**Aprender Tucson - Entity ID 79426**

School: Southside Community School

# Renewal Executive Summary

## I. Performance Summary

| Area | Acceptable | Not Acceptable |
|---|---|---|
| Academic Framework | ☐ | ☒ |
| Financial Framework | ☐ | ☒ |
| Operational Framework | Not Yet Rated<br>See Section III | Not Yet Rated<br>See Section III |

During the five-year interval review of the charter, Aprender Tucson was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Southside Community School, did not meet the academic expectations set forth by the Board. At the time Aprender Tucson became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The Charter Holder was not able to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information and evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Southside Community School received an overall rating of "Does Not Meet" the Board's academic standards.

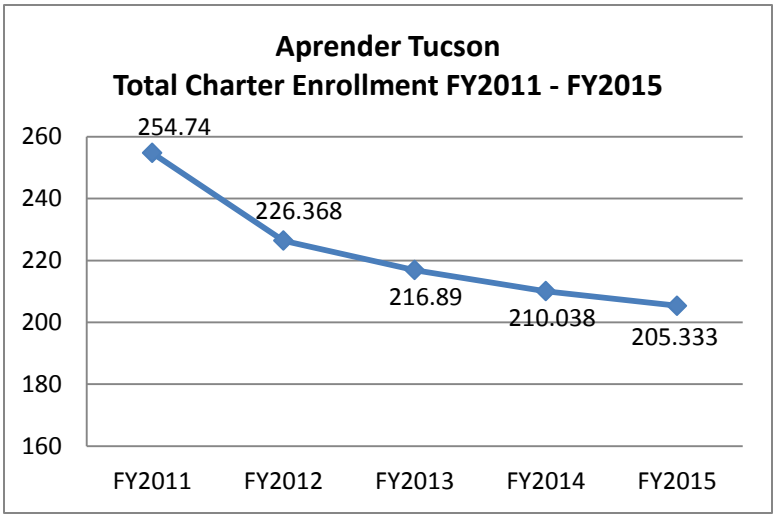
The Charter Holder did not meet the Financial Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Financial Performance Response.

The Charter Holder did not have compliance matters.

The Charter Holder's Organizational Membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission.

## II. Profile

Aprender Tucson operates one school, Southside Community School, serving grades K-9 in Tucson. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.

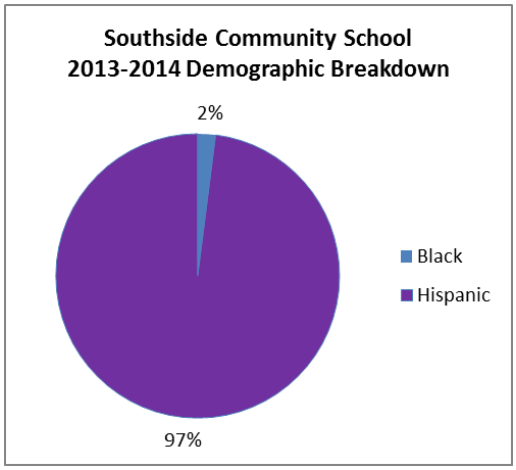


The academic performance of Southside Community School is represented in the table below. Academic Dashboard for the school can be seen in the portfolio: f. Academic Dashboard.

| School Name | Opened | Current Grades Served | 2012 Overall Rating | 2013 Overall Rating | 2014 Overall Rating |
|---|---|---|---|---|---|
| Southside Community School | 08/18/2003 | K – 9 | 61.25 / C | 41.18 / D | 54.41 / C |

The website for Southside Community School states that the school is a free, public charter school currently serving grades six through eight, but eventually six through twelve, and fostering academic excellence, Sonoran desert awareness, community and parental involvement, and a safe campus with a school-wide policy of non-violence. The Charter Holder states the reasons for starting the school include that the surrounding neighborhood children were underserved in local schools that were underperforming as a result of the negative influences including drug abuse, child abuse, domestic violence and homicide. Poor academic performance, low graduation rates and a high level of illiteracy were targeted when the school first opened.

The demographic data for Southside Community School from the 2013-2014 school year is represented in the chart below.[1]




The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2013-2014 school year is represented in the table below.[2]

| Category | Southside Community School |
|---|---|
| Free and Reduced Lunch (FRL) | 98% |
| English Language Learners (ELLs) | 16% |
| Special Education | 10% |

[1] Information provided by the Research and Evaluation Division of the ADE.
[2] Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported or is 0% or 100%, the percentage for that demographic group was redacted.

## III. Additional School Choices

Southside Community School is located in southeast Tucson near Campbell Avenue and 36th Street. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 75 schools serving grades K - 9 within a five mile radius of Southside Community School. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

| Letter Grade | Within 5 miles | Charter Schools | Meets Board's Standard | Comparable FRL | Comparable ELL | Comparable SPED |
|---|---|---|---|---|---|---|
| A | 11 | 4 | 4 | 3 | 2 | 7 |
| B | 22 | 8 | 7 | 1 | 8 | 15 |
| C | 33 | 3 | 0 | 3 | 16 | 20 |
| D | 9 | 3 | 0 | 2 | 2 | 6 |

## IV. Success of the Academic Program

The FY2014 overall rating for the school on the Board's Academic Performance Measures was 54.41 including points received for the FY2014 letter grade of C as reported by the Arizona Department of Education. The FY2013 overall rating for the school on the Board's Academic Performance Measures was 41.18 including points received for the FY2013 letter grade of D as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's Academic Performance Measures was 61.25 including points received for the FY2012 letter grade of C as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Aprender Tucson:

**May, 2011:** Aprender Tucson was notified that the Charter Holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval review because Southside Community School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

**September, 2011:** Aprender Tucson timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

**February, 2013:** The Board released FY2012 Academic Dashboards. Southside Community School received an overall rating of "Does Not Meet" the Board's academic standards. As a result, the Charter Holder did not meet the Board's Academic Performance Expectations. Southside Community School was assigned a DSP as part of an annual reporting requirement (portfolio: h. FY2012 DSP Submission).

[3] Evaluation completed using information provided by the Research and Evaluation Division of the ADE.

**July, 2013:** Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on July 18, 2013 to meet with the school's leadership. The Charter Holder was able to submit additional evidence for 48 hours after the site visit.

**September, 2013:** The Board released FY2013 Academic Dashboards; Southside Community School received an overall rating of "Does Not Meet" the Board's academic standards. As a result, the Charter Holder did not meet the Board's performance expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement because the final evaluation of the FY2012 DSP had not yet been completed.

Board staff completed final evaluation (portfolio: g. FY2012 Final Evaluation) of the Charter Holder's FY2012 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2012 DSP, Board staff determined that the Charter Holder's DSP was acceptable in all areas. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing the final evaluation of the Renewal DSP submitted as part of the renewal application package.

**September, 2014:** The Board released FY2014 Academic Dashboards; Southside Community School received an overall rating of "Does Not Meet" the Board's academic standards. As a result, the Charter Holder did not meet the Board's performance expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement because the Charter Holder would become eligible for renewal within the fiscal year.

**October, 2014:** Board staff provided the Charter Holder, through its authorized representative, Christine Curtis, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (October 3, 2014), the deadline date on which the renewal application package would be due to the Board (January 3, 2015), information on the availability of the Charter Holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board (portfolio: e. Renewal DSP Submission).

**January, 2015:** A renewal application package with a Renewal DSP for Aprender Tucson (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative.

## V. Demonstration of Sufficient Progress

On January 26, 2015, Board staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission.

The following representatives of Aprender Tucson were present at the site visit:

| Name | Role |
|---|---|
| Melissa Costa | Elementary lead teacher, ELD 3-9 teacher |
| Molly Gannon | Elementary lead teacher, 5th grade teacher |
| Carl Carlson | Junior High lead teacher, 6-9 science teacher |
| Brian Johnson | Junior High lead teacher, 6-9 math teacher |
| Christine Curtis | Superintendent |
| Leo Francis | Elementary lead teacher |
| Laura LaFave | Principal |

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: d. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: c. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

| Evaluation Summary | | | |
|---|---|---|---|
| **Area** | **DSP Evaluation** | | |
| | **Meets** | **Does Not Meet** | **Falls Far Below** |
| Data | ☐ | ☐ | ☒ |
| Curriculum | ☐ | ☒ | ☐ |
| Assessment | ☐ | ☐ | ☒ |
| Monitoring Instruction | ☐ | ☒ | ☐ |
| Professional Development | ☐ | ☒ | ☐ |

**Data**

The area of Data is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder did not provide data that demonstrates comparative improvement year-over-year for the two most recent school years. For more detailed analysis see Data Inventory (portfolio: d Renewal Site Visit Inventory Forms, i. Site Visit Inventory - Data).

| Question | Valid and Reliable Data | Comparative Data provided for Current Fiscal Year | Data Demonstrates Growth | Document Inventory Item |
|---|---|---|---|---|
| Student Median Growth Percentile (SGP) - Math | Yes | No | No | D1 |
| Student Median Growth Percentile (SGP) - Reading | Yes | No | No | D2 |
| Student Median Growth Percentile Bottom 25% - Math | Yes | No | No | D3 |
| Student Median Growth Percentile Bottom 25% - Reading | Yes | No | No | D4 |
| Percent Passing - Math | Yes | No | No | D5 |
| Percent Passing - Reading | Yes | No | No | D6 |
| Subgroup, ELL - Math | Yes | No | No | D7 |
| Subgroup, ELL - Reading | Yes | No | No | D8 |
| Subgroup, students with disabilities - Math | Yes | No | No | D9 |
| Subgroup, students with disabilities - Reading | Yes | No | No | D10 |

**Curriculum**

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the five required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: d Renewal Site Visit Inventory Forms, ii. Site Visit Inventory - Curriculum).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Evaluating Curriculum** | | |
| What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards? | No | C1 |
| How does the Charter Holder identify gaps in the curriculum? | No | C2 |
| **Adopting/Revising Curriculum** | | |
| What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?" | No | C3 |
| Who is involved in the process for adopting or revising curriculum?" | No | C4 |
| When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt? | No | C5 |
| **Implementing Curriculum** | | |
| What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder? | No | C6 |
| What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year? | No | C7 |
| What is the expectation for consistent use of these tools? How are these expectations communicated? | No | C8 |
| What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction? | No | C9 |
| **Alignment of Curriculum** | | |
| How does the Charter Holder know the curriculum is aligned to standards? | Yes | C10 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | C11 |
| How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)? | Yes | C12 |
| How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students? | N/A | C13 |
| How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?" | No | C14 |

**Assessment**

The area of Assessment is evaluated as Falls Far Below. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented fragmented efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and are not consistently implemented. For more detailed analysis see Assessment Inventory (portfolio: d Renewal Site Visit Inventory Forms, iii. Site Visit Inventory - Assessment).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Assessment System** | | |
| What types of assessments does the Charter Holder use? | Yes | A1 |
| What was the process for designing or selecting the assessment system? | No | A2 |
| How is the assessment system aligned to the curriculum and instructional methodology? | Yes | A3 |
| What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments? | Yes | A4 |
| **Analyzing Assessment Data** | | |
| How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data? | Yes | A5 |
| How is the analysis used to evaluate instructional and curricular effectiveness? | No | A6 |
| How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction? | No | A7 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students? | No | A8 |
| How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)? | No | A9 |
| How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students? | N/A | A10 |
| How is the assessment system adapted to meet the assessment needs of students with disabilities? | Yes | A11 |

**Monitoring Instruction**

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the four required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: d Renewal Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Monitoring the Integration of Standards** | | |
| What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity? | No | M1 |
| How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year? | Yes | M2 |
| **Evaluating Instructional Practices** | | |
| What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction? | Yes | M3 |
| How does this process identify individual strengths, weaknesses, and needs? | Yes | M4 |
| **Providing Analysis and Feedback to Further Develop Instructional Quality** | | |
| How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices? | Yes | M5 |
| How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response? | No | M6 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | M7 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)? | No | M8 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students? | N/A | M9 |
| How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities? | No | M10 |

**Professional Development**

The area of Professional Development is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach to professional development. At the DSP site visit, the Charter Holder sufficiently demonstrated two of the four required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Professional Development Inventory (portfolio: d Renewal Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

| Question | Sufficient Evidence | Document Inventory Item |
|---|---|---|
| **Professional Development System** | | |
| What is the Charter Holder's professional development plan? | Yes | P1 |
| How was the professional development plan developed? | Yes | P2 |
| How is the professional development plan aligned with instructional staff learning needs? | Yes | P3 |
| How does this plan address areas of high importance? | Yes | P4 |
| **Supporting High Quality Implementation** | | |
| How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions? | No | P5 |
| How does the Charter Holder provide the resources that are necessary for high quality implementation? | Yes | P6 |
| **Monitoring Implementation** | | |
| How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions? | No | P7 |
| How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development? | No | P8 |
| **Adapted to Meet the Needs of Subgroups** | | |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students? | Yes | P9 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)? | Yes | P10 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students? | N/A | P11 |
| How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities? | Yes | P12 |

## VI. Viability of the Organization

The Charter Holder was required to submit a financial performance response because it did not meet the Board's financial performance expectations, as reflected in the table below which includes the Charter Holder's financial data and financial performance for the last three audited fiscal years.[4]

| Financial Data | | | | |
|---|---|---|---|---|
| **Statement of Financial Position** | **2014** | **2013** | **2012** | **2011** |
| **Cash** | $329,288 | $413,447 | $408,919 | $249,177 |
| **Unrestricted Cash** | $179,964 | $271,651 | $276,356 | |
| **Other Liquidity** | - | - | | |
| **Total Assets** | $1,555,956 | $1,767,316 | $1,944,589 | |
| **Total Liabilities** | $1,089,179 | $1,185,736 | $1,200,110 | |
| **Current Portion of Long-Term Debt & Capital Leases** | $195,000 | $341,000 | $354,000 | |
| **Net Assets** | $466,777 | $581,580 | $744,479 | |
| **Statement of Activities** | **2014** | **2013** | **2012** | |
| **Revenue** | $1,928,231 | $2,002,966 | $2,456,727 | |
| **Expenses** | $2,043,034 | $2,165,865 | $1,970,326 | |
| **Net Income** | ($114,803) | ($162,899) | $486,401 | |
| **Change in Net Assets** | ($114,803) | ($162,899) | $486,401 | |
| **Financial Statements or Notes** | **2014** | **2013** | **2012** | |
| **Depreciation & Amortization Expense** | $113,345 | $116,216 | $118,462 | |
| **Interest Expense** | $72,640 | $78,050 | $85,070 | |
| **Lease Expense** | - | - | - | |
| **Financial Performance** | | | | |
| | **2014** | **2013** | **2012** | **3-yr Cumulative** |
| Near-Term Indicators | | | | |
| **Going Concern** | No | No | No | N/A |
| **Unrestricted Days Liquidity*** | 32.15 | 45.78 | 51.19 | N/A |
| **Default** | No | No | No | N/A |
| Sustainability Indicators | | | | |
| **Net Income** | ($114,803) | ($162,899) | $486,401 | N/A |
| **Cash Flow** | ($84,159) | $4,528 | $159,742 | $80,111 |
| **Fixed Charge Coverage Ratio** | 0.27 | 0.07 | 1.57 | N/A |

* For fiscal year 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

[4] On October 3, 2014, when the Board notified the Charter Holder of its opportunity to apply for renewal, the Charter Holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. On October 14, 2014, the Board revised its financial framework to base the determination of whether a Charter Holder meets the Board's financial performance expectations on two years of financial information instead of one year. The Board approved the changes retroactive to September 1, 2014. On October 15, 2014, the Charter Holder was informed that based on the revised financial framework and the fiscal years 2012 and 2013 audits, the Charter Holder met the Board's financial performance expectations. On October 23, 2014, the Charter Holder timely submitted its fiscal year 2014 audit. Based on the fiscal years 2013 and 2014

The Charter Holder's Financial Performance Response has been provided in the meeting materials (portfolio: k. Supplemented Financial Response).[5] Staff's final evaluation of the Financial Performance Response resulted in three "Acceptable" and zero "Not Acceptable determinations (portfolio: j. Financial Response Evaluation). An analysis of the Charter Holder's financial performance, focusing on those measures where the Charter Holder failed to meet the Board's target and using information from the Charter Holder's Financial Performance Response and related documents, is provided below.

Net Income

The Charter Holder attributed the net loss in 2014 to non-recurring investments in curriculum and technology. In 2013 and 2014, the Charter Holder spent approximately $94,000 total to purchase reading and math curriculum aligned with Arizona's new standards and computer technology, including iPads intended for classroom use. Additionally, the Charter Holder made investments in professional development, including instructional coaching and data analysis, in 2014 that have continued into 2015.

According to the projected statement of activities provided by the Charter Holder, after a net loss of approximately $1,600 in 2015, the Charter Holder projects positive net income of more than $100,000 annually in 2016 and 2017.

Fixed Charge Coverage Ratio (FCCR)

The net losses in 2013 and 2014 contributed to the Charter Holder's performance on the FCCR. In addition to projected improvement in its net income (see above), the Charter Holder has implemented a plan to reduce its fixed charges. By the end of the current fiscal year (2015), the Charter Holder will pay off its bond debt using a combination of the Charter Holder's own cash and cash borrowed with deferred interest until July 2015. As a result of these refinancing efforts, the Charter Holder's cash debt payments, including existing notes payable and the notes acquired in 2015, will be reduced from approximately $20,000 per month in 2015 to approximately $8,300 per month in 2016.

Calculations made by Board staff using the Charter Holder's projected financial statements for 2015-2017 indicate the Charter Holder should meet the FCCR target in 2016 and 2017.

Cash Flow

The Charter Holder indicated it did not meet this measure's target due to non-recurring investments it made in curriculum and technology causing negative cash flow in 2014 (see Net Income). The Charter Holder anticipates its performance will improve in 2016 due, in part, to the debt refinancing (see Fixed Charge Coverage Ratio).

According to the projected statement of cash flows provided by the Charter Holder, after negative cash flow in 2015, the Charter Holder projects positive cash flow in 2016 and 2017. Based on the projections, the Charter Holder should meet this measure's target in 2017 with a three-year cumulative cash flow of about $200,000.

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audits, the Charter Holder did not meet the Board's financial performance expectations and was notified of such on October 24, 2014. The Charter Holder was given an option and chose to submit a financial performance response with its renewal application package.

[5] On February 3, 2015, Board staff emailed a copy of staff's initial evaluation and provided a deadline by which the Charter Holder could supplement its financial performance response to address areas evaluated as "Not Acceptable". By the deadline, the Charter Holder submitted supplemental information.

## VII. Adherence to the Terms of the Charter

*Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

*Does the Charter Holder adhere with applicable education requirements defined in state and federal law?*
Yes. Based on available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions related to adherence with applicable education requirements defines in state and federal law.

*Do the Charter Holder's annual audit reporting packages reflect sound operations?*
Yes. As reported in fiscal years 2013 and 2014 and the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal years 2012, 2013 and 2014 annual audit reporting packages, respectively.

*Is the Charter Holder administering student admission and attendance appropriately?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

*Is the Charter Holder maintaining a safe environment consistent with state and local requirements?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

*Is the Charter Holder transparent in its operations?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

*Is the Charter Holder complying with its obligations to the Board?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

*Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

*Is the Charter Holder complying with all other obligations?*
Yes. Based on the available information in the last three fiscal years, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

## VIII. Board Options

**Option 1:** The Board may conditionally renew the charter with specific monitoring and reporting requirements to ensure systemic changes occur which can be reported through additional monitoring and oversight and that these changes result in improved academic performance. Staff recommends the following language provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract for Aprender Tucson on the grounds that the Charter Holder failed to meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation. The charter holder does, however, operate a school that has been designated with a letter grade of C in the current year and an average school (C by definition in statute) has the potential to improve its academic operations with the appropriate systemic changes and additional accountability. The Board, therefore, will grant a renewal contract to Aprender Tucson for the continuation of Southside Community School on the conditions that the Charter Holder agrees to: (1) amend its current charter contract to subject the Charter Holder to specific monitoring and reporting requirements to ensure the Charter Holder immediately creates and implements a Performance Management Plan to make systemic changes that will align with the Performance Management Plan evaluation criteria and that these changes result in improved academic performance for FY2016, (2) include in its renewal contract specific monitoring and reporting requirements to ensure the consistent and sustained implementation of a Performance Management Plan that aligns with the Performance Management Plan evaluation criteria and that these changes result in improved academic performance for FY2017, (3) include in its renewal contract provisions that make operation under the renewal contract contingent upon the successful fulfillment of all of the amended terms of the current contract regarding the specific monitoring and reporting requirements for FY2016, and (4) include in its renewal contract provisions that require closure of the school and termination of the contract at the end of FY2017 if the Charter Holder does not successfully fulfill all of the specific monitoring and reporting requirements for FY2017. The amendment to its current contract and the execution of the renewal contract must be completed within 60 days of today's date or it is the Board's decision that Aprender Tucson's request for renewal of its charter is denied for the reasons already specified.

**Option 2:** The Board may deny renewal with an opportunity for the Charter Holder to request review of the matter. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to Aprender Tucson on the bases that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation. If upon release of the 2015 Dashboard, the charter school receives an Overall Rating that improves by at least one category as compared to the 2014 Dashboard (DNM to Meets), the Charter Holder may, within 30 days, request the Board review the Dashboard to consider whether conditions exist to grant a renewal.

**Option 3**: The Board may deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract to Aprender Tucson on the bases that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the performance framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation and currently operates a school that has received an overall rating of "Does Not Meet Standard" in both of the two most recent fiscal years for which there is State assessment data available.

**Option 4**: Notwithstanding staff's recommendation to deny the renewal, the Board may determine that there is a basis to approve the renewal. The following language is provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, the Charter Holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations when it provided evidence that: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the next contract period. With that taken into consideration, as well as having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Aprender Tucson.