

# Adding Grade Levels to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Pima Prevention Partnership

**CTDS:**  
10-87-99-000

**Mailing Address:**  
924 N. Alvernon Way  
Tucson, AZ 85711  
> [View detailed info](#)

### Representative

**Name:**  
Thomas Donovan

**Phone Number:**  
520-791-2711

**Fax Number:**  
520-791-2202

## Downloads

 [Download all files](#)

## Current Grade Levels

### Current Grade Levels Served

- 6th Grade
- 7th Grade
- 8th Grade

## New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

### For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).

### For 9-12

Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.

### Add Grade Levels

K  
1st  
2nd  
3rd  
4th  
5th

### Curriculum Samples

No documents were uploaded.

### Effective Date

08/07/2017

## Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information

No documents were uploaded.

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## Signature

Charter Representative Signature  
Thomas Donovan 05/02/2016

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***Pima Partnership Joint Governing Board***  
***Board Meeting Minutes***  
3161 N, 33<sup>rd</sup> Ave, Phoenix, AZ 85017  
924 N. Alvernon Way, Tucson, AZ 85711  
***April 6, 2016***

**Members Present**

- Dr. Brenda Even, President
- Bill Lofquist, Member
- Arcadio Gastelum, Member
- Les Gin, Member
- Emily Jenkins, Member

**Members Not Present**

- Anna Cheshier, Member
- Ronald Wilson, Member

**Staff Present**

- John Carroll, Chief Financial Officer
- Claire Scheuren, Executive Director
- Edith Garcia-Macklin, Chief Educational Officer
- Michael Dunbar, ACHS Principal
- Kamren Taravati, PPA Principal
- Lisa Long, Principal
- Monique Robles, Administrative Assistant

**General Matters**

Meeting called to order at 11:02 a.m.  
Pledge of Allegiance.

**Public Comment**

There was no Public Comment.

**Reports**

**Chairperson's Report** – Dr. Brenda Even opened the meeting with the recognition to Pima Partnership High School and Arizona Collegiate High School for its ranking on the ***Education Equality Index*** which is the first national comparative measure of the achievement gap between students from low-income families and their more advantaged peers at school, city and state level. Dr. Even went on to inform that board that only 10 schools in each city with small or nonexistent gaps that serve student population where the majority are from low-income families were eligible to be recognized.

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School Address:  
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School Address:  
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Phoenix, AZ 85017  
623.498.8200

**Superintendent's Report** - Dr. Macklin began her report with an update on the status of taking over of the Pepe Baron School and went on to inform the board that they have already met with the parents and families of the students currently enrolled at the school to provide them with what PPP can offer their children and ensure them that PPP will honor their culture and will continue to provide students with Mariachi and Folklorico. Dr. Macklin took the time to inform the board that the schools are currently in the midst of creating a school newsletter for PPP to ensure that all of PPP knows of the current projects and acknowledgments that are taking place within the company and schools. Dr. Macklin also talked about the staffing for the 16/17 school year and informed the board they are currently posting and in the process of interviewing for the open positions. Dr. Macklin also informed the board that they had received exactly 20 applications for the ACHS Principal position and will be going to Phoenix to complete the interviews.

**Principal's Report** – Mr. Dunbar gave the board an update on the school's enrollment number which is currently at 168. Mr. Dunbar was happy to announce that ACHS will have 78 graduates this year and have already graduated 16 in December. Mr. Dunbar went on to inform the board that school is currently underway with the AZ Merit testing and was happy to say they have hit the 95% testing threshold. Mr. Dunbar went on to inform the board that ACHS has been granted another year of providing the 21<sup>st</sup> Century program by ADE. Mr. Dunbar went on to give the kudos to Mr. Jenkins who has done a great job running the program. Mr. Dunbar finished his report by giving the board some dates of upcoming events including a performing arts showcase, as well as the ACHS graduation date.

Ms. Long began her report informing the board of the great outcome of the very first PPHS Reunion with a total of 45 graduates and their families in attendance. Ms. Long also informed the board they PPHS is also in the midst of their AZ Merit testing as well and are currently at 85% tested and are hopeful to hit the 95% by the following week. Ms. Long was thrilled to announce that PPHS has been identified as one of the top STEM schools by the SARSEF (Southern Arizona Research & Engineering Foundation). Ms. Long announced to the board of a huge recognition for one of the PPHS students that will be recognized at the 2016 Dorothy O. Finley Outstanding Teen Citizens and will be honored at the Metropolitan Education Commission and the Crystal Apple Luncheon. She was also happy to inform the board that 8 senior students have been notified by Pima Community College that they have earned a Merit Scholarship that will give them 2 years of paid tuition up to 16 credits. Ms. Long finished her report with a few upcoming events to include the good neighbor breakfast as well as the PPHS graduation at Tucson High.

Mr. Taravati began his report to inform the board PPA will begin with their AZ Merit testing that will continue throughout the month of April. Mr. Taravati also went on to inform the board that PPA was also recognized as one of the top STEM schools by SARSEF which is a great accomplishment for the school. Mr. Taravati was happy to announce that PPA was granted a Character Education Matching Grant which will allow for PBIS Training opportunities for staff.

**CFO Report** – Dr. Carroll presented and briefed the board with the Financial Reports for Pima Partnership High School and Academy as well as Arizona Collegiate High School.

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- **Motion** – To approve Financial Reports for Pima Partnership School and Academy and Arizona Collegiate High School was made by Bill Lofquist. The motion was seconded by Les Gin. **The motion passed unanimously.**

Dr. Carroll also presented to the board the finalized FY 16 ACHS budget

- **Motion**- To approve the FY 16 ACHS budget was made by Emily Jenkins. The motion was seconded by Bill Lofquist. **The motion passed unanimously.**

### Consent Agenda

1. *Approval of Pima Partnership Schools school board meeting minutes for February 17, 2016*

- **Motion** – To approve Pima Partnership Schools school board meeting minutes for February 17, 2016 was made by Arcadio Gastelum. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**

2. *Approval of new principal for Pima Partnership High School – Darlene Whitmore*

- **Motion**- To approve the new principal for Pima Partnership High School was made by Arcadio Gastelum. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**

3. *Approval of new principal for Pima Partnership Academy – Kamren Taravati*

- **Motion**- To approve the new principal for Pima Partnership Academy was made by Arcadio Gastelum. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**

### Study/Action Items

1. *Approval of grade level expansion amendment for Pima Partnership Academy to K-5*

- **Motion**- To approve grade level expansion amendment for Pima Partnership Academy to K-5 was made by Bill Lofquist. The motion was seconded by Arcadio Gastelum. **The motion passed unanimously.**

2. *Approval of enrollment cap increase for Pima Partnership Academy to 350 students*

- **Motion**- To approve enrollment cap increase for Pima Partnership Academy to 350 students was made by Bill Lofquist. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**

3. *Approval of additional site for Pima Partnership High School*

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- **Motion**- To approve additional site for Pima Partnership High School was made by Arcadio Gastelum. The motion was seconded by Bill Lofquist. **The motion passed unanimously.**
4. *Approval of enrollment cap increase for Pima Partnership High School to 850 students*
    - **Motion**- To approve enrollment cap increase for Pima Partnership High School to 850 students was made by Bill Lofquist. The motion was seconded by Arcadio Gastelum. **The motion passed unanimously.**
  5. *Approval of Arizona Collegiate High School 2016-2017 Academic Calendar*
    - **Motion**- To approve Arizona Collegiate High School 2016-2017 Academic Calendar was made by Emily Jenkins. The motion was seconded by Bill Lofquist. **The motion passed unanimously.**
  6. *Approval of Pima Partnership High School 2016-2017 Academic Calendar*
    - **Motion**- To approve Pima Partnership High School 2016-2017 Academic Calendar was made by Bill Lofquist. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**
  7. *Approval of Pima Partnership Academy 2016/2017 Academic Calendar*
    - **Motion**- To approve Pima Partnership Academy 2016/2017 Academic Calendar was made by Emily Jenkins. The motion was seconded by Bill Lofquist. **The motion passed unanimously.**
  8. *Approval of Pima Partnership Performing Arts High School 2016-2017 Academic Calendar*
    - **Motion**- To approve Pima Partnership Performing Arts High School 2016-2017 Academic Calendar was made by Bill Lofquist. The motion was seconded by Emily Jenkins. **The motion passed unanimously.**

**Meeting adjourned at 12:33 pm**

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### Narrative for Grade Level Amendment

#### **1. Rational for increased grade levels.**

Pima Partnership Academy (PPA) originally opened as a quasi-middle school serving grade 7, and grade 8. In 2012, an amendment was submitted to the ASCSB to add grade 6, and become a school that services all middle grades. This was in response to issues that included recruitment and academic problems in that most families were reluctant to take their child out of a school after one year, especially if the student was successful. In addition, PPA found that students did not display the necessary foundational skills to be successful, and they often picked up poor study skills that they carry with them to the next setting. This led to PPA recruiting many students, who had a negative perspective towards school and very often prolonged the assimilation into a new school. To that end, since adding grade 6 into the PPA continuum of service, the school has found growth among students, specifically those who begin and end their middle school years with Pima Partnership Academy. PPA was also more readily successful in assimilating 6<sup>th</sup> grade students into PPA culture, and successfully developed their study skills. Based on this rationale, PPA would like to extend its services to reach grades K – 5, ultimately becoming a school where students can begin their public education with Pima Partnership Academy, and gain the soft skills, and academic readiness to matriculate into high school with success and ease, with an added goal of being college and career ready. There are a number of benefits to becoming a K – 8 school, many of which are founded in research. The Northwest Regional Education Laboratory “did determine a cause effect relationship grade configuration and academic achievement.” There are additional studies that \* “indicated that middle level grades 6, 7, and 8 obtained higher achievement in K–8 schools than in schools with middle school configurations (2011).” In addition, having students start at PPA in Kindergarten will allow for much faster indoctrination into a school culture founded in academic excellence, grit, and character. Also, PPA school leadership and instructional staff will be better equipped to identify and help children with academic or social difficulties early on, as to more efficiently close any academic or social gaps, again setting the child up for success, and increasing the child’s chances of being successful in high school, and beyond.

#### **2. Explain how the grade level amendment will align to the school’s mission.**

The mission of Pima Partnership Academy (PPA) is to provide a rigorous, differentiated educational program with an extended day, and technology-enhanced instruction solely for at-risk youths with histories of adjudication, academic underperformance, poor school attendance, documented histories of disruptive behavior and at high risk for dropping out of school. Pima Partnership Academy has found through benchmark data (ATI) that those students who begin middle school, starting with PPA in grade 6, and finishing in grade 8, have increased academic performance. Additionally, such students have higher rates of matriculation into high school, and are better equipped to assimilate to school culture, which is founded on a sense of community, character, and collaboration. Because of this success in relation to providing an effective educational experience to PPA students, it is a sound decision to extend the grade levels served to K-5, in addition to the currently served grades, 6-8. This expansion would enable site leadership, teachers, and support staff to address academic and social/emotional issues at an earlier age, which in turn would help to close the achievement gap for PPA students in early years, when the gap is smaller, rather than working to close the achievement gap, when students are multiple years behind grade level in grades 6-8. Additionally, “a Milwaukee conducted a longitudinal analysis of 924 Milwaukee students who either attended K–8 schools or attended K–6 elementary schools and then proceeded to a

middle school for 7th and 8th grade (Simmons & Blyth, 1987). The study controlled for race, ethnicity, teacher-student ratios, and levels of teacher education. The researchers found that the students in the K–8 schools had higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These students also participated more in extracurricular activities, demonstrated greater leadership skills, and were less likely to be bullied than those following the elementary/middle school track. The authors concluded that the intimacy of the K–8 environment and the delay of the transition to a new school until students were more mature may have accounted for the discrepancy” (Yecke, ASCD 2006). Because of the formal research of the effectiveness of K-8 schools, combined with what PPA has experienced with students attending PPA throughout their middle school years, it is clear that PPA can enhance its mission by expanding its continuum of services to include grades K-5.

**3. Describe the levels of proficiency for each grade level that students must meet to demonstrate mastery of academic content; clear criteria is needed.**

The proficiency of coursework for additional grades (K-5) is consistent with the proficiency for coursework for PPA, grades 6-8. The proficiency level of each student will be based on the student’s performance on multiple sources of assessment aligned to the Arizona College and Career Readiness Standards. Mastery of content will be determined in three distinct ways. The first is through quarterly benchmarks given to students to measure growth. In order to demonstrate “mastery,” a student must increase their score at a rate of 7.5 percent each academic quarter after baseline. Please see the example below that illustrates this proficiency model:

Baseline	End of Quarter 1	End of Quarter 2	End of Quarter 3	End of Quarter 4
52.5	60	67.5	75	82.5

The second source that PPA analyzes to determine mastery of academic content is by analyzing unit assessment data. Teachers create unit tests, which are designed using ATI, and are also Arizona College and Career Readiness Standards aligned. However, unit assessments focus on one cluster within the AZCCRS. Each one of these unit assessments will have no more, nor no less than 20 questions, again all focused on one cluster within the AZCCRS. PPA will use a traditional model to determine mastery of academic content in that PPA will take the raw score of a unit test, and divide by the aggregate. This process will determine a letter grade for each unit test. Please see the example below:

Assignment	Raw Score	Letter Grade
RL Key Ideas and Details Grade 5	18-20	A
	16-17	B
	14-15	C
	12-13	D
	-11	N/C

In this model, proficiency is determined by receiving a letter grade of 'B' or higher.

To this end, there is a third measure that PPA will use to mastery of content. That is the Arizona Merit State Summative Measure. In this case, if a student receives a score of "proficient" or "highly proficient," then PPA will identify such students as having mastered content.

#### **4. What changes in staffing is needed?**

The staffing changes that will need to be addressed include:

- Hiring a Kindergarten Teacher
- Hiring a First Grade Teacher
- Hiring a Second Grade Teacher
- Hiring a Third Grade Teacher
- Hiring a Fourth Grade Teacher
- Hiring a Fifth Grade Teacher
- Hiring a Para-Pro K-2 for literacy and numeracy support
- Hiring a Para-Pro 3-5 for literacy and numeracy support
- Hiring a 1.0 FTE Registrar