

Charter Mission Amendment Request

Charterholder Info

Charter Holder

Name:
CPLC Community Schools

CTDS:
10-85-05-000

Mailing Address:
200 N. Stone Ave.
Tucson, AZ 85701
> [View detailed info](#)

Representative

Name:
Yizza Mares

Phone Number:

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Mission

Change From

To provide opportunities in a unique learning environment that emphasizes culturally based education. We serve communities through responsive programs that encourage individual growth. We graduate students who have experienced academic achievement, service to the community, and personal success.

Change To

We are an alternative school that provide students with a safe and caring learning environment incorporating the practices and philosophy of Yoeme culture, and implement a high quality educational curriculum that will instill pride and a positive self image in every student. Hiaki High School teachings will broaden students' horizons, enabling every student, including our at-risk to develop as leaders within and beyond their community, and prepare them for college and career.

Attachments

Board Minutes –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature

Yizza Mares 03/11/2014

MINUTES OF THE PUBLIC MEETING
CPLC Community Schools
GOVERNING BOARD
May 01, 2013

A public meeting of the CPLC Community Schools Governing Board convened on Wednesday, May 01, 2013, at CPLC Youth Center, 250 North Silverbell Road, Tucson, AZ. Present at the 12:00 p.m. meeting were the following members of the governing board: Barbara Benton, Jaime Gutierrez, Magdalena Verdugo and Soledad Zuzuarregui. Not present were: Richard Elias.

The agenda of the meeting is as follows:

- A. Call to Order:** Magdalena Verdugo, President, called the meeting to order at 12:05 p.m.
- B. Action Items – These items require Governing Board discussion and approval:**
 - 1. Minutes – February 27, 2013- The Board reviewed the minutes for February 27, 2013. The Board reviewed the minutes for February 27, 2013 and Barbara Benton makes the motion to approve the minutes for February 27, 2013. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 2. CPLC Community Schools dba Hiaki High School 2013 School Wide Budget Revision # 1. Darysabel Torres, Financial Analyst for CPLC reviewed the 2013 School Wide Budget Revision # 1 for CPLC Community Schools dba Hiaki High School. Barbara Benton makes the motion to approve the CPLC Community Schools dba Hiaki High School 2013 School Wide Budget Revision # 1. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 3. CPLC Community Schools dba Toltecalli High School 2013 School Wide Budget Revision # 1. Darysabel Torres, Financial Analyst for CPLC reviewed the 2013 School Wide Budget Revision # 1 for CPLC Community Schools dba Toltecalli High School. Barbara Benton makes the motion to approve the CPLC Community Schools dba Toltecalli High School 2013 School Wide Budget Revision # 1. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 4. Alternative Status request for CPLC Community Schools dba Hiaki High School. Juan Soto, Principal of Hiaki High School presented to the board the benefits Hiaki High school would gain if the school had an alternative status designation. Mr. Soto provided student demographic and assessment data that supported his request. Soledad Zuzuarregui makes the motion to proceed with the alternative status request for CPLC Community Schools dba Hiaki High School with the agreement that if the Pascua Yaqui Tribe did not consent the alternative status request CPLC Community Schools dba Hiaki High School would revoke the alternative label. Barbara Benton seconded the motion. All in favor- 4 Opposed-0
 - 5. Mission Statement revision for CPLC Community Schools dba Hiaki High School. Juan Soto, Principal of Hiaki High School provided the board with the original mission statement and highlighted the changes to the new mission statement as part of the alternative status process. Barbara Benton makes the motion to approve the revised mission statement for CPLC Community Schools dba Hiaki High School. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 6. Adopt a new teacher evaluation tool for CPLC Community Schools. Dr. Hines principal of Toltecalli High School reviewed the new teacher evaluation tool which included new state evaluation guidelines. Barbara Benton makes the motion to approve the new teacher evaluation tool for CPLC Community Schools. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
- C. Discussion Items- These items are for the Governing Board discussion and information:**
 - 1. Financial Statement Review for month Ending. Darysabel Torres, Financial Analyst for CPLC reviewed the financial statements for the month of April for CPLC Community Schools.
 - 2. Principal Report- Dr. Hines Turnaround Administrator for CPLC Community Schools discussed updates on operation and activities taking place at Toltecalli High School. Juan Soto, Principal of Hiaki High School discussed the new culture and climate of the school and shared the schools newsletter.
 - 3. New Principal for CPLC Community Schools dba Toltecalli High School. Joseph Hines, principal of Toltecalli High School introduced Michelle Karp to the board as the new Principal for Toltecalli High School for SY 2013-2014.
 - 4. Demonstration of Sufficient Progress Report and Site Visit from the Arizona State Board for Charter Schools. Dr Joseph Hines gave an update on an annual report for Hiaki High School based on the schools performance management plan and provided the board with information that the State Board for Charters reviewed during the site visit.

5. Events- Tillie Arvizu, VP of CPLC Community Schools shared with the board outcomes of events that had already occurred and also updated the board on upcoming events for the month of May.

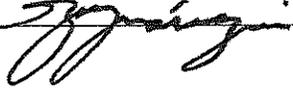
D. Call to the Audience- No Comments.

E. Adjournment. Magdalena Verdugo motioned to adjourn the meeting at 1: 20 p.m.

Dated this Friday, May 04, 2013.

CPLC Community Schools Governing Board

By

_____

Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
CPLC Community Schools

CTDS:
10-85-05-000

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Description of changes

Change From:

Prior to 2009 there had been no clearly defined curriculum. Instruction and content decisions, as to what skills to be taught, was based on the organization of the texts that teachers adopted. In 2010, an outside contractor was commissioned to write a math and language arts curriculum. A curriculum was produced but it was never presented to the staff for review or use. The curriculum was never used because it was formatted in such a way that it was difficult to read, standards were not clearly identified and those teachers that worked on the document refused to use it

Change To:

In the fall of 2011 West Ed, an outside contractor was hired to help develop a new curriculum. West Ed facilitated the work by helping teachers “unpack” the new common core standards. Classroom teachers, instructional coaches and site administrators were responsible for writing the units, developing pacing guides/ curriculum maps, identifying resources, and developing assessments to measure student mastery of content. The new curriculum, to be fully implemented in the fall 2012, is organized by content and grade level and is aligned to the new common core standards. Curriculum maps and pacing guides are organized by grade level and content.

Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. —  [Download File](#)

Performance Management Plan Narrative —  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Yizza Mares 03/17/2014

MINUTES OF THE PUBLIC MEETING
CPLC Community Schools
GOVERNING BOARD
September 26, 2012

A public meeting of the CPLC Community Schools Governing Board convened on Wednesday, September 26, 2012, at CPLC Youth Center, 250 North Silverbell Road, Tucson, AZ. Present at the 12:00 p.m. meeting were the following members of the governing board: Barbara Benton, Richard Elias, Jaime Gutierrez, and Soledad Zuzuarregui. Not present were: Magdalena Verdugo.

The agenda of the meeting is as follows:

- A. Call to Order:** Barbara Benton, Vice President, called the meeting to order at 12:10 p.m.
- B. Action Items – These items require Governing Board discussion and approval:**
 - 1. Minutes – July 25, 2012- The Board reviewed the minutes for July 25, 2012. Richard Elias makes the motion to approve the minutes for July 25, 2012. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 2. Minutes – August 1, 2012- The Board reviewed the minutes for August 01, 2012. Richard Elias makes the motion to approve the minutes for August 25, 2012. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 3. Ratification of PLATO Learning Contract. Yizza Mares, Federal and State Programs Coordinator explained the contract and the reason for requesting to get Board approval after signing the contract. After the Board reviewed the PLATO Learning Contract, Richard Elias makes the motion to approve the Ratification of PLATO Learning Contract. Soledad Zuzuarregui seconded the motion. All in favor- 4 Opposed-0
 - 4. 2012 Annual Financial Report for CPLC Community Schools dba Hiaki High School. Darysabel Torres, Financial Analyst reviewed the Financial Report to the Board for ending FY 2012. Jaime Gutierrez makes the motion to approve the 2012 Annual Financial Report for CPLC Community Schools dba Hiaki High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
 - 5. 2012 Annual Financial Report for CPLC Community Schools dba Toltecalli High School. Darysabel Torres, Financial Analyst reviewed the Financial Report to the Board for ending FY 2012. Jaime Gutierrez makes the motion to approve the 2012 Annual Financial Report for CPLC Community Schools dba Toltecalli High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
 - 6. Affirmation of 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Hiaki High School. Tillie Arvizu, Vice President of CPLC Community Schools spoke to the Board about our new common core curriculum being aligned with the Arizona Academic Standards. The board read the declaration and Dr. Benton, Vice President of the CPLC Community Schools signed the declaration. Soledad Zuzuarregui makes the motion to approve the 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Hiaki High School. Richard Elias seconded the motion. All in favor-4 Oppose- 0
 - 7. Affirmation of 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Toltecalli High School. Tillie Arvizu, Vice President of CPLC Community Schools spoke to the Board about our new common core curriculum being aligned with the Arizona Academic Standards. The board read the declaration and Dr. Benton, Vice President of the CPLC Community Schools signed the declaration. Richard Elias makes the motion to approve the 2012-2013 Declaration of Curricular and Instruction Alignment to the Arizona Academic Standards for CPLC Community Schools dba Toltecalli High School. Soledad Zuzuarregui seconded the motion. All in favor-4 Oppose- 0
 - 8. SY 2012-2014 Classroom Site Fund Plan for CPLC Community Schools. Yizza Mares, Federal and State Programs Coordinator reviewed the Classroom Site Fund Plan and addressed the changes in goals. The Board reviewed the Classroom Site Fund Plan. Soledad Zuzuarregui makes the motion to approve the SY 2012-2014 Classroom Site Fund Plan for CPLC Community Schools. Jaime Gutierrez seconded the motion. All in favor-4 Oppose- 0
- C. Discussion Items- These items are for the Governing Board discussion and information:**
 - 9. Financial Statement Review for month Ending. Darysabel Torres, Financial Analyst reviewed the financial statement in the new format that CPLC Corporate is incorporating. The Board requested that the financial statements remain in the old format when presented to the Board.

10. Principal Report- Dr. Hines Turnaround Administrator for CPLC Community Schools discussed enrollment, attendance and the great success happening at Toltecalli. Juan Soto, Principal of Hiaki High School discussed the great changes that Hiaki is seeing, due to new leadership efforts, one being enrollment levels and attendance percentages increasing.

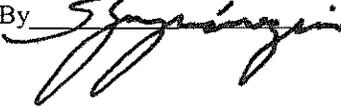
11. Upcoming funding Opportunities - Tillie Arvizu, Vice President of CPLC Community Schools discussed funding opportunities that CPLC Community Schools plan to apply for. Tillie Arvizu also notified the Board of CPLC Community School being the recipient of the 12% funding from the Tohono O'Odham tribe.

D. **Call to the Audience-** No Comments.

E. **Adjournment.** Dr. Benton motioned to adjourn the meeting at 1:00p.m.

Dated this Friday, September 28, 2012.

CPLC Community Schools Governing Board

By  _____

Program of Instruction Amendment Request

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

In SY 2011-2012 Hiaki High School Implemented the Turnaround model. The intervention model provided a comprehensive new start for the school beginning with staff selection. Selection of a turnaround principal with experience in school improvement was the first step. The Turnaround model includes an infusion of human capital as well as changes in decision-making and operational practices.

Curriculum Development

A new curriculum, map, and pacing guides based on the Common Core State Standards (CCSS) were created in the spring of 2012 and implemented at the beginning of the 2012-13 school year. The CCSS Curriculum has been approved and highlighted by ADE as a statewide exemplar of a rigorous curriculum. The curriculum is taught school wide, and evaluated and revised by Instructional Coaches and Administrators through evaluation of lesson plans and weekly observations. In addition, weekly department meetings with teachers serve as committee work to plan and revise the curriculum. Scaffolding and extensions are adopted from the CCSS curriculum. Additionally, as a standard operating procedure objectives were to be posted daily in student friendly language, classroom rules were to be visible , agendas outlining the daily activities were posted , and technology was to be utilized to support instruction.

Methods of Instruction:

Using data to inform instruction, writing effective objectives, the Essential Elements of Instruction, planning with the new CCSS curriculum, student engagement, classroom management, student motivation, objective writing, culturally relevant curriculum, special education, differentiated instruction, project based instruction, and team building. Job-embedded sessions with individual teachers are based on their needs, as established by weekly observations by the Instructional Coach and teacher conferences. Weekly Department Meetings included professional development in the delivery of CCSS and student learning target areas based on their Galileo performance.

Student Assessment Overview:

The school-wide quarterly formative and summative assessments (Galileo) address the quarterly units of our CCSS in mathematics and reading. These quarterly assessments are very rigorous and based on Common Core standards; not on AIMS standards. School wide assessments include: Galileo Benchmark Quarterly Assessments, three week progress reports, semester finals, AIMSweb data, and Fall AIMS data. The quarterly benchmark assessments (Galileo) are aligned to the CCSS and assess student learning targets in the adopted curriculum. The use of these assessments and the information gathered has had an impact on student proficiency by way of re-teaching concepts. “Data Chats” are implemented during the math and reading department meetings. The disaggregation of the data is conducted and adjustments are made to instructional practices, curriculum delivery, and student instruction (intervention/enrichment). Formative classroom assessments are created by the teachers, and administered weekly. Teacher

summative assessments are administered at the end of each unit, which address CCSS's. Assessments are varied to reflect the performance measures established by the adopted instructional methodology i.e., essays, journals, portfolios, rubrics, multiple-choice and other types of authentic assessments. The school-wide quarterly summative assessment (Galileo) addresses the quarterly unit CCSS's. A quarterly data review is conducted which consists of a systematic analysis of student performance based on the above mentioned formative and summative assessments.

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

In 2009 Hiaki HS was labeled a persistently low performing school. Prior to 2009 there had been no clearly defined curriculum. Instruction and content decisions, as to what skills to be taught, was based on the organization of the texts that teachers adopted.

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

Hiaki High School, located in the Pascua Yaqui Reservation enrolls predominately Native American students. The majority of our families experience a number of socio-economic issues such as high unemployment, poverty, domestic violence, substance abuse, teenage pregnancy, gang affiliation and low high school graduation rates. Despite our challenges, we do not deter from striving for academic excellence and future success of our students. Hiaki High School addresses the need for educational opportunities to increase graduation rates and support the efforts of the Pascua Yaqui Tribe to strengthen tribal self-sufficiency. In addition, we believe in building relationships with the students, the families, and the community around us so that we can better support the students who come through our doors providing them highly rigorous and effective instruction to increase academic growth for our At-Risk population. The mission of the school states, "To provide students with a safe and caring learning environment incorporating the practices and philosophy of Yoeme culture, and implement a high quality educational curriculum that will instill pride and a positive self image in every student..."

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

Our primary focus is improving student achievement. The model that we have chosen addresses the needs that we have identified through a needs assessment, review of data, observations, surveys and feedback. We recognize our needs and barriers and have selected the interventions that we believe address the needs. Instruction must be focused and address individual student needs to be the most successful. The use of data to determine individual student needs and target instruction that addresses areas of weakness is expected to result in improved academic achievement.

Academic supports will be available to address the individual academic needs of students. These include the addition of full-time Response To Intervention (RTI) teachers and Credit Recovery Teachers to work directly with the lower achieving students. The RTI teachers will provide individualized academic support to any student in the lowest quartile for student achievement. In addition, the intervention

teachers will provide in-class support for any student who is transitioning back into a general education classroom from a pull-out program. The Credit Recovery Teachers will provide added support for our many students who are credit deficient. Increased learning time will contribute to providing the instructional time needed for students to attain standards and “catch up” if they are behind schedule to graduate. When students get behind schedule, it can contribute to their decision to drop out. Increased learning time and flexible scheduling includes evening classes and Saturday school.

Many of our students have social/emotional/behavioral needs and our staff is not well-prepared to address them. The addition of support staff to address behavioral/social/emotional needs will result in more time on task and reduced time away instruction. A behavior specialist implements an alternative-to-suspension program which keeps students in school when they violate school rules. When students have this type of support, it addresses some of the reasons why students may drop out or be truant. In addition, these positions provide consultation and job-embedded professional development for our staff to help them be better prepared to address social/emotional/behavioral needs.

5. Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration

As of SY 2013-2014 our program of instruction is solid and is fully implemented school wide.

In an effort to maintain our school label of a B status on academic performance measures, we have made a system of evaluation and monitoring processes of all our school systems to ensure sustainability of our improvement efforts.