James Sandoval Preparatory High School - Entity ID 79475

School: Crown Point High 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

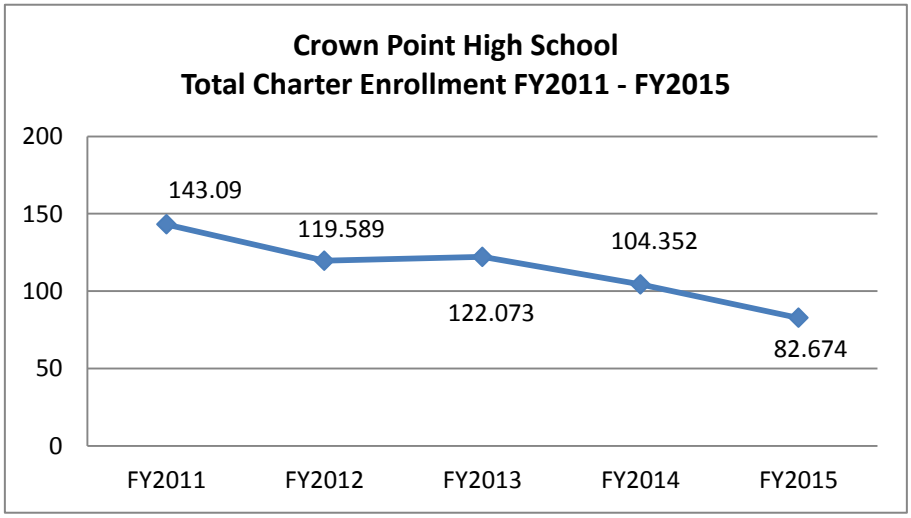
During the five-year interval review of the charter, James Sandoval Preparatory High School was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Crown Point High School met the academic expectations set forth by the Board. However, at the time James Sandoval Preparatory High School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Academic Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was able to demonstrate the school is making sufficient progress toward the Board's Academic Performance 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, Crown Point High School received an overall rating of "Falls Far Below" the Board's academic standards.

The Charter Holder meets the Board's Financial Performance Expectations.

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

James Sandoval Preparatory High School operates one school, Crown Point High School, serving grades 9-12 in Phoenix. The graph below shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2011-2015.



The academic performance of Crown Point High School is represented in the table below. The Academic Dashboard for the school can be seen in the portfolio: c. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Crown Point High School	09/04/2001	9-12	52.5 / D	55 / B	35 / D

Originally chartered in 2001, James Sandoval Preparatory High School operated one traditional high school under the same name until 2014. From 2004 until 2014, the Charter Representative was Eli Marez. The mission of James Sandoval Preparatory High School was "To transform each classroom into an integrated and technological system of learning that is competency-driven, inquiry based, and problem-centered, that enables each student to acquire, generate, and apply their knowledge. We shall provide innovative programs, supported with best creative instructional practices that assist in unleashing the goodness and genius of each student." The school's program of instruction was described as "a technology supported, teacher lead instructional model with a more traditional schedule."

During its 14th year of operation and prior to the submission of the renewal application package in February 2015, the Charter Holder submitted a series of amendments to make changes to the officers and directors of the corporate board and the school governing body, the charter mission, the Charter Representative, the program of instruction, and the school name. The changes, which were submitted beginning in January 2014 and continuing through January 2015, are summarized below:

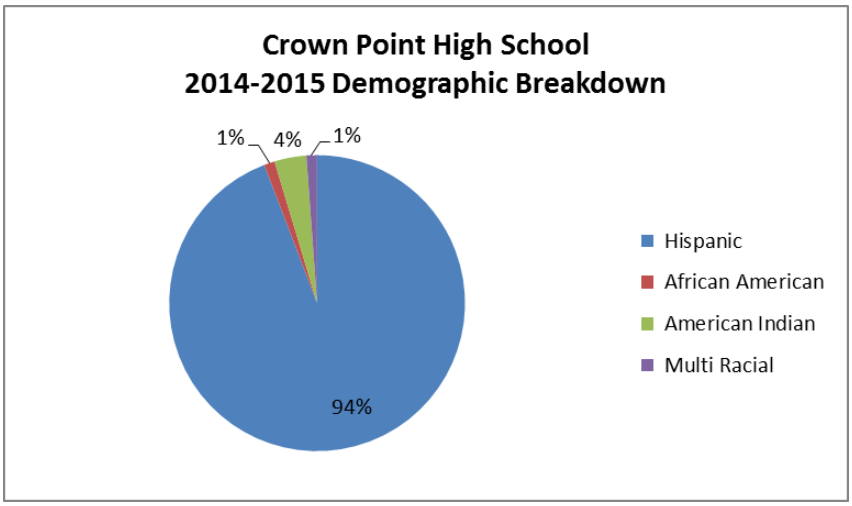
- Since January 2014, five new officers and directors have been added to, and five officers and directors have been removed from the corporate board and the school governing body. One director of the corporate board and the school governing body has remained unchanged.
- Effective April 2014, the school's name was changed to Crown Point High School.
- Effective February 2015, the school's mission was changed to "Our school's mission is to provide a learning and mentoring community that utilizes alternative methods of scheduling, instruction, and behavioral management to support underserved and credit deficient students meet their academic goals."
- Effective March 2015, the schools program of instruction was changed to be "an expansion of the blended model used at the school…Utilizing in class scheduling gives students the opportunity to fill in educational deficiencies and recover credits needed to stay on track to graduate... to serve alternative students with diverse educational backgrounds and needs."

On November 21, 2014, Crown Point High School submitted an application to the Arizona Department of Education to be designated as an alternative school for the FY15 school year. On April 3, 2015 ADE notified the Charter Holder and Board staff that Crown Point High School had received conditional approval of alternative status. ADE may conduct an additional audit to verify student population qualifications at any point in the year.

The results of the DSP as described in Section V below reflect the changes described above that were made to the officers and directors of the corporate board and the school governing body and the Charter Representative, which became effective in the Charter Holder's 14th year of operation and prior to the submission of the renewal application package.

In recent discussions with the school's landlord, Board staff has learned that the school's lease is expiring and has not been renewed. The Charter Representative has also indicated that he is looking at other properties as a location for the school, but has not identified a location. The Charter Holder has not submitted a School Site Notification Request.

The demographic data for Crown Point High School from the 2014-2015 school year is represented in the charts 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	Crown Point High School
Free and Reduced Lunch (FRL)	38%
English Language Learners (ELLs)	*
Special Education	11%

III. Additional School Choices

Crown Point High School is located in Phoenix near W. Camelback Road and N. 59th Avenue. As described above, Board staff is aware of information that indicates the school will be changing locations at the end of its current lease. The following information identifies both additional traditional schools and additional alternative schools within a five mile radius of the school at its current location and the academic performance of those schools. This analysis has been conducted using both traditional and alternative schools because the school was classified as a traditional school from the date the school opened, but the school has received conditional approval of alternative status for the 2014-2015 school year.

There are 13 public schools and 12 public alternative schools serving grades 9-12 within a five mile radius of Crown Point High School's current location. 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

[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.

standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3]

Traditional school analysis:

Crown Point High School				38%	*	11%
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	6	2	2	0		4
B	4	1	1	0		4
C	3	1	0	0		3

Alternative school analysis:

Crown Point High School				38%	*	11%
Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B-ALT	4	3	3	1		3
C-ALT	7	7	4	1		7
D-ALT	1	1	0	0		

IV. Success of the Academic Program

Since FY2012 the academic performance of Crown Point High School has not met the Board's academic performance standards. From FY2012 to FY2013 the school increased its Overall Rating by 2.5 points, but this left the school 8 points short of being evaluated as "Meets". The improvement was reflected by a change in the A-F letter grade from D to B. After FY2014 data was released, the ADE conducted an Accountability Investigation on the FY2013 data and found "a significantly higher-than-average number of erasures." Specifically, the investigation found 15 individual test records that were of concern based on the number of wrong-to-right erasures. However because the FY2013 letter grade had already been released before the ADE was made aware of potential issues the letter grade was not recalculated and no data was invalidated. The Notice of Findings of Accountability Investigation provided to the Principal of the school on January 6, 2015 can be seen in the portfolio: g. Notice of Findings of Accountability Investigation.

From FY2013 to FY2014 the school's Overall Rating declined by 20 points which resulted in a change from "Does Not Meet" to "Falls Far Below" the Board's academic performance standards. Five of ten measures for which FY2014 data was available declined to Falls Far Below, including one that declined from Exceeds and two that declined from Meets. The school was also evaluated as a D school by ADE for FY2014.

The following is a timeline of activities that have occurred related to the academic performance of James Sandoval Preparatory High School:

May, 2011: James Sandoval Preparatory High School completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because the school operated by the Charter Holder met the academic expectations set forth by the Board.

[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.

February, 2013: The Board released FY2012 Academic Dashboards; Crown Point High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore James Sandoval Preparatory High School did not meet 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, 2013: The Board released FY2013 Academic Dashboards; the school operated by the Charter Holder received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, James Sandoval Preparatory High School did not meet 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; Crown Point High School received an overall rating of "Falls Far Below" the Board's academic standards. Therefore, James Sandoval Preparatory High 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.

November, 2014: Board staff provided the Charter Holder, through its authorized representative, at the time, Eli Marez, 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 (November 17, 2014), the deadline date on which the renewal application package would be due to the Board (February 17, 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

James Sandoval Preparatory High School timely submitted a renewal application package with a DSP Report on February 17, 2015. 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 James Sandoval Preparatory High School were present at the site visit:

Name	Role
Lee Wheeler	IT Administrator Data
Claudia Ramirez	Teacher/Principal
Jeff Sawner	Administrator HR
Belinda Balough	Administrator
Marge Salow	Administrator
Danielle Fields	Assistant Superintendent/ESS Director
Steven Durant	Executive Director
Stacey Morley	Consultant

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 demonstrated evidence of a sustained improvement plan that includes implementation of 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. Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described below, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

In the area of Data, the Charter Holder's DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder showed improvement year-over-year for the two most recent school years in all measure 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
Student Median Growth Percentile Bottom 25% - Math	Yes	Yes	Yes	D3
Student Median Growth Percentile Bottom 25% - Reading	Yes	Yes	Yes	D4
Percent Passing - Math	Yes	Yes	Yes	D5
Percent Passing - Reading	Yes	Yes	Yes	D6
Subgroup, ELL - Math	Yes	Yes	Yes	D7
Subgroup, ELL - Reading	Yes	Yes	Yes	D8
Subgroup, students with disabilities - Math	Yes	Yes	Yes	D11
Subgroup, students with disabilities - Reading	Yes	Yes	Yes	D12
High School Graduation Rate	Yes	Yes	Yes	D13

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%?	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%?	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%?	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%?	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 meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

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 fiscal years 2013 and 2014 and the current fiscal year, 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 fiscal years 2013 and 2014 and 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?
As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2014 annual audit reporting package.

As reported in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual audit reporting package, except that the fiscal year 2013 audit reporting package included a serious impact finding resulting from fingerprinting noncompliance having been identified in three consecutive audit reporting packages. Specifically, the fiscal year 2013 audit reporting package identified a fingerprint check was missing for one employee.

According to the audit, the Charter Holder mistakenly thought the employee needed a fingerprint clearance card. The audit indicated the employee was under eighteen at the time of application, so the Arizona Department of Public Safety rejected the application. Additionally, the audit indicated the Charter Holder is in the process of obtaining the required fingerprint documentation.

As reported in fiscal year 2013, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the annual audit reporting package, except that the fiscal year 2012 audit reporting package included a repeat medium impact finding relating to fingerprinting noncompliance. Specifically, the fiscal year 2012 audit reporting package identified that the Charter Holder could not provide evidence that a fingerprint check was conducted for one classified employee not working directly with students.

Is the Charter Holder administering student admission and attendance appropriately?
Based on the available information and as reported in fiscal year 2014 and 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.

Based on the available information and 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 that the Charter Holder did not retain copies of the student sign in/out logs.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Based on the available information and as reported 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.

Based on the available information and as reported in fiscal years 2013 and 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment, except that the fiscal years 2012 and 2013 audit reporting packages identified fingerprinting noncompliance for the two consecutive years and three consecutive years, respectively (see above).

Is the Charter Holder transparent in its operations?
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.

Based on the available information in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations except that the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission did not align with its officers and directors as identified in the charter contract. Charter Holder Governance Notifications that resulted in alignment of the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission with those identified in the charter contract have been approved.

Based on the available information in fiscal year 2013, 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?
Based on the available information in fiscal year 2014 and the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Based on the available information in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board except that the Charter Holder failed to timely submit the required notification request prior to making changes to its corporate board. Charter Holder Governance Notifications that resulted in alignment of the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission with those identified in the charter contract have been approved.

Based on the available information in fiscal year 2013, 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?
Based on the available information and as reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the reporting requirements of other entities to which the Charter Holder is accountable, except that the Charter Holder failed to timely submit its fiscal year 2014 Annual Financial Report to the Arizona Department of Education.

Based on the available information and as reported in fiscal years 2013 and 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the reporting requirements of 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 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 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 did not meet the Academic Performance Expectations set forth in the Board's Performance Framework but was able to demonstrate sufficient progress toward the Board's expectations. Additionally, the Board has adopted an Academic Performance Framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. 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 James Sandoval Preparatory High School.

Option 2: The Board may determine that there is a basis to deny the renewal based on academic performance, fiscal compliance, and legal and contractual compliance. 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 James Sandoval Preparatory High School on the basis that charter holder failed to: **1)** meet or make sufficient progress toward the Academic Performance Expectations set forth in the Performance Framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, graduation rate, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*]; **AND/OR 4)** [*provide other reasons as applicable*].