Edkey, Inc. dba Sequoia Ranch School - Entity ID 81052

Schools: Children First Academy – Phoenix (89920) and Children First Academy – Tempe (89921)

Issue

Children First Academy – Phoenix, a school operated by Edkey, Inc. dba Sequoia Ranch School, was assigned an F letter grade by the Arizona Department of Education based on its academic performance during the 2013-2014 school year. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

Background Information

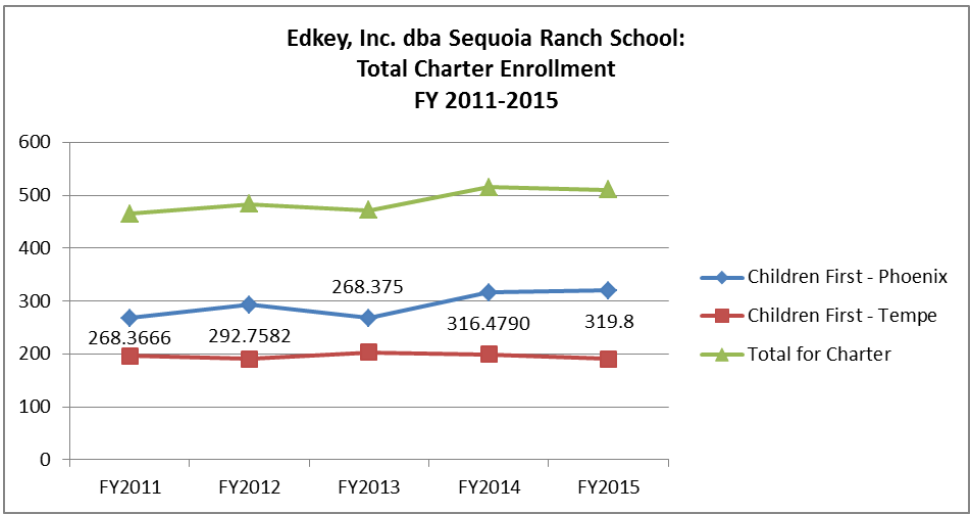
In FY2012, Children First Academy – Phoenix received an Overall Rating of 38.75 (Falls Far Below) and a letter grade of D. In FY2013, the school received an Overall Rating of 39.38 (Does Not Meet) and a letter grade of D. In FY2014, the school received an Overall Rating of 36.03 (Falls Far Below) and a letter grade of F.

On October 2, 2014, the Arizona Department of Education (ADE) notified the Board of the F letter grade status (failing level of performance) of Children First Academy – Phoenix (portfolio: b. Notifications, i. Notification of Charters with F Letter Grade for the 2014-2015 SY). Pursuant to A.R.S. § 15-241(U), if a charter school is assigned a letter grade of F, the ADE shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter.

I. Profile

Edkey, Inc. dba Sequoia Ranch School currently has 2 school sites open under this charter. Children First Academy – Phoenix serves students in grades K – 11 in Phoenix.[1] Children First Academy – Tempe serves students in grades K – 8 in Tempe.

The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015, as well as for each school site.



[1] The school is currently serving students in grades K – 11, but the Charter Holder has not submitted a Site Specific Change in Grades Served Notification Request to the Board, the school site is currently authorized to serve students in grades K – 8.

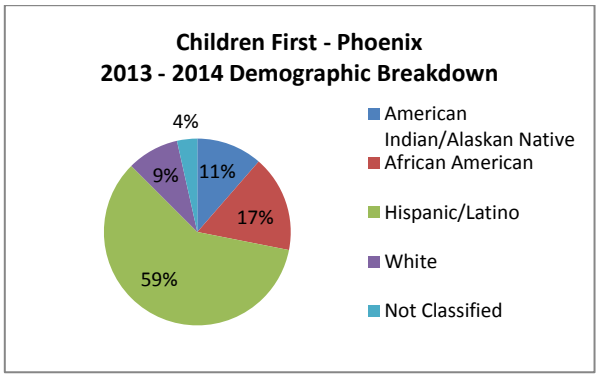
The academic performance of all schools operated by Edkey, Inc. dba Sequoia Ranch School is represented in the table below. Academic dashboards for each school can be seen in the portfolio: f. Academic Dashboards, i. Academic Dashboard – Children First Academy – Phoenix and ii. Academic Dashboard – Children First Academy - Tempe. The Charter Holder indicated that because of the failure of prior site leadership to improve the performance of Children First Academy – Phoenix, it changed the site leadership and nearly all staff at this school in the summer of 2014.

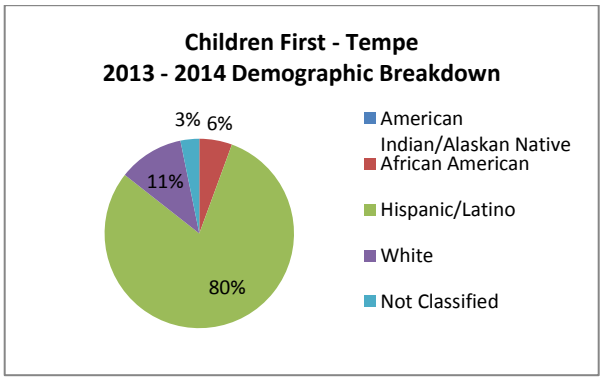
School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Children First Academy – Phoenix	07/01/2008	K – 11	38.75 / D	39.38 / D	36.03 / F
Children First Academy – Tempe	07/01/2008	K – 8	63.75 / C	44.38 / D	50.62 / C

The websites for the Children First Academy schools state that both schools are dedicated to serving homeless and underprivileged children and state that 100 percent of the students and their families are at the poverty line and a vast majority of the students are homeless. According to data provided by the ADE's State Coordinator for Homeless & Refugee Education, during the 2012-2013 school year 46.4% of all students at the Children First Academy schools were classified as homeless.[2] The school websites also indicate the schools offer bus services that accommodate the transitional lives of students' families including picking up students from shelters and temporary housing, offer meals, provide character development programming, organize volunteer health and dental care, and have clothing rooms and food drives for the families they serve.

In the Demonstration of Sufficient Progress (DSP) Report, the Charter Holder identified that students in grades K – 6 receive classroom instruction, while students in grades 7 – 11 participate in online instruction through Sequoia Choice School Arizona Distance Learning School[3]. This program of instruction does not align with the program of instruction detailed in the charter contract, which states "for reading and mathematics instruction a whole group lesson will be presented and then based on student performance, students will be grouped according to need and instruction tailored to those needs."

The demographic data for Children First Academy – Phoenix and Children First Academy – Tempe from the 2013-2014 school year is represented in the charts below.[4]





[2] To obtain the percentage of homeless students, the number of homeless students was divided by the FY13 total ADM for the two schools.
[3] Sequoia Choice School Arizona Distance Learning School is an AOI School operated by Edkey, Inc.
[4] Information provided by the Research and Evaluation Division of the ADE.

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 2013-2014 school year is represented in the table below.[5]

Category	Children First Academy – Phoenix	Children First Academy – Tempe
Free and Reduced Lunch (FRL)	91.5%	98.1%
English Language Learner (ELL)	11.4%	40.5%
Special Education	14.3%	14.0%

II. Additional School Choices

Children First Academy – Phoenix is located in south Phoenix near 16th Street and Buckeye. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 94 schools serving grades K-9 within a five mile radius of Children First Academy. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[6]

Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL	Comparable ELL	Comparable SPED
A	16	8	8	3	2	6
B	19	4	1	3	2	14
C	38	11	1	13	12	33
D	15	3	0	5	5	13
F	6	2	0	1	1	4

III. Timeline of Activities

The following is a timeline of activities that have occurred related to the academic performance of Edkey, Inc. dba Sequoia Ranch School:

February 2012 Edkey, Inc. dba Sequoia Ranch School was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) for renewal purposes because one or more schools operated by the Charter Holder did not meet or demonstrate sufficient progress toward the Board's level of adequate academic performance.

May 18, 2012 Edkey, Inc. dba Sequoia Ranch School timely submitted a PMP to the Board. However, academic oversight documentation was not submitted.

June 20, 2012 A leadership team discussion took place at the administrative office with Ron Neil (Charter Representative), Patric Greer (Business Manager), Curtis Cardine (Assistant Superintendent), Tamara Becker (Assistant Superintendent), Brad Miles (Assistant

[5] Information provided by the Research and Evaluation Division of the ADE.
[6] Evaluation completed using information provided by the Research and Evaluation Division of the ADE.

Superintendent), Jevon Lewis (Principal, Children First Academy Tempe), Donna Driggers (Principal, Children First Academy Phoenix), Rachael Lay (K-6 Principal, Sequoia Pathway Academy), and Jonathan Gentile (7-12 Principal, Sequoia Pathway Academy). The information gleaned during the discussion supported the PMP narrative and templates submitted.

July 9, 2012 The Board approved the request for charter renewal and unanimously granted a renewal contract to Edkey, Inc. dba Sequoia Ranch School that incorporated the PMP. (Prior Board consideration materials and recording. Prior Board consideration summary and decision.)

October 22, 2013 Edkey, Inc. dba Sequoia Ranch School was notified that the Charter Holder was required to submit a DSP because Children First Academy – Phoenix and Children First Academy – Tempe did not meet the Academic Performance Expectations set forth by the Board.

December 23, 2013 Edkey, Inc. dba Sequoia Ranch School timely submitted a DSP Report to the Board.

February 20, 2014 Board staff sent an email to the charter representative which confirmed the site visit date and provided the initial evaluation of the DSP Report submitted on December 23, 2013.

February 25, 2014 Board staff conducted a site visit to the Charter Holder to meet with representatives of the Charter Holder for the purpose of reviewing evidence to determine whether the Charter Holder could document improved academic performance and implementation of systems as described in the evaluation criteria outlined in Appendix E of the Academic Performance Framework and Guidance document. As reflected in the DSP Reports for Children First Academy – Phoenix and Children First Academy – Tempe, both DSPs were evaluated as Not Acceptable in all areas.

October 15, 2014 In response to the October 2, 2014 notification by the ADE of the F letter grade status and in accordance with the Board's processes, the Charter Holder was notified in an email of its requirement to submit a DSP and Financial Performance Response as a requirement for a failing school that does not meet the Board's academic performance expectations (portfolio: b. Notifications, ii. F School Notification). The Charter Holder was informed that the determination by the Board of whether to restore or to revoke the charter for Edkey, Inc. dba Sequoia Ranch School would be based on the evidence of the Charter Holder's performance in accordance with the performance framework adopted by the Board, including the Charter Holder's demonstration of sufficient progress toward the Academic Performance Expectations of the Board.

November 14, 2014 The Charter Holder timely submitted a DSP Report (portfolio: g. Demonstration of Sufficient Progress Report) and Financial Performance Response to the Board.

November 26, 2014 Board staff sent an email to the charter representative (portfolio: b. Notifications, iii. Failing School DSP Report Initial Evaluation and Site Visit) which confirmed the site visit date and provided a copy of the initial evaluation of the DSP Report that identified areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

December 10, 2014 Board staff conducted the site visit to confirm the documentation presented in the DSP Report and review additional information to be considered in the final evaluation of the Charter Holder's Demonstration of Sufficient Progress submission.

IV. Demonstration of Sufficient Progress

The following representatives of Edkey, Inc. dba Sequoia Ranch School were present at the site visit:

Name	Role
Rachel Lay	CFA – Phoenix Principal
Jerry Lewis	Edkey, Inc. – Assistant Superintendent
Jevon Lewis	CFA – Tempe Administrator
Tamara Becker	Edkey, Inc. – Assistant Superintendent
Melinda Poit	Edkey, Inc. – Data Analyst
Curtis Cardine	Superintendent

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: c. Inventory Documents). 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. 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	☒	☐	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated 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 Charter Holder failed to provide sufficient data from the current year, and therefore cannot demonstrate comparative improvement in performance.

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

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder failed to provide sufficient comparative data for all required measures (portfolio: c. Inventory Documents, i. Site Visit Inventory - Data, Children First Academy – Phoenix, Items D1 – D12 and in the portfolio: c. Inventory Documents, ii. Site Visit Inventory - Data, Children First Academy – Tempe, Items D1 – D12). The Charter Holder changed interim assessments from the prior year, and additionally had not yet administered a benchmark assessment after the baseline assessment that was administered in September.

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: c. Inventory Documents, ii. Site Visit Inventory - Curriculum).

Question	Sufficient Evidence	Document Inventory Location
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: c. Inventory Documents, iii. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Location
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 required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: c. Inventory Documents, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Location
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 required elements. For more detailed analysis see Professional Development Inventory (portfolio: c. Inventory Documents, v. Site Visit Inventory - Professional Development).

Question	Sufficient Evidence	Document Inventory Location
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

V. Viability of the Organization

The Charter Holder did not meet the Board's financial performance expectations based on the fiscal years 2012 and 2013 audits and was required to submit a financial performance response (portfolio: h. Financial Response). The following table includes the Charter Holder's financial data and financial performance for the last two audited fiscal years. Due to a corporate merger in fiscal year 2012, comparable financial information for fiscal year 2011 is not available. The Charter Holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015.

Financial Data				
Statement of Financial Position	**2013**	**2012**	**2011**	
Cash	$3,367,275	$2,040,746	$2,252,679	
Unrestricted Cash	$2,859,619	$1,380,145		
Other Liquidity	$1,628,996			
Total Assets	$85,298,542	$43,368,106		
Total Liabilities	$83,762,489	$43,086,661		
Current Portion of Long-Term Debt & Capital Leases	$8,493,870	$548,888		
Net Assets	$1,536,053	$281,445		
Statement of Activities	**2013**	**2012**		
Revenue	$31,223,956	$26,222,362		
Expenses	$32,060,241	$26,607,989		
Net Income	($836,285)	($385,627)		
Change in Net Assets	($836,285)	($385,627)		
Financial Statements or Notes	**2013**	**2012**		
Depreciation & Amortization Expense	$1,841,109	$1,719,827		
Interest Expense	$2,965,826	$2,650,547		
Lease Expense	$585,415	$480,424		
Financial Performance				
	2013	**2012**	**2011**	**3-yr Cumulative**
Near-Term Indicators				
Going Concern	No	No		N/A
Unrestricted Days Liquidity*	51.10	18.93		N/A
Default	No	No		N/A
Sustainability Indicators				
Net Income	($836,285)	($385,627)		N/A
Cash Flow	$1,326,529	($211,933)		$1,114,596
Fixed Charge Coverage Ratio	0.38	1.21		N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

Staff's evaluation of the financial performance response resulted in one "Acceptable" and one "Not Acceptable" determinations (portfolio: e. Financial Response Evaluation).

VI. 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?
Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, does not reflect all essential terms as described in the charter contract. During the evaluation of the failing school, Board staff determined that the Charter Holder's program of instruction as implemented does not align with the program of instruction detailed in the charter contract. The renewal contract states "for reading and mathematics instruction a whole group lesson will be presented and then based on student performance, students will be grouped according to need and instruction tailored to those needs." The Charter Holder has identified that students in grades K – 6 receive classroom instruction, while students in grades 7 – 11 do not receive whole group instruction, but rather participate in online instruction through Sequoia Choice School Arizona Distance Learning School. Additionally, Board staff determined that the Charter Holder is currently serving grade levels at Children First Academy – Phoenix that it is not authorized to serve at that school site as detailed in the charter contract. While the Charter Holder is authorized to serve students in grade K-12[7], the Children First Academy – Phoenix school site is only authorized to serve students in grades K – 8 but is currently serving students in grades K – 11. In the renewal documents submitted by the Charter Holder, the applicant states the mission of Children First Academy – Phoenix is to provide educational services and any additional social/health/family services necessary in order for the students to successfully complete a K-8 education and become a productive member of our society.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?
Yes. Based on the available information in the current fiscal year, 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 year 2014, the charter holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2013 annual audit reporting package. The charter holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015.

Is the Charter Holder administering student admission and attendance appropriately?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the current fiscal year, 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 current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

[7] At the time of renewal consideration the Charter Holder also operated Sequoia Pathway Academy, a K-12 school located in Maricopa that serves approximately 800 students.

Is the Charter Holder complying with its obligations to the Board?
Based on the available information in the current fiscal year, the Charter Holder does not comply with all provisions of the charter contract relating to its obligations to the Board. As described above, during the evaluation of the failing school, Board staff determined that the Charter Holder's education program, in operation, does not reflect all essential terms as described in the charter contract. Prior to changing the essential terms of the educational program as described in the charter contract a Charter Holder is required to submit the appropriate amendment or notification request. In this case, the Charter Holder has failed to submit a Site Specific Change in Grades Served Notification Request and a Program of Instruction Amendment Request to the Board as required.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Based on the available information in the current fiscal year, 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, except that the most recent Arizona State Retirement System (ASRS) delinquency report dated December 31, 2014 identifies the Charter Holder as being delinquent in submitting member and employer contributions to ASRS.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

VII. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Edkey, Inc. dba Sequoia Ranch School on the basis of Children First Academy – Phoenix's designation as an F school for FY 2014 and Edkey, Inc. dba Sequoia Ranch School's failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Additionally, the Charter Holder has failed to comply with the essential terms of the educational program as described in the charter contract and has failed to comply with its obligations to the Board. All that taken into consideration, the Charter Holder has provided evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system, but was unable to provide data and analysis to demonstrate the effectiveness of these systems in improving academic performance. Additionally, the Charter Holder currently operates one other school, Children First Academy – Tempe, that has shown improved academic performance from FY13 to FY14 both on the Academic Dashboard and by being designated with a letter grade of C in FY14. The Board therefore directs staff to work with Edkey, Inc. dba Sequoia Ranch School to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U) if the Charter Holder agrees that: 1) it will make any changes necessary to ensure its program of instruction and grades served comply with its contract; 2) it will provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Children First Academy – Phoenix; 3) if it cannot provide valid and reliable internal benchmarking mid-year and end-of-

year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Children First Academy – Phoenix the Charter Holder will close Children First Academy – Phoenix at the end of FY15; 4) if Children First Academy – Phoenix can provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Children First Academy – Phoenix and continues operating after the end of FY15 the Charter Holder will, until a new Academic Dashboard is released, provide quarterly reports with supporting evidence to demonstrate continued implementation of the comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system; and provide valid and reliable internal benchmarking baseline, mid-year and end-of-year data that demonstrates improving academic performance and if it cannot do so the Charter Holder will close Children First Academy – Phoenix no later than the end of the fiscal year; and 5) if the next Academic Dashboard that is released does not demonstrate improved academic performance as compared to FY13 and FY14 for Children First Academy – Phoenix the Charter Holder will close Children First Academy – Phoenix no later than the end of the fiscal year during which the Academic Dashboard is released.

I further move that if the terms of a Consent Agreement cannot be reached by the February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder submits a school closure notification for the school that has been designated an F School which would restore the charter to acceptable performance. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Edkey, Inc. dba Sequoia Ranch School on the basis of Children First Academy – Phoenix's designation as an F school for FY 2014 and Edkey, Inc. dba Sequoia Ranch School's failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. While the Charter Holder has provided evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system, it was unable to provide data and analysis to demonstrate the effectiveness of these systems in improving academic performance. Additionally, the Charter Holder has failed to comply with the essential terms of the educational program as described in the charter contract and has failed to comply with its obligations to the Board.

All that taken into consideration, the Charter Holder currently operates one other school, Children First Academy – Tempe, that has shown improved academic performance from FY13 to FY14 both on the Academic Dashboard and by being designated with a letter grade of C in FY14. Therefore, I further move that if, by February 1, 2015, Edkey, Inc. dba Sequoia Ranch School submits a school closure notification for

Children First Academy – Phoenix to close at the end of FY15, the Board shall not issue a Notice of Intent to Revoke the charter of Edkey, Inc. dba Sequoia Ranch School.

I further move that if the school closure notification is not submitted by February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Edkey, Inc. dba Sequoia Ranch School on the basis of Children First Academy – Phoenix's designation as an F school for FY 2014 and Edkey, Inc. dba Sequoia Ranch School's failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. While the Charter Holder has provided evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system, it was unable to provide data and analysis to demonstrate the effectiveness of these systems in improving academic performance. Additionally, the Charter Holder has failed to comply with the essential terms of the educational program as described in the charter contract and has failed to comply with its obligations to the Board.

I further move that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 4: The Board may determine that there is a basis to restore the charter without any conditions. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board restore the charter to acceptable performance in accordance with A.R.S. § 15-241(U). In this case, Children First Academy – Phoenix's was designated as an F school for FY 2014, but Edkey, Inc. dba Sequoia Ranch School was able to demonstrate sufficient progress toward the Board's expectations when it provided evidence that it has consistently

implemented a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system and: [*provide specific findings related to data*]. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the contract period.