Desert Rose Academy, Inc. - Entity ID 79441

School: Desert Rose Academy Charter School

Renewal Executive Summary

I. Performance Summary

Area	Acceptable	Not Acceptable
Academic Framework	☐	☒
Financial Framework	☒	☐
Operational Framework	Not Yet Rated See Section VII	Not Yet Rated See Section VII

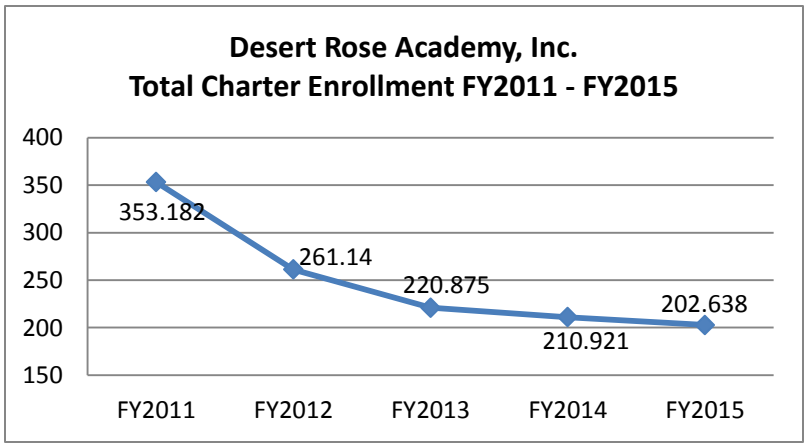
During the five-year interval review of the charter, Desert Rose Academy, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the Charter Holder, Desert Rose Academy, Inc., did not meet the Academic Performance Expectations set forth by the Board. At the time Desert Rose Academy, Inc. 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 as part of the renewal application package. The Charter Holder unable 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, Desert Rose Academy Charter School received an overall rating of "Does Not Meet" the Board's academic standards.

The Charter Holder currently meets the Financial Performance Expectations of the Board as set forth in the Performance Framework. However, at the time the Board notified the Charter Holder of its eligibility to apply for renewal, the Charter Holder did not meet the Board's Financial Performance Expectations and was therefore required to submit a Financial Performance Response.

The Charter Holder does have compliance matters, which are described in the "Adherence to the Terms of the Charter" section of this report.

II. Profile

Desert Rose Academy, Inc. operates one school serving grades 9-12 in Tucson. Desert Rose Academy Charter School is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.

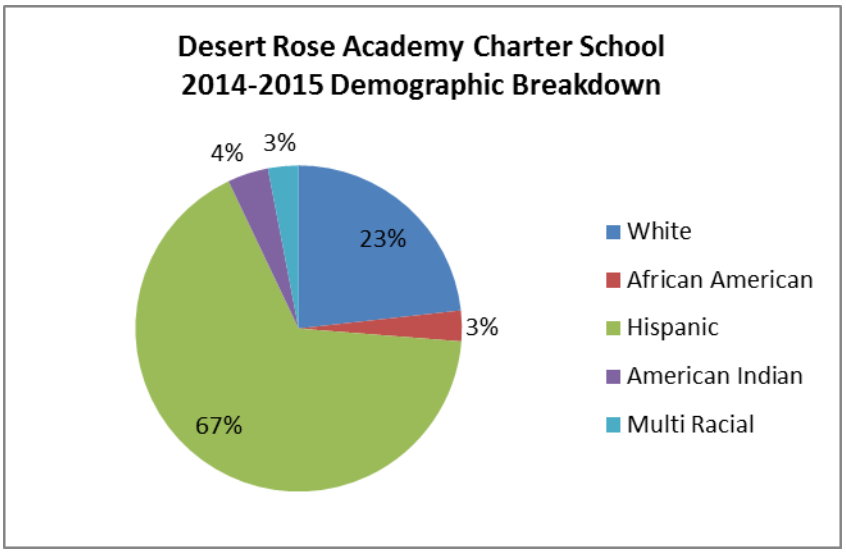


The academic performance of Desert Rose Academy Charter School is represented in the table below. The Academic dashboard for the school is in the portfolio c. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Desert Rose Academy Charter School	08/18/2003	9-12	53.75 / C-ALT	65 / C-ALT	61.46 / C-ALT

The website for Desert Rose Academy Charter School states that the mission of the Rose Academies is to: "Honor the Promise of Education By: Training students in the fundamental skills needed to graduate high school, transition into continuing education or college, and explore career choices. Expanding how students learn how to think. Creating life options/opportunities for each graduate." The educational program for Desert Rose Academy as described on the school's website is that students "work at their own pace, receiving one-on-one instruction helping to make graduation a reality. Whether students are behind on credits or looking to finish early, Desert Rose offers a variety of options for earning credit, from technology-based course work, small group classes, credit recovery and course proposals."

The demographic data for Desert Rose Academy Charter School from the 2014-2015 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 2014-2015 school year is represented in the table below.[2]

Category	Desert Rose Academy Charter School
Free and Reduced Lunch (FRL)	92%
English Language Learners (ELLs)	*
Special Education	23%

[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 to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

III. Additional School Choices

Desert Rose Academy Charter School is located in northwest Tucson near North Oracle Road and West Fort Lowell Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are four alternative schools serving grades 9-12 within a five mile radius of Desert Rose Academy Charter School. The table below provides a breakdown of those schools.[3]

Desert Rose Academy Charter School			**92%**	*	**23%**
Letter Grade	**Charter School**	**Overall Rating**	**% FRL**	**% ELL**	**% SPED**
A-ALT	Yes	Meets	75%	*	16%
B-ALT	Yes	Does Not Meet	*	*	12%
C-ALT	No	Does Not Meet	80%	*	14%
C-ALT	No	N/A	92%	2%	12%

IV. Success of the Academic Program

Since FY2012 the academic performance of Desert Rose Academy Charter School has fluctuated. The Overall Rating points have a net gain of 7.71 points from FY2012 to FY2014. This includes an increase of 11.25 points and a change in status from "Does Not Meet" to "Meets" the Board's academic performance standards from FY2012 to FY2013. However, from FY2013 to FY2014 the school's performance declined 3.54 points which resulted in the school once again being evaluated as "Does Not Meet" the Board's academic performance standards.

The following is a timeline of activities that have occurred related to the academic performance of Desert Rose Academy, Inc.:

May, 2011: Desert Rose Academy, Inc. 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 Desert Rose Academy Charter School, a school operated by the Charter Holder, did not meet the Academic Performance Expectations set forth by the Board.

September, 2011: Desert Rose Academy, Inc. timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY 12 Academic Dashboards; Desert Rose Academy Charter School received an overall rating of "Does Not Meet" the Board's academic performance standards and Desert Rose Academy, Inc. did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Desert Rose Academy Charter School as part of an annual reporting requirement (portfolio: h. FY2012 DSP Submission).

[3] 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 to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

June, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on June 12, 2013 to meet with the school's leadership and review all evidence provided by the Charter Holder. The Charter Holder was able to submit additional evidence for 48 hours after the site visit.

June, 2013: Board staff completed a 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 Demonstration of Sufficient Progress 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 final evaluation of the FY2014 DSP submitted as part of the renewal application package.

September, 2013: The Board released FY2013 Academic Dashboards; Desert Rose Academy Charter School received an overall rating of "Meets" the Board's academic performance standards. Therefore, Desert Rose Academy, Inc. met the Board's Academic Performance Expectations. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

September, 2014: The Board released FY2014 Academic Dashboards; Desert Rose Academy Charter School received an overall rating of "Does Not Meet" the Board's academic performance standards. Therefore, Desert Rose Academy Charter School did not meet the Board's Academic 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, Dr. Eugene Kinghorn, 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 23, 2014), the deadline date on which the renewal application package would be due to the Board (January 23, 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.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Desert Rose Academy, Inc. (portfolio: f. Renewal DSP Submission) was timely submitted by the Charter Representative on January 22, 2015 (portfolio: f. Renewal DSP Submission). The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, 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 Desert Rose Academy, Inc. were present at the site visit:

Name	Role
Francesca Ryan	Office of Superintendent Clerk
Dr. Amy Schlessman	Research, Innovation and Outreach
Henry Weckoff	Data Manager
Kelly Hurtado	Superintendent
Michael Lee	DRA Principal
John Sills	Instructional Specialist
Shannon Pfleiderer	Director of Curriculum and Instruction
Diane Kopf	Special Education Director
Dr. Gene Kinghorn	CEO
Cathy Capen	Financial Officer
Catherine Kinghorn	COO
Lisa Wasko-Cothrun	HR Director
Nick Baxter	Client Service Technician

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: e. 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: d. 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	☒	☐	☐
Graduation Rate	☒	☐	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 1 out of the 9 measures required by the Board.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

In the area of Data, the Charter Holder's DSP is evaluated as Does Not Meet. As evidenced at the site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 1 out of the 9 measures required by the Board. For more detailed analysis see Data Inventory (portfolio: e. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory - Data).

Question	Valid and Reliable Data	Comparative Data provided for Current Fiscal Year	Comparative Data Demonstrates Growth	Document Inventory Item
Student Median Growth Percentile (SGP) - Math	Yes	Yes	Yes	D1
Student Median Growth Percentile (SGP) - Reading	Yes	Yes	Yes	D2
Improvement - Math	Yes	Yes	Yes	D3
Improvement - Reading	Yes	Yes	No	D4
Subgroup, ELL - Math	Yes	Yes	Yes	D5
Subgroup, ELL - Reading	Yes	Yes	Yes	D6
Subgroup, SPED - Math	Yes	Yes	Yes	D7
Subgroup, SPED - Reading	Yes	Yes	Yes	D8
High School Graduation Rate	Yes	Yes	Yes	D9

Curriculum

The area of Curriculum is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: e. Renewal DSP 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?	Yes	C1
How does the Charter Holder identify gaps in the curriculum?	Yes	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	Yes	C3
Who is involved in the process for adopting or revising curriculum?	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	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?	Yes	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?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	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?	Yes	C14

Assessment

The area of Assessment is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements. For more detailed analysis see Assessment Inventory (portfolio: e. Renewal DSP 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?	Yes	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?	Yes	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Yes	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?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	Yes	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 Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: e. Renewal DSP 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?	Yes	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?	Yes	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)?	Yes	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?	Yes	M10

Professional Development

The area of Professional Development is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements. For more detailed analysis see Professional Development Inventory (portfolio: e. Renewal DSP 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?	Yes	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?	Yes	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?	Yes	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

Graduation Rate

The area of Graduation Rate is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements. For more detailed analysis see Graduation Rate Inventory (portfolio: e. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Document Inventory Item
Ensuring Students in Grades 9-12 Graduate On Time		
How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	Yes	G1
How does the Charter Holder identify students that are not successfully progressing through required courses?	Yes	G2
How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	Yes	G3
What data can the Charter Holder provide to demonstrate that these strategies are effective?	Yes	G4

VI. Viability of the Organization

The Charter Holder currently meets the Board's financial performance expectations based on its 2013 and 2014 audits. However, at the time the Board notified the Charter Holder of its eligibility to apply for renewal, the Charter Holder did not meet the Board's financial performance expectations based on the fiscal years 2012 and 2013 audits and was therefore required to submit a financial performance response. The table below includes the Charter Holder's financial data and financial performance for the last three audited fiscal years.

Financial Data				
Statement of Financial Position	**2014**	**2013**	**2012**	**2011**
Cash	$190,096	$159,292	$152,030	$197,304
Unrestricted Cash	$107,170	$101,684	$84,617	
Other Liquidity	$54,409	$44,850		
Total Assets	$193,846	$169,461	$190,263	
Total Liabilities	$121,380	$142,522	$154,159	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	$72,466	$26,939	$36,104	
Statement of Activities	**2014**	**2013**	**2012**	
Revenue	$1,594,370	$1,614,298	$1,881,493	
Expenses	$1,548,843	$1,623,463	$1,905,930	
Net Income	$45,527	($9,165)	($24,437)	
Change in Net Assets	$45,527	($9,165)	($24,437)	
Financial Statements or Notes	**2014**	**2013**	**2012**	
Depreciation & Amortization Expense	-	-	-	
Interest Expense	-	-	-	
Lease Expense	$268,038	$274,282	$252,984	
Financial Performance				
	2014	**2013**	**2012**	**3-yr Cumulative**
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	38.08	32.94	16.20	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	$45,527	($9,165)	($24,437)	N/A
Cash Flow	$30,804	$7,262	($45,274)	($7,208)
Fixed Charge Coverage Ratio	1.17	0.97	0.90	N/A

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

The Charter Holder's financial performance response has been provided in the meeting materials (portfolio: k. Supplemented Financial Response).[4] Staff's final evaluation of the financial performance response resulted in two "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.

[4] 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.

Net Income

The Charter Holder attributed the net loss in 2013 to expenses associated with a non-recurring facility upgrade. In 2013, the Charter Holder spent approximately $12,000 on a classroom upgrade that enhanced the functionality of three small group classrooms by providing adequate space.

Fixed Charge Coverage Ratio (FCCR)

The Charter Holder indicated an increase in its base monthly facility rent contributed to its 2013 performance on the FCCR. As supported by the table above, for the last three fiscal years, the FCCR calculation has been based on two items – the Charter Holder's lease expense (facility rent) and change in net assets (net income). According to information provided by the Charter Holder, the base monthly facility rent will remain the same for the duration of the lease, which expires in 2017. For 2014, the Charter Holder had positive net income (see table above).

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 the available information in the last three fiscal years, the Charter Holder adheres with applicable education requirements defined 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?
As reported in the current fiscal year and fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

As reported in fiscal year 2013, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance, except that the fiscal year 2012 audit reporting package identified issues of noncompliance with attendance record retention. Specifically, the audit reporting package indicated, "Prior to January 2012, the school maintained electronic records as their final record. The school was later advised by the Board that certain documentation that they considered working papers were more appropriately considered attendance records and should be retained by the school. Starting in January 2012, the school maintained all manual attendance records as recommended by the Board." In July 2012, Board staff requested the student attendance records that served as the basis for the information entered into the Charter Holder's student management system and submitted to the Arizona Department of Education for a week in March 2012. Because Board staff's review of the March 2012 information and the fiscal year 2012 audit reporting package indicated corrective action had occurred, no further response from the Charter Holder was required.

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 determine that there is a basis to approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, 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 has, however, provided evidence that it has implemented an improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. Additionally, valid and reliable data and analysis provided by the Charter Holder demonstrates improved academic performance in 8 out of 9 measures. While the Charter Holder's data did not demonstrate improved academic performance in all measures as required by the Demonstration of Sufficient Progress criteria, the Charter Holder has come very close to meeting the Demonstration of Sufficient Progress criteria and 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 Desert Rose Academy, Inc.

Option 2: The Board may conditionally renew the charter with specific monitoring and reporting requirements to ensure the consistent and sustained implementation of the improvement plan identified in the DSP evaluation and that these changes result in improved academic performance. 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 for Desert Rose Academy, Inc. 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. Valid and reliable data and analysis provided by the Charter Holder does not demonstrate improved academic performance in all measures as required by the Demonstration of Sufficient Progress criteria. The Charter Holder has, however, provided evidence that it has implemented an improvement plan that includes a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. The Board, therefore, will grant a renewal contract to Desert Rose Academy, Inc. for the continuation of Desert Rose Academy Charter 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 consistent and sustained implementation of the improvement plan identified in the DSP evaluation 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 the improvement plan identified in the DSP evaluation 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 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 Desert Rose Academy, Inc.'s request for renewal of its charter is denied for the reasons already specified.

Option 3: 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 Desert Rose Academy, Inc. 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 4: 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 Desert Rose Academy, Inc. 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 two of the three most recent fiscal years for which there is State assessment data available.