6%	8.6%
2-4%	13.6%	8.6%
>4%	34.9%	20.8%



5. Additional materials requested.

Attached to this memo are the following materials which were discussed by the committee: Tartesso Elementary application to charter as a DSCS and a paper by Lisa Graham Keegan.

# **ATTACHMENT G**

# TARTESSO ELEMENTARY SCHOOL

Liz Burton, Principal

29677 W. Indianola Ave.

Buckeye, AZ 85396

623-474-5400 Phone • 623-474-5441 Fax

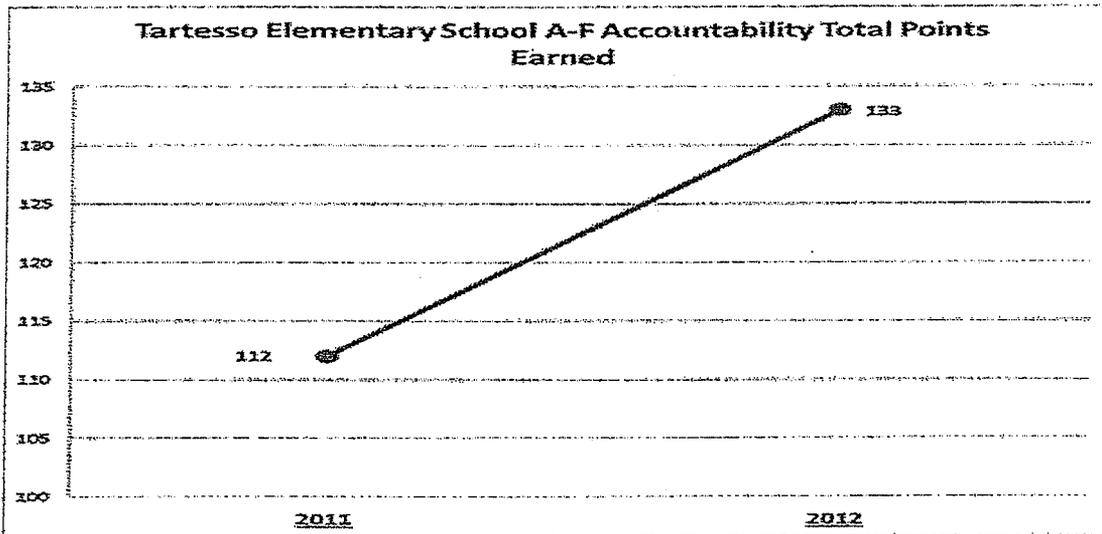
## DISTRICT-SPONSORED CHARTER SCHOOL APPLICATION



## Need for Charter at Tartesso Elementary School

To attain the school's mission statement of developing a "thriving culture of high academic achievement supporting by excelling programs in partnership with an active, collaborative community," today's students must be engaged in the Common Core standards in a new way. Finding that new way requires innovation and such innovations thrive best in a small, community based school unfettered by many of the traditions and regulations that governed educational institutions in the past. Arizona has developed charters to cultivate just such a climate. At Tartesso we seek to develop and inculcate the Common Core standards through a STEM (Science, Technology, Engineering, and Mathematics) curriculum framework.

The school is poised to succeed, as an energetic, talented, proven teaching staff is the foundation upon which the curriculum will be delivered. They have a track record of recent improvement is clearly illustrated in the Arizona Department of Education's A-F Accountability System. In one year the school went from 112 points (2011) to 133 points (2012).



Of equal importance is a belief in their ability to succeed, in their efficacy. Well known educational researcher Doug Reeves (2011) has recently emphasized the critical importance of teacher efficacy in planning for success. He defines efficacy as the "bone deep belief that teaching and leadership matter." In the 2013 climate survey administered to Tartesso teachers, in response to the question, "My work makes a difference in student lives," 71.4% strongly agreed and 28.6% agreed. Not one teacher disagreed.

Tartesso Elementary School is located in a community that faces intense competition for students from surrounding school districts with excellent elementary schools as well as several charter schools. We believe the STEM focus will attract parents who know that 8 of the 10 most in-demand occupations in the United States (according to the US Department of Labor) are STEM related. By pursuing inquiry and project-based learning through an increased use of technology we will attract students to the small school environment of excellence. By chartering Tartesso

(See Appendix A for the Charter) we will be able to invest further in technology, retain our excellent staff, and make program and curriculum innovations designed to add a signature program that will attract students and families.

## **Education Plan**

### Educational Philosophy

The school's philosophy is well summarized by the vision statement: Inspire, engage, and prepare our next generations to be inventors, explorers, innovators, and strong citizens who will lead achievement in science, technology, engineering and mathematics. To make this vision a reality the staff will focus on these six goals:

1. Engage students in project-based learning that focuses on solving relevant, real world problems.
2. Engage students in learning experiences that require them to critically think, research, write, present, and build 21<sup>st</sup> century skills
3. Implement research-based curricula, best instructional practices and assessments to increase student engagement and support 21<sup>st</sup> century learning.
4. Support student learning of 21<sup>st</sup> century skills through improved facilities and technology infrastructure.
5. Engage students in music and arts creating a well-rounded student who is socially responsible and will contribute to our community.
6. Provide students with the necessary skills to lead successful and purposeful lives.

Teachers will utilize inquiry methods and project-based learning with technology to individualize for student differences. The emphasis will be on critical thinking, communication, collaboration, and creativity. We believe these are the skills our future citizens will need for success in jobs that don't even exist right now. Quarterly assessments, pre and post testing at the beginning and end of the school year, progress monitoring and intervention in K-4 reading, as well as quarterly reporting to parents will all be used to keep students, teachers and their families informed about progress. Moreover, the Parent Portal of our student information system, Power School, allows parents to login under their confidential access password and access their student's grades in each subject on a daily basis.

Finally, the school's goals will be attained in a climate of mutual respect and responsibility. For details see Appendix B which contains some details about the Tartesso Tigers' behavioral expectations: GRRRS. Get set to be Respectful, Responsible, Ready to learn, Safe.

### Target Population

The target population for Tartesso Elementary School will be students in grades K – 8 in the Tartesso community and the surrounding area. The school's current enrollment is 310 students and our goal for the first year is 350 students. Approximately 35 of these students are bused from the outlying areas of Tartesso, approximately 2-4 miles. The community suffered from the recession of 2008, but Chris Heeter of Stardust Development now reports that the number of empty dwellings is decreasing and families are returning. Our enrollment has grown by 3% in the last year. As we move forward beyond year one and into full STEM implementation we

hope to have 450 students by the end of the third year. Class sizes will be at a ratio of approximately 25 – 1 in K-3 and closer to 30 in the upper grades. The student population currently is reflective of the diversity of the immediate Tartesso community. 49.6% of the students receive free and/or reduced price lunch. 11.5% of the students receive special education services while 3.5% are designated English language learners. Ethnically, white students comprise 76% of the population, Hispanic/Latinos 12.8% and African/Americans 8%. Detailed demographic information is presented in Appendix C.

#### Program of Instruction

Instruction at the charter school will focus upon the Arizona adopted Common Core standards. These will be taught and infused with a STEM emphasis. The training and development of STEM skills among our teachers will be discussed under Performance Management. Appendix D lists the school adopted curriculum materials. In addition to mathematics, language arts, science, social studies and technology, every student from K – 8 grades will have music (choral) and physical education classes. Band will be an elective available from 5-8<sup>th</sup> grades.

To monitor student progress in the curriculum the charter school will utilize the Galileo benchmark system offered by Assessment Technology Incorporated. These benchmarks are tailored precisely to the curriculum maps of Tartesso School and are administered quarterly to our students 2-8. Grade 1 will be adding the math benchmark this coming year. Appendix E contains a sample Galileo benchmark and classroom report to illustrate how the teachers can utilize the report to pinpoint student strengths and weaknesses. Tartesso will additionally administer a first-week-of-school pre-test in math and reading to establish a baseline for every student, so growth can be determined against the end of the year post-test. Additionally, students in grades K-4 are administered the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment to monitor their progress in reading. Appendix F contains the Assessment Calendar for the 2013 – 2014 Tartesso School Year.

DIBELS results are particularly important in targeting primary reading students for intervention. Since HB 2732 *Move On When Reading* requires retention of 3<sup>rd</sup> graders who fall far below grade level reading standards, it is imperative to intervene earlier. This extra instruction is provided during the school day by a trained reading specialist (with an ADE reading endorsement). Appendix G includes her schedule. Additionally, a series of letters to parents, starting in kindergarten, alerts those whose students have not made adequate progress at the end of the year that their children need to improve in reading and indicates what the school will do and what they can do. Those letters are also in Appendix G.

Promotion and mastery are determined as a team decision, following board policy. The Galileo reports and assessment results as well as the DIBELS results are essential components of the overall analysis of each student's progress at the end of the year. Report card grades play an important role in this decision as well. If the student receives special education services or is an English language learner, that status is also considered. Finally, if retention is a strong possibility, the Light's Retention Scale is then utilized as a guide to the ultimate success of retention as a strategy for student success. That Scale includes parent and student interviews.

During the first year of the charter three after-school, STEM-related activities will be offered. They are the Surfin'-Chess club, an activity which will enhance critical thinking and sharpen analytical skills, the Lego Robotics club, which will emphasize project-based learning, creativity and scientific design, and finally the Odyssey of the Mind. The Odyssey of the Mind is being sponsored through a grant from Grand Canyon University. This activity will unite parents, students and staff in a competitive, project-based learning activity. These three clubs will offer a robust mental complement to the after-school sports available to our students: football, volleyball, basketball, baseball and softball.

#### School Calendar and Weekly Schedule

The charter school calendar will be aligned with the other schools in the district. It is important to note that great attention has been paid to the critical variable of instructional time in the development of this calendar. As can be seen in Appendix H the calendar has 178 instruction days. The attached calculations demonstrate that state requirements in A.R.S. § 15-901 for instructional hours per year are greatly exceeded at every grade level, in many cases by 100 or more hours. Appendix H also contains the Daily Schedule. School starts at 7:30 A.M. and concludes at 2:30 P.M. allowing ample time for the after school activities.

#### Performance Management Plan

The performance management of the school involves several components including professional development, curriculum mapping, and data collection, analysis and reporting. The evaluation of the instructors as well as the school itself ultimately utilizes various data points, both qualitative and quantitative. The entire picture of the school's performance is reviewed by the principal and the site council in collaboratively developing, with the advice of the assistant superintendent, the School Improvement Plan for the following year. The charter's performance will be subject to quarterly reports to the Governing Board of the Saddle Mountain Unified School District.

Professional development of the charter school's teachers will focus on two areas: STEM and the Common Core curriculum and strategies. The introduction of the STEM signature program will be gradual. Year One will commence with extensive teacher training through an arrangement with the Arizona Science Center. STEM education will have its focus primarily in the mathematics and science curriculum. In year two the school plans to utilize the services of a STEM coach to work with teachers to fully incorporate STEM principles of research, critical thinking and project-based learning into every subject area. Technology will play an increasing role in student learning as well, especially in year two after teachers have been trained and increased resources have allowed more technological tools to become available to students and staff. In Year Two the Arizona K-12 Center's extensive training in use of technology in the classroom will be utilized to increase the capacity of our teachers to make the best use of their increasingly available tools. All teachers K-8 attended Common Core mathematics training this year sponsored by MCESA (Maricopa County Education Service Agency). MCESA is providing Common Core English Language Arts training and additional instruction in Close Reading strategies. Built into the school's schedule are weekly meetings with primary, intermediate and upper grade teachers where the focus will be on utilizing learned strategies and curriculum.

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7-8 in August of 2010. The principal's strong background in mathematics and science makes her well-suited to lead a school whose STEM program will become its signature identification in the now-growing Tartesso community, a program that will help it compete as a market-driven charter in a competitive educational environment. The principal will meet weekly with the district office staff including the assistant superintendent and the superintendent. A site council will be established according to Governing Board Policy and will meet at least monthly with the Principal. This council, along with the principal and the school staff members, will assist in the development of the annual school improvement plan.

### Governing Body

Tartesso will be operated under the authority of the five member Governing Board of the District. These members are President Paul Roetto, Clerk Gary Burton, Member Michael Winks, Member Dan Blackson and Member Jim Keith. The Board is elected by the registered voters of the 550 square mile Saddle Mountain Unified School District Number 90. The terms of members Burton and Keith expire in December of 2014, while Roetto, Blackson and Winks see their terms expire in 2016. If members resign prior to the conclusion of their terms, new members are appointed by Maricopa County Superintendent of Schools Dr. Don Covey. The Governing Board will set the policies, guidelines and goals for the district schools and receive regular reports in public meetings as to the progress made by the schools toward those goals. These reports will include data on academic performance, financial management, enrollment, student management, and maintenance and operations issues including transportation and food service.

District/School Relations. The District, under the direction of the Governing Board, is sponsoring the Charter School. The Charter School is subject to the same requirements and conditions as any school within the District.

### Management and Operation

As indicated above, the school will have one administrator for its anticipated 350 students, Principal Burton. She will be assisted in day-to-day office tasks by a secretary-registrar. A certified nursing assistant will complete the office staff personnel. The school will receive support and guidance from the district office staff of the Saddle Mountain Unified School District and will contract with the district for its management and operations functions as indicated below.

1. Special Education. Testing and Identification. Psychological and related service providers. IEP preparation and assistance. Compliance monitoring. Child Find. Medicaid billing. State reporting.
2. Curriculum and Instruction. Assessment administration, including AIMS. ELD (English Language Development) services coordination. Benchmark administration and reporting. Materials adoption. State reporting.
3. Grants. Development and submission of federal and state grants. Reporting. Monitoring. Budget support.
4. Human Resources. Recruiting and hiring. Background checks and fingerprinting. Records. Benefits. Certification and reporting. Employee discipline. Evaluation support.

To assist the instructors in adhering to the Common Core standards, both in content and pace, the school and district have developed curriculum maps aligned to the standards, our curriculum adoptions and supplementary materials. Appendix I provides extensive examples. During regular walkthrough's by the principal and district office administrators it is expected that teachers will be following the sequence prescribed in these maps. The Galileo quarterly benchmarks (Appendix E) provide specific data to indicate whether or not students are learning that quarter's prescribed curriculum. In collaboration with district and school administrators the teachers themselves have developed these maps. They meet every summer to further refine them based on the previous year's experience and the analysis of student achievement data from the previous year—Galileo, DIBELS and AIMS.

Another focus of managing the school's performance is the 360 degree utilization of survey data. Parents are surveyed and the results are utilized as one component (20%) of the teacher's performance pay under Proposition 301. An extensive school climate survey is conducted with the staff to measure effectiveness of school and district administration and to assess staff morale and climate on various issues. Finally, the Tripod Survey out of Harvard University is utilized to assess student feelings and thoughts about their teachers. This survey is administered grades 2 – 8, with a modified version being developed for K-1. Plans are underway to include this data in the teacher evaluation instrument next year.

The teacher evaluation instrument itself is relatively new having been developed in collaboration with teachers, principals and district administrators to comply with recent state laws requiring 33 – 50% of the evaluation be based upon quantitative data on student academic progress. Multiple data sources, including many of those discussed above, are utilized in the evaluation. Additionally, formal observations, informal walkthrough data, and artifacts offered by the teacher are also part of the process.

Final Performance Framework measures of the school's success will include:

1. ADE-mandated School Report Card and the School Grade on Arizona's A-F Assessment System (See current Grade in Appendix M).
2. Academic effectiveness data including AIMS and state assessments (Appendix M), Galileo and DIBELS results and other relevant district assessments.
3. Parent, student, and staff survey data.
4. Data on participation in student extra-curricular activities, attendance and participation in parent and community function and programs, and other indications of successful school activities.

## **Operational Plan**

### Applicant Entity

Tartesso Elementary School, the applicant entity, will operate under the same procedures, governing board policies, and guidelines as the other schools in the Saddle Mountain Unified School District #90. The school will be under the direct day-day administrative supervision of Principal Liz Burton. Her resume, background check information, fingerprint card and other information are contained in Appendix J. Ms. Burton has previously been the Dean of Students at the school and has been a member of the district administrative team for two years. The school originally opened in August of 2008 as a K-6 school and was expanded to include grades

5. Buildings and Grounds. Custodial services and supplies provided. Grounds maintenance. Repairs. Warranty support. Provide the facility.
6. Transportation. Bus students when necessary. Extra-curricular transportation when necessary.
7. Business Services. Payroll. Accounting. Purchasing and procurement. Asset control records. Accounts payable. State reporting and compliance. Audit services.

As the school progresses and succeeds, the contracting of these services will be subject to change and modification to meet the needs of the school and the sponsoring district.

Expectations of Sponsoring District. The Charter School shall be subject to and governed as provided in the policies of the Saddle Mountain Unified School District Governing Board.

Requested Rules Exceptions. The Charter School will not be exempted from any current Saddle Mountain Unified School District Governing Board Policies

## **Business Plan**

### **Initial Statement on Finance**

The Saddle Mountain Unified School District will fund the charter school from the statutory option "Use the charter school financing statutes, as they apply to district sponsored charter schools, for funding purposes.

### **Facilities Acquisition**

Tartesso Elementary is being converted to a charter school within an existing facility. This facility is ideal for marketing in a competitive environment. It is fairly new, opened in 2008, and it was constructed on principles that allowed it to attain designation as a Silver LEED facility, one of the first schools in Arizona to be so named. Thus, it meets the highest standards for indoor air quality and natural light. Appendix K provides detailed floor plans for this two story 72,000 square foot building which can house up to 800 students and thus has ample room for growth. Moreover, its two story design allows a natural separation of the K-3 elementary students from the 4-8<sup>th</sup> older students easing many management issues. The facility already is the center of many community activities and also serves as the meeting place for a local church.

### **Advertising and Promotion**

The charter will develop promotional materials, one example of which is contained in Appendix L. Among the points of emphasis will be the signature STEM program, the experienced, successful teaching staff, the provision of music and PE to all grades, the variety of after school offerings and the Silver LEED facility. Capacity should be sufficient for several years to include all students who submit timely applications. However, the following Equitable Selection Process has been adopted should capacity become insufficient. Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

- Enrollment preference shall be given to resident transfer pupils who were enrolled in the school in the previous year and any sibling who would be enrolled concurrently with such

pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

- Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
- Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected by through a random selection process adopted by regulation of the Superintendent.
- Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all these pupils, they shall be selected through a random selection process adopted by the regulation of the Superintendent.

#### Personnel

The current staff of the school will be retained. Additional staff has been hired and will continue to be hired through the Human Resources department of the Saddle Mountain Unified School District. All teachers will have Arizona Department of Education certification and will be highly qualified where such status is required. They will be subject to the same background and fingerprint checks required of all district employees.

#### Startup Budget

The Charter School's budget is formulated by the Saddle Mountain Unified School District and the Charter School's administration. Financial approval and control shall be handled by the District's Governing Board in the same fashion as other schools and general operations. Saddle Mountain Unified School District and the Charter School's administration shall be responsible for following all legal requirements. The budget shall outline federal and state revenues and expenditures necessary to operate the Charter School.

The Charter School shall be entitled to its full share of all county, state and federal funds, including allowance for attendance, special education services and other categorical program services to the extent which any student in the Charter School is eligible to participate as determined by state and federal regulations and the Saddle Mountain Unified School District's allocation formulae. In addition, the Charter School shall be included in the District's consolidated application for categorical funding.

Appendix N contains details on the Startup Budget.

#### Three Year Operational Budget

Appendix O contains details on the Three Year Operational Budget. These are projected figures subject to adjustment depending on whether or not enrollment goals are reached and potential Bond or override elections are successful.

Approved and accepted by the Saddle Mountain Unified School District Governing Board

Saddle Mountain Unified School  
District Governing Board

By: \_\_\_\_\_  
Paul Roetto, Board President

# APPENDIX

## A

### Charter

# APPENDIX

## A

### Charter

4. Support student learning of 21<sup>st</sup> century skills through improved facilities and technology infrastructure.
5. Engage students in music and arts creating a well-rounded student who is socially responsible and will contribute to our community.
6. Provide students with the necessary skills to lead successful and purposeful lives.

This Mission and Vision statements and Goals were developed as a collaborative process and are consistent with the District's mission, vision and goals.

#### **V. Students and Grades Served:**

Population to be Served. The student population of the Charter School consists primarily of children residing in the Saddle Mountain Unified School District enrollment boundaries. A second level of enrollment priority will be given to eligible children of persons who are employed by the District. Third, to resident transfer pupils who were enrolled in the school the previous year. Fourth, to nonresident pupils who were enrolled in the school the previous year. The school is then open to other residents if there is capacity.

Number of Students to be Served. The number of students to be served in the initial year of the Charter School is expected to be 350. In subsequent years the enrollment capacity is expected to be determined by the Charter School's Governing Board.

Grades to be Served. The Charter School will serve grades kindergarten through eighth (K-8).

Equitable Selection. Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

- Enrollment preference shall be given to resident transfer pupils who were enrolled in the school in the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.
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#### **VI. Student Achievement and Curriculum:**

Program and Performance Standards. The Charter School will provide a program that is challenging and productive for students. Some features of the program will include:

- A challenging academic curriculum
- All teachers will be state certified and/or highly qualified
- Rigor, relevance and empowerment through relationships

Effectiveness Measures. The effectiveness of the Charter School will be measured through:

- Completion and distribution of the State-mandated school report card.
- Ongoing surveys of parents, students and staff.

- Ongoing evaluation of general student academic performance as well as AIMS (and any future state-mandated assessments) and District Level Assessments.
- Regular evaluations of staff.
- Student presentations of projects and products.
- Completion of the A-F Accountability and the Arizona State Standards.

Curriculum Offerings. Curriculum in alignment with the Arizona academic standards will be offered in the areas of:

- Mathematics
- Language Arts
- Social Studies
- Science
- Technical Areas
- World Language
- Special Areas
  - Music
  - PE

Methodology. Teachers assist students in acquiring knowledge and developing important and appropriate skills. Learning and instruction is performance-based, with student products evaluated for mastery on a continuing basis through:

- Differentiated instruction
- Cooperative learning
- Project-based learning
- Teacher-directed instruction and evaluation
- Student-centered learning
- Learning enhanced through technology

Reporting Achievement Results. The Charter School will show academic accountability through:

- Completion and distribution of the State-mandated school report card
- Ongoing student evaluation
- Ongoing scheduled parent conferences
- Issuance of regular student report cards

Students are expected to master grade level standards by the end of the school year. Student progress toward mastery is monitored using both formative and summative assessments. If a student is not demonstrating progression toward mastery, additional instructional time is provided in class, after school or during other prearranged times.

#### **VII. Nondiscrimination:**

Students will be considered for admission without regard to race, ethnicity, national origin, gender, religion, disability or achievement level.

#### **VIII. Nonsectarian Practices:**

The Charter School is nonsectarian in its programs, admission policies and employment practices, and all other operations.

#### **IX. Compliance with Law; Non-Exemption from Laws:**

The Charter School shall comply with all federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance to the same extent as required of Saddle Mountain Unified Schools. The Charter School shall comply with all federal and state laws relating to the education of children with disabilities in the same manner as any other Arizona public school educating elementary school aged students. In addition, the Charter School shall not be exempt from statutes and rules relating to schools, governing boards and school districts unless a specific exemption is requested and granted by the Governing Board.

#### **X. Governance and Decision Making:**

Governing body and process. The Saddle Mountain Unified School District Superintendent and the Charter School administration is responsible for the organization, planning and day-to-day operation of the Charter School. The Saddle Mountain Unified School District Governing Board will be the governing body of the Charter School and will be responsible for the policy making and overall operation of the Charter School.

Parent/Community Involvement. The Charter School will operate in an environment that provides parents and the community with the opportunity for participating and input in decision-making and the learning process.

Site Council. A Site Council for the Charter School will be established, according to Saddle Mountain Unified School District Governing Board policy.

Parent Roles and Responsibilities. Parents will be required to sign an agreement that outlines the commitment to specific roles they will play in the education of their children and the operation of the Charter School.

Community Partnerships. Partnerships with the community-at-large will be aggressively pursued by the Charter School.

District/School Relations. The District, under the direction of the Governing Board, is sponsoring the Charter School. The Charter School is subject to the same requirements and conditions as any school within the District.

School Accountability. The Charter School administration and staff, in coordination with the Site Council, shall be responsible for the development of an annual school improvement plan and regular reports to the Governing Board of the District and school community, including the school report card.

Expectations of Sponsoring District. The Charter School shall be subject to and governed as provided in the policies of the Saddle Mountain Unified School District.

Requested Rules Exceptions. The Charter School will not be exempted from any current Saddle Mountain Unified School District Governing Board Policies.

#### **XI. Employment Plan and Practices:**

The Charter School will follow the Saddle Mountain Unified School District's hiring procedures and standards. The Saddle Mountain Unified School District will oversee salary and benefits structure to ensure compliance with the law. All individuals employed by the Charter School must possess the personal characteristics, expertise and qualifications identified in the posted job description. The Charter School will accept applications through the Human Resources department of the Saddle Mountain Unified School District.

Cost-Benefit Analysis. The plan for the Charter School is sponsored, planned and monitored by the Saddle Mountain Unified School District and is in conformance with statutory requirements and is economically sound.

Budget, Audit and Cash Management. The Charter School's budget is formulated by Saddle Mountain Unified School District and the Charter School's administration. Financial approval and control shall be handled by the District's governing board in the same fashion as other Saddle Mountain Unified Schools and general operations. Saddle Mountain Unified School District and the Charter School's administration shall be responsible for following all legal requirements. The budget shall outline federal and state revenues and expenditures necessary to operate the Charter School.

The Charter School shall be entitled to its full share of all county, state and federal funds, including allowance for attendance, special education services and other categorical program services to the extent which any student in the Charter School is eligible to participate as determined by state and federal regulations and the Saddle Mountain Unified School District's allocation formulae. In addition, the Charter School shall be included in the Saddle Mountain Unified School District's consolidated application for categorical funding.

Impact on Existing District K-12 Non-Charter Operations. The Charter School will be operated without impact on the regular K-12 non-charter budget of the Saddle Mountain Unified School District.

Financial Responsibility. The Charter School shall be included in the District's financial assistance calculations pursuant to state statutes. The District's Governing Board, as sponsor of the Charter School, will monitor the Charter School's financial state and ensure that all state laws are followed. The Governing Board is also responsible for administering the named services and supporting activities.

Procedures for Accountability. The Charter School is subject to the same financial requirements as any school in the Saddle Mountain Unified School District, including the Uniform System of Financial Records, procurement rules and audit requirements.

Purchased Services or Property. The Charter School will operate in accordance with Saddle Mountain Unified School District Governing Board policies in all procurement and contractual issues.

Insurance. The Charter School shall be included in the insurance policy of the Saddle Mountain Unified School District.

Facility Analysis. The Charter School will be maintained in the same manner as any other school within the Saddle Mountain Unified School District.

Transportation Arrangements. Students shall be transported to and from the Charter School in accordance with Saddle Mountain Unified School District Governing Board policy and procedures.

**XIII. Term:**

Pursuant to A.R.S. §15-183(I), this Charter is effective for fifteen years from the first day of operation of the Charter School. For purposes of this Charter, the first day of operation of the Charter School shall be deemed to be July 1, 2013.

Saddle Mountain Unified School District  
Governing Board

By:

\_\_\_\_\_   
Governing Board President

# APPENDIX

## B

### Behavior Expectations

# APPENDIX

## B

### Behavior Expectations

# TARTESSO ELEMENTARY BEHAVIORAL EXPECTATIONS

<u>Get Set to Be....</u>	<u>Respectful</u>	<u>Responsible</u>	<u>Ready to Learn</u>	<u>Safe</u>
<b>The Classroom</b>	<ul style="list-style-type: none"> <li>*Enter quietly</li> <li>*Cell phones off and out of sight</li> <li>*Be courteous</li> <li>*Be an active listener</li> <li>*Wait your turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>*Clean up after yourself</li> <li>*Follow directions</li> <li>*Come organized and prepared to learn</li> <li>*Use time wisely</li> <li>*Dress appropriate</li> </ul>	<ul style="list-style-type: none"> <li>*Be in class when tardy bell rings</li> <li>*Use time wisely</li> <li>*Follow your procedure for the start of the session</li> </ul>	<ul style="list-style-type: none"> <li>*Always Walk</li> <li>*Use materials and equipment properly</li> <li>*Keep hands and feet to yourself</li> <li>*Sit correctly</li> </ul>
<b>Library/Media Center</b>	<ul style="list-style-type: none"> <li>*Enter/exit quietly</li> <li>*Speak softly</li> <li>*Listen carefully</li> <li>*Be working on classroom assignments</li> </ul>	<ul style="list-style-type: none"> <li>*Follow Directions</li> <li>*Return books on time and in good condition</li> <li>*Use computers appropriately</li> <li>*Cell phone out of sight</li> <li>*Return materials to designated areas</li> <li>*Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>*Be with our teacher or have appropriate library pass</li> <li>*Stay with your class at all times</li> </ul>	<ul style="list-style-type: none"> <li>*Always Walk</li> <li>*Use materials and equipment properly</li> <li>*Keep hands and feet to yourself</li> <li>*Sit correctly</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>*Honor Privacy</li> <li>*Keep bathrooms clean</li> </ul>	<ul style="list-style-type: none"> <li>*Have a pass</li> <li>*Flush</li> <li>*Cell phones out of sight</li> <li>*Report unsafe conditions to the office or a teacher</li> </ul>	<ul style="list-style-type: none"> <li>*Return to class promptly and quietly</li> <li>*Follow teacher's guidelines for bathroom use</li> </ul>	<ul style="list-style-type: none"> <li>*Always wash your hands</li> <li>*Use material and equipment properly</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>*Use good manners</li> <li>*Speak at an appropriate indoor level</li> <li>*Be courteous towards others</li> <li>*Display affection appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Keep area clean, throw out trash</li> <li>*Purchase and eat your own food</li> <li>*Use time wisely</li> <li>*Stay seated while eating</li> </ul>	<ul style="list-style-type: none"> <li>*Listen for the bell and promptly proceed to class</li> <li>*Be in class when tardy bell rings</li> </ul>	<ul style="list-style-type: none"> <li>*Always walk</li> <li>*Stand quietly and wait your turn</li> <li>*Keep hands and feet to yourself</li> <li>*Use materials and equipment properly</li> </ul>
<b>Office Admin Attendance Counseling Nurses</b>	<ul style="list-style-type: none"> <li>*Enter quietly</li> <li>*Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>*Lock your car</li> <li>*Sign in</li> <li>*Be seated</li> <li>*Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>*Have appropriate pass from a staff member</li> <li>*Report immediately</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands and feet to yourself</li> <li>*Sit correctly</li> <li>*Wait patiently</li> </ul>
<b>Community Time/Assemblies/Field Trips/Athletic Events.</b>	<ul style="list-style-type: none"> <li>*Follow directions</li> <li>*Be silent during the performance</li> <li>*Applaud appropriately</li> <li>*Display good sportsmanship at athletic events</li> </ul>	<ul style="list-style-type: none"> <li>*Sit or stand where need be</li> <li>*Participate</li> <li>*Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Be in designated area promptly</li> </ul>	<ul style="list-style-type: none"> <li>*Keep your hands and feet to yourself</li> <li>*Be aware of others</li> <li>*Stay with group</li> </ul>
<b>Locker Rooms</b>	<ul style="list-style-type: none"> <li>*Honor privacy</li> <li>*Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>*Lock personal belongings in assigned lockers</li> <li>*Report unsafe conditions to the teacher or to the office</li> </ul>	<ul style="list-style-type: none"> <li>*Be in designated area promptly</li> <li>*Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>*Always walk</li> <li>*Keep hands and feet to yourself</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>*Use appropriate language</li> <li>*Speak softly</li> <li>*Follow bus drivers' and bus monitors' directions</li> </ul>	<ul style="list-style-type: none"> <li>*Keep bus clean</li> <li>*Throw trash in bus receptacle</li> </ul>	<ul style="list-style-type: none"> <li>*Arrive at the bus stop early</li> <li>*Board and exit bus at correct bus stops</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hands and feet to yourself and inside of the bus</li> <li>*Face forward</li> <li>*Stay seated</li> <li>*Store personal belongings appropriately</li> </ul>

# APPENDIX

## C

### Demographic Information

# Tartesso Elementary School Demographic Information: Spring 2013

Grade Level	Total in Grade	White		Black or African		Asian		American Indian or		Hispanic/Latino		Two or More Race	
		Number	% of Population	Number	% of Population	Number	% of Population	Number	% of Population	Number	% of Population	Number	% of Population
0	42	27	64.3%	2	4.8%	2	4.8%	1	2.4%	10	23.8%	0	0.0%
1	50	41	82.0%	3	6.0%	1	2.0%	0	0.0%	4	8.0%	1	2.0%
2	43	32	74.4%	7	16.3%	0	0.0%	0	0.0%	4	9.3%	0	0.0%
3	35	26	74.3%	4	11.4%	0	0.0%	0	0.0%	3	8.6%	2	5.7%
4	29	22	75.9%	2	6.9%	0	0.0%	0	0.0%	3	10.3%	2	6.9%
5	34	28	82.4%	1	2.9%	0	0.0%	0	0.0%	5	14.7%	0	0.0%
6	29	22	75.9%	1	3.4%	0	0.0%	0	0.0%	5	17.2%	1	3.4%
7	28	23	82.1%	1	3.6%	0	0.0%	0	0.0%	4	14.3%	0	0.0%
8	22	16	72.7%	4	18.2%	0	0.0%	0	0.0%	2	9.1%	0	0.0%
<b>Total</b>	<b>312</b>	<b>237</b>	<b>76.0%</b>	<b>25</b>	<b>8.0%</b>	<b>8</b>	<b>2.6%</b>	<b>0</b>	<b>0.0%</b>	<b>40</b>	<b>12.8%</b>	<b>6</b>	<b>1.9%</b>

% of Students receiving Free or Reduced Lunch	49.7%
% of Students who are English Language Learners	3.5%
% of Students Receiving Special Education Services	11.5%

# APPENDIX

## D

### Curriculum Materials

**Tartesso Elementary School  
Adopted Curriculum Materials**

<b>Subject</b>	<b>Title and Publisher</b>	<b>Grade Levels</b>
Reading	Houghton Mifflin ©2005	K-6
Reading	The Language of Literature by McDougal Littell ©2002	7-8
Reading Intervention	Read Well by Voyager Learning ©2013	K-3
Language	Language Network by McDougal Littell ©2001	7-8
Mathematics	enVision Math ©2009 by Pearson	K-6
Mathematics	Glencoe/McGraw Hill ©2009	7-12
Science	Science by Harcourt ©2006	K-6
Science	Science by McDougal Littell ©2007	7-8
Social Studies	Social Studies by Harcourt ©2007	K-6
Social Studies	Creating America-A History of the US by McDougal Littell ©2005	7-8
Arizona History	The Arizona Story, Gibbs-Smith, ©2009	4

**Tartesso Elementary School  
Adopted Curriculum Materials**

<b>Subject</b>	<b>Title and Publisher</b>	<b>Grade Levels</b>
Reading	Houghton Mifflin ©2005	K-6
Reading	The Language of Literature by McDougal Littell ©2002	7-8
Reading Intervention	Read Well by Voyager Learning ©2013	K-3
Language	Language Network by McDougal Littell ©2001	7-8
Mathematics	enVision Math ©2009 by Pearson	K-6
Mathematics	Glencoe/McGraw Hill ©2009	7-12
Science	Science by Harcourt ©2006	K-6
Science	Science by McDougal Littell ©2007	7-8
Social Studies	Social Studies by Harcourt ©2007	K-6
Social Studies	Creating America-A History of the US by McDougal Littell ©2005	7-8
Arizona History	The Arizona Story, Gibbs-Smith, ©2009	4

2012-13 ATI AZ CC CBAS Math 06 Gr. #3

Comprehensive Benchmark Assessment Series

**Instructions:** It is time to begin. The scores of this test will help teachers plan lessons. Carefully, read each item in the test booklet. Select the best answer: A, B, C, or D. Use a pencil. Mark your answer on the ANSWER SHEET. Fill in the bubble next to your answer choice. Make sure the bubble is completely colored. Erase any extra pencil lines or changed answers. You may write on the test booklet unless your teacher gave you scratch paper. Review and check your answers after you have finished the test.



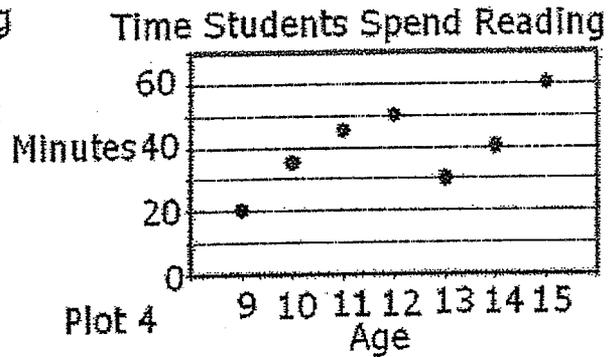
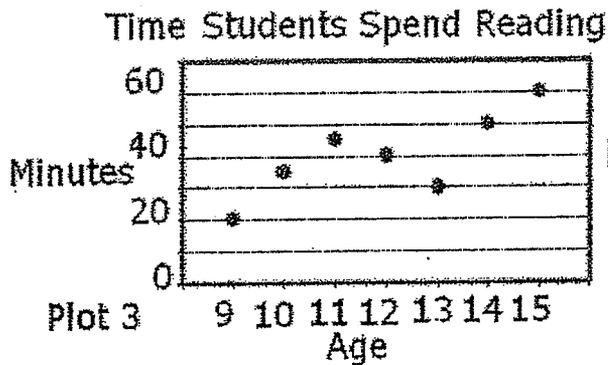
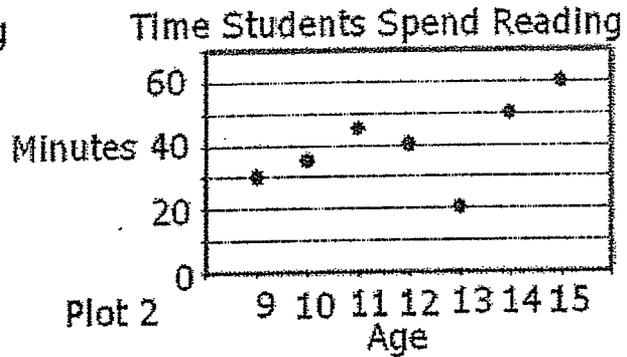
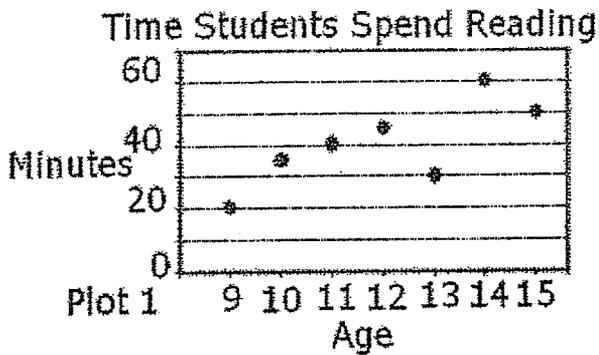
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2012-13 ATI AZ CC CBAS Math 06 Gr. #3

- 1) A survey of how many minutes students spent reading each day was taken and the average reading time was recorded for each age group.

Age in years:	9	10	11	12	13	14	15
Reading time in minutes	20	35	45	50	30	40	60

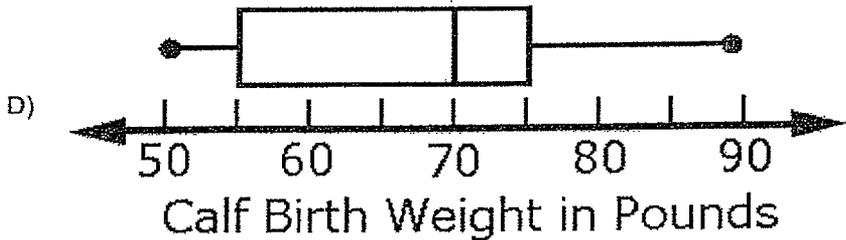
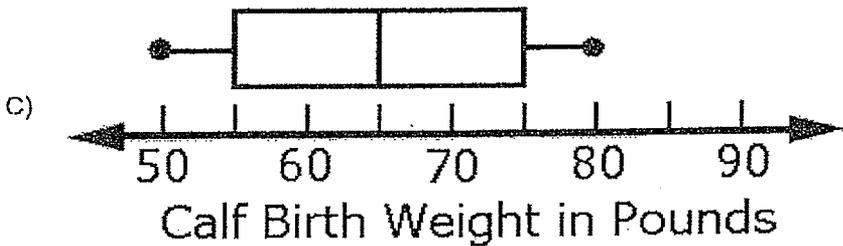
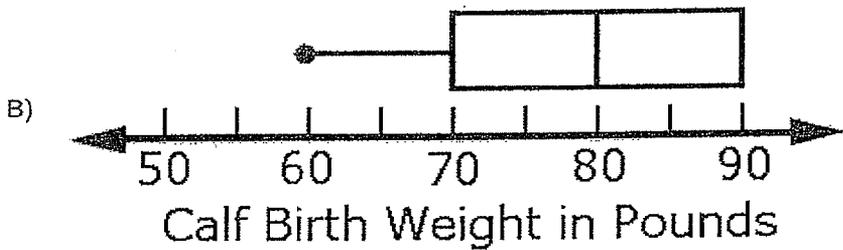
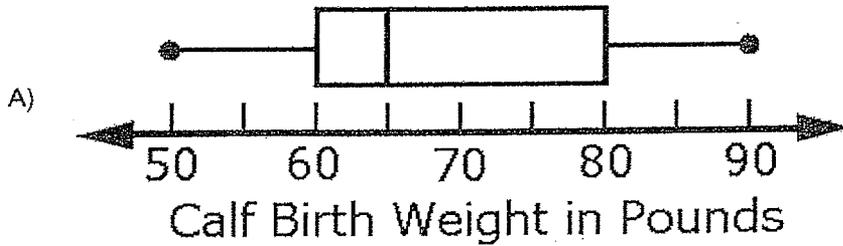
Which scatterplot accurately displays the data?



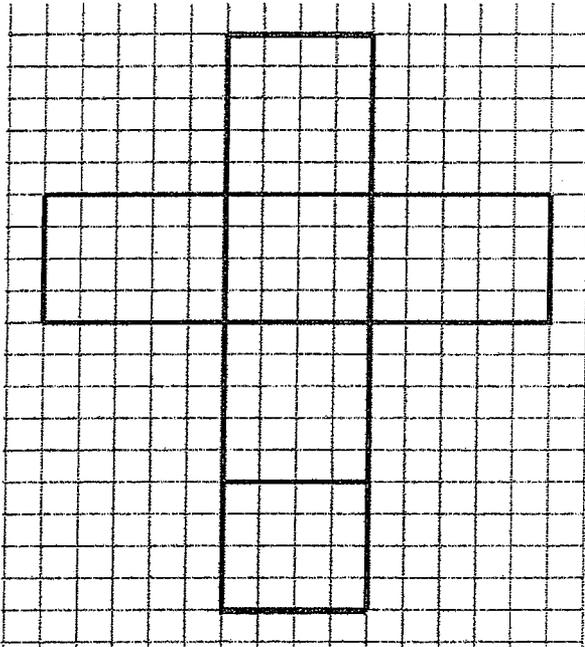
- A) Plot 1
- B) Plot 2
- C) Plot 3
- D) Plot 4

- 2) A rancher wanted to plot birth weights of his calves. He found that the median weight was 70 pounds and the heaviest calf weighed 90 pounds.

What might his box-and-whisker plot look like?



- 3) What is the surface area of the box formed by the pattern below?



- A) 80 units squared  
B) 96 units squared  
C) 112 units squared  
D) 120 units squared
- 
- 4) Which answer expresses the fraction below as a ratio?

$$\frac{4}{5}$$

- A) 4:5 and 4 to 5  
B) 5:4 and 5 to 4  
C) 4:4 and 4 to 4  
D) 5:5 and 5 to 5
-

# Test Monitoring

District: Saddle Mountain Unified  
Year: 2012-2013  
School: Tartesso Elementary School  
Class: Horn 7 HR

License expires in 15 days | Settings | Dashboard | Books | Help | Forum | Tech Support | Site Map | Logout

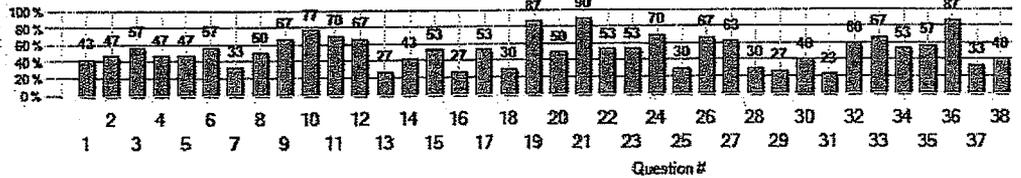
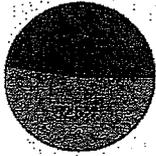
Filter Mode  Standard  Intervention Group

Select a class      Select a test.

School:  Library:

Class:  Test:

- Legend**
- Correct Answer
  - Incorrect Answer
  - Not Yet Answered
  - Not Applicable
  - Test Complete



Note: check the box below to automatically update this page every ten (10) seconds without having to use your browser's refresh Button.

Refresh page every 10 seconds

Show student IDs

Lock All / Unlock All	Name	Questions Correct	Questions Incorrect	Unanswered Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<input checked="" type="checkbox"/>	Aguirre, Ulyssa	17 of 48	31 of 48	0 of 48	B	C	A	C	B	C	D	B	C	C	C	B	A	B	C	B	D	A
<input checked="" type="checkbox"/>	Alfaro, Bryan	42 of 48	6 of 48	0 of 48	C	D	A	C	C	C	C	D	C	A	A	A	D	A	D	B	B	D
<input checked="" type="checkbox"/>	Bala, Brittany	19 of 48	29 of 48	0 of 48	C	B	C	A	C	B	C	A	C	B	B	H	A	A	C	A	H	A
<input checked="" type="checkbox"/>	Baldwin, Matthew	35 of 48	13 of 48	0 of 48	C	B	A	C	C	C	D	D	B	A	A	B	B	C	D	A	A	D
<input checked="" type="checkbox"/>	Birch, Lanson	32 of 48	16 of 48	0 of 48	A	D	A	C	C	C	C	D	C	A	A	B	D	A	D	A	D	A
<input checked="" type="checkbox"/>	Brown, Christian	10 of 48	38 of 48	0 of 48	A	D	D	A	D	B	D	A	D	D	A	A	C	A	C	C	C	D
<input checked="" type="checkbox"/>	Davis, Chris	36 of 48	12 of 48	0 of 48	C	D	A	C	B	C	C	B	C	A	A	B	A	A	D	D	B	D
<input checked="" type="checkbox"/>	Dyrcz, Alissa	18 of 48	29 of 48	1 of 48	B	A	B	D	C	D	C	D	C	C	A	B	A	A	A	C	A	A
<input checked="" type="checkbox"/>	French, Tawney	26 of 48	22 of 48	0 of 48	A	B	A	C	B	C	C	B	C	A	C	B	A	B	D	B	B	A
<input checked="" type="checkbox"/>	Gomez-Meza, Maria	32 of 48	16 of 48	0 of 48	C	D	A	D	B	C	C	D	B	A	A	B	D	C	D	D	B	D
<input checked="" type="checkbox"/>	Hahn, Steven	13 of 48	35 of 48	0 of 48	A	C	D	B	C	A	D	A	D	B	A	D	C	A	B	D	A	C
<input checked="" type="checkbox"/>	Hight, Tristan	23 of 48	25 of 48	0 of 48	D	A	D	A	B	C	D	B	C	A	A	C	C	C	D	D	B	A
<input checked="" type="checkbox"/>	Leon, Jasmina	22 of 48	26 of 48	0 of 48	B	A	A	D	C	D	D	D	C	A	A	B	D	A	D	C	A	B
<input checked="" type="checkbox"/>	Leonard, Charlotte	29 of 48	19 of 48	0 of 48	C	D	C	A	D	B	C	B	D	A	A	B	C	C	A	C	B	B
<input checked="" type="checkbox"/>	Long, Breanna	28 of 48	20 of 48	0 of 48	D	C	A	B	B	C	B	D	C	A	A	D	C	A	D	B	B	C
<input checked="" type="checkbox"/>	McDaniels, Raymond	40 of 48	8 of 48	0 of 48	A	D	A	C	C	C	C	D	C	A	C	B	D	A	D	B	B	D
<input checked="" type="checkbox"/>	Moses, Ashton	34 of 48	14 of 48	0 of 48	B	D	A	C	B	C	A	D	C	A	A	B	D	C	D	B	B	A
<input checked="" type="checkbox"/>	ortiz, Jared	15 of 48	33 of 48	0 of 48	D	D	A	C	B	A	B	C	B	A	C	D	B	B	D	A	C	C
<input checked="" type="checkbox"/>	perry, christopher	31 of 48	17 of 48	0 of 48	A	A	C	C	C	C	B	D	C	A	C	B	C	B	A	D	B	D
<input checked="" type="checkbox"/>	porter, quasin	20 of 48	28 of 48	0 of 48	A	B	A	A	B	D	D	B	D	A	C	B	C	B	C	A	D	C
<input checked="" type="checkbox"/>	Renner, Andrew	16 of 48	32 of 48	0 of 48	C	A	D	C	A	B	D	C	C	A	A	C	C	B	A	D	C	A
<input checked="" type="checkbox"/>	Sandoval, Valeria	25 of 48	22 of 48	0 of 48	C	D	B	C	B	C	A	D	D	A	A	B	C	B	A	C	C	A

Galileo: Test Monitoring

	Smith, Koral	✓	20 of 48	28 of 48	0 of 48	B	A	B	D	A	C	D	D	C	C	A	B	D	A	D	C	B	A	
	Strong, Devin	✓	29 of 48	19 of 48	0 of 48	C	D	A	C	B	C	D	D	C	C	A	B	B	B	B	B	A	B	B
	Talley, Emily	✓	39 of 48	9 of 48	0 of 48	C	A	A	C	C	C	D	D	C	A	A	B	A	A	D	D	B	D	
	Tarin, Robert	✓	27 of 48	21 of 48	0 of 48	C	D	B	A	B	C	D	B	C	A	A	B	A	B	D	B	B	D	
	Toquillas, Samantha	✓	25 of 48	23 of 48	0 of 48	C	A	A	D	C	D	D	D	C	A	A	A	A	C	D	C	A	B	
	Uszodi, Heather	✓	16 of 48	32 of 48	0 of 48	B	D	C	A	C	D	B	A	B	A	C	D	B	A	C	D	B	B	
	Valdez, Anfernee	✓	18 of 48	30 of 48	0 of 48	C	B	C	B	C	A	C	B	C	A	C	B	C	B	C	B	D	A	
	West, Aviana	✓	18 of 48	30 of 48	0 of 48	B	D	A	A	C	D	B	C	D	A	A	A	D	C	B	C	D	A	
	<b>Lock All</b>																							
	<b>Unlock All</b>																							
	<b>Name</b>		<b>Questions Correct</b>	<b>Questions Incorrect</b>	<b>Unanswered Questions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	

<b>Totals</b>			<b>Questions Correct Total</b>	<b>Questions Incorrect Total</b>	<b>Unanswered Questions Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
			756 of 1440	683 of 1440	1 of 1440	43%	47%	57%	47%	47%	57%	33%	50%	67%	77%	70%	67%	27%	43%	33%	27%	53%	30%
			52.5%	47.43%	0.07%																		

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Setup Assessment Curriculum Student/Family Reports

Test Scores Standards Mastery Test Sets Monitoring Test Properties Custom External Test

**Intervention Alert**

**District:** Saddle Mountain Unified  
**Year:** 2012-2013  
**School:** Tartesso Elementary School  
**Class:** Horn 7 HR

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▶ [Click to return to previous page](#)

2012-13 SMUSD Math 06 Gr. #2	Question count	Tartesso Elementary School	Saddle Mountain Unified
		✓	✓
<p>✓ At least 75% of students have taken test.            — Less than 75% of students have taken test.            Less than 75% of students have met the learning standard based on test results.</p>			
<input type="checkbox"/> M06-S1C1-06. Express the inverse relationships between exponents and roots for perfect squares and cubes.	3	56.00%	56.57%
<input type="checkbox"/> M06-S1C2-06. Apply the commutative, associative, distributive, and identity properties to evaluate numerical expressions involving whole numbers.	3	96.00%	89.90%
<input type="checkbox"/> M06-S1C2-07. Simplify numerical expressions (involving fractions, decimals, and exponents) using the order of operations with or without grouping symbols.	3	64.00%	34.34%
<input type="checkbox"/> M06-S1C3-01. Use benchmarks as meaningful points of comparison for rational numbers.	3	44.00%	33.33%
<input type="checkbox"/> M06-S1C3-02. Make estimates appropriate to a given situation and verify the reasonableness of the results.	3	64.00%	55.56%
<input type="checkbox"/> M06-S3C1-01. Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using all four basic operations.	3	72.00%	54.55%
<input type="checkbox"/> M06-S3C2-01. Recognize and describe a relationship between two quantities, given by a chart, table, or graph, using words and expressions.	3	48.00%	48.48%
<input type="checkbox"/> M06-S3C3-01. Use an algebraic expression to represent a quantity in a given context.	3	64.00%	44.44%
<input type="checkbox"/> M06-S3C3-02. Create and solve two-step equations that can be solved using inverse properties with fractions and decimals.	3	48.00%	29.29%
<input type="checkbox"/> M06-S3C3-03. Translate both ways between a verbal description and an algebraic expression or equation.	3	88.00%	81.82%
<input type="checkbox"/> M06-S3C3-04. Evaluate an expression involving the four basic operations by substituting given fractions and decimals for the variable.	3	48.00%	43.43%
<input type="checkbox"/> M06-S4C4-03. Estimate the measure of objects using a scale drawing or map.	3	28.00%	23.23%
<input type="checkbox"/> M06-S5C2-01. Analyze a problem situation to determine the question(s) to be answered.	3	84.00%	83.84%
<input type="checkbox"/> M06-S5C2-02. Identify relevant, missing, and extraneous information related to the solution to a problem.	3	56.00%	49.49%
<input type="checkbox"/> M06-S5C2-03. Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.	3	76.00%	46.46%
<input type="checkbox"/> M06-S5C2-04. Apply a previously used problem-solving strategy in a new context.	3	64.00%	50.51%
<input type="checkbox"/> M06-S5C2-05. Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.	3	76.00%	56.57%
<input type="checkbox"/> M06-S5C2-06. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.	3	76.00%	66.67%

<input type="checkbox"/> M06-S5C2-07. Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.	<u>3</u>	88.00%	92.93%
<input type="checkbox"/> M06-S5C2-08. Make and test conjectures based on information collected from explorations and experiments.	<u>3</u>	80.00%	67.68%
<input type="checkbox"/> M06-S5C2-09. Solve simple logic problems, including conditional statements, and justify solution methods and reasoning.	<u>3</u>	84.00%	81.82%

[Quiz Builder...](#)[Assignments...](#)[print CSV \(Excel-compatible format\)](#)

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# APPENDIX

## F

### Assessment Calendar

Saddle Mountain Unified School District #90  
Ruth Fisher and Tartesso Elementary Schools  
Assessment Calendar  
2013 - 2014

Date	Assessment	Grade Levels
August 12-16, 2013	Pretest Math	Kdg-1st
August 12-16, 2013	Pretest Reading and Math	2nd-8th
August 12-16, 2013	Pretest Science	4th and 6th-8th
August 12-16, 19-23 and 26-27, 2013	DIBELS Next	Kdg-4th
August 19-23, 2013	AZELLA (new students)	Kdg-12th
September 13, 2013	Progress Reports sent home to Parents	Kdg-8th
Week of October 14, 2013	Quarterly Benchmark Reading and Math	2nd-8th
Week of October 14, 2013	Quarterly Benchmark Science	4th and 6th-8th
November 22, 2013	Progress Reports sent home to Parents	Kdg-8th
December 2-6, 9-13 and 16-17, 2013	DIBELS Next	Kdg-4th
December 2-6, 2013	Quarterly Benchmark Math	Kdg-1st
Week of December 16, 2013	Quarterly Benchmark Reading and Math	2nd-8th
Week of December 16, 2013	Quarterly Benchmark Science	4th and 6th-8th
February 7, 2014	Progress Reports sent home to Parents	Kdg-8th
February 10-March 28, 2014	AZELLA Spring Testing	Kdg-12th
Week of February 19, 2014	Surveys (Parents, Students, and Staff)	2nd-12th
Week of March 3, 2014	Post-testing Reading and Math	2nd-8th
Week of March 3, 2014	Post-testing Science	4th and 6th-8th
April 7-11, 2014	AIMS 3-8	3rd-8th
April 7-8, 2014	STANFORD 10	2nd
April 21-May 6, 2014	DIBELS Next	Kdg-3rd
Week of April 21, 2014	Post-testing Math	Kdg-1st
April 25, 2014	Progress Reports sent home to Parents	Kdg-8th
Week of May 12, 2014	Common Core Summative Reading and Math	2nd-8th

# APPENDIX

## G

### Intervention Schedule and Letters

Tartesso Intervention Schedule---Ms. Pacheco, Second Semester, Grades 1 - 3

<p>1 7:30-8:10 [REDACTED]</p> <p>Shandlin Adriana Natay Angel Judith Jonathan Dax Kousai</p> <p>Vowel Digraphs</p>	<p>2 8:10-8:50 [REDACTED]</p> <p>Jonathan(8) Nathan (10) Manuel (5) Maleigha (10) Charity (11) Ty (13) Elizabeth(16)</p> <p>[REDACTED]</p>	<p>3 8:50-9:30 [REDACTED]</p> <p>Phillip(13) Owen(14) Brooklynn(16) Durant (18) R.J. (19) D.J. (20) Christian (24) Zia(26)</p> <p>[REDACTED]</p>	<p>4 9:30 -10:10</p> <p>Downing Kaytlin (37) Damian (37)</p> <p>Doerksen Michael (18) Nikki (41) Emmalie (37)</p> <p>[REDACTED]</p>	<p>9</p> <p>1:30-2:30</p> <p>Addis [REDACTED] Neferti Rene Leslie Alex H Rose Eduardo Amber</p> <p>CVCe &amp; Vowel Digraphs</p>
<p>5 10:10-10:50</p> <p>Downing Joseph (51) Whitfield (73)</p> <p>Doerksen Gavin(63) Arthur (50) Naya(64) Porter</p> <p>CVCe &amp; Vowel Digraphs</p>	<p>6 11:10-11:30 Recess Duty 11:30-12:10</p> <p>Downing Alexandra (86) Blanca (83) Estrella (83) Enrique (94)</p> <p>Doerksen Amir (90) Chealsey (94) Ciara (88)</p> <p>CVCe &amp; Vowel Digraphs</p>	<p>7 12:10-12:50</p> <p>[REDACTED]</p> <p>Haidy (2) Abraham (6) Sora(9) Natalia(9) Kelly(14) Avleohn (12) Hamzeh</p> <p>[REDACTED]</p>	<p>8 12:50-1:30</p> <p>[REDACTED]</p> <p>Kendall (18) Ethan(30) Kylee(15) Charles (29) Gavin(17) Johnnie(17) Vanessa (17)</p> <p>[REDACTED]</p>	<p>9</p> <p>1:30-2:30</p> <p>Addis [REDACTED] Neferti Rene Leslie Alex H Rose Eduardo Amber</p> <p>CVCe &amp; Vowel Digraphs</p>

Tartesso Elementary School  
29677 W. Indianola Ave.  
Buckeye, AZ 85396  
623-474-5400 Phone • 623-474-5441 Fax



May 25, 2013

Dear :

This letter is to notify you of **an important law affecting your child** which was passed by the 2010 Arizona State Legislature. This law is HB 2732, known as *Move on When Reading*. This law requires us to notify parents of this year's **kindergarten** students if their children have not made substantial progress in reading during the course of this school year.

We are notifying you that \_\_\_\_\_ has not made adequate progress in reading this year. This notification is based on the following information:

- The DIBELS assessment. This assessment, known as the Dynamic Indicator of Basic Early Literacy Skills, gives us information on your child's skills in the development of learning to read, including: letter recognition, phonemic awareness and phonics.
- Your teacher's daily observation of student reading.
- Your teacher's daily interaction with the students.
- Your student's work in class.
- Your teacher's use of the Tartesso Kindergarten Screener.

What can you do to help your child read?

- Discuss your child's reading progress with the kinder teacher.
- Read to your child.
- Listen as your child reads to you, even if that reading is short words.
- Provide books, magazines, comic and picture books and other printed material at home.
- If possible, use a computer to visit sites like: [www.starfall.com](http://www.starfall.com); [www.readingrockets.org](http://www.readingrockets.org); <http://greatkidbooks.blogspot.com>;
- Ask your child's opinion about issues and events in his or her life.
- Ask your child about books or comics he or she is reading.

What is Tartesso Elementary School doing about this new law?

- We will be scheduling additional reading instruction for your child next year.
- We will be following your child's reading progress carefully and keeping you informed regularly.
- We will train K-3 teachers in the best strategies for teaching reading.

We will work with you to improve your child's reading skills. Keeping regular contact with the first grade teacher will be essential to further progress. Don't give up. Children develop differently in their learning and often make great improvement after kindergarten.

Liz Burton  
Principal

Tartesso Elementary School  
29677 W. Indianola Ave.  
Buckeye, AZ 85396  
623-474-5400 Phone • 623-474-5441 Fax



May 25, 2013

Dear :

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- Your teacher's daily observation of student reading.
- Your teacher's daily interaction with the students.
- Your student's work in class.

What can you do to help your child read?

- Discuss your child's reading progress with the teacher.
- Read to your child.
- Listen as your child reads to you, even if that reading is short words.
- Provide books, magazines, comic and picture books and other printed material at home.
- If possible, use a computer to visit sites like: [www.starfall.com](http://www.starfall.com); [www.readingrockets.org](http://www.readingrockets.org); <http://greatkidbooks.blogspot.com>;
- Ask your child's opinion about issues and events in his or her life.
- Ask your child about books or comics he or she is reading.

What is Tartesso Elementary School doing about this new law?

- We will be scheduling additional reading instruction for your child next year.
- We will be following your child's reading progress very carefully and will be keeping you informed regularly.
- We will train K-3 teachers in the best strategies for teaching reading.

We will work with you to improve your child's reading skills. Keeping regular contact with the second grade teacher will be essential to further progress. Don't give up. Children develop differently in their learning and often make great improvement.

Liz-Burton  
Principal

Tartesso Elementary School  
29677 W. Indianola Ave.  
Buckeye, AZ 85396  
623-474-5400 Phone • 623-474-5441 Fax



May 25, 2013

Dear :

This letter is to notify you of **an important law affecting your child** known as *Move on When Reading*. Your second grade child will be in **grade 3 next year**. The law states that students whose reading scores on the spring AIMS test are falling far below the 3rd grade level will not be promoted to 4th grade. **Next year poor readers will be retained and have to repeat 3rd grade.**

We are notifying you that \_\_\_\_\_ has not made adequate progress in reading this year. This notification is based on the following information:

- The DIBELS assessment. This assessment, known as the Dynamic Indicator of Basic Early Literacy Skills, gives us information on your child's skills in the development of learning to read, including: letter recognition, phonemic awareness and phonics.
- Your teacher's daily observation of student reading.
- Your teacher's daily interaction with the students.
- Your student's work in class.
- Galileo Benchmark Assessments

What can you do to help your child read?

- Discuss your child's reading progress with the teacher.
- Read to your child.
- Listen as your child reads to you, even if that reading is short words.
- Provide books, magazines, comic and picture books and other printed material at home.
- If possible, use a computer to visit sites like: [www.starfall.com](http://www.starfall.com); [www.readingrockets.org](http://www.readingrockets.org); <http://greatkidbooks.blogspot.com>;
- Ask your child's opinion about issues and events in his or her life.
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- We will be following your child's reading progress very carefully and will be keeping you informed regularly.
- We will train K-3 teachers in the best strategies for teaching reading.

We will work with you to improve your child's reading skills. Keeping regular contact with the teacher will be essential to further progress. Don't give up. Children develop differently in their learning and often make great improvement.

Liz Burton  
Principal

# APPENDIX

## H

### School Calendar and Schedule

# Tartesso Elementary School

## 2013-2014 School Calendar

July 2013						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

September 2013						
Su	M	Tu	W	Th	F	Sa
1	<del>2</del>	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						20

October 2013						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>	12
13	14	15	16	17	18	19
20	21	22	23	△	△	26
27	28	29	30	31		
						18

November 2013						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	<del>11</del>	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	<del>27</del>	<del>28</del>	<del>29</del>	30
						17

December 2013						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	<del>13</del>	14
15	16	17	18	19	20	21
22	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>	28
29	<del>30</del>	<del>31</del>				
						15

January 2014						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	<del>20</del>	21	22	23	24	25
26	27	28	29	30	31	
						19

February 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	<del>17</del>	18	19	20	21	22
23	24	25	26	27	28	
						19

March 2014						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	<del>7</del>	8
9	10	11	12	△	△	15
16	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	22
23	24	25	26	27	28	29
30	31					16

April 2014						
Su	M	Tu	W	Th	F	Sa
		1	2	3	<del>4</del>	5
6	7	8	9	10	11	12
13	14	15	16	17	<del>18</del>	19
20	21	22	23	24	25	26
27	28	29	30			
						21

May 2014						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	○	○	24
25	26	27	28	29	30	31
						16

June 2014						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- No School
- Early Release Day
- Employee Planning (no school)
- Regular Schedule Day
- First and Last Day of School
- Parent Teacher Conferences

- Labor Day, Sept. 2
- Fall Break, Oct. 7 - 11
- Veterans' Day, Nov. 11
- Thanksgiving, Nov. 27-29
- Winter Holiday, Dec. 23 - Jan. 3
- MLK Holiday, Jan. 20
- Presidents' Day, Feb. 17
- Spring Break, March 17 - 21
- Spring Holiday, April 18

- End of Quarters**
- First October 18
- Second December 20
- Third March 7
- Fourth May 16

## 2013-2014 Final Calendar Tartesso Elementary School

### Minutes Calculations

168 Full Days

10 Early Release Days (4 report card prep., 4 parent conf., AIMS prep., last day)

178 School Days

+6 Staff Development Days

+8 Holidays (Labor, Veteran's, Thanks, Christmas, New Year's, MLK, Presidents, Spring)

=192 Contract Days for Teachers

### Legal Parameters per A.R.S. § 15-901 A. 1. (b.) (i)

180 Days required, OR, the required number of instructional hours/year as indicated below:

Kinder = 356 hours; 1, 2, and 3 = 712 hours; 4, 5, and 6 = 890 hours; 7-8<sup>th</sup> = 1,000 hours

### Tartesso Elementary School

#### Minute Calculations for a Six Period Day

7:30 – 2:30 P.M. = 7 hours = 420 minutes

#### 7/8<sup>th</sup> grades:

Lunch = 40 minutes

Passing time@3 minutes/6 period day w/lunch = 18 minutes passing

420 – 58 minutes = 362 *instructional minutes/full day* x 168 full days = 60,816m=1,013.6 hours

Early release 8:00 – 12:00 = 4 hours = 240 minutes

240 – 58 = 182 *instructional minutes/early release day* x 10 = 1,820 m=30.34hrs.

**Total = 1,043.94 hours** exceeds state requirement of 1,000 hours

#### 4 - 6<sup>th</sup> grade self-contained classrooms:

Lunch = 40 minutes

Passing time@3 minutes to and from lunch = 6 minutes

Passing time to and from special area = 6 minutes

Total passing time per day = 12 minutes

420 – 52 minutes = 368 *instructional minutes/full day* x 168 full days = 61,824m=1,030.4 hours

Early release 8:00 – 12:00 = 4 hours = 240 minutes

240 – 56 = 188 *instructional minutes/early release day* x 10 = 1,880m=31.34hrs.

**Total = 1,061.74 hours** exceeds state requirement of 890 hours

#### K-3 grades:

8:00 – 2:00 = 6 hours = 360 minutes

Lunch = 40 minutes, plus 3 minutes to and from = 46 minutes.

360 – 46 = 314 *minutes/instructional day without special area* x 101=31,714m=528.57 hours

Passing time to and from special area = 6 minutes 2 days/week

360 – 52 = 308 *minutes/instructional day with special area* x 67=20,636m=343.94 hours

240 – 46 = 194 *minutes/early release day without special area* x 6 = 1,164m=19.4 hours

240 – 52 = 188 *minutes/early release day with special area* x 4 = 752m=12.54 hours

(excluding kinder recess)

**Total = 904.45 hours** exceeds state requirement of 712 hours (1<sup>st</sup> - 3<sup>rd</sup>) and 356 hours (K)

# APPENDIX

## I

### Curriculum Maps

**Saddle Mountain Unified School District #90**  
**Subject: Math**  
**Grade: 1**

Quarter	Content: Need to Know	Standards 2010	Skills	Curriculum/Resources	Proficiency
I	<u>OPERATIONS AND ALGEBRAIC THINKING</u> (OA) - Represent and solve problems involving addition and subtraction.	1.OA.1.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1.)	enVision Topic 3 and 4, Math Journals (See book Children's Mathematics Cognitively Guided Instruction by Thomas P. Carpenter) 3-1, 3-2, 3-3, 3-4, 3-5a, 3-5, 3-7 4-1, 4-2, 4-3, 4-4, 4-5a, 4-5, 4-6, 4-7, 4-8	Topic 3 and 4 Tests, Math Journals
I	<u>OPERATIONS AND ALGEBRAIC THINKING</u> (OA) - Represent and solve problems involving addition and subtraction.	1.OA.2.	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Math Journals (See book Children's Mathematics Cognitively Guided Instruction by Thomas P. Carpenter)	Math Journals
I	<u>* OPERATIONS AND ALGEBRAIC THINKING</u> (OA) - Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.3.	Apply properties of operations as strategies to add and subtract. <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.) (Students need not use formal terms for these properties.)</i>	enVision Topic 3, Math Journals (See book Children's Mathematics Cognitively Guided Instruction by Thomas P. Carpenter) 3-6	Topic 3 Test, Math Journals

**Saddle Mountain Unified School District #90**  
**Subject: Math**  
**Grade: 3**

Quarter	Content: Need to Know	2008 Standards	2010 Standard	Skills	Curriculum/Resources	Mastery Documentation
I	*WHOLE NUMBERS THROUGH SIX DIGITS USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO PERFORM MULTI-DIGIT ARITHMETIC.	1.1.1 1.1.2 1.1.4 1.2.1 3.3.1	3.NBT.2	A. Express whole numbers and connecting multiple representations. B. Compare and order by applying the concept of place value. C. Sort into sets and justify the sort. D. ** Add and subtract to four digits. <i>Using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</i> E. Record equivalent forms to six digits by constructing models and using numbers	Envision Topic 1, 2, 3, 5 **Envision teaches to 3 digits, use additional material to teach 6 digits <i>Envision Online 2-7a, 4-1a, 4-3a</i>	Topic 1, 2, 3, 5 tests
I	MONEX	1.2.2		Count and represent money using coins and bills (e.g., \$1, \$2, \$5, \$10, \$20)	Envision Topic 1	Topic 1 tests
I	WORD PROBLEMS	1.2.2		Create and solve based on addition, subtraction, multiplication, and division.	Envision Topic 3, 4, 5	Topic 3, 4, 5 tests
I	MULTIPLICATION A & B. REPRESENT AND SOLVE PROBLEMS INVOLVING MULTIPLICATION AND DIVISION. C. UNDERSTAND PROPERTIES OF MULTIPLICATION AND THE RELATIONSHIP	1.2.3 1.2.4 1.2.6 1.2.7	3.OA.1 3.OA.4 3.OA.5 3.NBT.3 3.OA.6	A. Demonstrate the concept using multiple models. (array, sets) <i>Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each.</i> B. Demonstrate fluency of facts through 10. <i>Determine the unknown whole number in a multiplication equation relating three whole numbers. (<math>8 \times ? = 48</math>, <math>6 \times 6 = ?</math>)</i>	Envision Topic 2, 4, 5, 6 <i>Envision Online 5-3a, 5-8a</i>	Topic 2, 4, 5, 6 tests

**Saddle Mountain Unified School District #90**  
**Subject: Math**  
**Grade: 5**

Quarter	Content: Need to Know	2008 Standards	2010 Standards	Skills	Curriculum/ Resources	Mastery Documentation
I	*FRACTIONS, DECIMALS, PERCENTS A. Converting B. Ordering	1.1.1 1.1.4	<i>REMOVED</i> 5.NBT.3	A. Determine equivalence by converting between benchmark fractions, decimals, and percents B. Compare and order positive fractions, decimals, and percents. <i>Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3×100+4×10+7×1+3×(1/10)+9×(1/100)+2×(1/1000).</i> <i>Compare two decimals to thousandths based on meanings of the digits in each place, using &gt;, =, and &lt; symbols to record the results of comparisons.</i>	Envision Topic 1.4, 9.3, 9.4, 9.7, 9.8, 9.9, 9.5, 9.10, 16.2, 16.3	Teacher Created Summative Topic 9 Test Practice 16-2 Practice 16-3 Conversion Chart
I	*VOCABULARY A. Prime/Composite B. Factor/Multiple	1.1.2	<i>REMOVED</i>	A. Differentiate between prime and composite numbers. B. Differentiate between factors and multiples for whole numbers.	Envision Topic 4.8	Practice 4-8
I	*INTEGERS	1.1.3 1.1.6	<i>REMOVED</i>	Locate integers on a number line and express them in context.	Envision Topic 17.1 AZ Connection Lesson 8	Number Line Practice 17-1
	<i>Understand the place value system.</i>		5.NBT.1	<i>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</i>		
	<i>Understand the place value system.</i>		5.NBT.2	<i>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a</i>		

**Saddle Mountain Unified School District #90**  
**Subject: Math**  
**Grade: 6**

Quarter	Content: Need to Know	2008 Standards	2010 Standards	Skills	Curriculum/Resources	Mastery Documentation
I	<b>*ESTIMATION</b> A. Benchmarks B. Reasonableness C. Scale Drawings	1.3.1 1.3.2 4.4.3		A. Use benchmarks as meaningful comparisons for rational numbers. B. Make estimates appropriate for a given situation and verify the reasonableness of the results. C. Estimate the measure of objects using a scale drawing or map (like with SS).	3-1 Decimal Estimation 3-3 Decimal Estimation	Teacher Created Assessment
I	<b>*PROBLEM SOLVING</b> A. Perseverance B. Reason C. Arguments D. Model E. Tools F. Precision G. Structure H. Reasoning	5.2.1 5.2.2 5.2.3 5.2.4 5.2.5 5.2.6 5.2.7 5.2.8 5.2.9	6.MP.1 6.MP.2 6.MP.3 6.MP.4 6.MP.5 6.MP.6 6.MP.7 6.MP.8	A. <i>Make sense of problems and persevere in solving them</i> B. <i>Reason abstractly and quantitatively</i> C. <i>Construct viable arguments and critique the reasoning of others</i> D. <i>Model with mathematics</i> E. <i>Use appropriate tools strategically</i> F. <i>Attend to precision</i> G. <i>Look for and make use of structure</i> H. <i>Look for and express regularity in repeated reasoning</i>	PS Decimals (pg 17) 3-10 Decimals 6-5 # Line 8-5 Multi-Step Probs 9-7 Patterns	Problem Solving Record Sheet
I	<b>*RATIONAL NUMBERS</b> A. Convert B. Compare C. Number Line D. Opposites	1.1.1 1.1.4	6.NS.5 6.NS.6	A. Convert between expressions for positive rational numbers including fractions, decimals, percents, and ratios. B. Compare and order integers; and positive fractions, decimals, and percents. <i>Interpret statements of inequality as statements about the position of numbers on the number line. Understand positive and negative numbers have opposite directions or values and express integers in context explaining the meaning of zero in each context.</i> C. <i>Understand a rational number as a point on a number line, extending the number line if necessary</i> D. <i>Recognize opposite signs of numbers as</i>	Compare # (pg 7) 1-6 Compare Decimal 6-2 Fract to Dec 6-4 Mix # to Dec Compare Fract (pg 177) 10-1 Integers 10-2 Compare Integers 10-3 Rational #	Conversion Chart Teacher Created Assessment Number Lines

Saddle Mountain Unified School District #90  
7<sup>th</sup> Grade Mathematics Map

Quarter	Content: Need to Know	Standards	Standard 2010	Skills	Curriculum	Mastery
I	*NUMBER SENSE: Factors, multiples, prime factorization	1.1.2	<ul style="list-style-type: none"> <li>7.NS.1</li> </ul>	<ul style="list-style-type: none"> <li>Identify and write factors within a set of numbers.</li> <li>Identify and write multiples within a set of numbers</li> <li>Identify and write prime factors within a set of numbers</li> </ul>	1-2,1-3, Explore 4-1,4-1,4-2, 4-4,4-8	
I	*NUMBER SENSE: Absolute Value	1.1.4	<ul style="list-style-type: none"> <li>7.NS.1</li> </ul>	<ul style="list-style-type: none"> <li>Model and solve simple problems involving absolute value.</li> <li><i>Understand, show, and interpret the distance from 0 as an opposite as well as an additive inverse</i></li> </ul>	2-1	
I	*NUMBER OPERATIONS: Integers	1.2.1	<ul style="list-style-type: none"> <li>7.NS.1</li> <li>7.NS.2</li> </ul>	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide integers</li> <li>Apply properties of operations as strategies to add and subtract rational numbers</li> <li><i>Understand and apply the distributive property to rational numbers</i></li> </ul>	Explore 2-4, 2-4, Explore 2-5, 2-5, 2-6, 2-8	
I	*NUMBER OPERATIONS: Estimating and Computing Square Roots	1.3.3	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Estimate square roots of numbers less than 1000 by locating them between two consecutive whole numbers</li> </ul>		
I	*NUMBER OPERATIONS: Scientific Notation	1.2.4	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Write and interpret numbers using scientific notation (positive exponents only)</li> </ul>	LA1	
I	*NUMBER OPERATIONS Order of Operations	1.2.5	<ul style="list-style-type: none"> <li>7.NS.1</li> <li>7.EE.1</li> </ul>	<ul style="list-style-type: none"> <li>Simplify numerical expressions using order of operations and appropriate mathematical properties</li> <li>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions</li> </ul>	1-4, 1-8	

**Saddle Mountain Unified School District #90**  
**Subject: Math Pre-Algebra**  
**Grade: 8**

Quarter	Content: Need to Know	Standards	Standards 2010	Skills	Curriculum/Resources	Mastery Documentation
I	*NUMBER SENSE: COMPUTATION  Real Numbers	M08-S1C1-01		<p>Compare and order in writing in the real number system:</p> <ul style="list-style-type: none"> <li>• Very large integers</li> <li>• Very small integers</li> <li>• Decimals close to zero</li> <li>• Fractions close to zero</li> <li>• Simple radicals</li> </ul>	MC3: 2-2, 3-4, 5-2	Book Quiz
I	RATIONAL NUMBERS: DEMONSTRATE UNDERSTANDING  Rational and Irrational numbers	M08-S1C1-02 M08-S1C1-03	8.NS.1	<ul style="list-style-type: none"> <li>• Know that numbers that are not rational are called irrational.</li> <li>• Understand that every number has a decimal expansion</li> <li>• Model that rational numbers repeat eventually</li> <li>• Convert a decimal into a rational number</li> <li>• Model relationships between the subsets of the real number system MP.2, MP.6, MP.7</li> </ul>	MC3: 2-1, 3-4	Teacher created quiz
I	*NUMBER SENSE: PROBLEM SOLVING  Absolute Value	M08-S1C1-04		<ul style="list-style-type: none"> <li>• Solve in writing absolute value problems.</li> <li>• Graph answers to absolute value problems on a number line.</li> </ul>	MC3: 1-3	Formative-TOTD
I	*NUMERICAL OPERATIONS: PROBLEM SOLVING  Factors, multiples, prime, composite	M08-S1C2-01		<p>Solve problems involving:</p> <ul style="list-style-type: none"> <li>• Factors</li> <li>• Multiples</li> <li>• Divisibility or remainders</li> <li>• Prime numbers</li> <li>• Composite numbers</li> </ul>	MC3: AZ1, AZ2, AZ3	Book Quiz

**Saddle Mountain Unified School District #90**  
**Subject: Language Arts**  
**Grade: Kindergarten**

Timeline	Content	2010 Common Core Standards	Curriculum/Resources	Mastery Documentation
Quarter 1	ASK AND ANSWER questions about details in a story	K. RL. 1 ask and answer the questions who, what, where, when and how in relation to the beginning, middle, and end of a story.	Houghton Mifflin: <ul style="list-style-type: none"> <li>• Welcome To Kindergarten</li> <li>Pg:W6, Story: Goldilocks and the 3 Bears</li> <li>• Theme 1 and Theme 2 Big Books</li> </ul>	Tri-folded paper labeled B for beginning, M for middle, and E for end. *Have students illustrate what happened in the story
Quarter 1	RETELL familiar stories with detail.	K. RL. 2 use sequence of events to retell a story.	Houghton Mifflin: <ul style="list-style-type: none"> <li>• T1W2D2 story: I Need A Lunch Box</li> </ul>	Houghton Mifflin Practice Book page 71
Quarter 1	IDENTIFY elements in a story.	K. RL. 3 participate in a group discussion that identifies characters, setting, and sequence of events.	Houghton Mifflin: <ul style="list-style-type: none"> <li>• Welcome to Kindergarten</li> <li>• Theme 1: Pg:W6, Story: Goldilocks and 3 Bears</li> <li>• Theme 1: Pg: W8, Story: The Gingerbread Man</li> </ul> -focus: character Houghton Mifflin: <ul style="list-style-type: none"> <li>• Welcome to Kindergarten</li> <li>- Learning Environmental Print</li> <li>• Theme 1 Big Book: Mice Squeak, We Speak</li> </ul>	Houghton Mifflin Practice Book page 44
Quarter 1	ASK and ANSWER questions about words unfamiliar to the student.	K. RL. 4 determine the meaning of unfamiliar words through using it in a sentence and sorting the words into familiar categories.	Houghton Mifflin: <ul style="list-style-type: none"> <li>• Welcome To Kindergarten Poems</li> <li>• Pg:W6, W8, W10, W12, W14, W16, W18, W20, W22,</li> </ul>	Houghton Mifflin Practice Book page 36
Quarter 1	RECOGNIZE the different types of texts.	K. RL. 5 distinguish between what is a story, what is a	Houghton Mifflin: <ul style="list-style-type: none"> <li>• Welcome To Kindergarten Poems</li> <li>• Pg:W6, W8, W10, W12, W14, W16, W18, W20, W22,</li> </ul>	Class discussion on poem vs. story

Qtr 2	LANGUAGE: VOCABULARY	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Observation
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**Saddle Mountain Unified School District**  
**Subject: Language Arts**  
**Grade: 1**

Timeline	Content	2010 Common Core State Standards	Curriculum/Resources	Mastery Documentation
Qtr3	LITERATURE: KEY IDEAS AND DETAIL	1.RL.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>Houghton Mifflin T6W2, EEK1 <i>There's a Mouse in the House</i></li> <li>(Predicting Unit, Lesson 2 : Supporting Predictions with Text Evidence)<a href="http://www.readworks.org/node/1500">http://www.readworks.org/node/1500</a></li> </ul>	T6W2PB80, Theme Skills Test
Qtr 3	LITERATURE: SEQUENCE OF EVENTS	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>Houghton Mifflin T7W2, Lost!</li> <li>(Main Idea Unit, Lesson 1: The Best Main Idea)<a href="http://www.readworks.org/node/863">http://www.readworks.org/node/863</a></li> </ul>	T7W2PB126, Theme Skills Test, Student Activity Sheet from ReadWorks
Qtr 3	LITERATURE: STORY ELEMENTS	1.RL.3 Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>Houghton Mifflin T6W1</li> <li>(Compare and Contrast Unit, Lesson 2: Comparing and Contrasting Yourself to a Character) <a href="http://www.readworks.org/node/1055">http://www.readworks.org/node/1055</a></li> <li>(Comparing and Contrasting Unit, Lesson 3: Comparing and Contrasting Two Characters from a Book)<a href="http://www.readworks.org/node/">http://www.readworks.org/node/</a></li> </ul>	Student Activity Sheet from ReadWorks, T6W1PB62, Theme Skills Test

**Saddle Mountain Unified School District #90**  
**Subject: English Language Arts**  
**Grade: 2<sup>nd</sup>**

Timeline	Content	2010 Common Core State Standards	Curriculum/Resources	Mastery Documentation
Qtr 1	<p><u>LITERATURE: KEY / IDEAS (COMPREHENSION)</u></p> <p>Answer who, what, where, when, why and how</p>	<p><b>2.RL.1</b></p> <ul style="list-style-type: none"> <li>• Identify who, what, where, when, why and how of story</li> <li>• Construct graphic organizer</li> <li>• Ask relevant questions for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton-Mifflin T1W1 (<i>Dragon Gets By</i> Lexile Level 361/AR 2.6)</li> <li>• Houghton-Mifflin T2W1 (<i>Henry &amp; Mudge</i> Lexile Level 289/AR 2.2)</li> <li>• Literature Logs</li> <li>• Read Well 2 (Teacher Guides 1, 3, 4, 8, 11, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25)</li> <li>• <a href="http://www.eduplace.com">www.eduplace.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• TE Created</li> <li>• STAR/AR testing</li> <li>• Read Well Unit tests</li> </ul>
Qtr 1	<p><u>LITERATURE: KEY / IDEAS</u></p> <p>Stories, fables and folktales from diverse cultures</p>	<p><b>2.RL.2</b></p> <ul style="list-style-type: none"> <li>• Determine the moral of a story</li> <li>• Use graphic organizer for story elements</li> <li>• Recount events from story</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton-Mifflin T2 Focus on Genre (<i>Fables</i>)</li> <li>• Read Well 2 (Teacher's Guide 1, 3, 4, 8, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25)</li> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• TE Created</li> <li>• Read Well Unit tests</li> </ul>
Qtr 1	<p><u>LITERATURE: INTEGRATION OF KNOWLEDGE AND IDEAS</u></p> <p>Use illustrations and words to develop meaning</p>	<p><b>2.RL.7</b></p> <ul style="list-style-type: none"> <li>• Retell story by using illustrations</li> <li>• Interpret character, plot and setting by using illustrations / visual clues and written or digital text</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton-Mifflin T2W3 (<i>Around the Pond: Who's Been Here?</i> Lexile Level 360/AR 2.5)</li> <li>• Literature Logs</li> <li>• Read Well 2 (Teacher's Guides 1, 3, 4, 8, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 23, 24, 25)</li> <li>• <a href="http://www.commoncore.org/maps">www.commoncore.org/maps</a></li> <li>• Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• TE Rubric</li> </ul>
Qtr 1	<p><u>LITERATURE: RANGE READING</u></p>	<p><b>2.RL.10</b></p>	<ul style="list-style-type: none"> <li>• Houghton-Mifflin T2W1</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Fluency</li> </ul>

**Saddle Mountain Unified School District #90**  
**Subject: English Language Arts**  
**Grade: 5**

Timeline	Content	2010 Common Core State Standard	Curriculum/Resources	Mastery Documentation
4 weeks	Unit 1 Playing with Words Key Ideas and Details	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Houghton Mifflin 5 <sup>th</sup> Grade: Volcanoes-Theme 1 pg81CC-105R Focus on Tall Tales Theme 1 pg 107K-129R La Bamba-Theme 2 pg 159S-181R Focus on Poetry Theme 2 pg 231K-253R Kate's Trunk Theme 3 pg 289S-309R Wrap-Up Overview Theme 4 pg M8-M43 Elena Theme 5 pg 547CC-569R My Side of the Mountain Theme 6 pg 647CC-671R TE (theme 6) pg 647BB only in fiction activity (character traits) TE (theme 4) pg 381 "mixed emotions" assignment card (character traits) TE (theme 4) pg 398 "this is my friend" assignment card (character)	
Unit 1	Craft and Structure	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	HM La Bamba Theme 2 pg 159S-181R The Fear Place Theme 2 pg 181CC-207R Wrap Up Review Theme 2 pg M8-M47 Focus on Poetry Theme 2 pg 231K-253R And Then What Happened, Paul Revere? Theme 3 pg 259 A-285R Focus on Plays Theme 4 pg 439K-461R Black Cowboy, Wild Horses Theme 5 pg 519CC-547R Elena Theme 5 pg 547CC 569R Focus on Autobiography These 5 pg 571K-593R The Grizzly Bear Family Book Theme 6 pg 599A-623R My Side of the Mountain Theme 6 pg 647CC-671R TE (theme 3) pg. M7 synonym activity TE (theme 6) pg 623G using context activity TE (theme 4) pg 391G multiple meaning words activity TE (theme 4) pg M28-M31 vocabulary test	
Unit 1	Key Ideas and Details	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	HM Earthquake Terror Theme 1 pg 25G-51R Wrap Up Review Theme 1 pg T160-T231 Michelle Kwan: Heart of a Champion Theme 2 pg 135A-157R The Fear Place Theme 2 pg 181CC-207R Mae Jemison: Space Scientist Theme 2 pg 207CC-229R	

**Saddle Mountain Unified School District #90**  
**Subject: English Language Arts**  
**Grade: 5**

Timeline	Content	2010 Common Core State Standard	Curriculum/Resources	Mastery Documentation
4 weeks	Unit 1 Playing with Words Key Ideas and Details	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>Houghton Mifflin 5<sup>th</sup> Grade:            Volcanoes-Theme 1 pg81CC-105R            Focus on Tall Tales Theme 1 pg 107K-129R            La Bamba-Theme 2 pg 159S-181R            Focus on Poetry Theme 2 pg 231K-253R            Katie's Trunk Theme 3 pg 289S-309R            Wrap-Up Overview Theme 4 pg M8-M43            Elena Theme 5 pg 547CC-569R            My Side of the Mountain Theme 6 pg 647CC-671R            TE (theme 6) pg 647BB only in fiction activity (character traits)            TE (theme 4) pg 381 "mixed emotions" assignment card (character traits)            TE (theme 4) pg 398 "this is my friend" assignment card (character)</p>	
Unit 1	Craft and Structure	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>HM            La Bamba Theme 2 pg 159S-181R            The Fear Place Theme 2 pg 181CC-207R            Wrap Up Review Theme 2 pg M8-M47            Focus on Poetry Theme 2 pg 231K-253R            And Then What Happened, Paul Revere? Theme 3 pg 259 A-285R            Focus on Plays Theme 4 pg 439K-461R            Black Cowboy, Wild Horses Theme 5 pg 519CC-547R            Elena Theme 5 pg 547CC 569R            Focus on Autobiography These 5 pg 571K-593R            The Grizzly Bear Family Book Theme 6 pg 599A-623R            My Side of the Mountain Theme 6 pg 647CC-671R            TE (theme 3) pg. M7 synonym activity            TE (theme 6) pg 623G using context activity            TE (theme 4) pg 391G multiple meaning words activity            TE (theme 4) pg M28-M31 vocabulary test</p>	
Unit 1	Key Ideas and Details	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>HM            Earthquake Terror Theme 1 pg 25G-51R            Wrap Up Review Theme 1 pg T160-T231            Michelle Kwan: Heart of a Champion Theme 2 pg 135A-157R            The Fear Place Theme 2 pg 181CC-207R            Mae Jamison: Space Scientist Theme 2 pg 207CC-229R</p>	

# Elizabeth Burton

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**Objective:** To *utilize knowledge and experiences to obtain a career as an administrator in the Saddle Mountain Unified School District as an excited, dedicated, multi-faceted leader.*

## **Experience**

*July 2013-  
Present*      **Principal**  
*Tartesso Elementary School, Buckeye, AZ*

*June 2012-  
June 2013*      **Assistant Principal**  
*Ruth Fisher Elementary, Tonopah, AZ*

- Created master schedule
- Implemented and facilitated a district wide mathematics professional learning communities for the analysis of student achievement data.
- Handled disciplinary issues
- Evaluated teachers
- Led professional development
- Analyzed data
- Developed class lists
- Handled parent/staff/student concerns
- Communicated regularly through newsletters, emails, alert now calls
- Updated webpage
- Planned and managed staff meetings
- Managed school-level budgets and finances
- Served on district level committee to create evaluation instrument for Principals and Assistant Principals
- Planned and maintained safety plans used during crisis situations
- Spearheaded the AIMS testing and accountability process

*June 2011-  
June 2012*      **Dean of Students**  
*Tartesso Elementary School, Buckeye, AZ*

- Modeled lessons in classrooms
- Completed all work orders
- Handled disciplinary issues
- Implemented professional learning communities for the analysis of student achievement data.
- Analyzed data
- Led Incentive program for students
- Developed math skill builders
- Collaborated with school leadership team to establish policies, set school academic goals, and plan school improvement strategies

# Elizabeth Burton

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August 2010- 6<sup>th</sup> Grade Math/Reading Teacher  
June 2011 Bicentennial North School, Glendale, AZ

- Model teacher for Mathematical Problem Solving Techniques on campus
- Analyzed and compiled data to determine best practices and strategies to improve student achievement in a mathematics Professional Learning Community
- Interim Principal in Administrators' absences
- Worked with math achievement advisor to develop strategies to model efficient problem solving techniques to guide new teachers

August 2008- 6<sup>th</sup> Grade Math Teacher  
June 2010 Bicentennial North School, Glendale, AZ

- Collaborated with school leadership team to establish policies, set school academic goals, and plan school improvement strategies
- Assisted in teaching ELD students which resulted in a dramatic increase in test scores
- Developed and implemented gifted differentiation plans as gifted mentor
- Analyzed and compiled data to determine best practices and strategies to improve student achievement in a mathematics Professional Learning Community
- Developed effective strategies to assist two first year teachers as their mentor teacher
- Superintendent Advisory Council School Representative
- Interim Principal in Administrators' absences
- Team Leader

August 2006- 4th Grade Math/Science Teacher  
June 2008 Bicentennial North School, Glendale AZ

- Received nomination for Teacher of the Year
- Developed a school wide math resource to utilize in after school tutoring
- Developed and implemented a professional development plan to support the curriculum
- Conducted best practices training for teachers in grades 4-8
- Analyzed data to aid in the creation of math resources to maximize effectiveness
- Differentiated reading and math instruction for tutoring students after school

August 2004- 3<sup>rd</sup> Grade Self Contained Teacher  
June 2006 Bicentennial South School, Glendale, AZ

- Differentiated reading and math instruction while tutoring students after school

August 2003- 3rd Grade Self Contained Teacher  
June 2004 Bicentennial North School, Glendale, AZ

- Participated in comprehensive literacy training

# Elizabeth Burton

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## *August 2007- Present* **21<sup>st</sup> Century Grant Program Coordinator**

*Bicentennial North School, 4-8, Glendale, Arizona*

- Ensured the fluid coordination of teacher and student schedules
- Supervised 80-100 students and 8 teachers three times a week
- Managed grant budgets and finances
- Managed payroll for all 21<sup>st</sup> Century tutoring teachers
- Assisted conducting teacher evaluations with Principal
- Implemented initiatives that reduced the number of violent incidents occurring on campus
- Worked collaboratively to manage and supervise the school after hours
- Developed and facilitated an AIMS tutoring program
- Planned and implemented field trips during summer school for 100 students
- Worked with district level transportation personnel to resolve issues
- Planned and organized professional development opportunities for staff and students
- Developed and provide scheduling for all students and teachers during the school year and summer school
- Required all teachers to analyze data to guide and improve instruction
- Worked with Community Members to provide diverse experiences for students
- Organized all school celebrations for students, staff, and parents
- Developed and facilitated a Chess Club for over 90 students
- Collaborated with teachers and parents to maximize learning of all students
- Communicated regularly with parents to provide understanding of how the tutoring program is facilitated on our campus
- Completed state required reports

## Education

2006-2008 **Masters of Education, Administration and Supervision**

*Arizona State University West, Phoenix, Arizona*

1996-2000 **Bachelor of Arts, Elementary/Early Childhood Education**

*University of Northern Iowa, Cedar Falls, Iowa*

## Special Recognition

2008-2009 **Teacher of the Year, Glendale Elementary School District**

*Glendale, AZ*

2013-2015 **Rodel Aspiring Principal, Rodel Foundation of Arizona**

*Scottsdale, AZ*

**Elizabeth Burton**

4200 N. Pebble Creek Pkwy #2058  
Goodyear, AZ 85395  
(602) 568-1550  
*lburton@smusd.com*

---

**Professional References**

**Dr. Mark Joraanstad**, Superintendent, Saddle Mountain Unified School District  
Tonopah, AZ  
(623)-474-5111

**Mrs. Vivian Martinez**, Assistant Superintendent, Saddle Mountain Unified School District  
Tonopah, AZ  
(623) 474-5104

**Mr. JP Ketcham**, Principal, Saddle Mountain Unified School District  
Buckeye, AZ  
(623) 695-1771

**Dr. Kenneth Fleming**, Principal, Glendale Elementary School District  
Glendale, AZ  
(623) 237-4903

### Affidavit, Disclosure, and Consent for Background and Credit Check

Complete this form for each Charter Representative or Principal identified in the replication application. Duplicate as needed and print each form separately. Have each form signed and dated by the Charter Representative or Principal and notarized.

Name: Elizabeth Burton

Social Security Number\*: 485-11-3467

Street Address: 4200 N. Pebble Creek Pkwy #2058

City: Goodyear

State: AZ

Zip: 85395

Phone: 623-474-5400

Date of Birth: 1-25-1978

Place of Birth: Davenport

With signature below, permission is hereby granted to complete the background and credit check of the individual named above for the following Charter Holder Entity:

Check the appropriate answer to each question below.

<p>1. Have you ever been convicted of or pled "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Give details on a separate signed, notarized and dated sheet.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>2. Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-604.01, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>3. Have you ever declared bankruptcy? Give details on a separate signed, notarized and dated sheet.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>

I DO SOLEMNLY SWEAR OR AFFIRM THAT THE FORGOING INFORMATION PROVIDED BY ME FOR THE ABOVE LISTED APPLICANT(S) IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR DENIAL OR REVOCATION OF THE CHARTER FOR THE ABOVE LISTED APPLICANT(S) BY THE ARIZONA STATE BOARD FOR CHARTER SCHOOLS.

Applicant's Signature Elizabeth Burton

Notary: Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_ Year \_\_\_\_\_

County of \_\_\_\_\_

State of \_\_\_\_\_

Notary Public Signature \_\_\_\_\_

My Commission Expires \_\_\_\_\_

\*The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182.(E) in order to verify the information supplied in your charter application and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

### Background Information Sheet (Replication)

Provide the following information for each Charter Representative or Principal listed in the replication application. This form may be duplicated as necessary.

Full Name (First, Middle, Last) Elizabeth, Maria, Burton		Other Names Used (Maiden names, AKA, etc) Elizabeth Whitehead	
Social Security Number (xxx-xx-xxxx)* 485-11-3467		Date of Birth (Month/Day/Year) 01-25-1978	
Residential Address 4200 N. Pebble Creek Pkwy #2058			
City Goodyear	State AZ	Zip 85395	Phone Number 623-474-5500
Mailing Address (if different from above)			
City	State	Zip	Phone Number
Email Address lburton@smusd.com			

List each CITY, STATE and ZIP CODE you have lived in within the past seven years, including your current address.

City	State	Zip Code	From Mo/Yr	To Mo/Yr
Goodyear	AZ	85395	Jan 2010	Current
Phoenix	AZ	85395	September 2007	Jan 2010
Phoenix	AZ	85020	July 2005	September 2007

\* The voluntary disclosure of your social security number is requested by the Arizona State Board for Charter Schools pursuant to its legislative authorization under A.R.S. § 15-182E in order to verify the information supplied in your charter application and to determine your qualifications to operate a charter school. No statute or other authority requires that you disclose your social security number for that purpose. Failure to disclose your social security number may, however, result in a denial of your charter application or amendment.

## Background Information Sheet (Replication) PAGE TWO

Charter Representative/Principal Name: Click here to enter text.

List the **highest-level** post-secondary institution attended and degree earned or coursework/ certification completed. If no post-secondary education is indicated on your resume, then write N/A in "Institution Name".

Institution Name	Dates Attended	Degree Earned	Major
Arizona State University West	Aug 2006- May 2008	MA Educational Administration and Supervision	Administration

List the last FIVE YEARS of employment. Describe any gaps in employment within the last five years.

Company Name		Position Held		
Saddle Mountain Unified School District		Principal		
Address	City	State	Zip Code	Phone Number
38201 W. Indian School District	Tonopah	AZ	85354	623-474-5400
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	
07-01-2013	Current		Mark Joraanstad 623-474-5100	

Company Name		Position Held		
Saddle Mountain Unified School District		Assistant Principal		
Address	City	State	Zip Code	Phone Number
38201 W. Indian School District	Tonopah	AZ	85354	623-474-5400
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	
June 2011	June 2013		J.P. Ketcham 623-474-5400	

Company Name		Position Held		
Glendale Elementary School District		Teacher		
Address	City	State	Zip Code	Phone Number
7301 N. 58 <sup>th</sup> Avenue	Glendale	AZ	85301	623-237-7100
Date Employed From: (Month/Year)	Date Employed To: (Month/Year)		Supervisor/Contact:	
July 2003	June 2011		Kenneth Fleming 623-237-4009	

Company Name		Position Held		
Address	City	State	Zip Code	Phone Number



STATE OF ARIZONA  
DEPARTMENT OF PUBLIC SAFETY  
Level One Fingerprint Clearance Card

Name: ELIZABETH M. BURTON

Birth Date: 01/25/1978 Issue Date: 02/01/2012

F	125	50	BLU	BRO
Sex	Weight	Height	Eyes	Hair

Card Number: 2A01202419 Expire Date: 02/01/2018

IVP0323184

*v6/2012*

# APPENDIX

## K

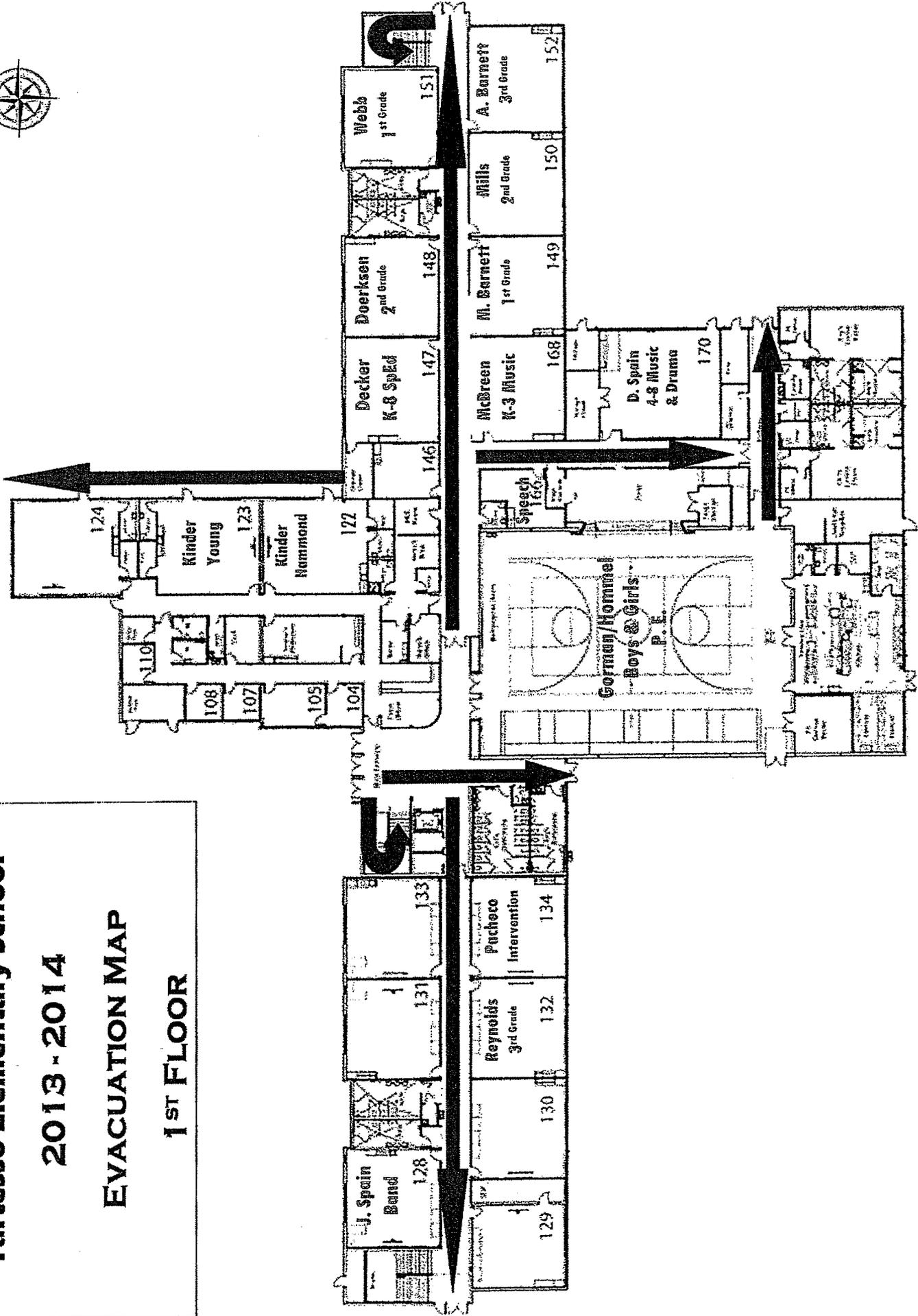
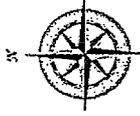
### Facility Maps

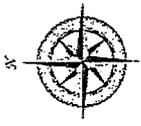
# Tartesso Elementary School

## 2013 - 2014

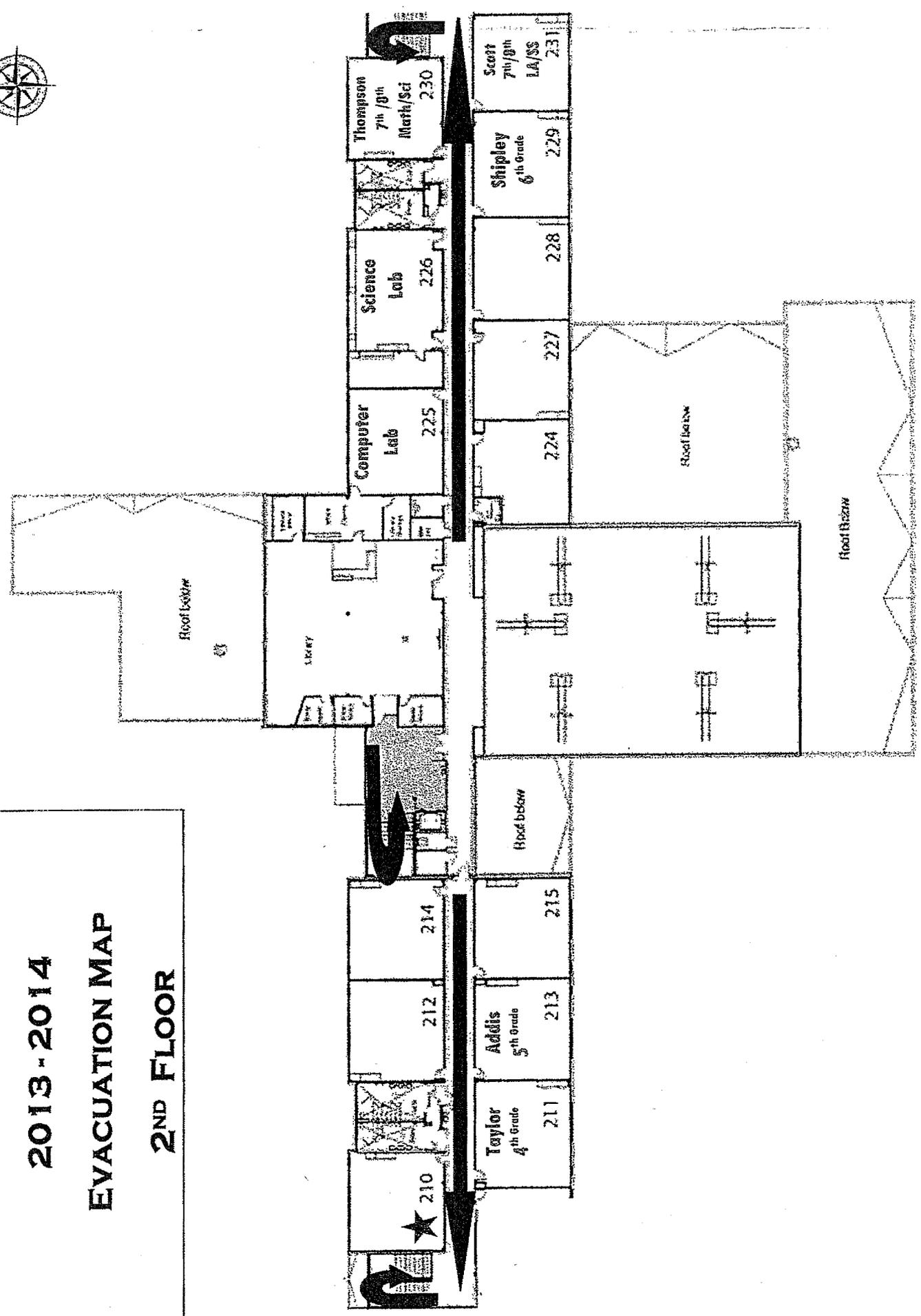
### EVACUATION MAP

#### 1ST FLOOR





**Tartesso Elementary School**  
**2013 - 2014**  
**EVACUATION MAP**  
**2ND FLOOR**



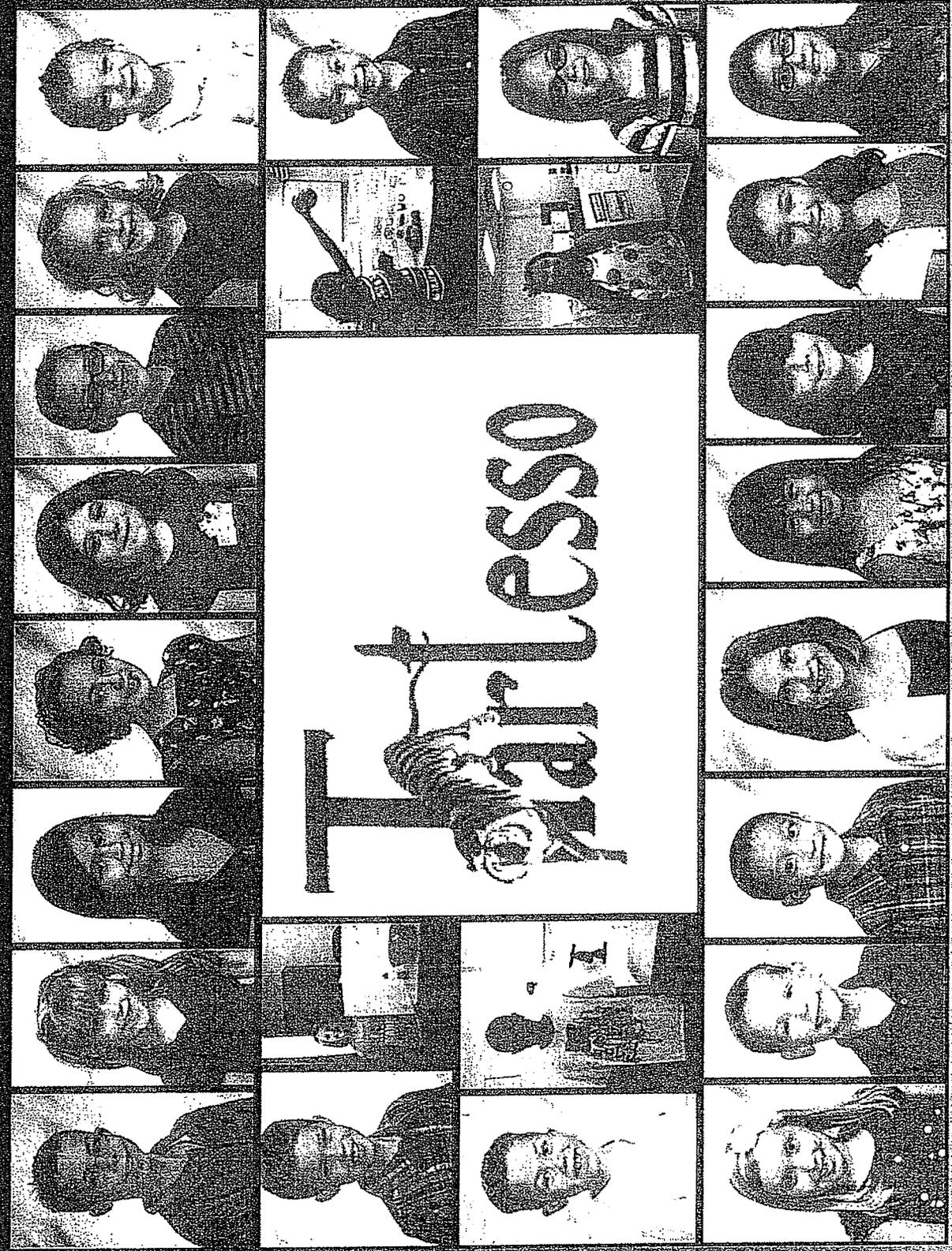
# APPENDIX

## L

### Promotional Material

# Support our Tartesso Students!

These children are a part of the Tartesso family. They would love to receive your tax credit money!



By making a donation to Tartesso Elementary School, you put your tax dollars to work for our children.

- **PE and Music for all K-8 Students**
- **S. T. E. M. (Science, Technology, Engineering, and Math) focus**
- **After-school Clubs: Surf n' Chess, Lego Robotics**
- **Performance Band for Grades 5-8**
- **Fall, Winter, and Spring Sports for Grades 6-8**
- **LEED Silver School**  **Clean Air**
- **Veteran, skilled teachers**
- **Award-winning principal**

**Tax Credit Donation Form is available at Tartesso Elementary.  
You can pay by check, credit card, or cash.**

# APPENDIX

## M

### 2013 Academic Data



# Tartesso Elementary School

## Letter Grade

Overall School Grade: **B**

Point Total: 133

### Student Growth Percentile Rankings

Growth: 62.5

All Student

Growth: 60.5

Lowest Performing  
(Bottom 25%)

Overall Growth: 62<sup>nd</sup>

(+1 Point for SGP) 63<sup>rd</sup>

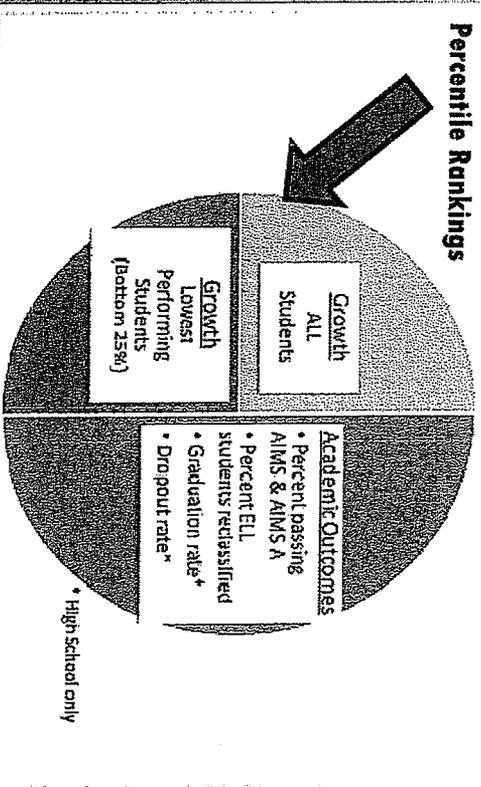
### Academic Outcomes:

Overall Percent Passing AIMS: 70%

Percent ELL Reclassified: 18%—4 of 22

Graduation Rate: Current Year

Dropout Rate: Current Year



Total Score	A	B	C	D
	140-200	120-139	100-119	0-99

0 Points (Must be 30%)

0 Points

0 Points

**Not Available for  
Elementary School**

# APPENDIX

## N

### Startup Budget

# APPENDIX

## O

### Three Year Operational Budget

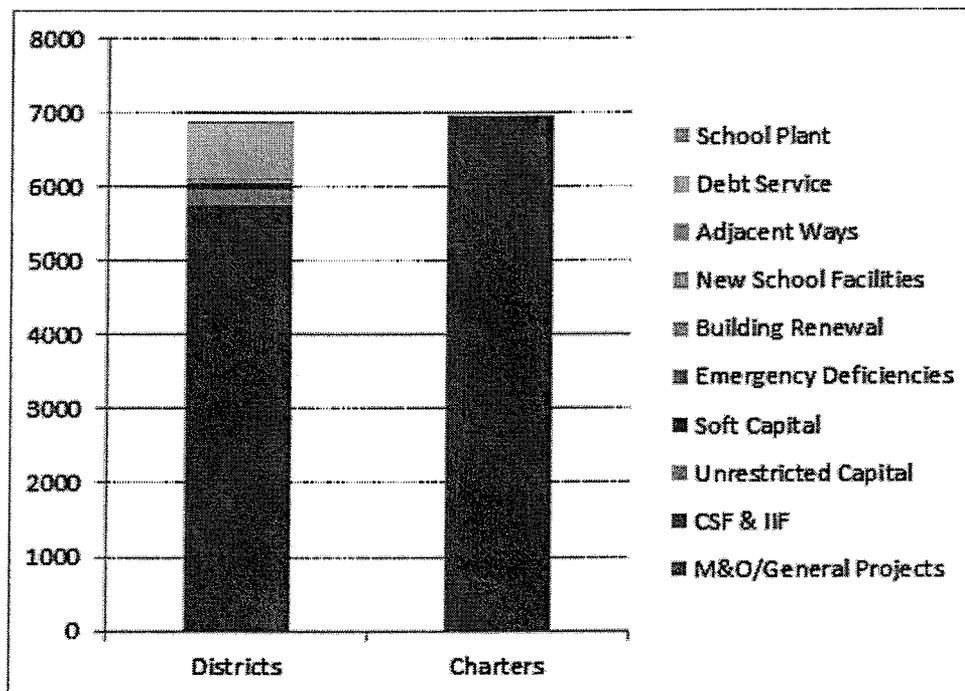
# **ATTACHMENT H**

# MYTHBUSTING

## CHARTER SCHOOL VERSUS TRADITIONAL SCHOOL FUNDING

### Analysis of Per Pupil Funding Comparison

Graph 1 illustrates district and charter funding presented in the Superintendent Annual Financial Report (SAFR); however, Graph 1 does not include the funding sources that districts receive for providing services that charter schools do not provide. Because charter schools do not provide the service, they are not eligible for and do not receive the funding.



### Getting to Apples to Apples?

There are a number of funding sources shown on the graphs located on the reference page. These graphs show that when a district provides a service, they receive funding for those services. Charter schools do not provide the same services and thus are not eligible to receive funds for services not provided. For example, districts provide food service, athletics, extra-curricular activities, and after-school care. Many of these services have a cost associated with them. In many cases, the cost of running these services actually exceed the revenue received. A district receives approximately \$900 (per student) for these services. This revenue should not be included when analyzing the funding between district and charters because charter schools do not provide these

services; therefore, they should not receive revenue for them. Simply excluding these services makes the funding discrepancy less than \$600. The comparison should be made between charters and districts for services that each provides.

Now let's examine the federal funds received by a district that charters do not receive. Each school, district, and charter school, is free to pursue federal grant funding as each desires. While the charter calculation does not include the grant funding and the school district calculations do include the federal funds, the charter calculation does not include the exclusive Gates Foundation, Walton Foundation, Federal Program EB-5 programs. The district calculation includes the federal funds while the charter calculation fails to include the exclusive charter funding sources cited above. Again, this does not give an accurate account of funding. The comparisons are flawed.

Large portions of the federal dollars received by traditional schools are federal program funds that charter schools are eligible to receive, but they have chosen not to do so. For example, the federal lunch program provides money to schools for food to feed children. There are nutritional regulations and serving protocols mandated by the federal government when receiving school lunch program funding. Since charter schools do not participate in the federal school lunch program, even though they are eligible to do so, this is revenue they have chosen not to receive. They could certainly participate and receive this funding; they have chosen not to do so.

Additionally, charter schools are eligible to receive the EB-5 federal program funds. The EB-5 program provides wealthy foreigners the opportunity to invest a minimum of \$500,000 in a charter school operation. By doing so, they receive immigration visas for their family members and/or for themselves. This is a direct funding source for charters. It is exclusively for charters and should be included in the charter calculations.

Arizona educator Holly Johnson, who runs three charter schools and plans to open a fourth next year, said she couldn't believe how easy it was to secure a \$4.5 million in funding from abroad. "We didn't have to do anything at all. "she said, other than open her school to potential investors. They didn't ask many questions, she said. Their concern was more basic: "They wanted to come over and make sure it was real."

The Christian Science Monitor  
October 12, 2012

**If you remove these funding sources from the district side of the equation, as they are removed from the charter side, then districts schools actually receive less funding then a charter school as seen in Graph 1.**

### Small School Weights

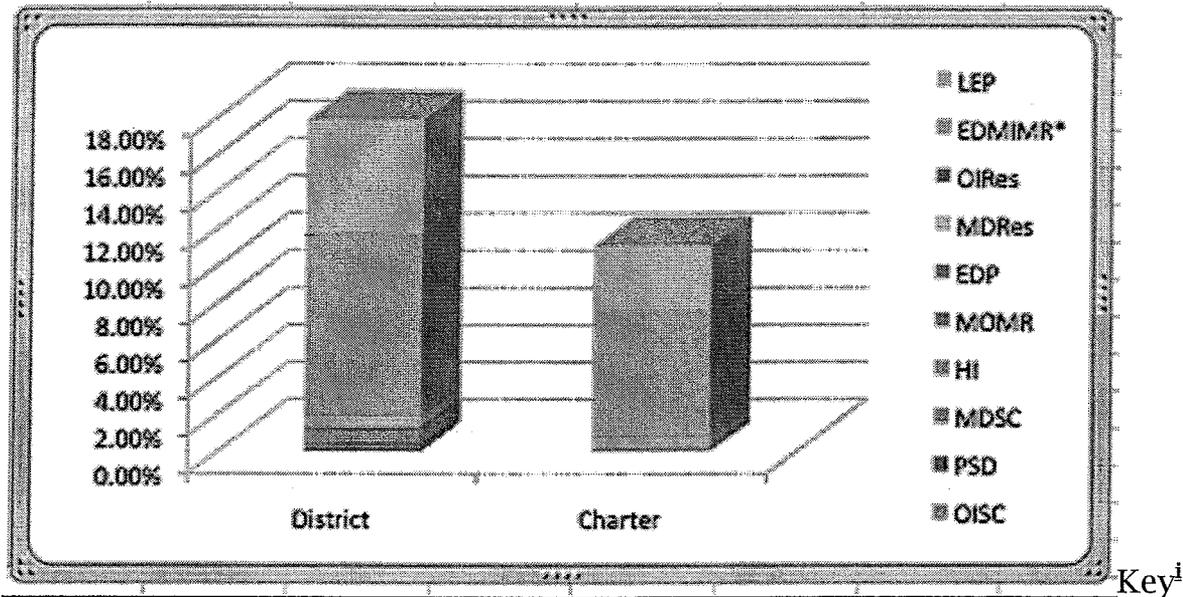
In addition, charter schools also receive a majority of small school weight funding. This funding was originally designed for smaller rural Arizona schools with limited tax base. A charter may have a campus with two charters on the same campus. They maintain the two charters on one campus so they keep the enrollment in each charter intentionally low under each charter licenses. By doing this, they can receive small school weight funding for each charter. This costs the state over \$50 million while not providing any true benefit to the students.

### Local Funding

The Arizona Legislature has consciously decided to put the burden of capital funding for traditional schools on local taxpayers. These are local elections paid for by the district. The school district voters then choose whether or not to fund their school. As recent Arizona history has shown, these ballot questions are failing at the ballot box leaving many districts without options. The Arizona Legislature understands this funding discrepancy and has given charter schools guaranteed state funding. While it is debatable if a traditional schools bond, override and M&O override election may or may not pass, it is guaranteed that charter schools will receive their funding.

## Special Education Affects Funding

**Graph 3:** Special Education percentage between charters and districts.



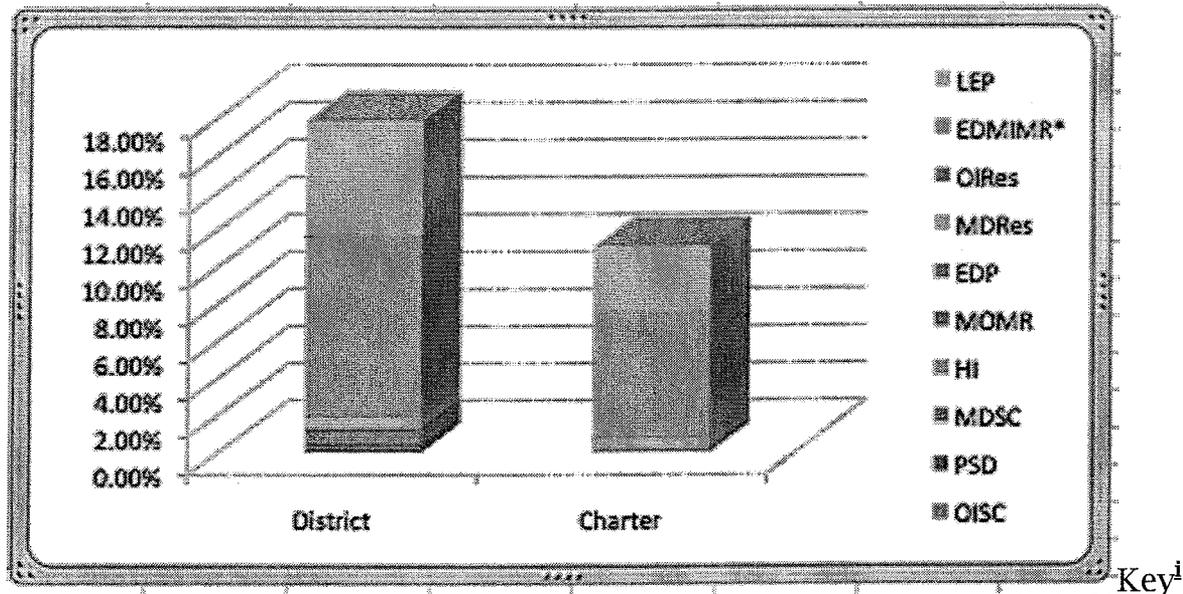
As you can see from the graph above, 18% of district school population is special education children, while less than 10% of charter school population is special education.

Traditional schools have increased number of special needs children compared to charter schools. The cost to educate these populations is more expensive than those not having special needs. For every dollar a district receives they spend \$1.50 providing services for that student. So, those schools that have less special education students do not have to subsidize this category and therefore can spend more money on educating general education population. Those districts that have more special education students are expending 50% more than they receive to educate them. Traditional district schools versus charter schools will seem as though districts are receiving additional funding over charters, however it doesn't take into consideration the cost of educating this population, which is a loss to those districts.

In addition, many of these special education students are still required to take the AIMS testing. This effects how districts look in comparison to charter schools on performance outcomes. Special education has been under funded since 2007, without additional resources in this area it will be difficult for both districts and charters to increase student performance.

## Special Education Affects Funding

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<sup>ii</sup>Additional SPED and ELL Data can be found in the endnotes.

## Summary

The concept behind charter schools is to increase competition in education by offering alternatives to parents and children and thereby increasing quality institutions throughout Arizona. Arizona can now celebrate that success. There is competition in the education market place. Parents now have numerous choices on where their child should be educated.

**Limiting traditional schools from converting to charter schools and embracing the flexibility and innovation that is created is not only picking winners and losers, but is promoting status quo in traditional education.**

Traditional school conversions have lead districts to embrace the model of competition while using the statutes to deliver what the Arizona Legislature has asked them to do. During an economic crisis they have embraced the business model and used the statutory authority to maximize dollars in order to serve and educate **ALL** children. This statutory risk comes with harsh penalties if they are not successful. However they have proven over 15 years that this model can be successful and an important tool for districts. They are able to deliver a product that parents want. After all, wasn't that the goal of introducing charter schools to the market years ago? Competition makes **BOTH** charter schools and traditional schools better.

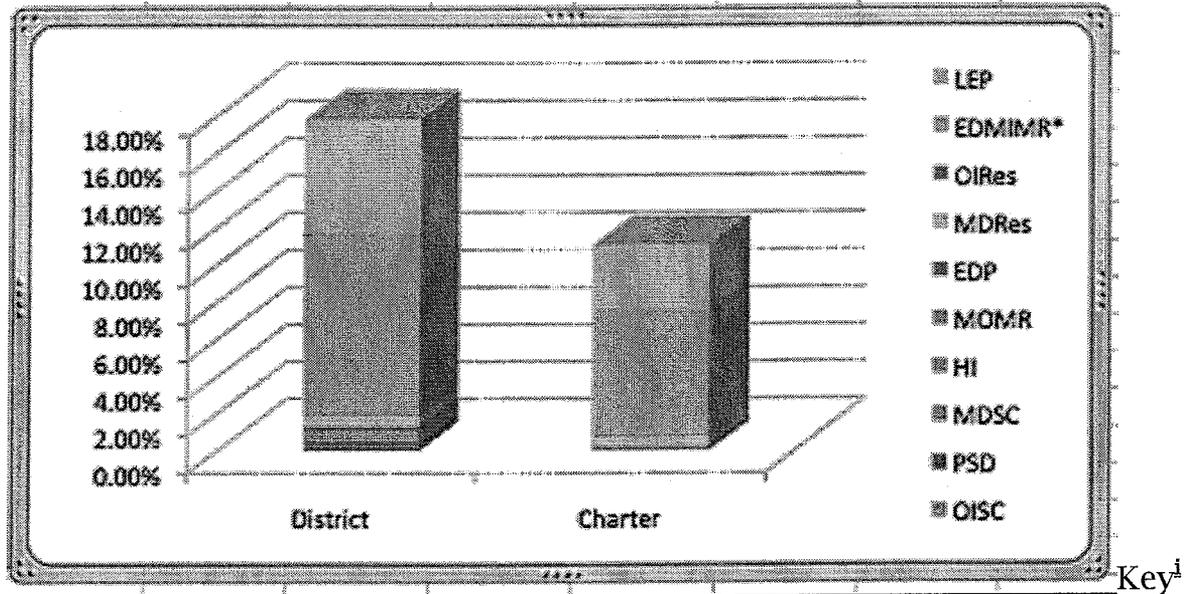
## References & Additional Data

### KEY for Graph 2

Category	Weight	ARS 15-901 Label	ARS 15-901 Definition
MDSSI	7.947	"MD-SSI"	19. "MD-SSI" means a program for pupils with multiple disabilities with severe sensory impairment.
VI	4.806	"VI"	30. "VI" means programs for pupils with visual impairments.
OISC	6.773	"OI-SC"	22. "OI-SC" means a self-contained program for pupils with orthopedic impairments.
PSD	3.595	"P-SD"	24. "P-SD" means programs for children who meet the definition of preschool severe delay as provided in section 15-771.
MDSC	5.833	"MD-SC, A-SC and SID-SC"	18. "MD-SC, A-SC and SID-SC" means self-contained programs for pupils with multiple disabilities, autism and severe intellectual disability.
HI	4.771	"HI"	13. "HI" means programs for pupils with hearing impairment.
MOMR	4.421	"MOID"	20. "MOID" means programs for pupils with moderate intellectual disability.
EDP	4.822	"ED-P"	8. "ED-P" means programs for children with emotional disabilities who are enrolled in private special education programs as prescribed in section 15-765, subsection D, paragraph 1 or in an intensive school district program as provided in section 15-765, subsection D, paragraph 2.
MDRes	6.024	"MD-R, A-R and SID-R"	17. "MD-R, A-R and SID-R" means resource programs for pupils with multiple disabilities, autism and severe intellectual disability.
OIRes	3.158	"OI-R"	21. "OI-R" means a resource program for pupils with orthopedic impairments.
EDMIMR	0.003	"DD" And "ED, MIID, SLD, SLI and OHI"	6. "DD" means programs for children with developmental delays who are at least three years of age but under ten years of age. A preschool child who is categorized under this paragraph is not eligible to receive funding pursuant to section 15-943, paragraph 2, subdivision (b). AND 7. "ED, MIID, SLD, SLI and OHI" means programs for children with emotional disabilities, mild intellectual disabilities, a specific learning disability, a speech/language impairment and other health impairments. A preschool child who is categorized as SLI under this paragraph is not eligible to receive funding pursuant to section 15-943, paragraph 2, subdivision (b).

## Special Education Affects Funding

**Graph 3:** Special Education percentage between charters and districts.



As you can see from the graph above, 18% of district school population is special education children, while less than 10% of charter school population is special education.

Traditional schools have increased number of special needs children compared to charter schools. The cost to educate these populations is more expensive than those not having special needs. For every dollar a district receives they spend \$1.50 providing services for that student. So, those schools that have less special education students do not have to subsidize this category and therefore can spend more money on educating general education population. Those districts that have more special education students are expending 50% more than they receive to educate them. Traditional district schools versus charter schools will seem as though districts are receiving additional funding over charters, however it doesn't take into consideration the cost of educating this population, which is a loss to those districts.

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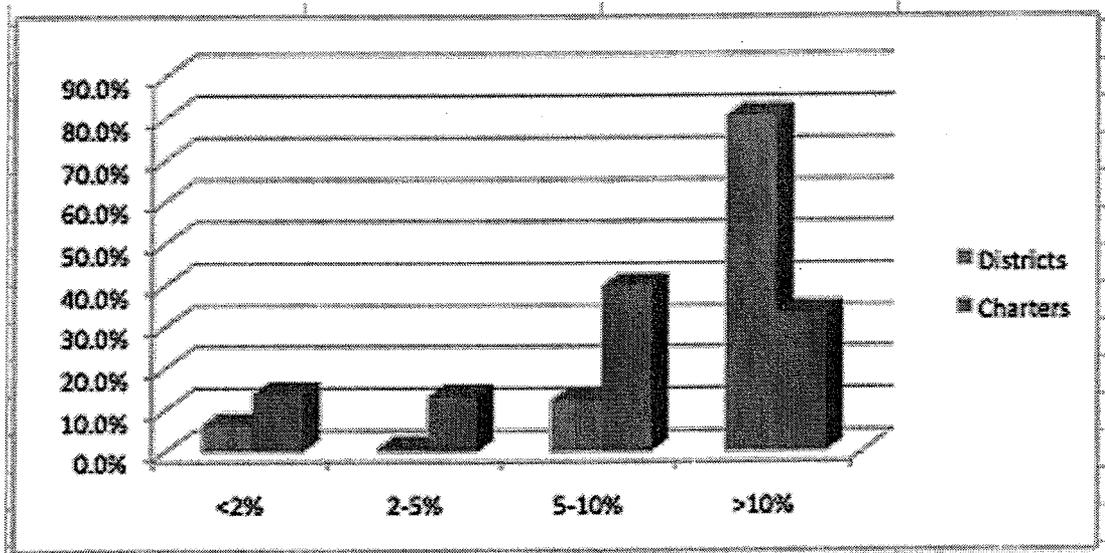
LEP	0.115	"ELL"	9. "ELL" means English learners who do not speak English or whose native language is not English, who are not currently able to perform ordinary classroom work in English and who are enrolled in an English language education program pursuant to sections 15-751, 15-752 and 15-753.
Terms			
SPED	Special Education		

ii

*SPED percentage breakdown between districts and charters.*

SPED %	Districts	Charters
<2%	6.4%	13.9%
2-5%	0.9%	13.2%
5-10%	12.3%	39.6%
>10%	80.4%	33.3%

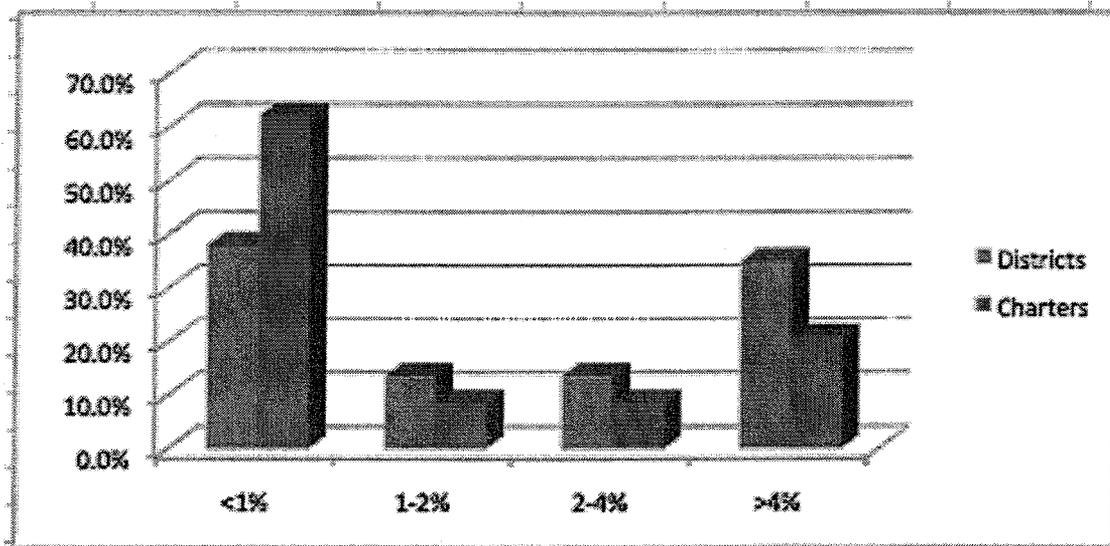
As you can see 80.4% of district have more than 10% of their student population in special education programs, whereas charters only have 33.3% of their school with 10% or more special education student.



*ELL Data percentage of students between districts and charters*

ELL %	Districts	Charters
<1%	37.9%	62.1%
1-2%	13.6%	8.6%
2-4%	13.6%	8.6%

>4%	34.9%	20.8%
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# **ATTACHMENT I**

**District Chartered School Conversions Hearing**  
**Representative Heather Carter, Chairperson**  
**1 PM, December 9, 2013**  
**Lisa Graham Keegan Comments**

This hearing is about charter schools...or chartering schools.

But I would like to think that this conversation could be the start of a different way to look at school leadership behavior. And to look at school behavior through the lens that was the original motivation for creating public charter schools in the first place: increasing achievement for all students.

When I first heard about the large number of district schools that were converting to charter status, I was cynical about it. Looked like money grab, and I couldn't see the justification.

But nothing is ever that simple, and I wanted to understand. I have been grateful for the time and expertise of a whole lot of people, including Chairman Carter, who have talked through this with me and with our state data, which led to my own very different understanding of what is happening here.

I'd like to state a few things very clearly right up front:

First of all, the school finance laws in Arizona are broken. They advantage some students over others based on nothing more than choice of school or geographic locale. In this example we are discussing over district schools who charter, the district chartered schools end up with an average 1300 dollars more per pupil than state chartered schools. The entire system needs a drastic overhaul.

Secondly, Arizona law regarding public charter schools is specific. It says wherever they exist, public charter schools will be created in order to improve achievement; they are created pursuant to a proposed charter that becomes the contract by which their performance is judged; they are schools of choice, not assignment – a difficult transition for many district schools whose tradition is assigning students to schools by zone - and that they are run independently in terms of personnel and use of funds.

I am certain that many of the districts creating these conversion charters have met these requirements. I know some do not seem to have done so. I think all of them should.

But what captures my attention most here is what this behavior says about the struggle to make achievement gains. The academic data on these schools is striking.

Of the 72 district schools that have converted to charter status in the past few years, 35 out of the 72 schools are at A or have improved a grade level since 2012. That's 49%. And schools at the absolute A level constitute 42%. Compare that to 23% A grades overall in district schools statewide.

So maybe you would think, well, these schools are just in wealthy areas. Wrong. 46% of these schools have over 40% of their students receiving free and reduced lunch. And 12 of the schools are both low wealth and at A – that's 17% as opposed to a 9% low wealth A distribution in district schools statewide.

So what should we conclude about this?

We are not looking at a "money grab". We are looking at a group of schools who are getting to A at a much higher frequency than is happening in the general school population.

I am not privy to the detail of how each of these schools manages the fine details here, and I hope for everybody's sake that it is being handled well. But I'd invite us to congratulate the work at least. And to draw some broader conclusions here.

It is quite possible that a group of district schools would have determined over the past few very lean years that if they could not

access the additional funds they needed through local public support, they would simply “pretend” to charter their schools and thus draw down an additional \$1000 or more per pupil.

If that was what was happening here, you would expect to see a much larger number of schools taking advantage of this opportunity and a distribution of achievement among these schools that mirrors the system statewide. That is not what you see. This limited group of schools surpasses regular achievement rates by about double.

I would suggest to you that this is what kicking as – piration into high gear looks like. You do what it takes. You take what is available; you leave nothing on the field. You make it happen.

Over the past two decades, Arizona has worked to develop a system of clear expectation, of accountability for results, of choice of schools that will serve the needs of all students. We have told our schools we expect them to get to A. It’s not easy work. The A and improving schools on this list have done what it took to get there, and I have a really hard time criticizing that. I can’t criticize this – it’s the law, and they used it for their students.

If you look at Arizona public education right now, you see a lot to be optimistic about. The advance of A schools, and the knowledge about how to get there is about so much more than money. This is hard work: highly professional, highly technical, deeply teacher- reliant work. I’d like to cite just a few data points to be seriously grateful for:

ASU College of Education just awarded teachers in their Teacher Advancement Program over 5 million dollars in performance bonuses. Those 60 district schools are averaging over ten percent gains every year.

Meanwhile the Center for the Future of Arizona works with groups of charter and district schools both to implement a new program for graduation based on mastery of high level examinations. District school and charter schools, working in tandem in our communities to reinvent our academic future. Great work.

This year in Benson, the school district matched BASIS public charter schools with their overall achievement rating, making Benson the highest scoring school district in Arizona this year. Benson is an Alternative A district – their students are challenged by some difficult circumstance. But in Arizona, we ask you to make the most progress that you can – and we grade that. If you ask Benson how they moved from C to A...they’ll say they asked the leadership in the Vail District.

The Vail district chartered their schools early on, and have been a critically important and generous accelerator for other schools and leadership teams in Arizona who wanted to learn what has happened in Vail – and Vail is an A school district.

I have confronted a lot of suspicion about one school or the other being good simply because their children are wealthy, or they have the easy to teach kids. Nonsense. Here are some example schools:

Campo Bella Elementary in the Paradise Valley School District has about 85% of its students qualifying for free and reduced price lunches. They are an A school, now a district chartered A school.

Imagine Camelback Public Charter School has over 90% of its students qualifying for free and reduced price lunches. That is an A school.

In downtown Phoenix and in the East Valley, the University Public Charter Schools chartered by ASU have moved to A, while in Mohave County, the Fort Mohave Elementary School has gone from C to A in one year. Both of these are high poverty examples.

I could go on and on...in fact, I could go on about 157 times.

Here’s a good data point:

Arizona currently has 157 A level schools where over 40% of the students come from families making \$36,000 a year or less. That is 8% of all schools challenged by poverty and at succeeding at A – 6% in charter schools and 9% in district schools. That is damn hard work. But 157 schools getting it done represent more than a fluke. That is systematic. That is replicable.

When the "Beat the Odds" study at the Center for the Future of Arizona was being completed in 2006, they found twelve A level elementary and middle schools whose students were mostly poor and mostly Latino. Today, they could study 78 such schools.

There is a military adage that is apt right now: during a dogfight, you don't shoot down your own leadership.

Arizona is in a dogfight. And I don't see this fight as school against school, but as excellent schools together in a fight for our children's potential. Our critical leaders are the administrators and teachers in schools who have used everything at their disposal to get this job done. They are leading "at A" or "on the way to A" schools, and these leaders are the people we need to teach others, to invent a next better method, to get beyond even where they are today.

Some of these leaders are in public charter schools, some are in public district schools, and some are in public magnet schools.

I think you legislators are in an incredibly difficult position. You are presiding over a set of laws that gives one toolkit to some schools and one with fewer tools to another. It's not just, it's probably not constitutional, and I am hoping it is temporary.

But I would ask one thing: whatever your decisions this year about school and student funding, please keep your A and accelerating teams at the front of this class. Whatever their governance structure, we need these high performing schools desperately. It may be time to study what an A incentive looks like, and to see if this amount of available resource has driven much of the activity we currently see. I think it doesn't make much sense to talk a lot about how important incentives are, and then criticize the leaders who use them and succeed.

This situation is inequitable, there is no doubt. But financing of charter students versus district students was inequitable before this started happening. I don't like the inequity, but I have to admire the effort and the rate of achievement.

I am hoping we can use this moment to work together in support of A level schooling, period, wherever it is happening. We should find a way to support those leaders and promote their work - first and foremost.

Thank you so much for your work on this.

# **ATTACHMENT J**

**Joint Legislative Budget Committee  
Staff Memorandum**

1716 West Adams  
Phoenix, Arizona 85007

Telephone: (602) 926-5491  
Facsimile: (602) 926-5416

DATE: June 3, 2013  
TO: Richard Stavneak, Director  
FROM: Steve Schimpp, Deputy Director  
SUBJECT: CHARTER CONVERSIONS

We are revising the JLBC's FY 2014 Arizona Department of Education (ADE) Baseline estimate upward by \$5 million in FY 2014, \$22 million in FY 2015 and \$39 million in FY 2016 due to increased reports of "charter conversions." The estimated cost could be significantly higher than projected in the latter 2 years due to the financial incentives in converting traditional district schools into district-sponsored charter schools. We lack comprehensive information on the number of districts that intend to make these conversions.

A summary of JLBC's FY 2014 Baseline estimates appears in *Table 2*.

**Background**

A conversion increases state costs because district-sponsored charters receive approximately \$1,000 more per pupil than traditional district schools. In prior years, the Vail and Cave Creek districts converted some of their schools into charters. Those costs are already reflected in the Baseline. See *Attachment A* for a further discussion of the financial aspects of conversion.

Based on ADE feedback and media reports, at least 6 additional districts plan to convert 24 schools to charter status in FY 2014 (*See Table 1*). These new conversions are not reflected in the FY 2014 Baseline. To convert in FY 2014, districts are required to report their plans to ADE by June 30, 2013.

<b>School District</b>	<b>Number of Schools</b>
Humboldt Unified	5
Liberty Elementary	2
Paradise Valley Unified	11
Saddle Mountain Unified	1
Sierra Vista Unified	3
Wickenburg Unified	<u>2</u>
<b>Total</b>	<b>24</b>

(Continued)

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## Projected Costs

The conversion of the 24 schools is expected to add \$3.6 million in FY 2014 and \$13.9 million in FY 2015 and FY 2016 to the current JLBC Baseline. The full impact of a charter conversion does not occur until the second year because only students new to a district (Kindergartners and transfer students) are considered “charter” students in the first year of conversion pursuant to A.R.S. § 15-185A3a.

We anticipate, however, that additional schools could decide to convert for FY 2014 due to the perception that this opportunity may be time limited. As introduced in the Senate, the K-12 Budget Reconciliation Bill (SB 1487) would have established a 1-year conversion moratorium. This provision was removed with a Senate floor amendment. Nonetheless, the ongoing discussion of this issue may encourage school districts to accelerate their conversion plans.

As a result, we are projecting that an additional 6 schools would plan to convert in FY 2014 for a total of 30. As awareness of this option increases, we further forecast a total of 60 schools converting in FY 2015 (including the 30 from FY 2014). The FY 2016 estimate is a total of 90 charter conversions.

At this level of conversions, the Baseline would grow by \$5 million in FY 2014, \$22 million in FY 2015, \$39 million in FY 2016 and \$52 million in FY 2017. These estimates are very speculative and could be higher or lower than forecast. There is a greater possibility, however, of these projections being understated given the financial incentives.

<b>Item</b>	<b>JLBC Baseline <sup>1/</sup></b>		
	<b>\$ in Millions</b>		
	<b>FY '14</b>	<b>FY '15</b>	<b>FY '16</b>
	<b><u>Above '13</u></b>	<b><u>Above '14</u></b>	<b><u>Above '15</u></b>
Prior Year Savings	\$(44)	\$0	\$0
Student Growth	67	83	84
Charter Conversions	5	17	17
Property Tax Changes	11	(14)	(13)
Inflation	8	7	8
Career Ladder Phase Out	(7)	(4)	0
One-Time Automation Funding	(5)	0	0
Other	<u>(1)</u>	<u>0</u>	<u>0</u>
<b>Total</b>	<b>\$34</b>	<b>\$89</b>	<b>\$96</b>

<sup>1/</sup> Excludes any policy changes in the Senate Engrossed budget, including full funding of inflation.

Please let me know if you have questions.

SSc:lm  
Attachment

**Joint Legislative Budget Committee  
Staff Memorandum**

1716 West Adams  
Phoenix, Arizona 85007

Telephone: (602) 926-5491  
Facsimile: (602) 926-5416

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DATE: June 3, 2013  
TO: Richard Stavneak, Director  
FROM: Steve Schimpp, Deputy Director  
SUBJECT: CHARTER CONVERSIONS

You recently requested information on what happens when a school district converts one or more of its schools into a charter school. The short answer is that it receives roughly \$1,000 more per student under the state's school funding formula, but becomes ineligible for state funding for school construction and building renewal grants and cannot require neighborhood students to attend the charter school.

Additional information appears below in a question and answer format.

How Is Funding Different for "Traditional" District Schools Versus District-Sponsored Charters?

Answer: The main difference is that district-sponsored charter schools receive approximately \$1,000 more per pupil under the state funding formula than traditional district schools. This amount can vary substantially depending on whether the traditional school qualifies for "small school weights" or primarily serves high school rather than elementary school pupils. For example, district-sponsored charter schools are ineligible for "small school weights" pursuant to A.R.S. § 15-185A3b.

District-sponsored charter schools can receive both the additional charter funding and any locally approved bond and override funding. Districts probably can spend bond monies on a charter school as long it owns the charter school building. A district can include charter students in its overrides as long as they live within its boundaries.

When Does the Additional Charter Funding Begin?

Answer: Only new students (kindergartners and transfer students) qualify for the additional charter school funding in the first year of conversion. After that, all students qualify for the additional charter funding.

What Are Disadvantages of Charter Conversions?

Answer: Schools that are fast-growing, sparsely populated, or very small could receive less money under charter conversions. This is because charter schools are not eligible for school

(Continued)

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construction or building renewal grant funding from the state, do not receive transportation funding based on route miles, and are ineligible for “small school weights.” Districts also cannot require neighborhood students to attend a nearby charter school, which could cause overcrowding in other district schools if a charter school is not successful. A district also has to pay a large penalty if it decides to reverse a charter conversion. Charter conversions also may be prohibited for schools built with School Facilities Board monies.

What Is the Penalty for Changing Back?

Answer: A district must repay all monies generated by the additional charter school funding in one lump sum payment if it decides to convert a charter school back to a district school. The Arizona Department of Education informally indicates that this potentially could be required even if a school district left a few students “chartered” in order to avoid the penalty.

Do Districts Have to Notify State of Conversions?

Answer: Yes, a district must send a copy of the charter and application to the State Board of Education “before the first fiscal year of operation of the charter school” pursuant to A.R.S. § 15-185A1.

Please let me know if you have questions regarding this information.

SSc:lm