Salt River Pima-Maricopa Community Schools
Renewal Executive Summary Report

I. Sources of Evidence for this Document

A.R.S. 15-183.I states that "[a] charter school that elects to apply for renewal shall file an application for renewal…which shall include a detailed business plan for the charter school, a review of fiscal audits and academic performance data for the charter school and a review of the current contract between the sponsor and the charter school."

The Arizona State Board for Charter Schools (ASBCS) determined that renewal of a charter is based on affirmative evidence in three areas:

- Success of the academic program, including academic achievement
- Viability of the organization, including fiscal management and compliance
- Adherence to the terms of the charter, including contract and legal compliance

Evaluation of the charter holder's success in these three areas is based on a variety of information that will serve as sources of evidence in determining renewal. These sources include:

- Written application for renewal
- Student performance data
- Independent financial audits
- Five year interval summary reviews
- Site visit reports
- Monitoring reports

II. School Profile

Salt River Pima-Maricopa Community Schools was granted a charter by the State Board of Education, effective on the first day of the operation of the school which was August 5, 1996. Salt River Pima-Maricopa Community Schools is a non-profit organization chartered by the Salt River Pima-Maricopa Indian Community Council and is not required to register with the Corporation Commission. The charter representative is Dale Frederick. Salt River Pima-Maricopa Community Schools operates two schools located in Scottsdale. Salt River High School serves 7-12 and Salt River Accelerated Learning Academy serves 9-12. The total FY10 ADM was 263.487.

Mission Statement:
The primary mission of SRPMIC Community School is to focus on teaching for learning that enhances the quality of life. To do so we will maintain a culturally sensitive school that provides: clearly stated learner outcomes for each task, a sequentially structured instruction process capable of providing diagnosis, prescriptions, feedback, and correctives as required by the individual learner, a commitment to learner success, a sufficient time to learn, criteria-referenced assessment consistent with pre-stated learning outcomes and instruction, establishment of relationships prizing the dignity and worth of each individual associated with the learning

process, high expectations, a continuing commitment to program renewal which reflects learners needs, a commitment to preserving Pima/Maricopa values and culture.

III. Academic Performance

Salt River High School (7-12)		
Fiscal Year	**AZ LEARNS**	**Adequate Yearly Progress (AYP)**
2009	Performing	Yes
2008	Performing Plus	Yes
2007	Performing (HS) Failing (7th-8th)	No

Status Scores	**2009**	**2008**	**2007**
Elementary School Reading	44	38	40
Elementary School Math	39	36	33
High School Reading	29	39	33
High School Math	17	18	14
% of students school-wide who passed AIMS.			

Student Growth Percentile (SGP)	**2009**	**2008**	**2007**
Reading	39	43	35
Math	36	51	53
% of students demonstrating typical growth compared to similar students.			

IV. Fiscal Compliance

Except for fiscal years 2005 and 2007, the charter holder has timely submitted the annual audit for the past five years. The fiscal year 2009 audit identified noncompliance with Classroom Site Fund requirements, which required the charter holder to submit a corrective action plan (CAP). The charter holder submitted a satisfactory CAP. The fiscal year 2005 audit also identified an

issue requiring a CAP. During the past five years, repeat issues have been identified in the annual audits. Two repeat issues were identified in the fiscal year 2009 audit – the disclosure statement required under the Open Meeting Law was not filed with the Secretary of State's office and all disbursements were not approved by the governing board.

Salt River Pima-Maricopa Community Schools must follow the Uniform System of Financial Records for Charter Schools and adhere to State procurement regulations.

V. Legal and Contractual Compliance

The charter holder has timely submitted the Annual Financial Report and Budget for the past five years. All Declarations were submitted to the Arizona Department of Education (ADE) in a timely manner. The Highly-Qualified Teacher report, updated on September 16, 2009, indicated 50 core teachers with three being reported as non-highly qualified. Cycle 1 NCLB Compliance Monitoring occurred in 2005 and Cycle 3 in 2006-07. Compliance was met for all cycles. In 2008 noncompliance with the Individuals with Disabilities Education Act (IDEA) was determined by ADE Exceptional Student Services. A Corrective Action Plan met minimum compliance in February, 2009. A Five-Year Interval Review by ASBCS took place in 2006.

VI. Renewal Application

A. Education Plan

The Charter Holder was required to submit a Performance Management Plan in the academic section of the renewal application.

The introductory narrative for the Performance Management Plan describes the process the school community undertook for data examination and analysis. Data reviewed included AIMS, quarterly assessments, progress monitoring, attendance, enrollment, graduation, and drop-out rates. Based upon the data analysis, the school determined to focus the plan on continuing improvement efforts in math and reading intervention.

Indicator: **Math**
Duration of the Plan: June, 2010 – June, 2016
Strategies:

- Implement mathematics interventions at all grade levels.
- Implement Mathematics Standards Review course for eleventh and twelfth grade students who have not achieved proficiency in mathematics on the AIMS.
- Enhance options for student choice by providing academic support for students who have mathematics credit deficits through the Accelerated Learning Academy (ALA) program.
- Support students who have credit needs to meet graduation requirements.
- Review mathematics course offerings to support students in meeting the standards as indicated on the AIMS, increasing relevance and rigor of existing courses.

Provide job-embedded professional development to support the ongoing implementation of quality mathematics instruction in seventh through twelfth grades.

Develop and implement an evaluation of mathematics intervention programs.

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
45% of 7th graders achieved proficiency on AIMS	60% of 7th graders achieved proficiency on AIMS	66% of 7th graders achieved proficiency on AIMS	72% of 7th graders achieved proficiency on AIMS	78% of 7th graders achieved proficiency on AIMS	80% of 7th graders achieved proficiency on AIMS
29% of 8th graders achieved proficiency on AIMS	51% of 8th graders achieved proficiency on AIMS	60% of 8th graders achieved proficiency on AIMS	68% of 8th graders achieved proficiency on AIMS	77% of 8th graders achieved proficiency on AIMS	80% of 8th graders achieved proficiency on AIMS
22% of 10th graders achieved proficiency on AIMS	41% of 10th graders achieved proficiency on AIMS	49% of 10th graders achieved proficiency on AIMS	57% of 10th graders achieved proficiency on AIMS	65% of 10th graders achieved proficiency on AIMS	80% of 10th graders achieved proficiency on AIMS
All students will demonstrate a growth percentile of no less than minus 2 standard deviation from the state median growth percentile in Math	All students will demonstrate a growth percentile of no less than minus 1.8 standard deviation from the state median growth percentile in Math	All students will demonstrate a growth percentile of no less than minus 1.6 standard deviation from the state median growth percentile in Math	All students will demonstrate a growth percentile of no less than minus 1.4 standard deviation from the state median growth percentile in Math	All students will demonstrate a growth percentile of no less than minus 1.2 standard deviation from the state median growth percentile in Math	All students will demonstrate a growth percentile of no less than minus 1 standard deviation from the state median growth percentile in Math

Indicator: **Reading**

Duration of the Plan: June, 2010 – June, 2016

Strategies:

Implement the RTI model for reading at the junior high level.

Implement pilot RTI model for reading in ninth grade.

Implement reading intervention program at the high school level (grades 9-12).

Enhance options for student choice by providing academic support for students who have language arts (reading) credit deficits through the Accelerated Learning Academy (ALA) program.

Provide professional development to support the ongoing implementation of quality reading instruction across all content areas in seventh through twelfth grades.

Develop and implement an evaluation of the reading intervention programs.

ANNUAL BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
45% of 7th graders achieved proficiency on AIMS	60% of 7th graders achieved proficiency on AIMS	66% of 7th graders achieved proficiency on AIMS	72% of 7th graders achieved proficiency on AIMS	78% of 7th graders achieved proficiency on AIMS	80% of 7th graders achieved proficiency on AIMS

38% of 8th graders achieved proficiency on AIMS	57% of 8th graders achieved proficiency on AIMS	64% of 8th graders achieved proficiency on AIMS	70% of 8th graders achieved proficiency on AIMS	77% of 8th graders achieved proficiency on AIMS	80% of 8th graders achieved proficiency on AIMS
39% of 10th graders achieved proficiency on AIMS	57% of 10th graders achieved proficiency on AIMS	64% of 10th graders achieved proficiency on AIMS	70% of 10th graders achieved proficiency on AIMS	77% of 10th graders achieved proficiency on AIMS	80% of 10th graders achieved proficiency on AIMS
All students will demonstrate a growth percentile of no less than minus 2 standard deviation from the state median growth percentile in Reading	All students will demonstrate a growth percentile of no less than minus 1.8 standard deviation from the state median growth percentile in Reading	All students will demonstrate a growth percentile of no less than minus 1.6 standard deviation from the state median growth percentile in Reading	All students will demonstrate a growth percentile of no less than minus 1.4 standard deviation from the state median growth percentile in Reading	All students will demonstrate a growth percentile of no less than minus 1.2 standard deviation from the state median growth percentile in Reading	All students will demonstrate a growth percentile of no less than minus 1 standard deviation from the state median growth percentile in Reading

In the Performance Management Plan Salt River Pima-Maricopa Indian Community scored 32 points out of a possible 40 points. One hundred percent of the sections scored at meets or exceeds level.

B. Detailed Business Plan

Organization

The education board is defined in the Salt River Pima-Maricopa Indian Community (SRPMIC) by ordinance as approved by the SRPMIC Council. The education board is responsible for oversight of the Education Division and Community Schools, which include two charter schools, the tribally operated Early Childhood Education Center and Salt River Elementary School, which is a Bureau of Indian Education Grant School.

The education board has full power and responsibility for the policy and operational decisions of the schools. The Education Division has the authority to regulate and coordinate all education programs including those funded by the Tribe, State and Federal agencies.

The superintendent/director of education is the chief executive officer of the Education Division. Among its responsibilities, his office oversees the development and monitoring of the operating and capital budget, grant application development, grant contract compliance, special project oversight, and School and Community Relations Office services. The Business Services Office and Academic Services Office are under the direction of the superintendent/director of education.

The Salt River High School principal manages the junior high school and high school. The Accelerated Learning Academy & Department of Corrections administrator manages the high

school that opened in fiscal year 2010. The application includes additional information in the Organizational Chart & Narrative section.

Sustainability

Fiscal Viability

Salt River Pima-Maricopa Community Schools has implemented and adheres to the accounting procedures as outlined in the Uniform System of Financial Records for Charter Schools. With input from the program managers, the superintendent/director of education prepares and proposes an annual budget. The education board has final approval of the budget. Additionally, the education board approves all school expenditures. Each program budget is monitored monthly and the budget office meets with each program at least quarterly. During the fiscal year, the school issues, at minimum, two official financial updates to both the education board and the Salt River Pima-Maricopa Indian Community Council to include analysis of financial positions, sustainability and budget and grant compliance. Site level personnel have authority to initiate requisitions and petty cash disbursements and are the custodian of controllable assets.

For fiscal year 2008 and fiscal year 2009, the independent certified public accountant issued an unqualified (or "clean") opinion on Salt River Pima-Maricopa Community Schools' financial statements. In each fiscal year, the charter holder, which also operates non-charter school education programs, ended the year with positive net assets. The Budget Plan submitted as part of the renewal application indicates that Salt River Pima-Maricopa Community Schools' ending net assets will increase between fiscal years 2010 and 2013.[1] The Budget Plan does not include the ADM on which the projections are based. The assumptions included in the Budget Plan are limited in their scope and do not provide insight into the basis for the revenue or expense projections.

Strength and Stability of the Governing Body

Strength and Stability of the Corporate Board

The education board for the Salt River Pima-Maricopa Community Schools is also the governing body for the charter schools.

Members of the education board include:

Hans Klose-Chairman
Lena Jackson-Secretary
Berdina Burke-Member
Dr. Carol Lujan-Member
Deana L. Washington-Member
Veronica Tashquinth-Vice Chairman
Lynn Myore-Member
Ruth Chough-Member
Alice Manuel-Member

In addition to the above, Dr. Dale Frederick is an ex-officio member of the education board for Salt River Pima-Maricopa Community Schools.

[1] The charter holder was required to submit a performance management plan (PMP). The Budget Plan does not break out PMP and non-PMP expenses. In the submitted PMPs, the charter holder indicates that no additional resources are required to implement the plans. Additionally, although it references fiscal year 2011, the month-by-month projection appears to include financial information for fiscal year 2010.

The education board approves the budget, financial statements, reviews audit findings, approves policies, authorizes grant applications and contracts, authorizes service and employment contracts, and provides programmatic direction to the superintendent/director of education. The application includes specific responsibilities.

The education board establishes the vision, mission and goals of the Education Division and periodically reviews academic achievement and programmatic results, engages in discussion regarding future direction and provides policy direction. The Academic Services Office monitors student achievement throughout the school year. The superintendent/director of education submits reports on student academic progress to the board on a regular basis. The application states that the board actively participates in and contributes to developing solutions to barriers to education for students.

Succession Plan

Charter Holder: The pool of community members who are eligible to be members of the education board is based on tribal enrollment. The application states that the continuing interest in and qualified candidates for education board participation will continue to expand over time with the continued growth of the tribe and success of Community Schools.

Instructional Leadership: The education board adopted a Succession Planning Policy (June 22, 2009) that addresses employee retention, training, “key” position definition, “acting” appointments, knowledge transfer and vacancy transition planning. The application describes the compensation policy and compensation plan adopted by the education board. Additional compensation is provided for facilitating or coordinating specific program areas in a leadership role. The application states that these leadership roles provide opportunities for educators to demonstrate their teambuilding and organization skills in preparation for assistant principal or principal assignments.

Facilities Plan

Salt River High School is a 125,145 square foot building consisting of six pods. The facility includes 28 classrooms, two science labs, a computer lab, lecture hall, cafeteria/kitchen, library, gymnasium and administrative offices. The Accelerated Learning Academy includes five classrooms, two computer labs and administrative offices.

VII. Staff Recommendation

Based upon the information in the application, academic performance over the charter term, fiscal compliance, and legal and contractual compliance, I move to approve the renewal application and transfer of the sponsorship from the State Board of Education to the Arizona State Board for Charter Schools, and grant a renewal contract for Salt River Pima-Maricopa Community Schools.