
AGENDA ITEM: Transfer Application – Florence Crittenton Services of Arizona**2010-2011 Transfer Application Summary Report**

Florence Crittenton Services of Arizona filed a transfer application to transfer their charter contract, Crittenton Youth Academy, currently sponsored by the State Board of Education, to sponsorship with the Arizona State Board for Charter Schools. Florence Crittenton Services of Arizona is an Arizona non-profit corporation that currently operates one school site; Crittenton Youth Academy. Florence Crittenton Services of Arizona chartered Crittenton Youth Academy in 1998. Under A.R.S. § 15-184.D, a charter school may amend its charter to provide instruction to pupils of a single gender. With the submission of the transfer application, Crittenton Youth Academy has identified itself as a single gender school. The name of the school will be Crittenton Girls Academy (CGA). Currently enrolled male students may finish their high school careers at the school if they choose to do so. CGA will assist any male student in finding another school if he chooses to do so. Only female students will be permitted to enroll as new students in the school for the 2010-2011 school year and beyond.

Mission Statement:

“Crittenton Youth Academy believes that the purpose of education is to assist each student to succeed to the fullest extent of their capabilities. This is accomplished by focusing on the development of intellectual, democratic, moral and social values.

Name of Applicant	School Name	Grades Served
Florence Crittenton Services of Arizona	Crittenton Youth Academy-CGA	6-12

Academic Data for Crittenton Youth Academy

School Year	AZ LEARNS	Annual Yearly Progress
2009	Performing	No
2008	Performing	No
2007	Underperforming	No
2006	Performing	Yes

Curricular Emphasis:**Philosophy:**

The CGA will educate female students in grades 6-12. CGA students will participate in a student centered learning environment. The CGA learning goals are for students to develop the competencies necessary to achieve academically and hold successful careers. Students will become lifelong learners and problem-solvers who can develop and apply 21st century skills to their lives, as students, workers, consumers, and responsible citizens. These goals include teaching students critical thinking skills, science skills, math skills, and technology skills that are frequently under-delivered to female students in many public school settings. CGA will provide a social and emotional curriculum designed to meet the needs of female adolescents. The CGA will offer classes and projects in language arts, science, mathematics, humanities, fine/practical arts, foreign language, technology, physical fitness/health, social/emotional development and leadership.

Methods of Instruction:

The CGA program of instruction provides a framework from which teachers and administrators jointly design and structure the curriculum resulting in both a horizontal continuum and a vertical continuum. The school's methods of instruction begin with daily lesson plans. These plans incorporate State Academic Standards and are aligned with the school's curriculum maps and pacing guides. The curriculum maps and pacing guides provide a comprehensive overview of instruction and serve as a framework for engaging, aligned and integrated lesson planning. The faculty uses various pedagogical strategies and techniques to increase student motivation and academic achievement.

Gender Specific Component to the Curriculum

- Socially and Emotionally Enhancing the Development of Students (S.E.E.D.S): Based on the Search Institute's scientifically proven 40 Developmental Assets ®. The 40 Developmental Assets suggest 40 assets that all children should have in order to develop into caring, healthy and responsible adults. The S.E.E.D.S program is centered on two pillars of success. The first is Internal Development Assets. The Second pillar is External Assets.
- Mastery Learning: This program is both an instructional method and a system of remediation that allows teachers to follow a scope and sequence of concepts and skills in instructional units.
- Service Learning: Service Learning offers a unique opportunity for students to get involved in their communities in a tangible way by integrating service projects with classroom learning.

STEM Education

- STEM Academy: The program is focused on standard based foundations, gender awareness, socioeconomic concerns and general learner needs to engage as many learners as possible.

Methods of assessment:

Formal and informal classroom assessments are regularly used within each classroom. All teachers at CGA provide feedback to students for improvement and remediation. School wide benchmark testing is completed at the end of every quarter. The results of benchmark testing are used to assess quarterly learning goals as well as to provide indicators of student progress toward meeting the AIMS standard. Results of Galileo testing are regularly discussed in staff planning meetings. All tenth grade cohort students, as well as 11th and 12th grade cohort students who have not yet met the standard, are assessed on the AOMS as prescribed by Arizona law. Students entering the school are given the Basic Achievement Skills Inventory (BASI). This assessment is used to place students in classes, schedule them for support or enrichment activities, and provide a baseline for future testing of CGA students.

Remediation Plan:

Administration, teachers, committee members monitor student progress toward mastery of standards. District benchmark assessments are provided each quarter using Galileo. CGA students are assigned to a faculty member mentor in an effort to monitor attendance, responsible for monitoring academic progress of each student including NCLB subgroups.

- Whole School Remediation: After block one, the professional learning communities, made up of all Crittenton Girls Academy staff and administration, generate a list of math and reading performance objectives to be designated "Power PO's." Power PO's are taught in a four-week cycle to the entire student body. Over a period of three weeks, it is determined if the entire student body is making progress to mastery of the "Power PO's" (80% or higher). The fourth week is to review any performance objectives that do not meet the 80% success standard.

Class Size:

The school offers an average class ratio of 20:1 in all grades.

Governance Structure:

The Board of Directors:

Shall have general charge of the affairs, property and assets of the Corporation. The Board’s responsibilities specifically include:

- Developing and maintaining policies and procedures, including a review of such policies and procedures every four years and whenever legal requirements or regulations change
- Selecting, hiring and evaluating the CEO, and delegating authority and responsibility for organizational management and implementation of policy to the CEO
- Developing a written plan to delegate authority in the absence of the CEO, and if necessary hiring an interim director
- Overseeing and managing the Corporation’s finances, including audits and reporting/

The School Board:

The School Board shall in all respects be the governing body of the school and shall conduct all of its meetings in accordance with State statutes and, in particular with the Arizona Open Meetings Law. The School Board has the responsibility to govern Crittenton Youth Academy. The Crittenton Youth Academy School Board Committee is responsible for authority and decision making for matters relating to the fiscal, contractual and academic performance of the charter school. The School Board shall have the following specific duties:

- a. Approve the compensation plan for the principal, teachers and staff of the charter school
- b. Approve the school’s budget as part of the corporation’s annual budget process
- c. Review and approve curriculum, textbooks and other instructional media, which shall align with the State of Arizona standards
- d. Approve student disciplinary action involving expulsion in compliance with State statutes
- e. Review and approve the school’s annual financial report and other reports required by the department of education and the state board for charter schools
- f. Regularly assess the academic performance of the school using internal and external measures
- g. Report to the Board of Directors the activities of the school and the school board.

Special Emphasis	Gender-specific curriculum
Methodology	Professional Learning Community
Market Analysis-Student Population	200 Florence Crittenton Therapeutic Group Home (female) students 200 students from the neighboring community Hispanic: 46% Caucasian: 27% Native American: 18% African American: 8% Asian: 1%
Socio-Economic Status	95% of the students qualify for free and reduced lunch 27% are homeless under McKinney-Vento guidelines
Corporate Principals	Mike Olsen- Board Chairman Rona Kasen- Board Member Carole McManus-Board Member Julie McCollum-Board Member Cathy Hardwick-Board Member Melissa Baffert- Board Member

Governing Body	Mike Olsen Julie McCollum Melissa Baffert Rona Kasen Carole McManus Cathy Hardwick
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Name of Proposed School	Crittenton Youth Academy – To be changed to Crittenton Girls Academy
Location	715 W. Mariposa Street Phoenix, AZ 85013
Secured Facility	1st floor-10,245 SF, 2 nd floor-10,401

Board Options

1. The Board may grant the Transfer Application for Crittenton Youth Academy
2. The Board may deny the Transfer Application for Crittenton Youth Academy

Staff Recommendation

Option 1