II Sustainability

C Strength and Stability of the Charter Holder

Part 1
The governing board serves as the corporate board for CPLC Community Schools. The current members of the Board of Directors bring many years of diverse experience, expertise and leadership in the fields of education, business and law. They are committed to the vision of CPLC and CPLC Community Schools and bring a solid understanding of the educational needs of the Tucson community.

Tillie Arvizu, *President* - Vice President/Area Manager South East Arizona, Chicanos Por La Causa, Inc. Ms. Arvizu has worked for Chicanos Por La Causa in its Tucson office for approximately 25 years. Ms. Arvizu's positions with CPLC have included Director of Housing Development, Director of Social Services and Director of Housing Counseling. Ms. Arvizu became an Assistant Vice President for CPLC in 1994, and was recently appointed Acting Executive Vice President of CPLC Tucson. She has also been named President and a Director of the CPLC COMMUNITY SCHOOLS Board. As Acting Vice President, Ms. Arvizu is responsible for oversight of the wide range of social service, cultural, and economic development programs including Emergency Assistance, Home Purchasing, Debt Counseling, Job Training, Youth Leadership Development, Small Business Loans, and Dropout Prevention, as well as charter high schools for at-risk youth and an award-winning, affordable housing construction company

Barbara Benton, *Vice President* - Professor for Northern Arizona University. Dr. Benton received her Bachelor's Degree in Elementary Education-Spanish (1966) and her Master's Degree in Elementary Education (1970) from the University of Arizona. In 1977, she studied Educational Administration at New Mexico State University and received her Doctorate in Education Leadership from Northern Arizona University in 1999. She holds the following certifications: Arizona Superintendent K-12, 2005; Arizona Principal, 2007; Arizona Supervisor, 2007; and Standard Elementary Education, K-8, 2007. Ms. Benton is currently an Adjunct Professor at Northern Arizona University and the Director Magnet Grant Tucson Unified School District. While with TUSD, Dr. Benton was Director of School Community Relations for eight years, a position that involved administering the open enrollment process for all district schools, the magnet student selection process, parent involvement activities, and foreign exchange programs. In addition, she directed seven Community Schools, three 21st Century Community Learning Centers and managed approximately $1,700,000 in funds. After 37 years with TUSD, Ms. Benton retired and the following year wrote a three-year Magnet Grant for five TUSD magnet schools and was successfully awarded a total of $9.9 million from the U.S. Department of Education. Ms. Benton's previous positions included Principal, Wakefield Extended Year Middle School (1990-1995); Executive Director of Instruction and General Studies, TUSD (1987-1990); Director of State and Federal Programs, TUSD (1983-1987); and Assistant Director of Title I Programs, TUSD (1977-1983). Over the years, Ms. Benton has received numerous awards and honors, including the Magnet

Schools of America's Outstanding Dedication and Exemplary Service Award (2000); the Founder's Award, MESA (1999); an Appreciation Award from the U.S. Department of Education's Office of Educational Research and Improvement (1999); and Pima County Juvenile Court's Appreciation Award (1998). Ms. Benton has served as the Co-Chair of TUSD's Bilingual Education/Hispanic Studies & Second Language Acquisitions Review Committee; a Facilitator for TUSD's Magnet Parent Community Advisory Committee; and Co-Chair of Tucson Association for Bilingual Education. She has also served on the national 21st Century Community Learning Centers ("*CCLC*") program review and assisted the Arizona Department of Education in writing the regulations for the 21st CCLC transition from federal to state governance.

Soledad Zuzuarregui, *Secretary* – Community Member (Deputy Director for Governor Janet Napolitano's Executive Office (RETIRED)) Ms. Zuzuarregui attended the University of Arizona and Pima Community College (1971-1974), where she took undergraduate courses in Business Administration and Computers. She received certificates in Office Administration (University of Arizona, 1973) and Legalization Officer (INS, Reform Act of 1987). Ms. Zuzuárregui has worked for the State of Arizona in various capacities for approximately 30 years. She is currently the Deputy Director for Governor Janet Napolitano's Executive Office in Southern Arizona (2003-present). Previously, she worked as an Administrator for ADOA, Capitol Police (1997-2003); The Arizona Department of Environmental Quality, Southern Arizona Border Team (1997); a Victim's Witness Advocate at the Attorney Generals' Office (1995-1997); a Family Outreach Worker at TUSD's Family Resource and Wellness Center (1992-1994); an Office Manager for Governor Mofford's Office (1988-1991); Director of Legalization at CET and as a Tucson Residential Emergency Assistance Trainer at the Arizona State Department of Commerce (1987-1988); Office Manager for Governor Babbitt's Office (1980-1986) and Administrative Secretary for New Start Program (Dean of Students Offices) at the University of Arizona (1974-1979). Ms. Zuzuárregui is currently a board member of CPLC Tucson, as well as the Foster Care Review Board. Additionally she volunteers with SECC and Pueblo High School and is a professional translator (English/Spanish-Spanish/English).

Anna Sanchez, *Member* **–** Principal Planner, Department of Urban Planning and Design, City Of Tucson) Ms. Sanchez attended the University of Arizona, where she obtained her Bachelor of Arts, with highest distinction, in Elementary Education in 1981. She subsequently obtained a Masters of Library Science degree from the University of Arizona in 1987. Ms. Sanchez previously worked with the Tucson Unified School District as a school librarian. From 1990 until 2000, she was employed as the Senior Librarian for the City of Tucson Planning Department, during which time she managed the departmental library. Since 2000, Ms. Sanchez has worked with the Tucson-Pima Public Library System, and she has been the Branch Manager of the Sam Lima-South Tucson Branch since 2005. Ms. Sanchez has extensive involvement in various community organizations. She has served as a board member of CPLC since 1992. She also is currently a member of Luz High School, Center for Cultural Competence Steering Committee. She also serves as a member of the Luz Southside Partnership Steering Committee (1996-present) and a member of REFORMA, a national organization which

works to enhance library services to Spanish speaking communities (1990-present). She is a past member of City of Tucson Neighborhood Enhancement Team (1997-2002).

Supervisor Richard Elias, *Member* –Pima County Board of Supervisor's (County Supervisor, Pima County District 5) Richard Elías represents District Five on the Pima County Board of Supervisors. Elected to a second full four-year term in November 2008, he has served District Five on the Board since February 2002. He served as Chairman of the Board from January 2006 through December 2009. Richard worked for years in the development of home ownership opportunities for low- and moderate-income families before assuming elective office. He was instrumental in creation of Pima County's Neighborhood Reinvestment program as senior housing project coordinator. That program develops affordable housing and makes neighborhood improvements in high-stress areas. He also has been actively involved on many community boards and commissions. To name a few, he was a charter member of the César Chávez Holiday Coalition; he served on the Board of Directors of Southern Arizona Center Against Sexual Assault; he was on the city of Tucson's Community Development Advisory Commission, recommending block grant projects to the City Council; he served on the city of Tucson's 2000 Bond Election Advisory Committee. Before joining the county government, Richard worked for Chicanos por la Causa and for that agency developed a subsidiary for-profit construction company to work on affordable-housing projects. In this capacity, he worked closely with minority contractors to promote local economic development with significant impact. During a stint as Executive Director of the South Tucson Housing Authority, Richard oversaw the development of 20 new units of public housing. He began his career in affordable housing at Chicanos por la Causa, where he eventually opened that agency's Southeastern Arizona office in Cochise County. The son of a longtime Tucson union printer, Richard worked at Fry's Foods for several years before going back to college and was a steward for United Food and Commercial Workers Local 99, the successor to Retail Clerk's Union Local 727. Richard earned a degree in History, with a minor in Mexican American Studies, from the University of Arizona in 1988. He earned his high school diploma from Salpointe Catholic in Tucson. A fifth-generation Tucsonan, Richard is married to Emily Velde Elías and they have a daughter, Luz.

Jaime Gutierrez, *Member* - Associate Vice President, University of Arizona, the Office of Community Relations. Jaime Gutierrez, Associate Vice President of Community Relations at the University of Arizona, is a UA alumnus (Political Science, '71) and was an Arizona State Senator for 14 years. He serves on the Board of Directors of the Community Food Bank and the Hispanic Women's Corporation; is president of the City of Tucson Industrial Development Authority; and a member of the Arizona State Retirement System Board of Trustees

Part 2

CPLC Community Schools is a 501(c) (3) corporation and the corporate board of the corporation serves as the governing board of the school. The corporate and governing board is one in the same. The Governing Board is charged with the responsibility of

setting overarching policies, fiscal and operational decision for the organization and the school.

According to organizational By-Laws, the Corporate/Governing Board manages the affairs of the corporation and exercises all corporate powers, including establishing policies for the charter school and amending corporate By-Laws. CPLC Community Schools' Board, both legally and in practice, has functioned independently and separately from both the Tucson Advisory Board for CPLC and the Board of Directors of CPLC. CPLC Community Schools is, however, a creation of CPLC and an affiliated entity. Furthermore, the Corporate/Governing Board:

- Formally approve the school calendar, courses of study and graduation requirements; the purchase or sale of any property; contracts; salaries or compensation for all positions; depositories for school funds; incurring or increasing indebtedness of the school corporation; contracts or agreements with other public entities for services provided to the school; and take any other actions or make any other approvals required by applicable law or regulations;
- Develop and approve: management policies and procedures; personnel policies and procedures; procurement policies and procedures; employee grievance procedures; parent grievance procedures; and employment contracts for all staff;
- Monitor the operations of the school, particularly to ensure the attainment of established academic and financial goals (using audits, standardized test scores, parent, student, and faculty satisfaction surveys, etc.);
- Monitor student performance vs. goals and make any necessary adjustments;
- Review personnel actions, i.e. the hiring and termination of school faculty and staff, and hear employee and parent grievances;
- Promote awareness of the school's new educational opportunities among the city's families, local civic and political leaders, and the media;
- Participate in school development activities, including fundraising;
- Ensure that the school is in ongoing compliance and requirements established by the sponsoring agency and Arizona Department of Education.

The Board complies with the Arizona Open Meeting Law. The Board currently meets on a monthly basis.

Part 3

The Governing Board, along with designated individual charter holders, understand the primary focus of charter schools and their responsibility as board members and charter holders is to ensure that the opportunities are provided to youth to graduate from high school while increasing academic achievement.

Achievement is measured using various methods of assessment, including test scores, satisfactory completion of specific courses, student portfolios, and rubrics. In developing and implementing the CPLCCS goals and objectives, close attention is given to both the Federal and State accountability systems. The governing board/charter holders seek to establish and implement goals and objectives that impact student performance as well as attendance rates, dropout rates and graduation rates.

Much of the population served by CPLCCS is considered at-risk of not graduating, and many students come to our schools as a last resort to dropping out. Regardless of the student motivation, CPLCCS is committed to providing students with an equal opportunity to graduate and pursue post-secondary education. CPLCCS has experienced challenges in meeting the legislative mandates for performance; however, these challenges are seen as opportunities for improving instruction, academic programming, and support services.

Academic progress of the schools is monitored with quarterly reports on vital data including:

Interim Assessment Data – Data demonstrating student progress towards meeting standards in core subjects.

MAP Data (NWEA Assessments) – Quarterly Data demonstrating student gowth using the measures of academic progress

Weekly Enrollment/Attendance Reports – Report that includes attendance, enrollments, withdrawals, and population characteristics (ELL, SPED, Cohort Class).

Monthly Principal Reports – Monthly report from principal with information about successes, challenges, and progress toward meeting school and organization-wide goals.

AIMS Data

At the quarterly meeting, CPLC Community Schools staff makes recommendations for changes as needed and based on presented data. The board considers and instructs staff to provide more information or approves the recommendations.