CPLC Community Schools
Renewal Executive Summary Report

I. Sources of Evidence for this Document

A.R.S. 15-183.I states that "[a] charter school that elects to apply for renewal shall file an application for renewal…which shall include a detailed business plan for the charter school, a review of fiscal audits and academic performance data for the charter school and a review of the current contract between the sponsor and the charter school."

The Arizona State Board for Charter Schools (ASBCS) determined that renewal of a charter is based on affirmative evidence in three areas:

- Success of the academic program, including academic achievement
- Viability of the organization, including fiscal management and compliance
- Adherence to the terms of the charter, including contract and legal compliance

Evaluation of the charter holder's success in these three areas is based on a variety of information that will serve as sources of evidence in determining renewal. These sources include:

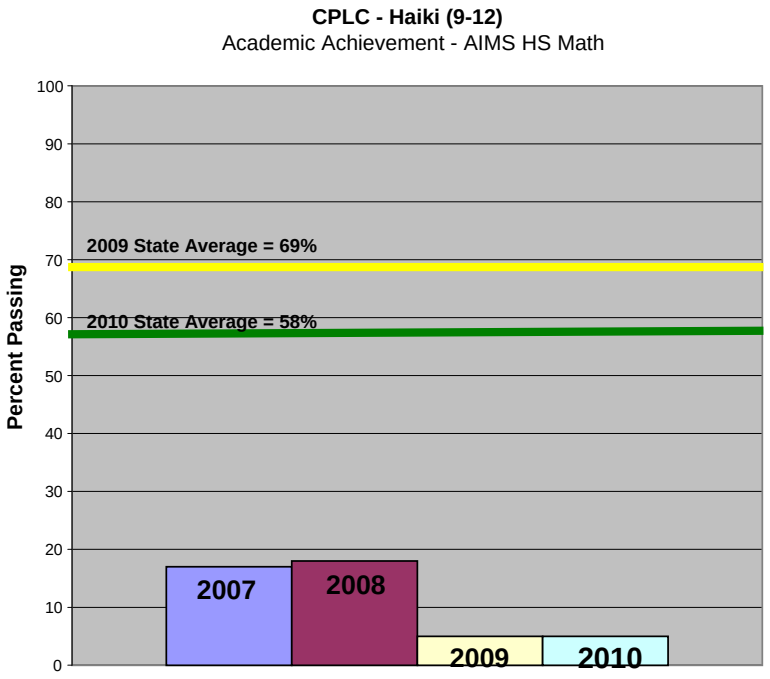
- Written application for renewal
- Student performance data
- Independent financial audits
- Five year interval summary reviews
- Site visit reports
- Monitoring reports

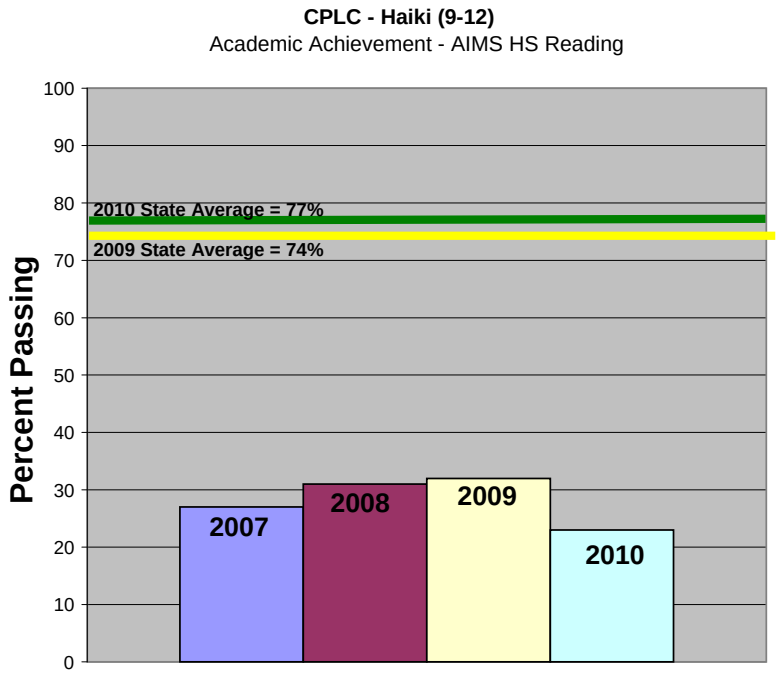
II. Profile

In 2009, CPLC Community Schools submitted a transfer application for the purpose of transferring Haiki High School, one of multiple sites operating under a single charter, to its own charter. The transfer application was approved and granted by the ASBCS on May 11, 2009, to be effective from October 11, 1996, the contract effective date of the original charter. CPLC Community Schools is a non-profit organization in good standing with the Arizona Corporation Commission. The charter representative is Magdalena Verdugo. The school, Haiki High School, is located at 4747 W. Calle Vicum in Tucson, serves grades 9-12, and had a FY10 100th day ADM of 74.515.

Mission Statement:
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.

III. Academic Performance





Fiscal Year	AZ LEARNS	Adequate Yearly Progress (AYP)
2010	Underperforming	No
2009	Performing	No

In 2009, Haiki High School was identified as a Tier I Persistently Low Achieving School due to graduation rate. Identified schools may be any Title I school in improvement, corrective action, or restructuring that has not had a graduation rate of 60 percent or greater in any of the past three years.

IV. Fiscal Compliance

Haiki High School transferred to its own charter beginning with the 2009-2010 school year, so its first audit under its own contract will be for fiscal year 2010.

CPLC Community Schools has received exceptions from the Uniform System of Financial Records for Charter Schools and State procurement regulations.

V. Legal and Contractual Compliance

For the previous five years –

- The charter holder's first Annual Financial Report covering fiscal year 2010 is not due until October 2010.
- The charter holder timely submitted its fiscal year 2010 Budget.
- All Declarations of Curricular and Instructional Alignment were submitted to the Arizona Department of Education (ADE) late in 2009.
- The Highly-Qualified Teacher report, updated on February 2, 2010 indicated all 8 core teachers were reported as highly qualified.
- In March of 2010 the Academic Achievement Division of ADE conducted an on-site review of the following programs: Elementary and Secondary Education Act, Johnson-O-Malley, Migrant, and Neglected and Delinquent. The review found items that did not meet compliance.

VI. Renewal Application

A. Education Plan

The Charter Holder was required to submit a Performance Management Plan in the academic section of the renewal application.

The introductory narrative for the Performance Management Plan describes the process the school community undertook for data examination and analysis. Data reviewed included results

from the past five years of AIMS. Based upon the data analysis, the school determined to focus the plan on increasing student academic achievement and graduation rates.

Indicator: **Math**
Duration of the Plan: August, 2010 to June, 2014
Strategies:

Adopt curriculum aligned to State Standards
Deepen implementation of Response to Intervention
Increase professional development for teachers and leaders that supports effective implementation of the Math curriculum

ANNUAL BENCHMARK TARGETS:

CURRENT STATE*	Year 1	Year 2	Year 3	Year 4	Target For This Plan
2%	16%	30%	44%	58%	By 2014, 58% of students will meet or exceed the standard on AIMS Math Test

*Note: The applicant's stated percent proficient differs from the ASBCS data presented in Section III Academic Performance.

Indicator: **Reading**
Duration of the Plan: August, 2010 to June, 2014
Strategies:

Adopt Curriculum Aligned to State Standards
Deepen implementation of Response to Intervention
Professional development for teachers and leaders that supports effective implementation of the Reading curriculum

ANNUAL BENCHMARK TARGETS:

CURRENT STATE*	Year 1	Year 2	Year 3	Year 4	Target For This Plan
28%	42%	56%	70%	77%	By 2014, 77% of students will meet or exceed the standard on AIMS Reading Test

*Note: The applicant's stated percent proficient differs from the ASBCS data presented in Section III Academic Performance.

In the Performance Management Plan CPLC Community Schools scored 26 points out of a possible 40 points. 60 percent of the sections scored at Meets or Exceeds level.

B. Detailed Business Plan

Organization
The Board of Directors of CPLC Community Schools and the Vice President of School Readiness and Education oversee the Superintendent. The Superintendent is responsible to ensure that CPLC Community Schools are compliant with all State fiscal and legal requirements,

reporting, and regulations. The Superintendent provides the leadership and oversight of the administrative and business operations, the academic program, faculty/staff professional development and all other non-academic operations.

CPLC Community Schools' employees are classified into one of the following areas: 1) Administration, 2) Instruction, and 3) Support Services. The Administration includes Superintendent, Federal/State Programs Coordinator, Director of Curriculum and Instruction, Principal and Associate Principal. Instructional staff includes all teachers, special education teachers, teacher assistants, interventionist, ELL Specialists, and instructional coaches. Support Services includes Counselors, Behavior Specialists, Social Workers, Office Managers, Monitors, Student/Parent Liaisons, and Data Managers. All employees are evaluated based on their classification on an annual basis.

Decision making and leadership also includes students, parents and community members. Each school also has a Site Council made up of parents, students, and community members. CPLC Community Schools' Leadership Team includes the Vice President of School Readiness and Education, the Superintendent, the Federal/State Programs Coordinator, the Turnaround Principal, and a Special Education Director. The organization uses The Principal's Office LLC to provide the Special Education Director. The applicant included an organizational chart which depicts the relationship of each area to one another.

Sustainability

Fiscal Viability

CPLC Community Schools (CPLCCS) utilizes the Finance and Accounting Policies and Procedures developed by CPLC for all its core businesses. According to the application package, the fiscal viability of CPLCCS is based in a large part on the operational, structural and legal relationship between the school and CPLC. CPLCCS is dependent on CPLC for marketing and public relations, financial assistance or financial guarantees, school facilities acquisition or construction, and services provisions. CPLC also provides "back office" accounting services for the school. CPLC assists the Superintendent in preparing the annual budget for approval by the school governing board. The school's governing board is the final decision-maker on all necessary issues and operating budget. CPLC is responsible for the preparation and submission of monthly and year-to-date detailed line item reports of actual revenues and expenditures versus budget figures. Expenses at the school level must be approved by the Principal and follow the same process for the organization. For most purchases, Principal and Superintendent approval suffice.

According to the application package, CPLC is one of the largest receiving agents for philanthropic support with nearly 100 donors from some of the largest state and national corporations, organizations and companies. CPLC also has many for profit subsidiaries, which provide a flow of unrestricted revenue to the non-profit side. This funding is used to cover programmatic deficits and budget shortfalls.

Although Haiki High School has not had its first audit, the Board has received audits of CPLC Community Schools (previously known as Calli Ollin Academy) due to the other contracts held by the organization. For fiscal years 2008 and 2009, the independent certified public accountant

issued an unqualified (or "clean") opinion on the organization's financial statements. In each fiscal year, the organization ended the year with negative net assets. The organization ended fiscal years 2008 and 2009 with net assets of (-$679,679) and (-$820,852), respectively.

The Budget Plan submitted as part of the renewal application package includes information for Haiki High School. It indicates that in fiscal year 2010, the school's revenues exceeded expenses by $331,875. The projections provided for fiscal years 2011 through 2013 anticipate an annual decrease in net assets of between $62,000 and $75,020. The ADM used for the Budget Plan were not provided. Based on information obtained from the Arizona Department of Education's website, Haiki High School was funded in fiscal year 2010 on an ADM of approximately 75. For fiscal year 2011, the school's estimated student count currently is 59. It is not clear whether the Budget Plan includes known cuts to State funding for fiscal year 2011.[1]

Strength and Stability of the Governing Body
Strength and Stability of the Corporate Board

CPLC Community Schools is a 501(c) (3) corporation and the corporate board of the corporation serves as the governing board of the school. According to the applicant, the current members of the Board of Directors have many years of diverse experience, expertise and leadership in the fields of education, business and law, are committed to the vision of CPLC and CPLC Community Schools, and bring a solid understanding of the educational needs of the Tucson community. The application package includes detailed information regarding the experience and expertise of each member of the Board of Directors.

CPLC Board of Directors members:

Tillie Arvizu
Barbara Benton
Soledad Zuzuarregui
Anna Sanchez
Supervisor Richard Elias
Jaime Gutierrez

According to the organization's 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. The applicant states that CPLC Community Schools' board, both legally and in practice, functions 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.

According to the application package, academic progress of the school is monitored by the Board each quarter with reports on vital data including:

- Interim Assessment Data demonstrating student progress towards meeting standards in core subjects;

[1] In reviewing the month-by-month projection, please note that under the State's new payment schedule, charter holders will not receive a July 2010 state equalization assistance payment, but will receive two payments in June 2011.

- MAP Data (NWEA Assessments) demonstrating student growth using the measures of academic progress;
- Weekly Enrollment/Attendance Reports that includes attendance, enrollments, withdrawals, and population characteristics (ELL, SPED, Cohort Class);
- Monthly Principal Reports with information about successes, challenges, and progress toward meeting school and organization-wide goals; and,
- AIMS data.

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

Succession Plan

Charter Holder: In the event of a vacancy on the corporate and governing board, the remaining board members make recommendations to the Tucson Advisory Board (which meets once per month), which then makes a selection based on a majority vote. Prospective board members are recruited based on their expertise and their connection to the community served. Currently, the average term length of board members is 6 years. According to the applicant, the stability of the board exemplifies current board members' commitment to the organization and the mission.

Instructional Leadership: According to the applicant, at CPLC, all members of the instructional leadership team are expected to acquire the qualifications to step into a key leadership roles as needed. This means each team member will have an education plan in addition to their regular professional development plan. Lead teachers are considered future candidates to take over leadership positions, and will also be expected to take up leadership responsibilities in the event of vacancies in the Leadership Team.

All teachers go through an orientation process at the start of the school year and receive monthly professional development in the areas of curriculum development, instructional practice, classroom management, and interventions. Teachers receive feedback based on daily and quarterly classroom observations, interim assessment results, and receive coaching and training depending on their classroom needs.

The applicant states that the organization has an incentive plan that rewards teachers and staff for significant gains in areas contributing to student achievement. CPLC Community Schools' employees are evaluated annually with quarterly reviews. The quarterly reviews revolve around meeting annual goals and implementing best practices in the workplace. Quarterly progress toward meeting school and personal goals is rewarded, and annual progress toward meeting district goals is also rewarded. According to the application package, CPLC also has a tuition reimbursement program for teachers to pursue additional education.

Facilities Plan

No documents were submitted for this section of the application.

VII. Staff Recommendation

Based upon the information in the application, academic performance over the charter term, fiscal compliance, and legal and contractual compliance, I move to approve the renewal application and grant a renewal contract for CPLC Community Schools.