

Amendment Request Narrative Responses

Below are brief responses to the prompts presented in the Program of Instruction Amendment Request. Please refer to Educational Options Foundation/EdOptions' updated Program of Instruction document for a full description of how these items are addressed.

1. Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

Please refer to the Updated Program of Instruction document for full description.

Educational Options Foundation/EdOptions will utilize a computerized content delivery system (CDS) and blended learning instructional program to meet the needs of the predominantly alternative student population served.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional model.

Educational Options Foundation/EdOptions' computerized content delivery system (CDS) instructional program is formulated and delivered with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will practice RTI by developing a framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing teacher feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each student's learning.

2. What is the rationale for the change in the program of instruction?

Educational Options Foundation/EdOptions has evolved to better meet the needs of the students who are seeking enrollment, thus the need to update the Program of Instruction. The typical student who enrolls at Educational Options Foundation/EdOptions has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. Educational Options Foundation/EdOptions students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

For many students, Educational Options Foundation/EdOptions serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped out of high

school and who, by definition, cannot graduate within the standard number of years. The blended learning approach allows students to access the content 24/7 providing increased learning time as needed to recover credits for graduation.

3. How will the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter?

The mission statement already addresses the focus on meeting the needs of an alternative school population.

4. How do the proposed changes to the program of instruction improve pupil achievement in the target population served?

Target Population being served at Educational Options Foundation/EdOptions	Benefit of Educational Options Foundation/EdOptions Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	<ul style="list-style-type: none"> - Blended learning allows for an individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the student’s level which leads to higher rates of success, positive outcomes, and increased motivation, thus. decreasing behavior issues.
<input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.	<ul style="list-style-type: none"> - School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies.
<input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provide opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule.
<input checked="" type="checkbox"/> Students who are adjudicated.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules.

	<ul style="list-style-type: none"> - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care or group homes. - Blended learning provides real-time academic progress data to stakeholders (as allowed by FERPA).
<input checked="" type="checkbox"/> Students who are seeking blended learning environment	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<input checked="" type="checkbox"/> Students seeking a <u>Credit Recovery Alternative School</u> - Specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years.	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 which provides for flexible schedules. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible schedules allow students to exceed the minimum state requirement of 20 hours per week of educational time to make up deficiencies. - Teacher led support and direct instruction is provided by a highly effective instructional staff.

5. Describe the timeline for implementing the program change.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

A. Education Plan

A.1 Education Philosophy

Educational Options Foundation, Inc. /EdOptions is an alternative educational resource for high school students who have not been successful in a traditional school setting. The vision for Educational Options Foundation, Inc. /EdOptions is one of high academic achievement for all high school students within a safe learning environment while equipping students for the choices and challenges of living and working in an ever changing, fast paced, technological society. The foundational philosophy at Educational Options Foundation, Inc. /EdOptions is that all students will improve academically by increasing instructional time and focusing instructional efforts on student needs. The school's blended learning instructional program provides the flexibility and additional time required to allow all students to be successful, especially students traditionally underserved, behind on credits, or those in need of a flexible schedule and alternative learning environment. The following is our Mission Statement (Approved by ADE spring 2012 and submitted to ASBCS on 3/11/2014).

“Our Mission is to provide quality educational opportunities by recognizing individual student needs, in a safe and supportive environment. We encourage self-empowerment by teaching the intellectual and social skills necessary to meet the challenges in our society. We will support alternative school population that needs to recover credits in order to graduate on time.”

Many studies have been conducted to compare blended learning models of instruction with traditional face-to-face models of instruction. The results are strongly in favor of blended learning models as a more effective method of instruction. Studies indicate improved test scores, a deeper understanding of content, and higher student satisfaction. (Tucker, 2012; Bonk and Graham, 2012; Adams, 2013).

“Blended learning provides a tailored approach with benefits from face-to-face and e-learning for delivering effective courses and programs by extending the classroom to make learning readily available anywhere and anytime. The implications regarding this research suggest that blended learning will maximize learning outcomes and impact job performance” (Adams, 2013).

Educational Options Foundation, Inc. /EdOptions intends to make a positive difference in the lives of our students and the community by providing a high quality educational experience in a school environment that recognizes the needs of traditional and alternative students and blends technology and instruction into a teacher managed educational experience that provides each student superior opportunities for success.

A.2 Target Population

Educational Options Foundation, Inc. /EdOptions is an alternative educational resource for high school students who have not been successful in a traditional school setting or students looking to engage in a blended learning environment. The typical student who enrolls at Educational Options Foundation, Inc. /EdOptions has attended and withdrawn from at least one other school, is one year or more behind in the number of credits earned toward graduation, and has literacy and/or numeracy levels below their cohort grade level. Educational Options Foundation, Inc. /EdOptions students generally have at least two additional significant barriers to completing their high school education, such as family history of dropping out, working full-time to provide income to family, pregnant or parenting status, substance use, gang involvement, involvement with the juvenile justice system (including wards of the state or adjudication), disruptive behavior, or other external issues.

Educational Options Foundation, Inc. /EdOptions has evolved over the last decade to better meet the needs of the students who are seeking enrollment, thus, the need to update the Program of Instruction. For many students, Educational Options Foundation, Inc. /EdOptions serves as a Credit Recovery Alternative School, specifically designed to serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years. The blended learning approach appeals to a wide range of students by allowing students to access the content 24/7. By providing increased access to learning time students can accelerate/recover credits needed for graduation or increase the number of hours of remediation.

Although the student teacher ratio is approximately 35 to 1, small group instruction and individualized targeted skill support are part of the instruction provided to students.

The table below identifies the target populations and how the program of instruction will provide an opportunity for increased student achievement for each group of students.

Target Population being served at Educational Options Foundation, Inc. /EdOptions	Benefit of Educational Options Foundation, Inc. /EdOptions Blended Learning Instruction
<input checked="" type="checkbox"/> Students who have a documented history of disruptive behavior issues.	- Blended learning allows for individualized approach to limit potential disruptive interactions. - Blended learning provides needed support and coursework at the students level which leads to higher rates of student success, positive outcomes, and increased motivation, decreasing behavior issues.

<p><input checked="" type="checkbox"/> Students who have dropped out of school and are now returning.</p>	<ul style="list-style-type: none"> - School culture and individualized instructional opportunities provide needed student support, such as Web-based access to teacher support beyond the regular teacher schedule. - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Elective courses in core areas allow students to fill skill gaps due to high mobility. - Instructional focus on gaining skill mastery allows students to be more successful in required core coursework for graduation. - Flexible schedules provides opportunities for increased learning time to make up credit deficiencies.
<p><input checked="" type="checkbox"/> Students in poor academic standing as demonstrated by being at least one year behind on grade level performance or academic credits.</p>	<ul style="list-style-type: none"> - Pre-assessments identify knowledge gaps to allow for targeted instruction. - Flexible schedules provides opportunities for increased learning time to make up credit deficiencies. - Content is accessible on-line 24/7. - Elective courses in core areas allow students to gain skill mastery so they will be more successful in required core coursework for graduation. - Teacher led support and direct instruction is provided by highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students who are primary care givers or are financially responsible for dependents and, therefore, may require a flexible school schedule.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule for after school completion of course work. - Web-based access to teacher support beyond the regular teacher schedule. - Flexible communications with staff both synchronous and asynchronous.
<p><input checked="" type="checkbox"/> Students who are adjudicated.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are wards of the state and are in need of an alternative school setting.</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Blended learning allows easier coordination with probation officers and counselors to align schedules and provide instructional materials as needed to support an uninterrupted educational program while students are in secure care. - Blended learning allows for providing real-time academic progress data to stakeholders (as allowed by FERPA).
<p><input checked="" type="checkbox"/> Students who are seeking blended learning environment</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule. - Teacher led support and direct instruction is provided by a highly effective instructional staff.
<p><input checked="" type="checkbox"/> Students seeking a <u>Credit Recovery Alternative School</u> - Specifically designed to</p>	<ul style="list-style-type: none"> - Content is accessible on-line 24/7 provides for flexible schedule. - Web-based access to teacher support beyond the regular teacher schedule.

<p>serve over-age, under-credited students who have dropped out of high school and who, by definition, cannot graduate within the standard number of years.</p>	<ul style="list-style-type: none">- Flexible schedule allows students to exceed the minimum 20 hours of educational time to make up deficiencies.- Teacher led support and direct instruction is provided by a highly effective instructional staff.
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A.3 Program of Instruction

Educational Options Foundation, Inc. /EdOptions' computerized content delivery system (CDS) blended learning instructional program will provide a realistic and challenging educational option to the students and parents who are seeking or in need of alternative methods of satisfying promotion requirements and graduation requirements outside the a traditional school program. The blended learning approach provides additional delivery methods that will allow more students to fully participate in high school and earn their high school diplomas.

In conjunction with highly effective teaching staff the CDS provides significant alternatives to traditional education for the twenty-first century high school student. By incorporating a flexible, diverse delivery system, traditional and alternative students can modify their academic schedules for a balanced life of scholastics, work, family commitments, medical treatments, community service, etc.

Courses are developed using a stringent, research-based process that starts with a review of state academic standards to determine required learning outcomes. The computerized content delivery system content is supplemented with teacher developed materials that support the Arizona College and Career Ready Standards and learning objectives. The courses are designed by a team of highly qualified educators and feature rigorous assessments, lessons, activities, and exams, ensuring that students employ all levels of critical thinking. The curriculum is supported by a highly qualified development team and is regularly updated to meet changing state and national standards.

The content delivery and learning management system is a web-delivered program that allows access to all assigned courses 24 hours a day, 7 days a week, 365 days a year. The content is delivered in a low-bandwidth format that enables students to efficiently and effectively access their courses. As there is no requirement for supplemental text, students can be enrolled in courses through the web and provided extensive instructional support, as required, through the systems secure internal email system.

Educational Options Foundation, Inc. /EdOptions computerized content delivery system (CDS) instructional program is prepared to offer a comprehensive online program of study that meets graduation requirements for cohort 2011, 2012, 2013, and beyond. A variety of over thirty-four one year, two semester courses and more than eleven half-year, one semester courses are available for students through the computerized content delivery system.

Courses contain full content, daily lessons, formative unit quizzes and a summative final exam per term.

Courses are also available in a pre-assessment delivery option that enables the student to exhibit competency in each individual content objective. Based on a predetermined benchmark percentage, the competency level is identified at the time the assessment course is developed. The delivery of pre-

assessment courses will be available for credit recovery students, but may also be used for other students based on teacher/counselor recommendation and administrator approval. These exceptions may be appropriate due to unique student needs, such as homebound, suspension, or transfers student.

The School's staff and an independent third-party have reviewed the curriculum to ensure alignment with Arizona College and Career Ready standards. The content is screened regularly to ensure that changes in Arizona standards are identified within the content. The CDS also provides online curriculum forums that allow staff to communicate curriculum issues to the content provider's curriculum development staff. School staff identifying issues with alignment, links, or errors can send a message directly to the content developers for clarification or editing. The content provider's development staff responds with a correction to the content or an explanation as to why the current format or content entry is appropriate.

Educational Options Foundation, Inc. /EdOptions computerized content delivery system (CDS) instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. Additionally, an online AIMS preparation content is used to backfill learning gaps and prepare students for standardized testing.

The school's instructional program also includes an AIMS / Common Core Academy. Participation in the academy helps students and teachers to identify core skill gaps, provides for targeted instructional opportunities, and clearly assesses mastery of state standards. Extensive tools are also available to prepare students for the state's standardized exams (AIMS).

In order to foster an environment of RTI, leading to a high level of student achievement, the CDS has summative and formative assessment programs in place to guide and empower teacher instruction.

To successfully meet the needs of each student, lessons and supplemental activities assist teachers with differentiating instruction for ability levels and experiences. Supplemental activities in the curriculum are designed for students who learn in different ways. The web-based delivery platform provides multiple capabilities to address diverse learning styles. Students can work from the computer, directly online or print lessons and submissions if they prefer hard copy. Students who are auditory can use a screen reader to enhance their learning experience. ELL students can use an online translation program to enhance their comprehension of the content. Educational Options Foundation, Inc. /EdOptions students are encouraged to access all resources available through the CDS and direct instruction options.

Teachers providing direct instruction can use the same content as the computerized delivery system, allowing a seamless blended learning approach. Small group instruction and individualized assistance are also part of the blended learning instructional approach.

Educational Options Foundation, Inc. /EdOptions computerized content delivery system (CDS) instructional program is designed and implemented with a methodology that supports Response to Intervention (RTI). In order to accelerate learning for all students, the CDS will assist teachers by developing an RTI framework for making instructional decisions based on data collected from the CDS formative and summative assessment tools. Formative assessments that provide immediate and ongoing feedback are provided in each course. The CDS provides monitoring and assessment tools in the form of audit and item audit reports. These tools provide real-time assessment of student progress, participation, and performance fostering a proactive approach to each students leaning.

Each CDS course includes a series of formative assessments that are submitted by the participating student. A student's results on these formative assessments gives the teacher immediate feedback on student performance, participation, and progress. This immediate feedback enables the teacher to proactively respond to individual student need. Based on the results of the assessments, teachers may remediate the objective with an additional assignment, require the student to redo the lesson, or provide an alternative assignment as deemed necessary.

Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at 70% level.

Program changes outlined are currently being implemented. Ongoing program effectiveness reviews occur as part of a continuous improvement process.

3.1 Mastery and Promotion

Educational Options Foundation, Inc. /EdOptions will employ a blended learning educational environment as discussed in the previous section. Students will receive instruction in the core academic areas using a blended curriculum supported by web-based delivery and traditional classroom instruction. Students will be supported by diverse delivery options that blend the benefits of self-directed web-based delivery, small group, one-to-one, and teacher led instruction.

Students, who transfer from elementary school with academic deficiencies or who have fallen behind in grades 7 or 8 will have the opportunity to catch up at Educational Options Foundation, Inc. /EdOptions. Recovery of promotion deficiencies and/or remediation of academic skills or preparation for standardized tests are available through a flexible daily schedule that allows for increased learning time.

All seventh and eighth-grade students enrolled at Educational Options Foundation, Inc. /EdOptions will be required to pass a minimum of five (5) courses a year in the required basic curriculum. The minimum passing grade is 70%.

In the seventh grade, one course must be completed in each of the following areas:

- Language Arts
- Math
- Social Studies
- Physical Education/Health
- Science

In the eighth grade, one course must be completed in each of the following areas:

- Language Arts
- Math
- Science
- Social Studies
- Physical Education

Eighth grade students who have not achieved grade level proficiency scores in reading, writing or math will be enrolled in special programs designed to remediate their academic proficiency. These remediation programs will be administered during the summer prior to beginning high school or as an elective class while in 9th grade.

A. 3.2 Course Offerings and Graduation Requirements

Educational Options Foundation, Inc. /EdOptions has adopted the Arizona State credit requirements for High School Graduation. Please refer to the table below. Students must demonstrate mastery of content at a minimum of 70% proficiency level on course completion assessments to receive credit.

Educational Options Foundation, Inc. /EdOptions computerized content delivery system (CDS) instructional program provides a rigorous, well-defined curriculum that equals the quality of academic programs the school community is accustomed to at the secondary level. Across the CDS curriculum, creative and critical thinking skills are fostered in students in an effort to equip them with effective problem-solving and decision-making abilities. The academic curriculum also incorporates state-of-the-art technology tools and instruction to prepare our students for post-secondary education, successful careers, and productive lives.

The math Content Delivery System (CDS) series includes courses for Algebra 1A,1B,2A & 2B , Geometry A & B, Functional Approach to Algebra 1A & 1B, Calculus 1A, and math electives for students not at grade level (such as Pre- Algebra 1 & 2, and Math Fundamentals 1A & 1B). All courses are aligned with the Arizona College and Career Ready Standards.

The Language Arts CDS series includes courses for English 9A through English 12B. All courses are aligned with the Arizona College and Career Ready Standards.

The computerized delivery system content includes science courses/virtual labs that the students performs off-campus and reports on in the CDS. The Science CDS series includes courses for Biology A & B, Physical Science A & B, Earth and Space Science A & B. The Social Science programs include World History 1 & 2, AZ American History 1& 2, Economics, and Government. Students seeking lab science for university entrance will be guided to an onsite web-lab option to fulfill these requirements. All Educational Options Foundation, Inc. /EdOptions students will be encouraged to seek dual credit options with a local community college to satisfy the lab requirements for the state universities.

For those students inclined to pursue a college degree, it is imperative that academic college entrance requirements are fulfilled. As a result, Educational Options Foundation, Inc. /EdOptions' computerized content delivery system (CDS) instructional program offers two years of Spanish (modern language credit) and Art History (fine arts credit) in addition to traditional college preparatory courses in math language arts, and social studies.

The below table summarizes the minimum credit requirements for Educational Options Foundation, Inc. /EdOptions graduation in Arizona for the graduating class of 2013 and beyond.

English	4 credits
Math ⁽¹⁾ ⁽²⁾	4 credits
Science ⁽³⁾	3 credits
Social Studies ⁽⁴⁾	3 credits
CTE/Fine Art	1 credit
Electives	7 credits
Total	22 credits

⁽¹⁾ Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools.

⁽²⁾ The Algebra II requirement may be modified using a [Personal Curriculum](#) as outlined in R7-2-302.03.

⁽³⁾ Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.

⁽⁴⁾ Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.



EdOptions
High School

EdOptions High School and EdOptions AOI Program

Course Catalog 2013 – 2014



Registration Procedures

The following is a comprehensive list of available course content. The school will only offer selected courses from this list each term. HQ requirements will be met prior to opening a course for the term. Core content that is below high school grade level will only be assigned as an elective to fill educational gaps for students.

This catalog contains the EdOptions curriculum. Pre-registration is conducted during the spring for the following school year. Staff will meet with students to distribute registration materials. Information and assistance will be given to select courses for the upcoming school year. Prior to selecting courses, students and parents should read the introductory section of this guide carefully to become familiarized with the vital school information it contains. Students are urged to select their classes carefully.

Staff members are available to assist students in selecting the courses that will help them be successful at EdOptions.

Upon enrollment, students will work with staff to complete a graduation plan that will guide their course choices during their career at EdOptions.

Graduation requirements are as follows:

Course	Class of 2013 and beyond Requirements	Arizona Universities Entrance Requirements
English	4	4
Math	4	4
Science	3	3
Social Studies	3	3
CTE/Fine Arts	1	1 (Fine Art)
Modern Language	0	2
Electives	7	5
AIMS	Pass	Pass

Total Credits	22	22
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Course requirements are:

English (4 credits):

This requirement must be met by completing one credit each of English I, English II, English III, and English IV or options that satisfy this requirement.

Math (4 credits): This requirement must be met by earning credit in Algebra I, Geometry, Algebra II (or its equivalent), and an additional course with significant mathematics content. Consumer Math or Integrated Math fulfills the requirement for the fourth mathematics credit.

Science (3 credits):

This requirement can be met by earning 3 credits in any science course which prepares students for the high school AIMS test.

Social Studies (3 credits):

This requirement must be met by earning one credit of World History and Geography, one credit of US/Arizona History, one-half (.5) credit of US/Arizona Government, and one-half (.5) credit of Economics.

Art/CTE (Fine or Practical) (1 credit):

This requirement can be met by earning one credit in either the Fine or Practical Arts. The Fine Arts include Visual Arts, such as Art History, and the Practical Arts include Career and Technical Education courses.

Electives (7 credits):

This requirement can be met by successfully completing any 7 credits of elective course offerings.

AIMS:

Students shall meet all competencies as outlined in the Arizona Academic Standards as measured by the Arizona Instrument to Measure Standards in order to graduate from EOHS.

Grades

Students attending EOHS will be assessed using the following grading scales. Students will be expected to follow the Academic Misconduct and Cheating policy (plagiarism) as outlined in the student handbook.

Grading Scale	GPA	Weighted GPA
A = 90 -100	A = 4.0	A = 5.0
B = 80– 89	B = 3.0	B = 4.0
C = 70 – 79	C = 2.0	C = 2.5
D = 60 - 69	D = 1.0	D = 1.0
F = 0 – 59	F = No Credit	F = no Credit

Pass/Fail grades are awarded for the Student Assistant and Physical Education programs and when a student tests out of a course. A grade of “P” is not used to determine grade–point value and does not count toward Honor Roll. NCAA interprets a “P” grade as a “D” grade according to NCAA guidelines.

Additional Grades

NCR	No Credit (Students receive this grade when they have met course requirements but have not met the attendance requirement.)
INC	Incomplete (An incomplete grade must be made up no later than two weeks after the quarter ends.)
NG	No Grade (Usually given to transfer students when transcripts have not arrived or student was not in school for a long enough period to attempt a grade.)
W	Withdraw
WF	Withdraw/Fail

Transfer Students

Transfer students are expected to enroll in a full schedule when they transfer into the high school. They are responsible for meeting EdOptions High School graduation requirements. Course work completed outside EOHS will be evaluated to determine if credit will be awarded. Incoming students must earn a minimum of three (3) credits from EOHS to be eligible for an EOHS diploma.

Transfer Students with a General Equivalency Diploma (GED)

Per Title 7, Section R7-2-302, Paragraph 5, governing boards are required to provide students the opportunity to demonstrate competency in any graduation requirement area as outlined in subsection (1)(a) through (1)(g) of R7-2-302. In consideration of the intent of this language, EOHS makes the following consideration for students transferring to EOHS with successful completion of a General Equivalency Diploma (GED).

Students transferring into EOHS after successful completion of a GED are determined to be at a grade-level equal to promotion to the junior year of high school earning all credits required for such competency. Specifically successful GED completion will be credited as:

- Language Arts- Two (2) Credits (Grade 9 & 10)
- Mathematics- Two (2) Credits (Algebra & Geometry)
- Social Studies- Two (2) Credits (World Studies & U.S. History)
- Science-Two (2) Credits (Biology & Earth)
- Electives-Two (2) Credits

Any ninth and tenth grade core academic credits that the student has already attained by successful completion of course work will be credited as such and any relevant GED credit will be transferred to elective credit.

Credits transferred from a GED for the purposes of fulfilling high school completion requirements will be recorded as a non-weighted grade of grade of "P."

Graduation Deficiencies

Seniors with graduation deficiencies may be allowed to participate in graduation ceremonies with the approval of the Executive Director.

Honor Roll

1. Students must be enrolled in at least 3 classes that determine GPA.
2. Students may have no grade below a B.
3. Students must have a grade point average between 3.25 and 3.74 for Honor Roll.
4. Students must have a grade point average of 3.75 or above for the Principal's List.

Career and Technical Education

Career Exploration (VO500)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

This semester course provides students opportunities to set personal and career goals while developing employability skills. Students are guided through exercises that teach them about career clusters and paths, educational options after high school, and practical job-seeking strategies such as completing applications, composing effective resumes and cover letters, and navigating the interview process. Students conduct research throughout the course and present their findings in written and oral projects.

Service Learning (VO520)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Prerequisite: Service Learning Coordinator approval

Students may earn no more than two (2) service learning credits per 18 weeks.

Typically embodied in classroom-based projects, service learning aims to link community service with the school curriculum to enhance both character development and academic skills. Service learning can also go beyond these goals to prepare students to become engaged citizens, by expanding their understanding of social problems and the role of civic action in solutions to these problems.

Service learning is a way that students can provide service in the community on a voluntary basis to public, nonprofit, civic, charitable and governmental organizations. Students who participate in service learning can earn a ½ credit for 75 hours. Students may earn no more than two (2) service learning credits per semester.

Work Experience (VO520)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Prerequisite: Service Learning Coordinator approval

Students may earn no more than two (2) service learning credits per 18 weeks.

EdOptions High School grants high school credit in recognition of the life-long learning experience through a successful period of employment. Work Experience is more than going to a job and earning a paycheck. Work experience helps students:

- Apply skills and knowledge to real-world settings
- Develop lifelong vocational skills
- Learn new skills that relate to the place of employment
- Focus interests by experiencing a job and career area in depth
- Understand the culture of the workplace and the finer points of interacting with co-workers and supervisors
- Set and achieve goals
- Prepare for postsecondary education

A student must have taken or currently be enrolled in Career Explorations to be eligible for work experience credit. Students may earn a ½ credit by completing 75 hours in an 18 week semester. Students may earn no more than 2 work experience credits per semester.

Computer Technology: An Introduction (VO550)

Grade Level: 9, 10, 11, 12

Length of Course: 1semester

½ Credit

Computer Technology: An Introduction is a semester-long course that emphasizes project-based learning where students will apply what they have studied to create formatted manuscripts, databases, spreadsheets, and other presentations utilizing a variety of computer tools. Additional units on the history of computers and basic technology concepts, proper and effective use of the Internet and the World Wide Web, and emerging technology and careers provide students with a strong foundation in 21st century skills for other STEM coursework. Students will need access to Microsoft Office programs to complete the assignments.

English

English I – Semester 1 (EN100)

English I – Semester 2 (EN110)

Grade Level: 9

Length of Course: 2semesters

1 Credit

Introduces the elements of writing demonstrated in poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

English II – Semester 1 (EN201)

English II – Semester 2 (EN202)

Grade Level: 10

Length of Course: 2semesters

1 Credit

Focuses on using personal experiences, opinions, and interests as a foundation for writing. Skills acquired in English I are reinforced and polished. Literary models are provided to demonstrate paragraph unity and a more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

English III – Semester 1 (EN301)

English III – Semester 2 (EN302)

Grade Level: 11

Length of Course: 2semesters

1 Credit

Surveys American authors and the historical development of literature in America. The course illustrates how the events in history and the cultural heritage of the times influenced the work of authors. The ability to analyze literary works is stressed. Topics include Puritanism, Deism, Neoclassicism, Romanticism, Transcendentalism, Realism, and Naturalism.

English IV – Semester 1 (EN400)

English IV – Semester 2 (EN410)

Grade Level: 12

Length of Course: 2semesters

1 Credit

Studies British literature in order of the historical time periods and shows the influence of cultural and historical change on the authors' themes. Composition skills are expanded with an emphasis on analyzing literary works. Topics include Chaucer and the Middle Ages, Shakespeare, the Cavalier Poets, and the Romantic, Victorian and Modern eras.

Creative Writing (EN500)

Grade Level: 9, 10

Length of Course: 1 semester

½ Credit

Focuses on the fundamentals of grammar and usage to strengthen writing skills. Journal assignments and expository and narrative writing are required. Topics include vocabulary; spelling; coordination and subordination; simple, compound, and complex sentences; and the construction of clearly written paragraphs and essays.

Exploring Literature (EN510)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

In this course students will be exposed to a variety of reading selections, ranging from classic to contemporary literature. Students will meet with the course instructor at the beginning of the class and develop a list of appropriate readings. Students will read a minimum of three books during the class. Students will focus on how the themes found within the readings apply to situations within their own lives. Students will be assessed in the form of written exams, book reports, and at least one oral report.

AIMS Reading/Writing (EN205)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core English credit. May be repeated for credit.

AIMS reading and writing classes are intended for students who have not passed the AIMS test in reading or writing. Students will learn reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works. Effective use of written language for different purposes will be emphasized.

Fine Arts

Art History – Semester 1 (FA201)

Art History – Semester 2 (FA202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Introduces painting, sculpture, and architecture from ancient times to the 20th Century. By studying various forms of art from the historical periods, students develop an eye for technique. Topics include Greek and Roman art, Renaissance painting and sculpture, Baroque and Neoclassical art, Impressionism, Expressionism, and abstract art.

Fine Arts (FA100)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

1/2 Credit

Fine arts is the knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture. Students may earn a ½ credit through active participation in a fine arts program. May be repeated for credit

General Electives

Health (PE100)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Teaches human anatomy and physiology and increases student awareness of healthy lifestyle choices and the importance of physical fitness. Topics discussed include nutrition; fitness fundamentals; mental and emotional well-being; the effects of drugs, alcohol, and tobacco; the environment; and public health and infectious diseases, as well as safety, accident prevention, and first aid.

High School Success (Vo540)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

¼ Credit

Prerequisite: *Students can earn ¼ credit per 18 weeks. Course may be repeated for credit.*

This Pass/Fail course is designed to help the student review personal and educational goals. Emphasis is on effective study skills, improved thinking, reasoning, and learning abilities, realistic career planning and increased self-understanding. Students will be active participants in the tracking of their progress in courses through-out the year, graduation planning, and after high school transitioning. Students earn ¼ credit per 18 weeks enrolled.

Independent Physical Education (PE110)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Student may earn ½ credit for 18 weeks of participation. This course may be repeated for credit.

This pass/fail course requires student participation is weekly cardiovascular, aerobic, muscle-toning, and other activities. Students fulfill course requirements by keeping weekly logs of their physical activity. The course promotes the value of lifetime physical activity. Students must engage in an 18 week fitness program to receive credit.

Spanish I – Semester 1 (ML101)

Spanish I – Semester 2 (ML102)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course introduces students to the language and cultures of Spanish-speaking countries. Students learn how to introduce themselves and others, how to describe themselves and others, how to describe likes and dislikes, how to compare things, and how to give and receive directions. Grammar topics covered include the Spanish present tense, irregular verbs (*ir*, *tener*, *ser*, and *estar*), *tú* imperatives, personal pronouns, adjective agreement, and reflexive verbs. Students also learn about the history, cultures, art, music, and foods of several Spanish-speaking countries.

Spanish II – Semester 1 (ML201)
Spanish II – Semester 2 (ML202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course provides more study of the language and cultures of Spanish-speaking countries. Students practice conversation and buying and selling in Spanish. Students learn to talk about plans for the future and to describe events in the past. Students learn how to read and write letters and e-mails. Grammar topics covered include the Spanish future tense, the imperfect tense, and the present and imperfect progressive tenses. Students also learn about the history, cultures, art, music, and foods of several Spanish-speaking countries.

SAT/ACT Prep (EL560)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core English credit. May be repeated for credit.

SAT/ACT Prep classes are intended to prepare students who will be taking the SAT or ACT standardized tests. Students will learn reading, writing and math strategies in preparation for the general college entrance exams.

Student Assistant Program (VO530)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

½ Credit

Prerequisite: The student must be requested by faculty/staff and must have a written job description on file in the office.
Class may be repeated for credit.

Students will be assigned to a faculty or staff member and serve as an assistant performing a variety of duties. Students will be issued a Pass/Fail mark. May be repeated for credit.

Mathematics

Algebra I – Semester 1 (MA101)

Algebra I – Semester 2 (MA102)

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Leads the student through elementary algebra using the Saxon method. Students learn how to add, subtract, multiply and divide monomials. Other areas of discussion include integral equations, factoring, fractions, simultaneous equations, quadratic equations, the theory of exponents, and graphing.

Geometry – Semester 1 (MA201)

Geometry – Semester 2 (MA202)

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I

Introduces the principal concepts of geometric terms and processes, as well as problem solving and logic. Topics discussed are lines, planes, triangles, circles, theorems, constructions, the measurement of solid figures, coordinates, and proofs.

Algebra II – Semester 1 (MA301)

Algebra II – Semester 2 (MA302)

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I and Geometry

Extends the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms.

Pre-Calculus – Semester 1 (MA401)

Pre-Calculus – Semester 2 (MA402)

Grade Level: 9, 10, 11, 12

Length of Course: 2semesters

1 Credit

Prerequisite: Algebra I, Geometry, and Algebra II

Pre-calculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions. Students will manipulate functions and their graphs. Pre-calculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students will be introduced to polar coordinates, parametric equations, and limits.

Consumer Math – Semester 1 (MA501)
Consumer Math – Semester 2 (MA502)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

Personal Finance (MA510)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semesters

0.5 Credit

A practical and useful course that focuses on teaching students good financial management. You will learn the concepts of saving and investing money as well. Other courses—in math, science, history, or auto mechanics—will provide you with skills to earn money. This course teaches how to use that money wisely.

Integrated Math – Semester 1 (MA211)
Integrated Math – Semester 2 (MA212)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course provides an introduction to the concepts of Algebra I and Geometry. It covers linear equations, graphing lines, quadratic equations, function notation, rational expressions and equations, mathematical thinking, points, lines and planes, rays and angles, two column proofs, parallel lines, congruent triangles, inequalities, quadrilaterals, similarity, trigonometric relations, polygons and circles, geometric solids, coordinate geometry, graphing equations, counting and probability, and data analysis.

AIMS Practical Math (MA205)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

This course does not count as a core Math credit. May be repeated for credit.

This individually placed math course is designed for students who have not passed the Math portion of AIMS. Course content varies from student to student. There will also be class units involving practical math skills; such as, but not limited to banking, purchasing verses leasing a vehicle, insurance and investments intertwined throughout the course.

Pre-Algebra – Semester 1 (MA091)
Pre-Algebra – Semester 2 (MA092)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Pre-requisite: *Placement based on school criteria.*

This course does not count as a Mathematics credit.

Sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

Science

Physical Science – Semester 1 (SC121)

Physical Science – Semester 2 (SC122)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

In addition to units on physics and chemistry, the natural sciences that deal with non-living energy and matter, the course extends the study of inanimate matter to topics in astronomy and geology and broadens the student's understanding of the states of matter by applying them to weather and atmosphere.

Earth Science – Semester 1 (SC101)

Earth Science – Semester 2 (SC102)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth and its processes. Students are guided to a better understanding of how the earth and the universe are structured.

Biology – Semester 1 (SC201)

Biology – Semester 2 (SC202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Introduces students to the five kingdoms of living organisms and identifies their structure, function, classification, and inter-relationships, as well as their relationship to the environment. Additional topics of discussion include cellular reproduction and respiration, energy and metabolism, photosynthesis, human physiology, ecosystems, and vertebrates and invertebrates.

Chemistry – Semester 1 (SC301)

Chemistry – Semester 2 (SC302)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Chemistry is the study of matter and the changes in matter. Students will be guided to increase their understanding of atomic structure and the properties and behavior of matter. They will learn to write and balance chemical equations, as well as explore different types of chemical processes. Other topics covered in the course include, but are not limited to: stoichiometry, oxidation and reduction reactions, chemical bonds, and energy changes. Lab safety is reinforced in this class for the protection of all students.

Social Studies

World History/Geography – Semester 1 (SS201)

World History/Geography – Semester 2 (SS202)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Provides an overview of human history from the Renaissance at the end of the Middle Ages until present day. The focus is on major events, including the rise of civilization growth of imperialism and nationalism, the advancement of political powers, social and economic developments, and global growth and crisis. Topics included the Renaissance, the Enlightenment, the French Revolution, the Industrial Revolution, colonialism, imperialism, nationalism, and global growth and crisis.

World History/Geography Honors – Semester 1 (SS251)

World History/Geography Honors – Semester 2 (SS252)

Grade Level: 9, 10, 11, 12

Length of Course: 1 semester

½ Credit

Prerequisite: Placement based on school criteria.

Provides an overview of human events from the first use of agriculture 15,000 years ago until the French Revolution in 1815. The focus is on major events, including the rise of civilizations, the growth of political powers, social and economic developments overtime. In addition to the historical content, students read independently and complete additional rigorous assignments and essays. Honors classes are more challenging, have more assignments, and require a greater time commitment.

American/Arizona History – Semester 1 (SS301)

American/Arizona History – Semester 2 (SS302)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

Examines the founding and development of the United States from the start of European exploration and settling of the original colonies to how they grew and became a powerful united nation. Topics covered include the pre-colonial cultures of Indigenous peoples, the arrival and impact of Europeans in North America, the Revolutionary War, Manifest Destiny, the Civil War, the Industrial Revolution, the United States in the 20th Century, and the influence of immigration on American society and culture. Also incorporated are instruction in the development of economics, politics, society, and the culture of America.

American/Arizona Government (SS400)

Grade Level: 11, 12

Length of Course: 1 semester

1/2 Credit

Introduces students to a comprehensive survey of the operation and development of federal, state, county and city governments. The course examines all aspects of government: its statute making, diplomacy, labor policies, public finance, and the contrasts between national, state and local levels of government. Topics emphasize the branches of government, the checks and balance system of the national government, the separation of power, and the role of the

government in promoting the interests of the people and involving itself in current topics. Other areas of discussion include the Constitution; civil rights and equality; the legislative, judicial and executive branches; the Federal Reserve System, and foreign policy.

Economics (ss410)

Grade Level: 11, 12	Length of Course: 1semester	1/2 Credit
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Introduces students to how decisions are made in the four areas of production. Topics include saving, spending, and borrowing; the law of supply and demand, the Federal Reserve System; sources of money supply; and how the government plays a unique role in an open market economy.

Geography – Semester 1 (SS501)

Geography – Semester 2 (SS502)

Grade Level: 9, 10, 11, 12	Length of Course: 2semesters	1 Credit
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Introduces terminology used in both physical and human geography and teaches students about different countries in the world, their languages, religions, political systems and economics. Landforms of mountains and major rivers will be discussed. Topics include the regions of North America, Latin America, South America, Asia, Antarctica, Europe, Africa, and the Pacific.

Native American Studies I (SS510)

Grade Level: 10, 11, 12	Length of Course: 1 semester	½ Credit
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Offers an overview of historical and cultural issues affecting Native American people and tribes today. The primary objective for this course is to enrich the knowledge and understanding of Native American people from a Native American perspective. For too long, the story of the Native American experience has been told from the viewpoint of the colonizer in American text books. In this course, we confront false images, stereotypes, inaccurate myths and distortions from a historical perspective. This course is designed for both Native American and non-Native American students so everyone can better understand human similarities and differences as well as recognize the contributions that Native American people and cultures have made to the world.

Native American Studies II (SS530)

Grade Level: 10, 11, 12	Length of Course: 1 semester	½ Credit
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Offers an overview of contemporary, cultural issues affecting Native American people and tribes today. The primary objective for this course is to enrich the knowledge and understanding of Native American people from Native American perspective. In this course, we confront issues facing contemporary Native Americans, including world views, spirituality, language, health, socioeconomic, art, images in media, organizations, veterans, and modern day pow-wows. This course is designed for both Native American and non-Native American students so everyone can better understand human similarities and differences as well as recognize the contributions that Native American people and cultures have made to the world.

Social Issues (SS530)

Grade Level: 10, 11, 12

Length of Course: 1 semester

½ Credit

Designed to help students understand current issues. Students will learn to form opinions on controversial topics in the news as of 2006. The social issues described in this course have been around for centuries and will likely continue to present challenges to citizens and lawmakers in the future. Topics include the media, civil liberties, gun control, crime and drugs, poverty, racism, women's rights, immigration, abortion, stem cell research, education, and foreign policy and terrorism.

African American Studies – Semester 1 (SS541)

African American Studies – Semester 2 (SS542)

Grade Level: 9, 10, 11, 12

Length of Course: 2 semesters

1 Credit

This course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture through readings, games, and a variety of interactive features.

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Subject: Additional information related to March 7 letter

From: Johanna Medina <Johanna.Medina@asbcs.az.gov> Date:

Wed, Mar 12, 2014 4:58 pm

To: Johanna Medina <Johanna.Medina@asbcs.az.gov>

Cc: Johanna Medina <Johanna.Medina@asbcs.az.gov>

To Charter Representatives with Alternative Schools,

On March 7, I provided you with charter information guidance for alternative school status recertification. In the letter, I identified the need for the charter's mission and program of instruction in the contract, as amended, to be in alignment. It has come to our attention that the Program of Instruction Amendment Request requires a Demonstration of Sufficient Progress (DSP) to be submitted by all charter holders not meeting the Board's academic performance expectations, or with Associated Schools with a current overall rating of Does Not Meet, Falls Far Below, or NR. For the purposes of bringing the program of instruction in the charter contract into alignment with the charter mission and current practice for recertification, a Program of Instruction Amendment may be submitted without including any DSP documents during the expedited review timeframe, which ends March 17, 2014.

Feel free to call me with any questions at 602-364-3084 or email me at johanna.medina@asbcs.az.gov.

Sincerely,

Johanna Medina

Johanna Medina

Director of School Quality

Arizona State Board for Charter Schools

