STRENGTH AND STABILITY OF CHARTER HOLDER

The charter holder is Espiritu Community Development Corporation (the "*Charter Holder*"), which is a 501(c) (3) non-profit corporation duly organized under the laws of the State of Arizona. The Charter Holder and the Governing Board are the same entity. The Charter Holder acts through the actions of the Governing Board. The Charter Operator is Armando Ruiz in his capacity as Chief Executive Officer and Servant Leader of the school.

Part 1. List of the Charter Holder's Current Officers and Directors.

Individual Name	**Corporate Role**
Armando Ruiz	President and Director
Adrian Daniel Ruiz	Treasurer and Director
Jorge Ignacio Sandoval	Secretary and Director
Frances Castillo	Director
Margaret April	Director
Monica Ivana Rivera	Director

Espiritu's Annual Report was filed with the Arizona Corporation Commission on March 15, 2010 (the "*2010 Annual Report*"). The list of current officers and Directors set forth above reflects those officers and Directors included as a par of the 2010 Annual Report.

Part 2. The Role and Responsibility of the Charter Holder.

The Charter Holder is Espiritu, who acts through the actions of its Governing Board. Espiritu's Governing Board directs and supervises all business necessary for the school to carry out its objectives and purposes, including, when required, the ratification of acts to be carried out on behalf of the charter school pursuant to Arizona Charter School Law, A.R.S. § 15-181 et. seq. The Governing Board of Espiritu has codified the policies and procedures that govern the internal management of the Governing Board and its compliance with the Charter Contract through the adoption of its Amended & Restated Bylaws (the "*Bylaws*").

Part 3. Role of the Charter Holder/Governing Body) in Monitoring the School's Academic Performance.

The Charter Holder, being one in the same as the Governing Body, ensures that the academic curriculum, instructional objectives and its evaluation of same that are being adhered to by the administrative staff and personnel as it believes that the foregoing are important to each student's classroom performance, emotional and moral growth. As previously set forth in "Strength and Stability of the Governing Body" narrative, the Governing Board has formulated the following general goals in fulfillment of its main objective of increasing academic performance:

CURRICULUM:

Curriculum is the road map for student's academic performance and as such it must cover the following key ingredients:

- Input from educational staff, students, parents/guardians and community;
- Annual data regarding student achievement;
- Alignment of learning standards, assessment and graduation requirements;
- Community and student expectations for courses and programs.

Espiritu's strategic curriculum is to provide instruction in four core areas: Math/Science, Language Arts, History/Social Studies, and the Classics. The foundation of Espiritu's philosophy is the Traditional Classical educational system, where education has three types of learning, with each corresponding to particular grade levels:

Kinder-6th Grade:	(Grammar) Memorization of basic facts; acquisition of classical languages, and history
Grades 7—9:	(Logic) Piecing together of basic facts and logical interpretation of them
Grades 10-14:	(Rhetoric) Clear articulation of logical thoughts

Espiritu's campus is a prepared learning environment organized into small village schools. Each village school corresponds to the Traditional levels: Kindergarten through the Third Grade, Grades 4-6; Junior High (Grades 7-8) and College Prep (Grades 9-12). The classrooms are designed to give structure, organization, and order to the learning experience where the teacher, as the facilitator of the learning process, prepares an Individual Learning Plan for each student to complement his/her unique learning needs.

The Governing Board plays an active role in the evaluation of the curriculum and ensures that the curriculum is current and is linked to instructional needs. The Governing Board holds administrative officials and personnel responsible for adhering to the academic standards set by the Governing Board and continually establishes criteria for the evaluation of the curriculum and instructional programs to ensure that (i) the school is meeting state and national standards and requirements, as well as required testing, (ii) the curriculum and instructional programs are perpetually updated to provide latest in instruction meet the stated objectives, and (iii) each student receives a lifetime professional success, ethical and moral embodiment.

INSTRUCTION:

The Governing Board believes that instructional goals provide the integrated framework for delivering the school curriculum as well as giving the students the knowledge and skills necessary to become productive members of the community. As such, the Governing Board has adopted the following guidelines for achieving instructional goals: (i) align instructional goals with learning standards for students; (ii) focus on the school's overall vision/mission for the operation and management of the school and its visibility and involvement in the community; and (iii) assure that each school achieves the academic requirements necessary for the school to make Adequate Yearly Progress (AYP) as defined in Arizona's plan for complying with the federal No Child Left Behind Act (NCLB).

In fulfilling the foregoing objectives, the Governing Board has implemented a strategic academic plan whereby it has formulated the following clear measurement tools that accurately identify the academic performance of all of its students:

- The overall percentage of students passing AIMS − 75%;
- The overall percentage of students in "Excelling" – 5%;
- The reduction of the overall percentage of students in "Falls Far Below" – 8%;
- The increase of the overall percentage of students who will improve their AIMS score even if they do not pass the exam – 75%;
- The increase the level of proficiency in ELL students in reading and writing skills – 10%;
- Reading and Math Points calculated for:
  - For each village
  - For each classroom within that village
  - For each student within that classroom
- An individual learning plan will be provided for each student;
- Develop and implement math and reading strategies based on student achievement data;
- Merge and integrate student data with the web-site
- Communicate with parents the following every quarter:
  - At <u>what level should</u> the student be, according to our standards?
  - At <u>what level is</u> the student according to our standards?
  - <u>What is the strategy</u> to continue to challenge the student to perform above level, or bring him or her to the desired performance?

These activities are performed in concert with the academic staff, parents and the community leadership.