

CAFA, Inc. - Entity ID 90327

Schools: Learning Foundation and Performing Arts Gilbert;
Learning Foundation and Performing Arts Warner

Renewal Executive Summary

I. Performance Summary

Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Not Acceptable” academic and financial performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

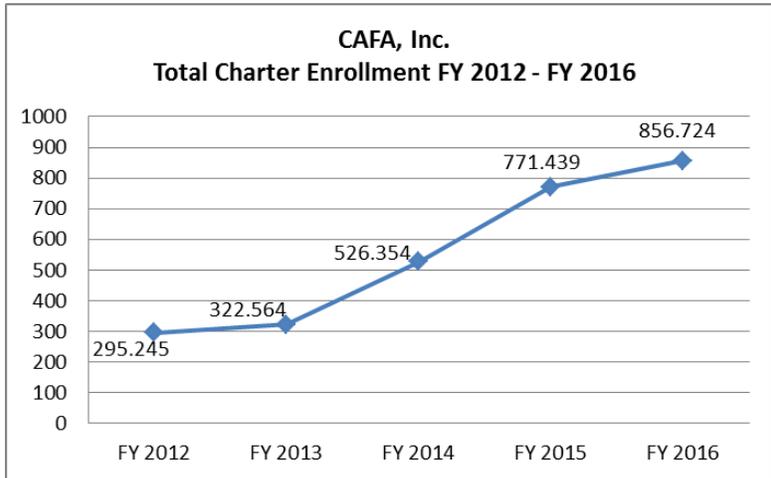
During the five-year interval review of the charter, CAFA, Inc. was not required to submit a Performance Management Plan (PMP) as an intervention because the one school operated by the Charter Holder at the time, Learning Foundation and Performing Arts Gilbert, met the academic expectations set forth by the Board. At the time CAFA, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Learning Foundation and Performing Arts Gilbert received an overall rating of “Meets” the Board’s academic standards. However, Learning Foundation and Performing Arts Warner received an overall rating of “Does Not Meet” the Board’s academic standards.

II. Profile

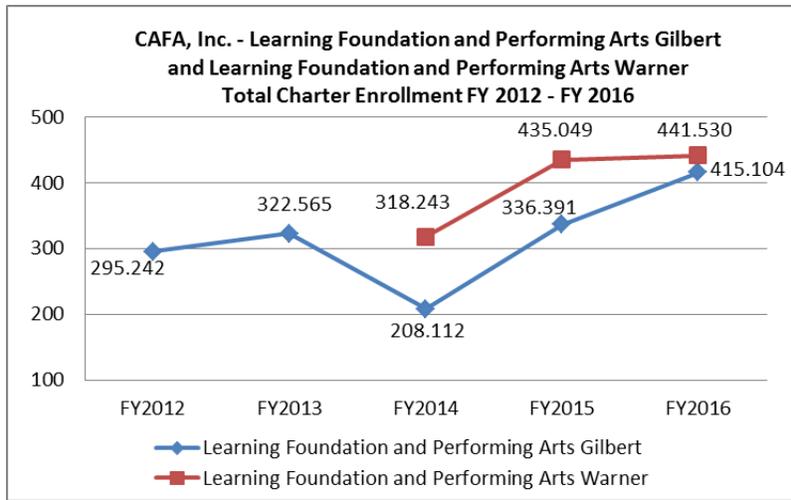
CAFA, Inc. operates two schools in Gilbert; Learning Foundation and Performing Arts Gilbert serves grades 7–12 and Learning Foundation and Performing Arts Warner serves grades K–6. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2016.

¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.





The graph below shows the Charter Holder’s actual 100th day ADM for fiscal years 2012-2016 broken down by school site.



The academic performance of Learning Foundation and Performing Arts Gilbert and Learning Foundation and Performing Arts Warner is represented in the table below. The Academic Dashboards for each school can be seen in appendix: B. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Learning Foundation and Performing Arts Gilbert	07/01/2006	7–12	73.9/ B	71.69/ A	68.12/ B
Learning Foundation and Performing Arts Warner	08/12/2013	K–6			44.69/ C

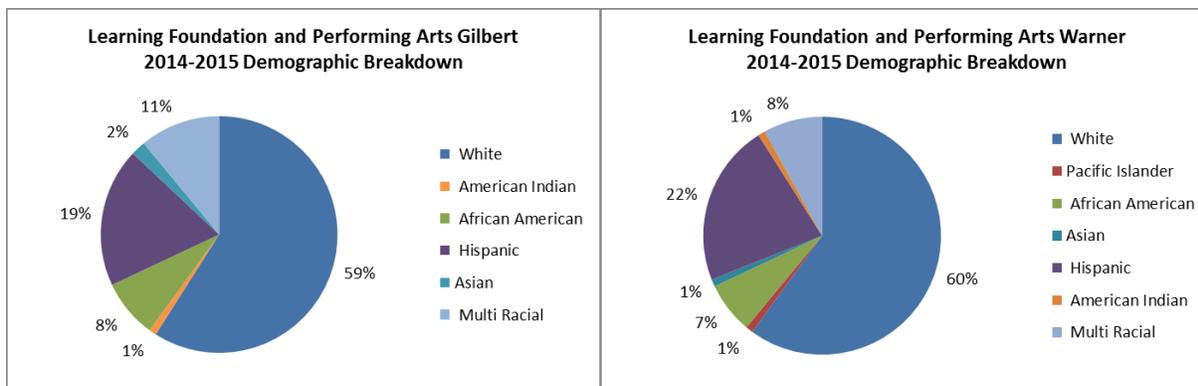
Until the FY 2014 school year, CAFA, Inc. operated one K-12 site, Learning Foundation and Performing Arts Gilbert, as represented by the dashboard above. In FY 2014, the Charter Holder opened a second school site, Learning Foundation and Performing Arts Warner, and divided the grade levels between the two campuses, with K-6 attending the Warner site, and 7-12 attending the Gilbert site. Additionally, the Charter Holder submitted a school site location notification to relocate the high school campus for the FY



2015 school year. The Charter Holder indicated that this move resulted in some student turnover and a population that was 35% new to the school.

The Charter Holder indicated that the two schools provide an education with an arts focus. According to the Charter Holder’s website, all elementary students receive Dance, Musical Theater, Ceramics, Keyboarding, and Guitar at various grade levels. Representatives of the school stated that these programs are provided as electives at the high school level to allow students to further pursue their area(s) of interest.

The demographic data for Learning Foundation and Performing Arts Gilbert and Learning Foundation and Performing Arts Warner from the 2014-2015 school year is represented in the charts below.²



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.³

School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Learning Foundation and Performing Arts Gilbert	41%	*	11%
Learning Foundation and Performing Arts Warner	39%	*	8%

CAFA, Inc. has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Learning Foundation and Performing Arts Warner received a letter grade of C and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school site is located in Gilbert near E. Warner Rd. and S. Recker Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

² Information provided by the Research and Evaluation Division of the ADE.

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.



There are 41 schools serving grades K–6 within a five mile radius of Learning Foundation and Performing Arts Warner that received an A–F letter grade. 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 schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Learning Foundation and Performing Arts Warner, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Learning Foundation and Performing Arts Warner				ELA 56%	Math 41%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
A	34	34	34	19	1	7	7
B	7	4	4	0	3	4	1

The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Learning Foundation and Performing Arts Warner serving a comparable percentage of students (± 5%) in the identified subgroups.⁴

Learning Foundation and Performing Arts Warner	39%	*%	8%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	1		22
B	0		5

IV. Success of the Academic Program

In FY 2012 and FY 2013, CAFA, Inc. met the Board’s Academic Performance Expectation because the single school operated by the Charter Holder, Learning Foundation and Performing Arts Gilbert received an evaluation of “Meets” in both fiscal years. In FY 2014, the Charter Holder opened the second school site currently operated under the charter, Learning Foundation and Performing Arts Warner. At the time CAFA, Inc. became eligible for renewal it no longer met the Board’s Academic Performance Expectations because Learning Foundation and Performing Arts Warner did not meet the Board’s academic performance standard in FY 2014.

The following is a timeline of activities that have occurred related to the academic performance of CAFA, Inc.:

January 2012: CAFA, Inc. completed a five-year interval review; the Charter Holder was not required to submit a PMP because Learning Foundation and Performing Arts Gilbert, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

February 2013: The Board released FY 2012 Academic Dashboards; Learning Foundation and Performing Arts Gilbert received an overall rating of “Meets” the Board’s academic standards. In accordance with

⁴ 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. ASBCS, May 9, 2016



the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October 2013: The Board released FY 2013 Academic Dashboards; Learning Foundation and Performing Arts Gilbert received an overall rating of “Meets” the Board’s academic standards. In accordance with the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October 2014: The Board released FY 2014 Academic Dashboards; Learning Foundation and Performing Arts Gilbert received an overall rating of “Meets” the Board’s academic standards, and Learning Foundation and Performing Arts Warner received an overall rating of “Does Not Meet”. Therefore, CAFA, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a PMP as part of an annual reporting requirement.

November 2014: CAFA, Inc. timely submitted a PMP.

March 2015: Board staff completed a final evaluation of the Charter Holder’s FY 2015 PMP and made the evaluation available to the Charter Holder.

November 2015: Board staff provided the Charter Holder, through its authorized representative, Evelyn Taylor, 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 30, 2015, the deadline date on which the renewal application package would be due to the Board, March 1, 2016, information on the availability of the Charter Holder’s renewal application as well as instructions 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

A renewal application package with a Renewal DSP for CAFA, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **February 26, 2016**. 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 CAFA, Inc. were present at the site visit:

Name	Role
Evelyn Taylor	Charter Representative
Makayla Gesualdo	Assistant Principal-Warner
Michael Rehm	Assistant Principal-Gilbert
Shirley Ortega	Principal-Warner
Robert Villa	Principal-Gilbert
Linda Wright	Secretary GB-District Employee
Brenda Roberts	Board Member/District Employee

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: D. 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 (appendix: C. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate 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 comparative data for any of the 12 required measures. Therefore, Board staff was unable to determine whether the Charter Holder demonstrates improvement year-over-year for the two most recent school years.

Based on the findings summarized above and described in appendix D. Site Visit Inventory Forms, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

VI. Viability of the Organization

The Charter Holder did not meet the Board’s Financial Performance Expectations based on the fiscal year 2013 and 2014 audits and was required to submit a Financial Performance Response. The table below includes the Charter Holder’s financial data and financial performance for the last three audited fiscal years and reflects the three charter contracts the Board has with CAFA, Inc. (“CAFA”).



Financial Data				
Statement of Financial Position	2015	2014	2013	2012
Cash	\$132,919	\$293,824	\$343,086	\$307,999
Unrestricted Cash	\$132,919	\$293,824	\$343,086	
Other Liquidity	\$0	-	-	
Total Assets	\$763,326	\$359,974	\$436,820	
Total Liabilities	\$1,567,361	\$390,115	\$102,349	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	(\$804,035)	(\$30,141)	\$334,471	
Statement of Activities	2015	2014	2013	
Revenue	\$9,532,154	\$7,396,488	\$5,268,044	
Expenses	\$10,306,048	\$7,761,100	\$5,265,642	
Net Income	(\$773,894)	(\$364,612)	\$2,402	
Change in Net Assets	(\$773,894)	(\$364,612)	\$2,402	
Financial Statements or Notes	2015	2014	2013	
Depreciation & Amortization Expense	\$22,687	\$14,691	\$14,235	
Interest Expense	-	-	-	
Lease Expense	\$2,500,958	\$1,470,580	\$607,872	
Financial Performance				
	2015	2014	2013	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity	4.71	13.82	23.78	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	(\$773,894)	(\$364,612)	\$2,402	N/A
Cash Flow	(\$160,905)	(\$49,262)	\$35,087	(\$175,080)
Fixed Charge Coverage Ratio	0.70	0.76	1.03	N/A

The Charter Holder's Financial Performance Response has been provided in the meeting materials (appendix: G. Supplemented Financial Response).⁵ Staff's final evaluation of the Financial Performance Response resulted in zero "Acceptable" and four "Not Acceptable" determinations (appendix: F. Financial Response Evaluation). An analysis of CAFA's financial performance, focusing on those measures where CAFA failed to meet the Board's target and using information from the Charter Holder's Financial Performance Response and related documents, is provided below.

Unrestricted Days Liquidity (UDL)

Under its Gilbert charter contract, CAFA opened its newly constructed school, Learning Foundation and Performing Arts Warner ("Warner Campus"), in 2014. Unanticipated start-up costs, along with delays in construction, caused the Warner Campus to miss its enrollment target. In addition, CAFA purchased

⁵ On March 21, 2016, Board staff emailed a copy of staff's initial evaluation and provided a deadline by which the Charter Holder could supplement its Financial Performance Response to address areas evaluated as "Not Acceptable". By the deadline, the Charter Holder submitted supplemental information.



curriculum and textbooks for its Gilbert and Alta Mesa charter contracts to “adhere to our strategic plan for improving student achievement”. In 2015, the Gilbert charter relocated its Learning Foundation and Performing Arts Gilbert campus (“Gilbert Campus”), however it was unable to terminate its lease at its former site which resulted in the Gilbert charter having to pay both leases through 2016. For 2017, CAFA will reduce its lease expenses as it will no longer be required to pay its former Gilbert Campus lease. In addition, CAFA explained it is in the process of acquiring a bond to finance its Gilbert Campus which would likely result in reduced costs which should improve performance in 2017.

Net Income

The curriculum and textbook purchases, unanticipated start-up costs, and construction delays which impacted the UDL, also impacted net income. Based on CAFA’s renewal budget that incorporates the savings from the bond financing, CAFA anticipates positive net income in 2017. In the event that CAFA does not obtain the financing, the budget contains a contingency line item that would provide for positive net income in 2017.

Fixed Charge Coverage Ratio (FCCR)

CAFA explained, “The fixed coverage charge is primarily driven by our lease payments.” CAFA indicated it plans to reduce those costs due to savings from the vacated lease and acquiring bond financing for the Gilbert Campus. CAFA did not provide enough information to determine performance on its FCCR, but savings from financing should have a positive impact on its FCCR in 2017.

Cash Flow

CAFA indicated, “The curriculum purchases, new school start-up costs, and missing the targeted enrollment number were all dynamics that placed the charter holder in a difficult financial negative totaling \$364,612 for fiscal year 2014 and carried over into fiscal years 2015 and 2016.” CAFA did not provide enough information to address its performance in 2017.

VII. Adherence to the Terms of the Charter

For fiscal year 2015, the Charter Holder meets the Board’s Operational Performance Standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated as “Falls Far Below Standard” for the current fiscal year (appendix: A. Renewal Summary Review).

VIII. Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to CAFA, Inc.

Option2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for CAFA, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

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Report Date:	04/15/2016	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	CAFA, Inc.	Charter Entity ID:	90327
Charter CTDS:	07-85-64-000	Contract Effective Date:	05/31/2002
Charter Status:	Open	Contractual Days:	<ul style="list-style-type: none"> • Learning Foundation and Performing Arts Gilbert: 180 • Learning Foundation and Performing Arts Warner: 180
Number of Schools:	2	Contract Expiration Date:	05/30/2017
Charter Grade Configuration:	K-12	Charter Signed:	06/03/2009
FY Charter Opened:	2003	Charter Enrollment Cap:	1500
Charter Granted:	05/11/2009		
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	4055 East Warner Rd Gilbert, AZ, AZ 85296	Website:	http://LFAPA.ORG
Phone:	4806351900	Fax:	4806351906
Mission Statement:	Our mission is to take students to the highest level of personal academic achievement and fine arts accomplishments by basing our instructional system on research, standards, and best practice in both areas. Through curriculum and methods of delivery in academic content area, we will impart the academic skills that will be required of our students for success in life. Through our curriculum in fine arts, we will impart self-esteem, self-discipline, cooperation, self-motivation and social skills necessary to become independent adults who will succeed and be responsible citizens in their community.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Ms. Evelyn Taylor	learningfoundation@msn.com	—

Academic Performance - Learning Foundation and Performing Arts Warner

[Hide Section](#)

School Name:	Learning Foundation and Performing Arts Warner	School CTDS:	07-85-64-002
School Entity ID:	92235	Charter Entity ID:	90327
School Status:	Open	School Open Date:	08/12/2013
Physical Address:	3939 East Warner Road Gilbert, AZ 85296	Website:	http://LFAPA.ORG
Phone:	480-323-5796	Fax:	480-635-1906
Grade Levels Served:	K-6	FY 2014 100th Day ADM:	318.243

Academic Performance Per Fiscal Year

[Hide Section](#)

Learning Foundation and Performing Arts Warner

2014

		Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	29.5	25	12.5
	Reading	45.5	50	12.5
1b. SGP Bottom 25%	Math	27.5	25	12.5
	Reading	48	50	12.5
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	52.9 / 63.9	50	7.5
	Reading	81.2 / 78.5	75	7.5
2b. Composite School Comparison	Math	-15.8	25	7.5
	Reading	-2.1	50	7.5
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	49.5 / 53.9	50	3.75
	Reading	80.2 / 70.7	75	3.75
2c. Subgroup SPED	Math	14.3 / 26.3	50	3.75
	Reading	38.1 / 38.7	50	3.75
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		44.69		100

Academic Performance - Learning Foundation and Performing Arts Gilbert

[Hide Section](#)

School Name:	Learning Foundation and Performing Arts Gilbert	School CTDS:	07-85-64-001
School Entity ID:	88289	Charter Entity ID:	90327
School Status:	Open	School Open Date:	07/01/2006
Physical Address:	4055 East Warner Rd Gilbert , AZ 85296	Website:	http://LFAPA.ORG
Phone:	480-635-9400	Fax:	480-635-1907
Grade Levels Served:	7-12	FY 2014 100 th Day ADM:	208.112

Academic Performance Per Fiscal Year

[Hide Section](#)

Learning Foundation and Performing Arts Gilbert

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	53	75	10	51	75	10	47	50	10
	Reading	52	75	10	57	75	10	52.5	75	10
1b. SGP Bottom 25%	Math	57	75	10	64	75	10	46	50	10
	Reading	62	75	10	63	75	10	41.5	50	10

2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
2a. Percent Passing	Math	67 / 62.1	75	7.5	60 / 63.4	50	7.5	55.6 / 62.5	50	7.5		
	Reading	80 / 77.7	75	7.5	87.8 / 79.7	75	7.5	86.4 / 80.2	75	7.5		
2b. Composite School Comparison	Math	3.5	75	5	-5.8	50	5	-7.1	50	5		
	Reading	0.5	75	5	5.7	75	5	5.3	75	5		
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0		
	Reading	NR	0	0	NR	0	0	NR	0	0		
2c. Subgroup FRL	Math	64 / 52.9	75	3.75	50.6 / 54.1	50	3.75	58.8 / 52.2	75	3.75		
	Reading	79 / 69.9	75	3.75	79.5 / 71.8	75	3.75	90.2 / 74	75	3.75		
2c. Subgroup SPED	Math	20 / 19.2	75	3.75	31.6 / 21.8	75	3.75	21.1 / 16.6	75	3.75		
	Reading	28 / 34	50	3.75	60 / 39.6	75	3.75	52.6 / 39.5	75	3.75		
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
3a. State Accountability		B	75	5	A	100	5	B	75	5		
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
4a. Graduation		NR	0	0	NR	0	0	100	100	15		
Overall Rating		Overall Rating			Overall Rating			Overall Rating				
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		73.9			85	71.69			85	68.12		100

Financial Performance

[Hide Section](#)

Charter Corporate Name:	CAFA, Inc.	Charter Entity ID:	90327
Charter CTDS:	07-85-64-000	Charter Effective Date:	05/31/2002
Charter Status:	Open		

Financial Performance

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CAFA, Inc.

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	No	Meets	No	Meets
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	13.82	Falls Far Below	4.71	Falls Far Below
Default	No	Meets	No	Meets
Sustainability Measures	(Negative numbers indicated by parentheses)			
Net Income	(\$364,612)	Does Not Meet	(\$773,894)	Does Not Meet
Fixed Charge Coverage Ratio	0.76	Does Not Meet	0.71	Does Not Meet
Cash Flow (3-Year Cumulative)	\$40,998	Does Not Meet	(\$175,080)	Does Not Meet

Cash Flow Detail by
Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
(\$49,262)	\$35,087	\$55,173	(\$160,905)	(\$49,262)	\$35,087

Does Not Meet Board's Financial Performance Expectations

Operational Performance

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Charter Corporate Name:	CAFA, Inc.	Charter Entity ID:	90327
Charter CTDS:	07-85-64-000	Contract Effective Date:	05/31/2002
Charter Status:	Open		

Operational Performance

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Click on any of the measures below to see more information.

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	--

Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-04-05 13:01:01

APPENDIX B

ACADEMIC DASHBOARD

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Learning Foundation and Performing Arts Gilbert

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (7 to 12)				
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
1a. SGP	Math	53	75	10	51	75	10	47	50	10		
	Reading	52	75	10	57	75	10	52.5	75	10		
1b. SGP Bottom 25%	Math	57	75	10	64	75	10	46	50	10		
	Reading	62	75	10	63	75	10	41.5	50	10		
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
2a. Percent Passing	Math	67 / 62.1	75	7.5	60 / 63.4	50	7.5	55.6 / 62.5	50	7.5		
	Reading	80 / 77.7	75	7.5	87.8 / 79.7	75	7.5	86.4 / 80.2	75	7.5		
2b. Composite School Comparison	Math	3.5	75	5	-5.8	50	5	-7.1	50	5		
	Reading	0.5	75	5	5.7	75	5	5.3	75	5		
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0		
	Reading	NR	0	0	NR	0	0	NR	0	0		
2c. Subgroup FRL	Math	64 / 52.9	75	3.75	50.6 / 54.1	50	3.75	58.8 / 52.2	75	3.75		
	Reading	79 / 69.9	75	3.75	79.5 / 71.8	75	3.75	90.2 / 74	75	3.75		
2c. Subgroup SPED	Math	20 / 19.2	75	3.75	31.6 / 21.8	75	3.75	21.1 / 16.6	75	3.75		
	Reading	28 / 34	50	3.75	60 / 39.6	75	3.75	52.6 / 39.5	75	3.75		
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
3a. State Accountability		B	75	5	A	100	5	B	75	5		
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
4a. Graduation		NR	0	0	NR	0	0	100	100	15		
Overall Rating		Overall Rating			Overall Rating			Overall Rating				
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		73.9			85	71.69			85	68.12		100

Academic Performance

[Edit this section.](#)

Learning Foundation and Performing Arts Warner

		2014 Traditional Elementary School (K to 6)		
		Measure	Points Assigned	Weight
1. Growth				
1a. SGP	Math	29.5	25	12.5
	Reading	45.5	50	12.5
1b. SGP Bottom 25%	Math	27.5	25	12.5
	Reading	48	50	12.5
2. Proficiency				
2a. Percent Passing	Math	52.9 / 63.9	50	7.5
	Reading	81.2 / 78.5	75	7.5
2b. Composite School Comparison	Math	-15.8	25	7.5
	Reading	-2.1	50	7.5
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	49.5 / 53.9	50	3.75
	Reading	80.2 / 70.7	75	3.75
2c. Subgroup SPED	Math	14.3 / 26.3	50	3.75
	Reading	38.1 / 38.7	50	3.75
3. State Accountability				
3a. State Accountability		C	50	5
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		44.69		100

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	CAFA, Inc.	Schools	Learning Foundation and Performing Arts Warner
Charter Holder Entity ID	90327	Purpose of DSP Submission	Renewal
Site Visit Date	April 19, 2016		

Evaluation Overview:

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, and Professional Development:
 - Whether questions were sufficiently answered at the site visit
 - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the Charter Holder failed to provide comparative year-over-year data for the two most recent school years, and therefore was unable to demonstrate year-over-year improvement in 12 of the 12 measures required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – [Data](#)).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	No	No	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	No	No	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	No	No	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	No	No	Yes	Yes
2a. Percent Passing – Math	Yes	No	No	Yes	Yes
2a. Percent Passing – Reading	Yes	No	No	Yes	Yes
2b/c. Subgroup, ELL – Math	Yes	No	No	Yes	Yes
2b/c. Subgroup, ELL – Reading	Yes	No	No	Yes	Yes
2b/c. Subgroup, FRL – Math	Yes	No	No	Yes	Yes
2b/c. Subgroup, FRL – Reading	Yes	No	No	Yes	Yes
2b/c. Subgroup, students with disabilities – Math	Yes	No	No	Yes	Yes
2b/c. Subgroup, students with disabilities – Reading	Yes	No	No	Yes	Yes

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 (appendix: D. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	YES	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	YES	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	YES	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	YES	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	YES	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	C.F.1

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 (appendix: D. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <u>instructional methodology</u> ? What criteria guide that process?	YES	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	YES	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <u>curriculum</u> based on the data analysis? What criteria guide that process?	YES	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <u>instruction</u> based on the data analysis? What criteria guide that process?	YES	A.C.3

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 (appendix: D. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> • Aligned with ACCRS standards, • Implemented with fidelity, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups? 	YES	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	YES	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	YES	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	YES	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	YES	M.D.2

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 (appendix: D. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the professional development plan is aligned with instructional staff learning needs ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan ? How are the areas of high importance determined?	YES	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups .	YES	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder’s ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	P.C.2
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

APPENDIX D

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90327

Required for: Renewal

School Name: Learning Foundation Performing Arts Warner

Evaluation Criteria Area: Data

Site Visit Date: April 19, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[D.1]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students demonstrating categorical growth of one or more levels in math as shown in the Acuity Source Data demonstrates that 39% of students have experienced categorical growth as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.2]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students demonstrating categorical growth of one or more levels in reading as shown in the Acuity Source Data demonstrates that 30% of students have experienced categorical growth as of Benchmark #3/C in FY16.</p>		



	Final Evaluation:	
<p>[D.3]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students in the bottom 25% demonstrating categorical growth of one or more levels in math as shown in the Acuity Source Data demonstrates that 46% of students have experienced categorical growth as of Benchmark #3/C in FY16.</p>	
	Final Evaluation: <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



<p>[D.4]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% –Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% –Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students in the bottom 25% demonstrating categorical growth of one or more levels in reading as shown in the Acuity Source Data demonstrates that 61% of students have experienced categorical growth as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.5]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students at or above 50% proficiency in math as shown on the Acuity Source data demonstrates that 69% of students are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.6]</p> <p>Source Data 2015-2016 LFPA Warner</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students at or above 50% proficiency in reading as shown on the Acuity Source data demonstrates that 66% of students are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.7]</p> <p>2015-2016 Acuity Summary Reports - Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 ELL students at or above 50% proficiency in math as shown on the Acuity Summary Reports demonstrates that 67% (2 of 3 students) are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.8]</p> <p>2015-2016 Acuity Summary Reports - ELA</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 ELL students at or above 50% proficiency in reading as shown on the Acuity Summary Reports demonstrates that 67% (2 of 3 students) are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.9]</p> <p>2015-2016 Acuity Summary Reports - Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 FRL students at or above 50% proficiency in math as shown on the Acuity Summary Reports demonstrates that 73% of students are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.10]</p> <p>2015-2016 Acuity Summary Reports - ELA</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 FRL students at or above 50% proficiency in reading as shown on the Acuity Summary Reports demonstrates that 74% of students are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.11]</p> <p>2015-2016 Acuity Summary Reports - Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students with disabilities at or above 50% proficiency in math as shown on the Acuity Summary Reports demonstrates that 33% of students with disabilities are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.12]</p> <p>2015-2016 Acuity Summary Reports - ELA</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <p>The Charter Holder has used the Acuity Assessment system for several years. Acuity has changed the metrics by which students are assessed over the last three years; therefore, comparative year-over-year data is not available.</p> <p>The number of K-6 students with disabilities at or above 50% proficiency in reading as shown on the Acuity Summary Reports demonstrates that 28% of students with disabilities are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90327

Required for: Renewal

School Name: Learning Foundation Performing Arts Warner

Evaluation Criteria Area: Curriculum

Site Visit Date: April 19, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.A.1]</p> <p>District Curriculum Committee roster District Curriculum Committee Meeting Sign-in Sheets District Curriculum Committee Meeting Minutes Standardized and Internal Assessment Results Curriculum Evaluation Instrument and Rubric Curriculum Evaluation summary results Administrative Summary of Data Standards Mastery Checklists Item Analysis Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The committee will meet annually to evaluate current curriculum. Criteria for curriculum evaluation will include findings from teacher curriculum survey results and acuity assessment data results (diagnostic and readiness). Site administrators collect, organize, and distribute assessment data to the District Curriculum Committee to be utilized as part of the curriculum evaluation process. The curriculum committee then utilizes the criteria outlined (teacher survey results and data findings) in order to determine if all curriculum and resources are equally accessible to all students, school-wide. <p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.			
<p>[C.A.2]</p> <p>Curriculum Maps including Resource information (ongoing 2015-2016) AzMerit results Acuity Reports (School summary, Item Analysis summary) Standards Mastery Checklists (K-6) Teacher Curriculum Survey Pacing Guides (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Acuity assessments measure student learning over all the standards for each grade level. In addition, teachers administer classroom assessments over single or related clusters of standards routinely (usually weekly). The teachers use the classroom assessments to track student mastery of each standard. Mastery of the standards, as demonstrated by 80% proficiency on the classroom assessments, is recorded on individual student tracking sheets. The Charter Holder requires administrators and teachers to work on analyzing curricular resources and content for alignment with state standards to create curriculum maps that ensure standards are covered in a logical sequence throughout the school year. Assessments are carefully linked within the mapping process. Pacing guides create a focus on grade level standards. 			

	Final Evaluation:	
<p>[C.A.3]</p> <p>Teacher notes regarding curricular gaps Teacher Curriculum Survey Standards Mastery Checklists Committee Meeting Minutes Acuity Reports (Item Analysis) (new) T4S Observation Instruments (new) Walk-through Instruments (new)</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[C.B.1]</p> <p>Meeting minutes Standards Mastery Checklists (K-6) Item Analysis Reports Curriculum maps with Resource section AzMERIT Results Internal Performance Data Quarterly Grade level Assessment Spreadsheets Curriculum Evaluation Summary (new) 2013-2014 AIMS Results Curriculum Policy</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> For K-6 standards in which more than 20% of students fail to demonstrate mastery (80 percent accuracy) as indicated by the Standards Checklists and verified by Acuity assessment, the administrator and grade level teachers will examine instructional resources to determine if they provide sufficient tools to support student learning in those standards. If teachers have noted curricular gaps, they will advise the school administrators on an ongoing basis. Classroom observation and teacher evaluation data will also be utilized to determine if gaps in student mastery are due to instructional or curricular needs. The summary of findings regarding the sufficiency of curriculum or gaps in curricular resources will be presented to the Curriculum Committee and Charter Holder by the site administrator at the end of each academic year. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting supplemental curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Using the Curriculum Committee is a new process. This is still being implemented for review of recommendations and formal proposal to the Charter Holder. CC meetings are taking place to evaluate curriculum and determine a need for and move forward with adoption. Students were demonstrating poor performance in the area of spelling and writing as evident from AIMS test results. Another campus was successfully using Spalding, and one teacher on the campus was successfully using Spalding, and her student scores were higher than those of their peers, so it was determined that this would be a good option for the campus. The principal requested the resource and listed the reasons for the need. Then, quotes were obtained and training was purchased and implemented. <p>Final Evaluation:</p>	

Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides Written Proposal – Spalding	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.B.2] Curriculum Policy Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides Written Proposal – Spalding (new) Book Meeting	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • School personnel will look at curriculum options through internet research, input from staff and other schools in the district who have worked with other curriculums and vendor samples and presentations. • The site administrator, Instructional specialist and staff meet to discuss all options and vote on best resources and materials before making recommendations to the District. • The school administrator will propose recommendations to the District Curriculum Committee. • When new resources are chosen: <ul style="list-style-type: none"> ○ Vendor provides samples that are reviewed by teachers. ○ Staff was invited to give input on the curricular options. <p>Final Evaluation:</p>	
[C.C.1] Curriculum Evaluation Summary Standards mastery checklists (K-6) Item Analysis Reports Internal Performance Data Quarterly Grade level Assessment Spreadsheets Curriculum Maps (new) Curriculum Policy Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides Written Proposal – Spalding	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[C.C.2]</p> <p>Curriculum Maps Standards Mastery Tracking Sheets (K-6) Lesson Plan Template Teacher Lesson Plans PLC Meeting Notes (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Using the Curriculum Committee is a new process. This is still being implemented for review of recommendations and formal proposal to the Charter Holder. CC meetings are taking place to evaluate curriculum and determine a need for and move forward with revision. Students were demonstrating poor performance in the area of spelling and writing as evident from AIMS test results. Another campus was successfully using Spalding, and one teacher on the campus was successfully using Spalding, and her student scores were higher than those of their peers, so it was determined that this would be a good option for the campus. The principal requested the resource and listed the reasons for the need. Then, quotes were obtained and training was purchased and implemented. <p>Final Evaluation:</p>	
<p>[C.D.1]</p> <p>Meeting Minutes Sign in sheets Lesson Plans T4S Observation / Walk-through instruments Curriculum Maps Lesson Plan Checklist (new) Lesson Plan Checklist Samples (new)</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.D.2]</p> <p>Curriculum maps (with Resource section) Drop-in observation instrument Sample Lesson Plans Standards-Resource Crosswalks (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Throughout the 2015-2016 academic year, grade-level teachers have been developing crosswalks from the standards-based curriculum map to the curricular resources. • All teachers are provided with the curriculum map upon employment by the school. Administrators explain the use of the map and grade-level teaching colleagues assist any new teachers with its implementation. • Weekly lesson plans that include reference to specific sections in the curricular resources are submitted to school administrators weekly. • Site administrators conduct drop-in observations that determine if submitted lesson plans are being followed and the supplied curricular resources are being utilized. <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>Curriculum Maps Sample Lesson Plans Sample Classroom Assessments Mastery Checklists Acuity Assessment data Pull-out Logs Master Schedule showing RTI Period</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Site administrators will hold the teachers accountable to follow the curriculum map via lesson plans and drop-in observations. • Teachers administer assessments of individual or related clusters of standards routinely (usually weekly) in order to determine the level of student mastery (defined as 80 percent proficiency on an assessment). • The teachers record student mastery on individual tracking sheets. • When the need for additional instruction is evident, this is provided via whole-class re-teaching, small group and individual intervention during the RTI period, and pull-out support. Students are provided with the opportunity to re-take assessments to demonstrate mastery of the standard(s). <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.E.1]</p> <p>Curriculum Maps Student Standards Mastery Checklists (K-6) Lesson Plans Assessment Data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Charter Holder requires administrators to work with grade level and subject area teachers to map curriculum first to the rigor and content of Arizona College and Career Ready Standards for each grade level and core subject and then to curricular resources. Revisions to the scope and sequence for courses occur on an ongoing basis through review of student assessment data to determine where additional support may be required in the curriculum. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>Calendar showing Professional Development Time Curriculum Evaluation Form and Rubric Standards Mastery checklists Completed Lesson plans Observation walkthrough instrument Assessment data results</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Charter Holder requires curriculum maps to be updated yearly to reflect any changes in the Standards or curriculum. As new resources are implemented, the quarterly Curriculum Evaluation Survey rubric requires teachers to score curriculum skills connection to State standards as well as the thoroughness and consistency of the current curriculum’s alignment to the Standards. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.F.1]</p> <p>Acuity Class Roster Reports Acuity Item Analysis Reports Classroom Assessments Student Mastery Checklists Master Calendar showing RTI Period Teacher Tutoring Schedule Pull-out Tutoring Logs Response to Intervention Section of Lesson Plans Progress Tracking Documents for IEP Goals</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • An intervention/enrichment (“Response To Intervention”) model is built into the school day. During this time, students will rotate into intervention or enrichment as needed. • Pullout support is provided to students who demonstrate a need for this level of support. • SPED, ELL, and Title I specialists will provide additional support within and outside the general education classroom as needed. • Student progress is monitored via Acuity and classroom assessments. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90327

Required for: Renewal

School Name: Learning Foundation Performing Arts Warner

Evaluation Criteria Area: Assessment

Site Visit Date: April 19, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[A.A.1]</p> <p>Administrative Meeting Minutes Acuity Reports Samples of Teacher-made Grade-level Common Assessments Samples of Student Mastery Checklists (Kindergarten -6) Administrative Report of Alignment of Internal Assessment</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder selects and evaluates the benchmark assessment tool (currently Acuity) according to the following criteria: <ul style="list-style-type: none"> ▪ Alignment to the Arizona College and Career Readiness Standards (ACCRS) ▪ Ability to deliver technology-assisted assessments and reports ▪ Availability of assessment resources for all grade levels ▪ Ability to group student performance by class and by subgroup for comparative purposes ▪ Availability of assessment item analysis reports to inform further whole-group re-teaching and small-group or individual student academic intervention ▪ Availability of instructional resources for re-teaching and intervention ▪ Ability to assess individual standards or clusters of standards • Other assessment tools, such as teacher-made common assessments, are evaluated based on their congruence to the standards being assessed. These assessments are used to monitor student progress in mastering the standards and are administered throughout the academic year. <p>Final Evaluation:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </div> </div>

<p>[A.A.2] Sample Grade Level Curriculum Maps Sample Classroom Assessments Sample Lesson Plans PLC Meeting Notes Item Analysis reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Assessments are aligned to curriculum maps that divide all grade-level Arizona College and Career Readiness Standards (ACCRS) by the month in which they are to be assessed within the classroom. For the benchmark assessments (currently accomplished via Acuity), the Charter Holder requires that school administrators and classroom teachers review the Item Analysis Report which is based on specific criteria (outlined in DSP). <p>Final Evaluation:</p>	
<p>[A.A.3] Samples of lesson plans (showing academic vocabulary to be taught) Samples of classroom assessments Acuity item analysis reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> When reviewing assessments used, the teachers and school administrators use the following criteria to determine if the assessments are aligned with instructional methodologies: <ul style="list-style-type: none"> Academic vocabulary used on assessments aligns with that shown on lesson plans and observed in the classrooms. The Depth-of-Knowledge required to respond correctly to assessment items is equivalent to that observed in the classrooms. A variety of assessment items is included. Assessments include Common Core methodologies as appropriate (example: modeling or Classroom and benchmark assessment proficiency rates demonstrate that students are mastering the content. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.B.1]</p> <p>Sample Acuity Class Roster reports Sample standards mastery checklists Sample assessments Master Schedule showing RTI period Sample lesson plans showing RTI Pull-out tutoring logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students who do not demonstrate mastery will be given the opportunity to take additional assessments on previously assessed skills in order to determine if supplemental or differentiated instruction has been effective. • Re-assessment in the standards will determine the effectiveness of the supplemental/differentiated instruction. <p>Final Evaluation:</p>	
<p>[A.C.1]</p> <p>Acuity School Roster reports Sample Acuity Class Roster reports Sample Acuity Item Analysis reports Excel spreadsheet of Student Acuity results, showing Median Growth Charts showing percentage of students in each Proficiency Range Sample Student Mastery Checklists (K-6) PLC (grade-level and content area teams) Meeting Log AzMerit results (grade-level passing percentages) AIMS Science results</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder requires school administrators to collect and analyze Acuity assessment results within three weeks of the close of each testing window. • School administrators place student proficiency scores into a spreadsheet and compare those scores test-to-test. • School administrators develop charts demonstrating overall school, grade-level, and individual class proficiency. • The Charter Holder requires that teachers review the item analysis after each assessment to determine if re-teaching is required and to identify students who need supplemental support. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.2]</p> <p>Acuity School Roster Reports (for class and subgroup proficiency levels) Excel spreadsheets showing Median Growth Charts showing Comparative Proficiency Levels overall, by grade-level, and by subgroup. Curriculum Maps with section for Resources Acuity Item Analysis Report (new) PLC Meeting Notes (new) Staff Meeting Notes (new) 2013-2014 AIMS Results Curriculum Policy Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides Written Proposal – Spalding</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students were demonstrating poor performance in the area of spelling and writing as evident from AIMS test results. Another campus was successfully using Spalding, and one teacher on the campus was successfully using Spalding, and her student scores were higher than those of their peers, so it was determined that this would be a good option for the campus. The principal requested the resource and listed the reasons for the need. Then, quotes were obtained and training was purchased and implemented. • Moving forward, the Curriculum Committee will review the data and determine the need for adjustment based on test results. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.3]</p> <p>Acuity School Roster Reports (shows percent of students in each proficiency range for each class) Samples of Observation/Coaching notes Meeting Log Pullout Logs Sample Instructional Improvement Plan Acuity Teacher Data Charts 2015-2016</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • If an individual teacher’s student benchmark assessment proficiency rate is significantly lower than other teachers in the same grade-level, then coaching support will be provided. • In addition to instructional support, students in underperforming classes will receive supplemental instruction via small-group or individual pullout tutoring. • The criteria used to determine if greater instructional support is needed is as follows: <ul style="list-style-type: none"> ▪ Fewer than 50 percent of students in the same grade level are in Range 3 or 4 on the second benchmark assessment (reading and/or mathematics). ▪ An individual teacher’s student proficiency rates are more than ten percentage points lower than other classes in the same grade level <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90327

Required for: Renewal

School Name: Learning Foundation Performing Arts Warner

Evaluation Criteria Area: Professional Development

Site Visit Date: April 19, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[P.A.1]</p> <p>Samples of Classroom Observation notes Acuity School Roster Reports (shows percentage of students in each proficiency range) Staff Meeting notes</p> <p>6</p> <p>Notes based on State Assessment Results List of newly adopted programs and related professional development trainings District Professional Development Policy Professional Development Surveys (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Professional Development needs are determined by the following factors: <ul style="list-style-type: none"> ▪ Analysis of assessment data ▪ Classroom observations and evaluations ▪ Adoption or revision of curriculum or assessment resources ▪ Teacher requests ▪ Adoption of co-curricular programs- ▪ Legally required trainings • The district has a generalized professional development policy for the district’s schools that includes the following: <ul style="list-style-type: none"> ▪ District-wide in-service-and training ▪ New teacher and staff in-service and training ▪ Teacher development days embedded in the school calendar ▪ Allowance for individual training opportunities <p>Final Evaluation:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </div> </div>



<p>[P.A.2]</p> <p>Teacher Needs Survey Parent Surveys Staff Meeting notes Professional Learning Community (grade-level or content area team) meeting notes School Improvement Meeting minutes Acuity reports (School Roster, Class Roster, and Item Analysis) AzMerit results Student Mastery Checklists (K-6)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers will be surveyed to determine what topics for professional development are desired by the staff. The charter holder will review student surveys and parent surveys for indications of areas of weakness in instruction. • Site administrators will analyze student assessment data to determine the need for instructional training. • If a new instructional or co-curricular program that directly impacts the classroom is adopted, then the Charter Holder will provide the professional training recommended by the program provider. <p>Final Evaluation:</p>	
<p>[P.A.3]</p> <p>Summary of Needs Based on Assessment Data Samples of Student Mastery Tracking Sheets(K-6) Observation notes Surveys – Teacher, Student, Parent List of Professional Development Trainings Sign-in sheets for Professional Development Administrative Meeting Notes T4S Observation Instruments (new) Walk-through Instruments (new) Spalding coaching log</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Areas of high importance for professional development are determined by gaps in student learning based on state and internal assessments (K-12) and student mastery checklists (K-6). High importance areas may also be determined if administrative weekly walk-throughs and monthly observations determine a teacher needs training in an area of instruction. Teacher content knowledge and skills related to curriculum, instruction, and assessment are high priorities. • If parent surveys indicate an area of academic need to improve instructional effectiveness, the district considers this to be of high importance. • The other high-priority item is the ongoing support of teachers who are new to the district. All new teachers are provided with guidance and support from peer teachers and leadership, especially throughout their first year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.B.1]</p> <p>Training sign-in logs Excel spreadsheets showing median growth overall and for bottom 25 percent Spalding Training List (new) ELL Meeting Minutes (new) Special Education Training sign in sheets</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • At the beginning of each academic year, the district provides professional training regarding special education requirements. • ELL Coordinator provides training to teachers with ELL students. • Data trainings are conducted, which include review of subgroup data, which is used to tier student instruction. <p>Final Evaluation:</p>	
<p>[P.C.1]</p> <p>Classroom Observation Notes Sample Lesson Plans Spalding Lesson Observation Checklist List of staff members who have earned Spalding Certification while at Learning Foundation (K-6) Purchase Invoices/Receipts (K-6) Coaching Log (new) Spalding Checklist (new) Spalding checklists - completed</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school administrators conduct classroom observations and provide feedback to teachers regarding implementation. • Grade-level and content area teams are encouraged to discuss implementation successes and challenges at team meetings. • In order to support Spalding curriculum implementation, the school administrators developed an observation checklist that is used to provide feedback to teachers regarding Spalding procedures and methods. • When new teachers are hired, a school administrator models Spalding methodologies in the classroom and provides coaching to the teacher. The summer after hire, the Charter Holder requires that new teachers attend formal Spalding training for two weeks and earn Spalding certification. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.C.2]</p> <p>List of Required Spalding Materials (K-6) List of Required Materials for The Leader In Me (K-6) Purchase requests/invoices/receipts</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder has purchased writing kits for every classroom to follow up a Spring 2015 writing workshop provided to K-6 staff. Additional curriculum resources have been provided as needed. • Concrete resources needed for effective implementation are identified and determined by the Charter Holder and administrators based on the specific development opportunity. Concrete resources will be identified to ensure the adequacy of: Time, People, Material, Technology and Fiscal investment. <p>Final Evaluation:</p>	
<p>[P.D.1]</p> <p>Drop-in Observation Notes Spalding Observation Checklist (K-6) Sample Lesson Plans Spalding checklists – completed.</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder requires that school administrators conduct unannounced drop-in observations in classrooms routinely throughout the academic year. • For the observation of Spalding lessons for K-6th grades, the school administrators developed a separate observation checklist that includes the elements necessary for successful implementation of this methodology. • The two major professional development initiatives adopted for K-6th grades in the last two years are Spalding (implemented August 2014) and The Leader In Me (implemented August 2015). Implementation of these programs is documented by teachers within their lesson plans which are submitted weekly and reviewed by school administrators. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.D.2]</p> <p>Staff Meeting Schedule Meeting Notes T4S Drop-in Observation Notes Spalding Checklist (K-6) Sample Lesson Plans Lesson Plan Feedback Checklist</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none">• The Charter Holder requires that school administrators discuss professional development training and implementation with instructional staff. This is currently accomplished at the staff meeting following the training and in additional staff meetings on an as-needed basis. Follow-up meetings with grade-level and content area teams allow for further discussion of implementation strategies, ideas, and challenges specific to the grade level or content area. Ongoing staff-wide and grade level/content area team discussions facilitate the refinement of the implementation processes.• School administrators follow up via classroom observations and provide formal written feedback to teachers at least once each month. This is accomplished with the use of the Teach 4 Success (T4S) drop-in observation form. <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90327

Required for: Renewal

School Name: Learning Foundation Performing Arts Warner

Evaluation Criteria Area: Monitoring Instruction

Site Visit Date: April 19, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1]</p> <p>Curriculum Maps Lesson Plan Templates Samples of submitted Lesson Plans Samples of completed Lesson Plan Checklists Samples of completed TS4 Drop-in Observation Instrument Teacher signature page for receipt of Individualized Education Plan (IEP) accommodations Samples of IEP Goal Monitoring Teacher signature page for receipt of Individualized Language Learner Plans (ILLP) Master Schedule showing RTI period Samples of Pull-out Supplemental Instruction Logs Acuity Reports (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum maps that address every mathematics and language arts Arizona College & Career Readiness Standard (ACCRS) were developed in Spring 2015. • Administrators are required to collect lesson plans each week and review those plans for alignment to the curriculum maps. • The administrators utilize a lesson plan checklist when reviewing plans. • The administrators conduct drop-in observations for the purpose of determining if submitted lesson plans are being followed and to provide instructional feedback and coaching. • The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction for students in subgroups. <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[M.A.2]</p> <p>Summary Report of Assessment Results Individual Student Tracking Form (K-6) Samples of completed Student Tracking Forms (K-6) Acuity School Roster Reports (show proficiency rates)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The examination of lesson plans using a lesson plan checklist allows administrators to ensure that they are aligned with the curriculum map and that the activities support the listed objectives and standards. • Lesson plans are revisited for walk-throughs. During the walk-through, administrators observe and ensure that teachers are instructing in the standard they said they would. Engagement is observed and evaluated by administration to ensure that students are able to meet standards. 		

<p>Teacher Improvement Plans (if applicable) initiated due to Assessment Analysis T4S Observation Instruments (new) Walk-through Instruments (new) Sample Lesson Plans (new)</p>	<ul style="list-style-type: none"> Teachers track standards mastery on checklists. The staff and PLC discussions of data and re-teaching and re-assessing is part of this process. Monthly intervention meetings (on the high school campus) take place. Tutoring forms are submitted to a coordinator to ensure students receive peer tutoring when they need additional assistance. These sessions are supervised by teachers. The end of day RTI period is used to intervene and ensure student mastery of standards. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[M.B.1]</p> <p>T4S Drop-in Observation Form Samples of completed Drop-in Observation Forms Teacher Evaluation Forms Samples of Assessment Data (Acuity School Roster Reports) Teacher Improvement Plan Instrument</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Charter Holder requires that school administrators complete a formal evaluation of every teacher annually. The formal evaluation form, completed on or before April 30 each year, includes twenty-two indicators of teacher performance. Effective for 2015-2016, school administrators are required to complete the drop-in forms (T4S) at least once each month for every classroom teacher. Teachers receive overall quality ratings which determine next steps the Charter Holder and Administration will take with the teacher. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.B.2]</p> <p>T4S Drop-in Observation Form Formal Evaluation Forms Observation Log</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Unannounced drop-in observations allow the administrators to develop a picture of instructional quality in each classroom. • The administrators can then provide guidance and coaching to teachers as needed and maintain documentation to inform teacher evaluation. • The evaluation instrument identifies teacher planning and preparation, classroom environment, instructional methods, professional responsibilities, student academic growth, and standards mastery. <p>Final Evaluation:</p>	
<p>[M.B.3]</p> <p>TS4 Observation Forms Drop-in Observation Log Schedule of Staff Meetings Notes from selected staff meetings (when instructional needs addressed) School Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Two school administrators conduct drop-in observations in order to provide more than one perspective regarding the quality of instruction in each classroom. This allows school administrators to observe multiple scenarios and develop an accurate picture of each teacher’s strengths, weaknesses, and needs. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.C.1]</p> <p>Spreadsheet showing assessment results. Summary of AZELLA results Summary of Acuity data Acuity assessment graphs comparing overall student and FRL proficiency. Sample of IEP goal tracking sheet Summary of assessment data for students with disabilities Tutoring Data (new) Acuity Reports Grades 7-12 (new) Sample Lesson Plans (new) Sample Lesson Plan Checklist (new) Mastery Checklist Data (new)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Student performance on re-teach and re-assessment is used to evaluate the instruction. • For pull-out, benchmark testing results are evaluated to determine growth of subgroup students. • At the high school campus, the administrator requests information from instructors regarding strategies currently in use with Special Education students. • Small group instruction is monitored through observations. • RTI lesson plans are evaluated by administration. <p>Final Evaluation:</p>	
<p>[M.D.1]</p> <p>T4S drop-in observation form Formal evaluation form Acuity assessment summary Improvement plan form Sample of individual teacher instructional improvement plan Teacher Goal Sheets (new) Teacher Self-Evaluations (new) Sample Pre/Post Evaluation Forms (new) Teacher observation forms leading to improvement plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • As observation forms are compiled, old forms are reviewed to determine patterns for individual teachers through comparison. This is done from observation to observation and reviewer to reviewer. • Self-evaluations are used with teachers to determine strengths, weaknesses, and needs and compare to administrator evaluations. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.2]</p> <p>T4S drop-in observation form Formal evaluation form Sample instructional improvement plan Meeting/coaching log for teachers under an improvement plan Salary increase recommendations for 2015-2016 academic year Meeting minutes regarding possible mentoring program Sample Pre-Post Evaluation Forms</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder requires the school administrators to provide feedback regarding strengths or concerns at least once each month via the T4S drop-in observation form. • When the formal evaluation process is completed, the Charter Holder requires that the school administrators schedule a meeting with each teacher to discuss observed strengths, weaknesses, and needs. • For any teacher placed on an improvement plan, the Charter Holder requires that the school administrator conduct a classroom observation and meet with that teacher weekly to provide feedback regarding progress relative to the plan. Each month, the school administrators are required to provide a summary of progress on the improvement plan to the Charter Holder. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 711 1245 812"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 711 1896 812"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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APPENDIX E

RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	CAFA Inc. Learning Foundation and Performing Arts Gilbert	Schools	Learning Foundation and Performing Arts Gilbert, Learning Foundation and Performing Arts Warner
Charter Holder Entity ID	90327	Dashboard Year	FY14
Submission Date	February 26, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: Learning Foundation and Performing Arts Gilbert CTDS078564001 Entity 88289			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Meets	Meets	No
Student Median Growth Percentile (SGP), Bottom 25 percent— Math(<i>Traditional and Small Schools Only</i>)	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25 percent— Reading(<i>Traditional and Small Schools Only</i>)	Meets	Does Not Meet	Yes
Improvement—Math(<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Meets	No
Subgroup, ELL—Math	No Rating	No Rating	No
Subgroup, ELL—Reading	No Rating	No Rating	No
Subgroup, FRL—Math	Does Not Meet	Meets	Yes
Subgroup, FRL—Reading	Meets	Meets	No
Subgroup, students with disabilities—Math	Meets	Meets	No
Subgroup, students with disabilities—Reading	Meets	Meets	No
High School Graduation Rate(<i>High Schools Only</i>)	Meets	Meets	No
Academic Persistence (<i>Alternative Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable



DATA TABLE 1

Assessment	Assessment Tool	Notes
<p><u>Internal Benchmarking data</u> has been disaggregated for READING from: Acuity</p>	<p>Other (explain in Notes column)</p>	<p>Acuity Diagnostic 7-12 FY15 Acuity Readiness 7-8 FY16 Acuity Diagnostic 9-12 FY16</p> <p>Learning Foundation and Performing Arts Gilbert junior high/high school utilized Acuity, an online assessment program that is scientifically research based and is aligned to Arizona College and Career Readiness Standards, ACCRS. It allows for the charter holder, administration, and teachers to collect and analyze data based on reading assessments that are both formative and summative. The data can be disaggregated by individual students, teachers, subgroups, and/or grade level. Charter holder, Administrators, and teachers are able to formulate baseline data that can be used to monitor and assess growth and proficiency within ACCRS.</p> <p>Note: For 2015-2016 the 7TH through 8th grade students are assessed using a readiness test which models AzMERIT and is aligned to ACCRS standards.</p> <p>It is important to note in 2014-2015, the charter holder utilized ACUITY diagnostics assessments to provide an objective measure of student progress relative to the standards. Acuity diagnostic assessment data which modeled the Arizona AIMS state</p>



assessment indicated student proficiency improved throughout the year. However, the Arizona Department of Education changed to the AZMerit assessment in 2014-2015 and the proficiency percentage on the AzMERIT assessment was significantly lower than indicated on the Acuity diagnostic assessment data. Therefore, for 2015-2016, the charter holder adopted Acuity Readiness Assessment for students in grades 7-8 which modeled the AZMerit assessment.

Acuity Diagnostic 7-8 FY16

Acuity Custom 9-11 FY15

Acuity Readiness 7-8 FY16

Acuity Custom 9-11 FY16

Learning Foundation and Performing Arts Gilbert junior high/high school utilized Acuity, an online assessment program that is scientifically research based and is aligned to Arizona College and Career Readiness Standards, ACCRS. It allows for the charter holder, administration, and teachers to collect and analyze data based on reading assessments that are both formative and summative. The data can be disaggregated by individual students, teachers, subgroups, and/or grade level. Charter holder, Administrators, and teachers are able to formulate baseline data that can be used to monitor and assess growth and proficiency within ACCRS.

Internal Benchmarking data has been disaggregated Other (explain in last column)
for MATH from: Acuity



Note: For 2015-2016 the 7th through 8th grade students are assessed using a readiness test which models AzMERIT and is aligned to ACCRS standards.

It is important to note in 2014-2015, the charter holder utilized ACUITY diagnostics assessments to provide an objective measure of student progress relative to the standards. Acuity diagnostic assessment data which modeled the Arizona AIMS state assessment indicated student proficiency improved throughout the year. However, the Arizona Department of Education changed to the AZMerit assessment in 2014-2015 and the proficiency percentage on the AzMERIT assessment was significantly lower than indicated on the Acuity diagnostic assessment data. Therefore, for 2015-2016, the charter holder adopted Acuity Readiness Assessment for students in grades 7 – 8 which modeled the AZMerit assessment.

High School Graduation Rate	Student Credit Analysis Sheets	N/A
<u>Academic Persistence</u>	N/A	N/A

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

In 2014-2015, the Charter Holder utilized Acuity benchmark assessment software to provide an objective measure of student progress relative to the standards. Acuity has been validated and endorsed to be an effective tool in increasing student scores by What Works Clearing House. In 2015-2016 Acuity released a new readiness assessment for 7-8 grade, which the school has utilized based on previous reliability. However, with the shift from AIMS to AzMerit, the predictive power of Acuity for the new



assessment and standards has yet to be fully determined. Year-end results for AzMERIT and Acuity will be compared to determine the level of correlation between the two assessments and ensure that the Acuity Readiness tool also has predictive power.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)
 - b. How did the data identify gaps in curriculum and/or instruction?
 - c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p>Data is collected from Acuity assessments to monitor individual student, class, and subgroup growth and to assess both same year, and year over year growth. To monitor same year growth a baseline score is established using a “passing” score as a target.</p> <p>2015-2016 is the first year the 7th and 8th grade Acuity assessment is a “Readiness” assessment which scales to add more grade level standards for each test and represents expected average growth from assessment to assessment. Thus, any</p>	<p>Overall, the 2015-2016 Learning Foundation and Performing Arts Gilbert junior high/high school Acuity data indicates that 39 percent of students made growth in math from the baseline assessment to the mid year benchmark assessment. Increases were shown in algebraic expressions and equations except for real world applications such as select and order tasks in the 8th grade. Both 7th and 8th grade showed a decrease in scores for probability and statistics.</p> <p>Additionally, the data suggested that emerging readiness tests and</p>



	<p>increase on each subsequent readiness assessment represents growth. The high school Acuity Test is a diagnostic exam taken by students throughout the year and growth is determined by students increasing scores.</p>	<p>curricula are not yet completely aligned. The test reflects standards that have not yet been taught in our curriculum leading us to re-evaluate our sequence. It also aided us in determining several areas that needed to be addressed with re-teaching or higher cognitive demand levels.</p> <p>Technology problems prevented collecting current year baseline data for high school classes, so only 7th and 8th grade are included in the sample data. However, data from the midyear test did include high school and was factored in to decisions for providing additional help to students and allows for year-over-year analysis.</p> <p>Comparing midyear scores on benchmark exams from 2014-2015 and 2015-2016 showed growth in the domain of number and quantity. The same tests showed a decrease in the domain of functions that may partially be attributed to shift in sequence.</p>
<p>Student Median Growth Percentile (SGP)—Reading</p>	<p>The dashboard reflects a “Meets” standard in this area</p>	<p>Data Conclusions Not Required- “Meets”.</p>



Student Median
Growth
Percentile (SGP)
Bottom 25
percent/Improvement—**Math**

Data is collected from Acuity assessments to monitor growth from the bottom 25 percent. To monitor same year growth, a baseline score is established using a “passing” score as a target.

2015-2016 is the first year 7th and 8th grade Acuity assessment is a “Readiness” assessment which scales to add more grade level standards for each assessment and represents expected average growth from assessment to assessment. Thus, any increase on each subsequent readiness assessment represents growth. The high school Acuity assessment is a diagnostic assessment taken by students throughout the year and growth is determined by students increasing scores by designated percentages.

The 2015-2016 Learning Foundation and Performing Arts Gilbert junior high/high school data indicates that 56 percent of students in the bottom 25 percent made growth in math from the first baseline assessment to the midyear assessment. This percent of growth was 17 percent higher than the growth of the overall student body.

Additional adjustments to curriculum mapping are still necessary to ensure that the scope and sequencing of material is accurate. Instructional adjustments are also made to include additional review and scaffolding to address the needs of the bottom 25 percent. As the majority of these students had already been targeted for support, the difference between these students and the general population was positive.

Individual data was compared against classroom and state level data to determine if additional students required remediated support. Students who were being pulled twice a week for individual or



		<p>small group supplemental instruction far outperformed students who were receiving supplemental instruction after school with their core classroom teacher. These students were addressing specific gaps in their skills which were identified in part by Acuity but also by in class diagnostics. Additionally, while individual student interventions will continue, a school wide intervention program continues to be a priority.</p>
<p>Student Median Growth Percentile (SGP) Bottom 25 percent/Improvement— Reading</p>	<p>Data is collected from Acuity assessments to monitor growth from the bottom 25 percent. To monitor same year growth, a baseline score is established using a “passing” score as a target.</p> <p>2015-2016 is the first year that the 7th and 8th grade Acuity assessment is a “Readiness” assessment which scales to add more grade level standards for each assessment and represents expected average growth from assessment to assessment. Thus, any increase on each subsequent readiness</p>	<p>Learning Foundation and Performing Arts Gilbert junior high/high school data indicates that 78 percent of students in the bottom 25 percent made growth in reading from the baseline assessment to the midyear assessment. This percent of growth was 27 percent higher than the growth of the overall student body.</p> <p>Item analysis reports were provided to content area teaching teams to help identify gaps in curriculum or a need for remediation. Curriculum maps were adjusted and continue to be adjusted as needed</p>



	<p>assessment represents growth. The high school Acuity assessment is a diagnostic exam taken by students throughout the year and growth is determined by students increasing scores by designated percentages.</p>	<p>to better align the scope and sequence of material.</p>
<p>Percent Passing—Math</p>	<p>Data collected from Acuity assessments is utilized to assess pass rates and to monitor individual student, class, and subgroup progress. Baseline scores are collected at the beginning of the year and checked again at the end of first and second semester.</p> <p>7th and 8th grade scores were viewed as an indicator of grade level preparedness as they are “Readiness” tests and represent current grade level standards (not a diagnostic). High school scores were based on diagnostics and less reflective of current levels.</p>	<p>Learning Foundation and Performing Arts Gilbert 7th and 8th grade data indicated almost no difference between the number of students passing at the beginning of the year and the midyear exam. The projected 2 percent pass rate of 8th grade is much lower than the pass rate of those same students on the actual AzMerit test last year (28 percent). As previously indicated, item analyses were used to realign the sequence of courses. This process is continuing to better align to benchmarks, AzMerit exams, and course standards.</p> <p>High school course specific diagnostics showed pass rates between 4 percent and 8 percent. End of course exam pass rates on AzMerit were between 18 percent and 31 percent. Despite being mid-year exams with an</p>



		expectation of somewhat lower pass rates, this still seems to indicate a lack of alignment. Scope and sequence adjustments were made, but larger issues of alignment are being explored with the strong possibility of a change in high school assessments to better predict readiness for AzMerit exams and demonstrate same year growth.
Percent Passing— Reading	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Subgroup, ELL— Math	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Subgroup, ELL— Reading	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Subgroup, FRL— Math	Data collected from Acuity assessments is utilized to assess pass rates and to monitor individual student, class, and subgroup progress. Baseline scores are collected at the beginning of the year and checked again at the end of first and second semester. 7 th and 8 th grade scores were viewed as an indicator of grade level preparedness as they are “Readiness” tests and	Learning Foundation and Performing Arts Gilbert Acuity scores for FRL students and the entire population were examined for differences in performance between the two groups. For 2015-2016 baseline data indicated that 2 percent more FRL students were testing proficient than the general population. At mid-year FRL students demonstrated a 1 percent greater proficiency rate. This is similar to scores from the previous year in which there



	<p>represent current grade level standards (not a diagnostic). High school scores were based on diagnostics and less reflective of current levels.</p> <p>The percentage of FRL students demonstrating proficiency was compared to the percentage of all students who showed proficiency on the same exam.</p>	<p>was only a 2 percent disparity between FRL students and the general population. The similarity between general scores and FRL scores was confirmed by AZMerit testing in which the FRL group outperformed the general population by 3 percent.</p> <p>Additional assistance and interventions are offered based on data from Acuity, classroom observation, and state level tests, regardless of FRL status. Thus the similarities between the two sets of scores were unsurprising. With the exception of 2013, FRL students have performed within 3 percent plus or minus of all students.</p>
Subgroup, FRL— Reading	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Subgroup, students with disabilities— Math	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Subgroup, students with disabilities— Reading	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
High School Graduation Rate (Schools serving 12 th grade only)	The dashboard reflects a “Meets” standard in this area	Data Conclusions Not Required- “Meets”.
Academic Persistence (Alternative High Schools Only)	N/A	N/A



Dashboard Ratings for All Measures			
School Name: Learning Foundation and Performing Arts Warner CTDS 078564002 Entity 92235			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	No Rating	Falls Far Below	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%— Math(<i>Traditional and Small Schools Only</i>)	No Rating	Falls Far Below	Yes
Student Median Growth Percentile (SGP), Bottom 25%— Reading(<i>Traditional and Small Schools Only</i>)	No Rating	Does Not Meet	Yes
Improvement—Math(<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	No
Improvement—Reading (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	No
Percent Passing—Math	No Rating	Does Not Meet	Yes
Percent Passing—Reading	No Rating	Meets	No
Subgroup, ELL—Math	No Rating	Falls Far Below	Yes
Subgroup, ELL—Reading	No Rating	Does Not Meet	Yes
Subgroup, FRL—Math	No Rating	Does Not Meet	Yes
Subgroup, FRL—Reading	No Rating	Meets	No
Subgroup, students with disabilities—Math	No Rating	Does Not Meet	Yes
Subgroup, students with disabilities—Reading	No Rating	Does Not Meet	Yes
High School Graduation Rate(<i>High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (<i>Alternative Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must



accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes
		Acuity Diagnostic K-6 FY15 Acuity Diagnostic K-2 FY16 Acuity Readiness 3-6 FY16
		Learning Foundation and Performing Arts Warner elementary school utilizes Acuity; an online assessment program that is scientifically research based and is aligned to Arizona College and Career Readiness Standards, ACCCRS. It allows for the charter holder, administration, and teachers to collect and analyze data based on reading assessments that are both formative and summative.
Internal Benchmarking data has been disaggregated for READING from: Acuity	Other (explain in Notes column)	The data can be disaggregated by individual students, teachers, subgroups and/or grade level. Charter holder, administrators, and teachers are able to formulate baseline data that can be used to monitor and assess growth and proficiency within ACCRS. In FY15 the charter holder utilized Acuity diagnostics assessment to provide an objective measure of student progress relative to the standards and aligned to Arizona state’s previous assessment program AIMS. Acuity diagnostic assessment data indicated student proficiency improved throughout the year. However,



the proficiency percentage on the 2014-2015 AZ Merit assessment data which differed from AIMS was significantly lower than indicated on the ACUITY diagnostic assessment data. Therefore, in 2015-2016 the charter holder adopted the Acuity Readiness Assessment for students in Grades 3-6 which models the new Arizona state assessment program AZ Merit and is aligned to ACCRS standards. The Kg-2nd grade students are assessed using an Acuity diagnostic assessment. This assessment covers a specific range of skills which allows stake holders to identify academic strengths and weaknesses.

Acuity Diagnostic K-6 FY15
 Acuity Diagnostic K-2 FY16
 Acuity Readiness 3-6 FY16

Learning Foundation and Performing Arts Warner elementary school utilizes Acuity; an online assessment program that is scientifically research based and is aligned to Arizona College and Career Readiness Standards, ACCRS. It allows for the charter holder, administration, and teachers to collect and analyze data based on reading assessments that are both formative and summative. The data can be disaggregated by individual students, teachers, subgroups and/or grade level. Charter holder, administrators, and teachers are able to formulate baseline data that can be used to monitor and assess

Internal Benchmarking data has been disaggregated for **MATH** Other (explain in last column)
 from: Acuity



growth and proficiency within ACCRS.
 In 2014-2015 the charter holder utilized Acuity diagnostics assessment to provide an objective measure of student progress relative to the standards and aligned to Arizona state's previous assessment program AIMS. Acuity diagnostic assessment data indicated student proficiency improved throughout the year. However, the proficiency percentage on the 2014-2015 AZ Merit assessment data which differed from AIMS was significantly lower than indicated on the ACUITY diagnostic assessment data. Therefore, in 2015-2016 the charter holder adopted the Acuity Readiness Assessment for students in Grades 3-6 which models the new Arizona state assessment program AZ Merit and is aligned to ACCRS standards. The Kg-2nd grade students are assessed using an Acuity diagnostic assessment. This assessment covers a specific range of skills which allows stake holders to identify academic strengths and weaknesses.

High School Graduation Rate	N/A	N/A
<u>Academic Persistence</u>	N/A	N/A

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board's standards.



In 2014-2015, the Charter Holder utilized Acuity benchmark assessment software to provide an objective measure of student progress relative to the standards. Acuity has been validated and endorsed to be an effective tool in increasing student scores by What Works Clearing House. In 2015-2016 Acuity released a new readiness assessment for 3-6 grade, which the school has utilized based on previous reliability. However, with the shift from AIMS to AzMerit, the predictive power of Acuity for the new assessment and standards has yet to be fully determined. Year-end results for AzMERIT and Acuity will be compared to determine the level of correlation between the two assessments and ensure that the Acuity Readiness tool also has predictive power.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)
 - b. How did the data identify gaps in curriculum and/or instruction?
 - c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p>The median growth from the baseline to mid-year and from mid-year to end-of-year benchmark assessments was calculated for all students in 2014-2015. Median growth from baseline to mid-year has been calculated for all students in 2015-2016. The growth from mid-year to end-of-year benchmark assessment for the current academic year will be calculated when that data becomes available.</p> <p>The scores used in the calculations were obtained from Acuity class roster reports and student summary reports.</p> <p>Growth was calculated by comparing each student’s proficiency percentage from test to test.</p> <p>All growth data was disaggregated by classroom in order to obtain</p>	<p>For the 2014-2015 academic year, the Learning Foundation and Performing Arts Warner percentage of 6th grade students showing growth was significantly higher than in other grades. From baseline to mid-year, the median growth for 6th-grade students was 11 percent compared to 7 percent overall. From mid-year to end-of-year, the median growth for 6th grade was 17 percent compared to 13 percent overall. Due to low proficiency scores by 6th grade students on the first assessment, interventions were employed (model lessons and pull-out support). The growth indicates that these interventions were effective in assisting the students to reach proficiency. The introduction of a Response to Intervention period and continued pull-</p>



comparative teacher and grade-level data.

out support is continuing to prove effective for 6th grade students in the current academic year. From baseline to mid-year testing, 6th grade students have median growth of 10 percent compared to 3 percent school-wide. Small-group support is now being provided during the Response to Intervention period for all grades first - sixth.

In 2014-2015, all grade levels except Kindergarten indicated positive growth in diagnostic testing from baseline to mid-year. From mid-year to end-of-year, kindergarten students demonstrated considerable improvement, with a classroom median growth of 25 percent compared to 17 percent school-wide.

When comparing classroom median growth from baseline to mid-year for 2014-2015 and 2015-2016, the current year's median growth is 3 percent compared to 7 percent last year.

However, it is difficult to determine if this is due to the change in the type of assessment administered. Last year, all grade levels took diagnostic benchmark assessments. This year, grades K-2 took diagnostic tests while grades 3-6 took readiness tests. The school has incorporated an RTI period into the school day, so this will be utilized to provide small-group opportunities in each classroom. The median growth from mid-year to end-of-year will be compared to determine the effectiveness of this support.

Curricular gaps were not noted for 2014-2015. For 2015-2016 item analysis reports are being analyzed to determine if supplemental resources are required. To date, no curricular gaps have been noted, but analysis is ongoing and a year-end report will be provided to the



	<p>charter holder if it is determined that standards gaps exist in current curricular resources.</p>
<p>Student Median Growth Percentile (SGP)—Reading</p> <p>The median growth from the baseline to mid-year and from mid-year to end-of-year benchmark assessments was calculated for all students in 2014-2015. Median growth from baseline to mid-year has been calculated for all students in 2015-2016. The growth from mid-year to end-of-year benchmark assessment for the current academic year will be calculated when that data becomes available.</p> <p>The scores used in the calculations were obtained from Acuity class roster reports and student summary reports.</p> <p>Growth was calculated by comparing each student’s proficiency percentage from test to test.</p> <p>All growth data was disaggregated by classroom in order to obtain comparative teacher and grade-level data.</p>	<p>The Learning Foundation and Performing Arts Warner comparison of median growth from baseline to mid-year assessments shows that median growth overall is higher in 2015-2016 (6 percent) compared to 2014-2015 (3 percent). However, as the assessment was switched from diagnostic to readiness for grades 3-6, it is difficult to draw definitive conclusions from this statistic.</p> <p>For the grades (K-2) who have taken diagnostic assessments both years, a grade-by-grade analysis for baseline to midyear for the two academic years shows that median growth for kindergarten and grade 1 is slightly lower in the current academic year. However, as 96 percent of Kindergarten students and 95 percent of 1st Grade students demonstrated proficiency on the mid-year assessment in the current academic year, the disparity is not considered a cause for concern at this time. For 2nd Grade students, median growth is higher in the current academic year compared to 2014-2015.</p> <p>For the grade level students who took the readiness assessment in 2015-2016, grade 5 showed the most growth between the first two assessments. In grades 3 and 4, three classrooms (out of five) showed a decline in median performance. Therefore, small groups will be utilized during reading blocks and RTI to provide greater support to students. Data will be analyzed after the third benchmark assessment to determine the effectiveness of this</p>



intervention.

At this time, no curricular gaps have been noted.

Student Median
Growth Percentile
(SGP) Bottom
25%/Improvement—
Math

To determine growth targets for the bottom 25 percent of students, the median growth was calculated for each classroom in grades K-6. In order to close the academic gap, students in the bottom 25 percent need to grow at a greater pace than their peers. Students in the bottom 25 percent whose growth was higher than the overall median were included in the growth numbers for this subgroup.

In 2014-2015, 50 percent of the Learning Foundation and Performing Arts Warner Bottom 25 percent subgroup in math demonstrated above-median growth. In the current academic year, 57 percent of this subgroup showed growth above the median. This indicates that the school is being more effective in providing intervention for this subgroup.

In 14 out of 18 classrooms, median growth for this subgroup was higher than for the class overall. One classroom (3rd Grade) showed median growth for this subgroup lower than for the class overall. (a median decline of 2 percent for this subgroup). The other 3rd Grade classroom showed identical median growth for this subgroup compared to the class overall.

Administration will analyze curricular resources for 3rd Grade for this subgroup as these students are not improving their performance at the same level as at other grade levels. For the other two classrooms in which median growth for this subgroup was not higher than for the class overall, it is determined that curricular resources are adequate as other classrooms within this grade level did show higher median growth for this subgroup.

In addition, administration will provide greater instructional support for 3rd Grade and the other two classrooms in which median growth for this subgroup is not higher than for the class overall. This support will vary according to the needs of each classroom. Examples may



include lesson plan assistance, including the customized use of curricular resources, assistance with item analysis to determine specific standards in which extra support is needed, lesson modeling, instructional coaching, and additional pull-out support.

Student Median
Growth Percentile
(SGP) Bottom
25%/Improvement—
Reading

To determine growth targets for the bottom 25 percent of students, the median growth was calculated for each classroom in grades K-6. In order to close the academic gap, students in the bottom 25 percent need to grow at a greater pace than their peers. Students in the bottom 25 percent whose growth was higher than the overall median were included in the growth numbers for this subgroup.

In 2014-2015, 49 percent of the Learning Foundation and Performing Arts Warner Bottom 25 percent subgroup in reading demonstrated median growth higher than the median overall when comparing performance on the baseline and mid-year assessments. In 2015-2016, 64 percent of this subgroup outperformed the median growth overall. This indicates that interventions employed such as the RTI period are being effective in providing greater support to students in this subgroup.

In the 2015-2016, median growth for students in this subgroup was almost 10 points higher than median growth overall when comparing baseline to mid-year assessment scores. In one classroom, students in this subgroup had a median growth of 33 percent compared to 7 percent growth overall.

There were two classrooms (not the same grade level) in which median growth in this subgroup was lower than for the class overall. As other classrooms in these grade levels did demonstrate greater median growth for this subgroup, it is determined that curricular resources are sufficient. Instructional support will be provided by administration to facilitate improved growth for the two classrooms.



Percent Passing—
Math

Students were considered proficient if they scored in Range 3 or 4 on the assessment.

The percentage of students demonstrating proficiency was disaggregated by grade level and by classroom and compared test-to-test.

In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of students demonstrating proficiency in mathematics grew for each assessment.

In the 2015-2016, the percentage demonstrating proficiency has grown overall from the baseline to mid-year assessments. As all grades 3-6 students took a readiness assessment instead of a diagnostic, the proficiency percentages cannot be compared to 2014-2015 (in which all students took diagnostic assessments).

The percentage of Kindergarten students scoring in ranges 3 or 4 declined from the baseline to midyear assessment. The same occurred for Kindergarten students in 2014-2015, but they reversed this result when comparing mid-year to end-of-year assessments. Even though Kindergarten proficiency declined from baseline to mid-year, 82 percent of all kindergarten students did demonstrate proficiency on the mid-year assessment, so no additional interventions are planned at this time.

The percentage of 3rd grade students demonstrating proficiency declined from baseline to mid-year. An item analysis of 3rd grade test results indicates that students need greater support in the following skills: Fluently add & subtract within 1000, scaled graphs, geometry principles (specifically square units), and conceptual understanding of how fractions should be represented. Teachers will utilize additional direct instruction and small group practice for these skills during RTI time. Pull-out support will be provided to the students who scored in Range I on the midyear assessment. Third Grade



	<p>curricular resources will be examined to determine if they provide adequate coverage of these specific standards.</p>
<p>Percent Passing— Reading</p> <p>Students were considered proficient if they scored in Range 3 or 4 on the assessment.</p> <p>The percentage of students demonstrating proficiency was disaggregated by grade level and by classroom and compared test-to-test</p>	<p>In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of students demonstrating proficiency in reading grew for each assessment.</p> <p>In 2015-2016, the percentage demonstrating proficiency has grown overall from the baseline to mid-year assessments. As all grades 3-6 students took a readiness assessment instead of a diagnostic, the proficiency percentages cannot be compared to 2014-2015 (in which all students took diagnostic assessments).</p> <p>Proficiency percentages grew in six out of the seven grade levels. In two of the grade levels (3rd & 4th), fewer than 50 percent of the students demonstrated proficiency on the mid-year assessment.</p> <p>An item analysis for 3rd Grade shows areas of need are: discriminating literal from non-literal meaning, using context clues to derive meaning of unknown vocabulary, identifying the main idea, demonstrating understanding by finding answers directly from text and re-telling information.</p> <p>An item analysis for 4th Grade shows areas of need are: utilizing context clues to derive meaning of unknown words or phrases, drawing inferences from text, and describing how characters contribute to the sequence of events in a story.</p> <p>Teachers will utilize additional direct instruction and small group practice for these skills during RTI time. Pull-out support will be provided to the students who scored in Range I on the midyear assessment. Third Grade curricular</p>



resources will be examined to determine if they provide adequate coverage of these specific standards.

Subgroup, ELL—**Math**

Students were considered proficient if they scored in Range 3 or 4 on the assessment.

As the number of ELL students enrolled at this campus is so small assessment results are presented, but definitive conclusions are not possible.

AZELLA results were also considered in the analysis.

In 2014-2015, at Learning Foundation and Performing Arts Warner, 66 percent of ELL students demonstrated growth on their mathematics benchmark assessments through the year. One of these students achieved a score of 100 percent on the end-of-year assessment.

In 2015-2016, 33 percent of the students improved performance from baseline to mid-year while the other 66 percent of the students experienced a lower proficiency percentage. While it is difficult to draw any conclusions with such a small sample size, it is noted that the student in Range 1 improved by 10 percentage points which is significantly higher than the median growth for that class.

The student who scored in Range 1 on the mid-year assessment is currently receiving pullout support to supplement classroom instruction.

The student who scored in Range 2 on the mid-year assessment and experienced a drop in proficiency percentage has been placed in small-group instruction in his classroom during the RTI period.

The other student who experienced a drop in proficiency percentage still had a score high in Range 3 on the midyear assessment.

As the assessment results were mixed in 2014-2015 and in 2015-2016, it is difficult to determine if curricular resources are sufficient for this subgroup. However, it does appear that resources are sufficient as one student



achieved 100 percent proficiency in 2014-2015 and resources are similar for each grade level.

Students were considered proficient if they scored in Range 3 or 4 on the assessment.

As the number of ELL students enrolled at this campus is so small assessment results are presented, but definitive conclusions are not possible.

AZELLA results were also considered in the analysis.

In 2014-2015, at Learning Foundation and Performing Arts Warner 33 percent of the students achieved a 3 percent improvement on Acuity assessment from baseline to the end-of-year, while the other 66 percent of the students showed a percentage decline in their proficiency scores.

In 2015-2016, 50 percent of the students showed growth from baseline to mid-year while the proficiency percentage of the other 50 percent of students declined. Note: one student was not available to take the baseline assessment during the testing window.

Two students scored in Range 2 on the mid-year assessment and one scored in Range 1. Two students were one point away from qualifying for the higher range. The students are participating in the RTI period in their classrooms in order to raise their proficiency levels.

An item analysis of the mid-year assessments for the ELL students indicated that they need to build the skills of deriving meaning from context clues in narrative and informational text, describing how characters contribute to a sequence of events in a narrative, identifying the main idea in narrative text, and picking out important details in informational text. These standards will be reviewed class-wide and in small groups in the RTI period.

An analysis of year-to-year AZELLA scores indicates growth in oral and comprehension scores.

Subgroup, ELL—
Reading



<p>Subgroup, FRL—Math</p>	<p>Students were considered proficient if they scored in Range 3 or 4 on the assessment.</p> <p>The percentage of FRL students demonstrating proficiency was compared to the percentage of all students who showed proficiency.</p>	<p>In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of FRL students demonstrating proficiency grew on each assessment. At baseline, the percentage of FRL showing proficiency was 2 percent lower than overall, but this was reversed in the midyear test. At year-end, 84 percent of FRL students demonstrated proficiency, compared to 83 percent of all students overall.</p> <p>In 2015-2016, FRL and overall proficiency baseline percentages were the same. At mid-year, FRL proficiency had dropped two percentage points, while overall proficiency grew two points.</p> <p>The overall and FRL proficiency percentages are lower in the current academic year, but cannot be compared as the testing tools (diagnostic verses readiness) are different.</p> <p>Overall and FRL proficiency percentages were almost identical in both 2014-2015 and in the current academic year, so no additional interventions are needed for this subgroup beyond those employed overall.</p>
<p>Subgroup, FRL—Reading</p>	<p>Students were considered proficient if they scored in Range 3 or 4 on the assessment.</p> <p>The percentage of FRL students demonstrating proficiency was compared to the percentage of all students who showed proficiency.</p>	<p>In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of FRL students demonstrating proficiency grew on each assessment. At baseline and mid-year, the percentage of FRL students who demonstrated proficiency was slightly lower than for all students overall. However, this was reversed in the end-of-year test, with 89 percent of FRL students demonstrating proficiency (compared to 88 percent overall) on the diagnostic assessment.</p> <p>In 2015-2016, 55 percent of FRL</p>



students demonstrated proficiency compared to 60 percent overall on the baseline assessment. This performance gap was reduced in the midyear assessment, as 63 percent of FRL students demonstrated proficiency compared to 64 percent overall. In addition, at baseline, 16 percent of FRL students scored in Range 1, but this was reduced to 10 percent at mid-year.

The overall and FRL proficiency percentages are lower in the current academic year, but cannot be compared as the testing tools (diagnostic vs. readiness) are different.

Overall and FRL proficiency percentages were almost identical in both 2014-2015 and 2015-2016, so no additional interventions are needed for this subgroup beyond those employed overall. The similar performance overall and for FRL students indicates that no supplementary curricular resources are required for this subgroup.

Students were considered proficient if they scored in Range 3 or 4 on the assessment.

Subgroup, students with disabilities—
Math

The percentage of ESS students demonstrating proficiency was compared to the percentage of all students who showed proficiency.

In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of ESS students who demonstrated proficiency grew on each assessment. However, this subgroup did not grow at the same rate as the overall student growth. At baseline, 47 percent of Exceptional Student Services (ESS) students demonstrated proficiency compared to 65 percent overall (a difference in proficiency rate of 18 percent). At the end-of-year assessment, 59 percent of ESS students demonstrated proficiency compared to 83 percent overall (a difference in proficiency rate of 24 percent between the groups).

In 2015-2016, the percentage of ESS students demonstrating proficiency



grew from 31 percent at baseline to 38 percent at mid-year. This compares to overall school proficiency of 59 percent (baseline) and 61 percent (mid-year).

For 2015-2016, these proficiency rates indicate that the learning gap is being reduced between overall and ESS students (proficiency gap reduced from 28 percent to 23 percent).

The overall and ESS proficiency percentages are lower in 2015-2016, but cannot be compared as the testing tools (diagnostic verses readiness) are different.

ESS proficiency rates continue to be over 20 percent lower than overall school proficiency. This may indicate that supplemental curricular resources, instructional support, or more pullout support are needed for this subgroup. Administration will meet with district and site special services specialists in the Spring of 2016 to determine what additional support/resources are needed.

Subgroup, students with disabilities—
Reading

Students were considered proficient if they scored in Range 3 or 4 on the assessment.

The percentage of ESS students demonstrating proficiency was compared to the percentage of all students who showed proficiency.

In 2014-2015, the Learning Foundation and Performing Arts Warner percentage of ESS students demonstrating proficiency was lower in the end-of-year assessment than at baseline, although an improvement was made compared to mid-year. For the overall school population, the percentage of students demonstrating proficiency increased with each assessment, so the gap between whole-school and ESS performance widened. The gap between overall performance and ESS performance was 25 percent at baseline and 38 percent at the end-of-year assessment.



In 2015-2016, the performance of ESS students improved from the baseline to midyear assessments. The gap between whole-school and ESS proficiency was reduced slightly. However, the proficiency gap is still significant (35 percent at mid-year).

The overall and ESS proficiency percentages are lower in the current academic year, but cannot be compared as the testing tools (diagnostic verses readiness) are different.

ESS proficiency rates continue to be significantly lower than overall school proficiency. This may indicate that supplemental curricular resources, instructional support, or more pullout support are needed for this subgroup. Administration will meet with district and site special services specialists in the Spring of 2016 to determine what additional support/resources are needed.

High School Graduation Rate (Schools serving 12 th grade only)	N/A	N/A
Academic Persistence (Alternative High Schools Only)	N/A	NA/



AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

Answer

In February, 2015 The Charter Holder established a formal District Curriculum Committee comprised of the charter holder, site administrators, teachers and sub-group specialists. The initial purpose of the committee has been to develop and incorporate a comprehensive curriculum evaluation system. The committee will meet annually to evaluate current curriculum. Criteria for curriculum evaluation will include findings from teacher curriculum survey results and acuity assessment data results (diagnostic and readiness).

The curriculum committee developed a curriculum evaluation instrument and rubric to survey teachers that is approved by the district and adopted by the governing board. The Charter Holder will continue to survey teachers annually and analyze curriculum findings. The survey includes domains for language arts, mathematics, science, and social studies. Teachers utilize a scale model of 1(low) through 4 (highest) to indicate effectiveness. Note – a score of 4 will indicate that the curriculum is “highly effective” and a score of 1 will indicate a need to evaluate current curriculum for revision and/or adoption of new curriculum. Upon completion of teacher surveys, they will be submitted to the curriculum committee for data analysis and curriculum finding results.

The Curriculum Evaluation instrument assesses the following:

- Curriculum alignment to Arizona College and Career Ready Standards
- Authenticity
- Differentiation for subgroups (Bottom 25 percent, FRL, ELL, ESS)
- Evaluation
- Rigor

Site administrators collect, organize, and distribute assessment data to the District Curriculum Committee to be utilized as part of the curriculum evaluation process. The curriculum committee then utilizes the criteria outlined (teacher survey results and data findings) in order to determine if all curriculum and resources are equally accessible to all students, school-wide.

The curriculum committee will evaluate curriculum using the following criteria:

1. Curriculum survey results will identify scores in all domains to determine if scores reflect specific grades or are consistent school-wide.
2. Assessment data will be analyzed through the use of Item Analysis reports in ACUITY and standards mastery checklists to identify if mastery or deficiencies have a direct correlation to the content in the curriculum (if proficiency data varies within a grade level, this may indicate the need for instructional coaching instead of curricular deficiencies).
3. Assessment data will then be compared to teacher survey results to determine if the survey



analysis supports or contradicts the findings.

4. If final analysis supports deficiencies within any category on the evaluation instrument, the committee will further investigate to determine if the issue is teaching methodologies and/or gaps in curriculum.
5. After completion of curriculum analysis, the need for considerations for new, revised, or supplemental curriculum will be determined.

The curriculum committee is also required to meet and review curriculum on an as needed basis determined by assessment criteria and the school's improvement plan. The school site administrator and subject teachers will research and evaluate new curriculum and make recommendations to the district curriculum committee for presentation to the governing board.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- District Curriculum Committee roster
- District Curriculum Committee Meeting Sign-in Sheets
- District Curriculum Committee Meeting Minutes
- Standardized and Internal Assessment Results
- Curriculum Evaluation Instrument and Rubric
- Curriculum Evaluation summary results
- Administrative summary of data
- Standards Mastery Checklists
- Item Analysis Reports

Question # 2: What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards**? What criteria guide that process?

Answer

The Charter Holder evaluates curricular effectiveness by measuring student learning over all the grade-level standards. External (state assessments) and internal assessments inform this process. Internal data is provided by Acuity benchmark and teacher-generated classroom assessments. Acuity assessments are administered quarterly to all students in grades Kindergarten to 6th Grade. These assessments measure student learning over all the standards for each grade level. In addition, teachers administer classroom assessments over single or related clusters of standards routinely (usually weekly). The teachers use the classroom assessments to track student mastery of each standard. Mastery of the standards, as demonstrated by 80% proficiency on the classroom assessments, is recorded on individual student tracking sheets.

Standardized and internal assessments (Acuity and teacher generated) are used to provide a description of students' skills and abilities. Student mastery results from Acuity are tabulated and categorized



overall and by subgroup and used by administrators and teachers as an element to determine if the curricular resources are providing students sufficient tools to support student learning outcomes based on Arizona College and Career Ready Standards.

The Charter Holder requires administrators and teachers to work on analyzing curricular resources and content for alignment with state standards to create curriculum maps that ensure standards are covered in a logical sequence throughout the school year. Assessments are carefully linked within the mapping process. Pacing guides create a focus on grade level standards and a sequential order for teachers to follow. Performance objectives are analyzed to ensure timely introduction, practice and assessment of objectives.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum maps including resource information (ongoing 2015-2016)
- AzMerit results
- Acuity reports (School summary, Item Analysis summary)
- Standards Mastery Checklists (K-6)
- Teacher curriculum survey

Question # 3: What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

Answer

For K-6 standards in which more than 20% of students fail to demonstrate mastery (80 percent accuracy) as indicated by the Standards Checklists and verified by Acuity assessment, the administrator and grade level teachers will examine instructional resources to determine if they provide sufficient tools to support student learning in those standards. If teachers have noted curricular gaps, they will advise the school administrators on an ongoing basis.

Grades 7-12 student mastery results will be compared teacher-to-teacher within the same grade level. Student mastery results will be tabulated overall and categorized by subgroup to determine if the curricular resources are providing the additional support needed. Graphs are generated after quarterly Acuity assessments showing each Acuity performance range for all grade levels together and for each individual grade level and sub group in mathematics and language arts. Student mastery results are compared throughout the district among the three elementary schools and the two schools with 7th and 8th grades.

Classroom observation and teacher evaluation data will also be utilized to determine if gaps in student mastery are due to instructional or curricular needs.

The summary of findings regarding the sufficiency of curriculum or gaps in curricular resources will be presented to the Curriculum Committee and Charter Holder by the site administrator at the end of each academic year.

The criteria guiding the process will include:



- Percentage of students in each grade who demonstrate mastery on the standards (as measured individually by classroom assessment)
- Teacher evaluation results
- Teacher notes regarding an absence of curricular resources for specific learning standards

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Teacher notes regarding curricular gaps (if any)
- Teacher curriculum survey
- Standards Mastery checklists
- Committee meeting minutes

B. Adopting Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?

Answer

The District curriculum committee will review evidence or recommendations submitted by the school administrator for new or supplemental curriculum prior to submitting a recommendation to the Charter Holder. The charter holder and governing board will discuss the recommendation supported by documented evidence and make a determination if new or supplemental curriculum needs to be adopted. The charter holder will use the following criteria to determine if new curriculum or supplemental resources should be adopted.

- It is evident that low performance within any standard is the direct result of a curricular gap.
- It is evident the site administrator and grade-level teachers have sufficiently examined current curricular resources to determine if tools do not support student learning outcomes.
- The state adopts learning standards that are significantly different from current standards.
- New curriculum offers a wider variety of curricular resources than current curriculum.
- Outdated curriculum and significant increase in student population have also been factors in the decision to research and adopt new curriculum.

Documentation

- Meeting minutes
- Standards Mastery Checklists (K-6)
- Item Analysis Reports
- Curriculum maps with Resource section
- AzMERIT Results
- Internal Performance Data
- Quarterly Grade level Assessment Spreadsheets



Question #2: Once the Charter Holder has chosen to adopt new and/or supplemental curriculum, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

Answer

School personnel will look at curriculum options through internet research, input from staff and other schools in the district who have worked with other curriculums and vendor samples and presentations. An example would be our K-6 school at the Warner location adopting “Spalding” for lower grades based on the success with the curriculum at our Stapley location. The site administrator, Instruction specialist and staff meet to discuss all options and vote on best resources and materials before making recommendations to the District.

Since the curriculum committee has been established a more formal process for curriculum adoption has been implemented. The school administrator will propose recommendations to the District Curriculum Committee. After reviewing the recommendation the Curriculum Committee will make a written proposal to the Charter Holder and Governing Board with recommendations regarding curriculum adoption.

Curriculum options will be determined by the Charter Holder using the following criteria:

- ACCRS alignment: Validated through use of sample lessons compared to standards
- Stakeholder perspective: Staff, teachers, parents and students will participate in vendor presentations
- Ease of use: Must be user friendly to teachers, students, and administrators
- Cost: Cost per pupil must fit within the allocated budget for the fiscal year
- Supplemental resources for subgroups: Curriculum must have the ability to address the diverse needs of various subgroups
- Multiple assessment capabilities: Curriculum provides multiple opportunities for students to demonstrate knowledge, mastery, and growth.
- Engagement: Curriculum accommodates student interest level, interactivity, format, and relevancy
- Content Accuracy: Curriculum is delivered at a level that is appropriate for the intended audience
- Enrichment and extended learning capabilities: Provides opportunities for students to expand on mastery of learning outcomes
- Varied instructional levels: Curriculum incorporates differentiated instruction
- Deeper Learning Opportunities: Curriculum provides an emphasis on higher levels of depth of knowledge and the development of higher order thinking skills
- Digital components: Students and teachers are able to access learning tools through the use of technology
- Professional Development Support: Curriculum provides opportunities for teachers to receive ongoing support and training for effective use of the curriculum

Documentation

- Curriculum Policy
- Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides



C. Revising Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

Answer

The Charter Holder exercises the same process to guide curriculum revision decisions as is used for adopting curriculum and identifying gaps. Administrators and school personnel submit recommendations for a curriculum revision to the District Curriculum Committee based on documented evidence.

The Curriculum Committee will review the evidence and submit a revision proposal supported by documentation/evidence to the Charter Holder. The Charter Holder will use the following criteria to determine if curriculum revisions must be employed:

- Evidence shows low performance within any standard is the direct result of a curricular gap
- Evidence concludes that the District curriculum committee, administrators, and teachers have sufficiently examined curriculum and/or resources to determine if tools do not adequately support student learning outcomes.
- The Charter holder will analyze the District Curriculum Committee findings to ensure that data reflects deficiencies aligned to the recommendations

Documentation

- Curriculum Evaluation Summary
- Standards Mastery Checklists (K-6)
- Item Analysis Reports
- Internal Performance Data
- Quarterly Grade level Assessment Spreadsheets

Question #2: Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

Answer

Once the decision to revise curriculum has been made, the Charter Holder continues to ensure quarterly assessments are administered and analyzed to allow ongoing quality improvement of the curriculum.

Standardized and internal assessments are used to provide a comprehensive description of students' current skills and abilities. Student mastery results from internal assessments are tabulated and categorized overall and by subgroup to determine if the curricular resources are providing the support and flexibility to provide students sufficient tools to support student learning in the State Standards.

Administrators and teachers will revise or create a curriculum framework of pacing guides, curriculum maps and scope and sequence.



- Curriculum Maps: To include all grade-level for language arts and mathematics.
- Pacing guides: Must create a focus on grade level standards and a sequential order for teachers to follow and serve as one of the key components for achieving student academic success.
- Grades Kindergarten through 6mastery tracking sheets for language arts and mathematics standards: The mastery tracking sheet will list the standards that each student must master each month. Teachers will keep a tracking sheet for each class and note when the class demonstrates 80% mastery in each standard.
- The site administrators will provide a lesson plan template to be used by all teachers that include the following components:
 - Arizona College and Career Ready Standards
 - Learning objectives for each content area
 - Summary of aligned learning activities
 - Planned assessments

The site administrator will compare submitted lesson plans to the curriculum map to ensure alignment. Upon completion, all documents will be submitted to the Curriculum Committee for evaluation of alignment to curriculum. Findings will be documented and reported to the Charter Holder.

Documentation

- Curriculum maps
- Standards mastery tracking sheets (K-6)
- Lesson plan template
- Teacher lesson plans

D. Implementing Curriculum

Question #1:What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

Answer

Implementation with fidelity is demonstrated through teacher lesson plans that are submitted weekly and reviewed by the school administrators. The lesson plans are compared to the curriculum map to ensure alignment. If a teacher's lesson plans do not include all the required components, the site administrator will contact the teacher the Monday after lesson plan submission and mandate that the plans are revised. Teachers receive initial professional development training from administration on the proper use of the lesson plan template. Lesson plans must detail content standard, objective, and learning activities.

After teachers have built new Standards aligned curriculum into their maps, guides and lesson plans and put it into practice in the classroom a second vendor training may take place. The second training is



determined by teacher’s discussing and comparing curriculum in staff meetings and school improvement meetings and agreeing on specific areas where additional training will help improve instruction. Following the decision to adopt “Journeys” and “Go Math” for grades Kindergarten through 6, the district purchased a professional development workshop for teachers to train in both programs and a second workshop took place the following summer.

The charter holder requires principals to consistently and routinely monitor the instruction of teachers. Principals use teacher observation forms that have been adopted by the district and are required to provide the observation forms to the Charter Holder on demand. The Teach 4 Success (T4S) drop-in observation instrument includes an area to document a comparison of the learning objective as stated in the lesson plan with that observed in the classroom. Teachers are provided copies of the completed observation forms which principals review with them through verbal dialogue.

Documentation

- Meeting Minutes
- Sign in Sheets
- Lesson Plans
- T4S Observation / Walk-through instruments
- Curriculum Maps

Question #2: What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools? How have these expectations been communicated to instructional staff?

Answer

The Charter Holder requires the following process to ensure consistent use of curricular tools.

- Throughout the 2015-2016 academic year, grade-level teachers have been developing crosswalks from the standards-based curriculum map to the curricular resources. This crosswalk will be completed by May 2016 and is included in the “Resources” section of the curriculum map.
- All teachers are provided with the curriculum map upon employment by the school. Administrators explain the use of the map and grade-level teaching colleagues assist any new teachers with its implementation.
- Weekly lesson plans that include reference to specific sections in the curricular resources are submitted to school administrators weekly.
- A variety of curricular resources and support tools are being utilized to accommodate all learning styles such as texts, consumables, manipulatives, student white boards, SmartBoard usage, and cooperative learning.
- Site administrators conduct drop-in observations that determine if submitted lesson plans are being followed and the supplied curricular resources are being utilized:
 - Unannounced drop-in visits are 5-15 minutes to each classroom a minimum of twice each



month (documented via the drop-in observation form at least once each month).

- During the drop-in observation the administrator will complete the Teach 4 Success drop-in observation form that includes the following components:
 - Alignment to the submitted lesson plan
 - Posted learning objectives
 - Alignment of learning activity to objective
 - Instructional practices
 - Student engagement
 - Assessment
 - Learning Environment

The administrator will provide a copy of the completed observation form to the teacher within 24 hours of the observation.

Documentation

- Curriculum maps (with Resource section)
- Drop-in observation instrument
- Sample lesson plans

Question #3: What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

Answer

All grade-level standards in language arts and mathematics, including the month in which students will be assessed for mastery in each standard, are included in the curriculum map. Site administrators will hold the teachers accountable to follow the curriculum map via lesson plans and drop-in observations. Teachers administer assessments of individual or related clusters of standards routinely (usually weekly) in order to determine the level of student mastery (defined as 80 percent proficiency on an assessment). The teachers record student mastery on individual tracking sheets. This allows teachers to determine when additional support is needed and whether that support is needed class-wide or for a small group or individual student.

When the need for additional instruction is evident, this is provided via whole-class re-teaching, small-group and individual intervention during the RTI period, and pull-out support. Students are provided with the opportunity to re-take assessments to demonstrate mastery of the standard(s).

LFPA employs an Exceptional Services staff, a Title I staff, and an ELL Coordinator to ensure compliance with all required policies and procedures for these programs and to guarantee equity of learning opportunities for all students.

Documentation

- Curriculum maps
- Sample Lesson plans



- Sample Classroom assessments
- Mastery checklists
- Acuity assessment data
- Pullout logs
- Master schedule showing RTI period

E. Alignment of Curriculum

Question #1: What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?

Answer

The Charter Holder requires administrators to work with grade level and subject area teachers to map curriculum first to the rigor and content of Arizona College and Career Ready Standards for each grade level and core subject and then to curricular resources. Revisions to the scope and sequence for courses occur on an ongoing basis through review of student assessment data to determine where additional support may be required in the curriculum. Shifts in standards also affect this process. Curricular resources are considered based on their applicability to the standards being taught.

For major curriculum resources such as textbooks or reading programs the Charter Holder initially requires curriculum publishers to provide Correlation to Standards documents to validate alignment of curriculum to ACCRS. The District Curriculum Committee is then required to review the curriculum to ensure alignment to ACCRS through the use of sample comparisons. Only those resources with publisher findings regarding curricular alignment with current Arizona College and Career Ready Standards are considered. Curriculum vendors are asked to provide samples which are evaluated for standards alignment by administrators and teachers and then vendor representatives are invited for resource presentations. Teachers and administrators review the material against established curriculum maps and other criteria, such as resources for special populations. Once all input and alignment evaluations are conducted, the District curriculum committee is responsible for compiling and submitting a final evaluation and recommendation to the Charter Holder.

Other curriculum, such as novels are reviewed for grade level appropriateness, standards alignment, and lesson content. Teachers must demonstrate how the resources support the intended unit or lesson as linked to the standards. This alignment should be clearly evident in both the curriculum map and lesson plans to be used with the intended resource. In cases where the resource requires a substantial time commitment, administrators may require the resource to be reviewed by the curriculum committee. Those resources requiring significant investment would also be reviewed again when submitted to the charter holder with recommendation for adoption.

Documentation



- Curriculum Maps
- Student Standards Mastery Checklists (K-6)
- Lesson Plans
- Assessment Data

Question #2: When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?

Answer

The Charter Holder requires curriculum maps to be updated yearly to reflect any changes in the Standards or curriculum. Curriculum maps are the primary source for determining what content is taught in the classroom and when during the year standards are taught. Curricular resources are only purchased after their alignment to state standards has been assured via review by the curriculum committee.

As new resources are implemented, the quarterly Curriculum Evaluation Survey rubric requires teachers to score curriculum skills connection to State standards as well as the thoroughness and consistency of the current curriculum’s alignment to the Standards. These surveys are part of the ongoing curriculum evaluation process. If it appears curriculum is not producing appropriate results, the curriculum committee will work with site staff to determine if the problem is one of curriculum alignment, support, or implementation.

The charter holder builds professional development time into the calendar each school year that can be used to help teachers support changes in curriculum and ensure teachers have a clear understanding of curriculum implementation as it relates to curriculum maps and state standards.

At the classroom level, teacher’s lesson or unit plans are designed and delivered so that objectives for the lesson will reflect the standards being addressed by the lesson. Lesson plans are verified by administration through weekly classroom walk-throughs and observations. Specific curricular resources are indicated in each lesson plan for purposes of monitoring and, as necessary, modification. Teachers also use assessment data to determine that new curriculum is appropriate for the standards being addressed. For K-6 grade levels, standards checklists are used throughout the year to document when students have mastered each appropriate standard as verified by assessment data. For this purpose, mastery is defined as 80 percent accuracy on an assessment. As this data is also reviewed at a school and district level, it informs ongoing dialogue about alignment between curriculum and standards.

Documentation

- Calendar showing professional development time
- Curriculum Evaluation Form and Rubric
- Standards Mastery checklists
- Completed Lesson plans
- Observation walkthrough instrument
- Assessment data results



F. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
<p>Traditional Schools: Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<input type="checkbox"/>	<p>Interventions in all areas are determined largely on data from standardized and classroom assessments. (AzMerit, Acuity, teacher generated assessments)</p> <p>K-6: An intervention/enrichment (“Response To Intervention”) model is built into the school day. During this time, students will rotate into intervention or enrichment as needed. Assignment to the groups will be based on the level of student mastery over standards already taught and assessed.</p> <p>Students who have not mastered all of the standards taught and assessed in the month will be given additional instruction in those standards during the RTI period. The teacher will provide this additional instruction in whole-group and small-group formats.</p> <p>Pullout support is provided to students who demonstrate a need for this level of support (via classroom assessment or Acuity scores) All grade levels are required to offer individualized tutoring before or after school a minimum of once per week.</p> <p>7-12: An intervention period has been built into the weekly schedule to accommodate students with disabilities, FRL and Bottom 25 percent. Students will report to an intervention classroom determined by the level of the student to receive tutoring from</p>	<ul style="list-style-type: none"> • Acuity Class Roster Reports • Acuity Item Analysis Reports • Classroom Assessments • Student Mastery Checklists • Master Calendar showing RTI period • Teacher tutoring schedule • Pullout tutoring logs



		<p>While special education students may need additional support beyond classroom accommodations, basic tutoring and support classes are available to any students who are struggling.</p>	
ELL students	<input type="checkbox"/>	<p>If SPED, ELL, or FRL students need additional academic support (beyond that provided in their Individualized Education Plan or Individual Language Learning Plan), the teacher will notify the appropriate specialists.</p> <p>SPED, ELL, and Title I specialists will provide additional support within and outside the general education classroom as needed.</p> <p>An intervention/enrichment (“Response To Intervention”) model will be built into the school day. During this time, students will rotate into intervention or enrichment as needed. Assignment to the groups will be based on the level of student mastery over standards already taught and assessed.</p> <ul style="list-style-type: none"> - Students who have not mastered all of the standards taught and assessed in the month will be given additional instruction in those standards during the RTI period. The teacher will provide this additional instruction in whole-group and small-group formats. <p>Students who are determined to need Tier 3 Response To Interventions regardless of subgroup will receive additional academic support in a one-on-one or small-group pullout format.</p>	<ul style="list-style-type: none"> • Student mastery checklists • Acuity data reports (class roster and item analysis reports) • Response To Intervention section of lesson plans • Tutoring logs (for pullout time)
Students eligible for FRL	<input type="checkbox"/>	<p>School Personnel will analyze student data at each grade level, overall, and by subgroup. Interventions will be determined and implemented to maximize mastery for all students, including subgroups. School personnel will review the mastery checklists</p>	<ul style="list-style-type: none"> • Student mastery checklists • Acuity data reports(class roster and item analysis reports)



		<p>(and Acuity data, when available) in order to identify gaps in student mastery for all standards taught and assessed to date.</p> <p>Through the use of Response To Intervention, teachers and tutors will provide individual and small-group assistance to students who have not mastered the required grade-level standards.</p>	<ul style="list-style-type: none"> • Response To Intervention notes in lesson plans • Progress tracking documents for IEP goals
Students with disabilities	<input type="checkbox"/>	<p>Intervention activities will be focused on the specific standards in which the student(s) have not demonstrated mastery of standards already taught and assessed in the classroom.</p> <p>Teachers will examine the tracking sheets of student subgroups to determine if there are differences in student mastery levels between any subgroup and the overall class.</p> <p>Special education specialists track student progress relative to the goals outlined in each student’s individualized educational plan.</p>	

AREA III: ASSESSMENT

Answer the questions for each of the following three sections .Provide documentation that will clearly demonstrate implementation of the processes.

A. Developing the Assessment System

Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
Acuity	Kindergarten - 11 th Grade (Math) Kindergarten	The assessments are used as benchmarks to determine the	The assessment measures student proficiency	The following reports are generated to provide a measure of	Four times each academic year (September, November, February, and



	- 12 th Grade (ELA)	level of student proficiency in the standards. Re-teaching and intervention support is provided based on the assessment results.	on the grade level Arizona College and Career Readiness Standards,(A CCRS).	<p>student proficiency:</p> <p><u>School Roster Reports</u> (provides grade-level comparison of student proficiency)</p> <p><u>Class Roster Reports</u> (provides proficiency percentage for each student in each class)</p> <p><u>Item Analysis Reports</u> (provides proficiency percentages for each assessment item – this provides the specific needed for whole-group re-teaching or small-group/individual intervention</p>	May).
Teacher-created common grade-level assessments	Kindergarten – 12 th Grade	<p>Summative – used to determine mastery of standards</p> <p>Formative – used to inform need for whole-group re-teaching or</p>	Individual standards or related small clusters of standards	Individual student mastery data (mastery is defined as 80 percent accuracy on the assessment)	After the completion of teaching in a standard or related cluster of standards (usually weekly)



Demonstration of Sufficient Progress Report

		small-group/individual intervention			
AzMerit	Kindergarten – 11 th Grade	Summative	Arizona College and Career Readiness Standards, (ACCRS).	Individual student proficiency Grade-level passing percentage School-wide proficiency District proficiency	Annually in March/April
AIMS Science	4 th Grade, 8 th Grade, and High School Biology students only	Summative	Arizona State Standards	Individual student proficiency Grade-level passing percentage School-wide proficiency District proficiency	Annually in March/April
AZELLA Assessment	Kindergarten through 12 th Grade	To determine if a newly entered student is eligible for ELL services, or to determine if continuing ELL student may be exited from the ELL program	Grade level reading, including oral and written comprehension	Individual student proficiency data in reading	Assessment is based on the students' first entrance into school. If entering as a continuing ELL student they would receive assessment at year end. If Student has never been assessed and



					enters as a student whose primary language is not English they would be assessed at the beginning of the year, or shortly after they are enrolled.
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Question #1: What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

Answer

The Charter Holder selects and evaluates the benchmark assessment tool (currently Acuity) according to the following criteria:

- Alignment to the Arizona College and Career Readiness Standards (ACCRS)
- Ability to deliver technology-assisted assessments and reports
- Availability of assessment resources for all grade levels
- Ability to group student performance by class and by subgroup for comparative purposes
- Availability of assessment item analysis reports to inform further whole-group re-teaching and small-group or individual student academic intervention
- Availability of instructional resources for re-teaching and intervention
- Ability to assess individual standards or clusters of standards

Other assessment tools, such as teacher-made common assessments, are evaluated based on their congruence to the standards being assessed. These assessments are used to monitor student progress in mastering the standards and are administered throughout the academic year.

In order to evaluate the validity and reliability of benchmark and classroom assessments, the Charter Holder requires school administrators to compare the results of the internal assessment data with external summative data where available. For 3rd to 11th grade students, final grade-level Acuity proficiency percentages are compared to AzMerit results. This comparison will occur in June each year (after state testing results are received by the school). If discrepancies occur when the comparisons are made, this will be reported to the Charter Holder by the school administrators.

For Kindergarten to 2nd grade students, the percent of students who demonstrate proficiency of the standards as noted on mastery checklists will be compared to the final Acuity diagnostic assessment proficiency percentages. If the final Acuity results are lower than indicated by classroom mastery data, then classroom assessment data will be evaluated for appropriate academic vocabulary and rigor level.



Documentation

- Administrative meeting minutes
- Acuity reports:
 - School roster (for comparison of student proficiency within the same grade level and for subgroup comparisons)
 - Item Analysis
- Samples of teacher-made grade-level common assessments
- Samples of student mastery checklists (Kindergarten -6)
- Administrative report of alignment of internal assessment results with AzMerit proficiency percentages (available June 2016)

Question #2: What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

Answer

The Charter Holder requires classroom teachers to assess students for mastery on individual or related clusters of standards routinely throughout the academic year. These assessments are aligned to curriculum maps that divide all grade-level Arizona College and Career Readiness Standards (ACCRS) by the month in which they are to be assessed within the classroom. All assessments are maintained by the classroom teachers and are to be made available upon demand to school administrators and/or the Charter Holder. The following criteria are used to evaluate how the assessments are aligned to the curriculum:

- The assessment section of submitted lesson plans must show the content or standard that is being assessed.
- The assessments must be within the time-frame indicated in the curriculum map.

For the benchmark assessments (currently accomplished via Acuity), the Charter Holder requires that school administrators and classroom teachers review the Item Analysis Report. This report measures student proficiency on each standard assessed. The purpose of this review is to determine student proficiency on standards already taught. The criteria used in this item analysis review is as follows:

- Highlight the standards already taught to-date.
- For the standards already taught, provide whole-group re-teaching if more than 50 percent of the students missed that test item.
- For the standards already taught, provide small-group or individual intervention if fewer than 50 percent of the students missed that test item.
- For the standards not yet taught, no teacher action is required.

Documentation

- Sample grade-level curriculum maps
- Sample classroom assessments
- Sample lesson plans



- PLC Meeting notes
- Item Analysis reports

Question #3: What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the instructional methodology? What criteria guide that process?

Answer

As the current state assessment is based on Common Core, The Charter Holder requires that teachers use Common Core methodologies in the classroom and has provided curricular resources that inform and support those methodologies. The assessments administered are based on the Arizona College and Career Readiness Standards, which align to Common Core skills and methodologies.

Classroom assessments are based on the Depth-of-Knowledge required for specific standards. For example, simple recall may be assessed for students beginning to learn multiplication facts or for students reviewing those facts. However, for older grade levels requiring a greater Depth-of-Knowledge in those skills, teachers include assessment items that apply the basic skills in problem-solving. Assessments utilize academic vocabulary appropriate to the grade-level in accordance with that taught in the classrooms.

The benchmark assessment tool, Acuity, is aligned to the Arizona College and Career Readiness Standards (ACCRS) and presents test items in a manner similar to the AzMerit state assessment, including grade-level academic vocabulary, the possibility of multiple correct responses, and depth-of-knowledge considerations. Acuity results are reviewed by school administrators. If standards already taught (according to the curriculum maps) are answered incorrectly, then teachers and school administrators review assessment item analysis reports to determine if academic vocabulary, question presentation, or depth-of-knowledge are aligned with classroom instructional methods.

If proficiency rates on the benchmark assessments are lower than expected, then teachers re-examine their instructional methodologies to determine if they need to be adjusted to build student proficiency. They review classroom assessments for possible concerns with Depth-of-Knowledge or academic vocabulary deficiencies.

When reviewing assessments used, the teachers and school administrators use the following criteria to determine if the assessments are aligned with instructional methodologies:

- Academic vocabulary used on assessments aligns with that shown on lesson plans and observed in the classrooms.
- The Depth-of-Knowledge required to respond correctly to assessment items is equivalent to that observed in the classrooms.
- A variety of assessment items is included.
- Assessments include Common Core methodologies as appropriate (example: modeling or



- explanations for mathematics problems).
- Classroom and benchmark assessment proficiency rates demonstrate that students are mastering the content.

Documentation

- Samples of lesson plans (showing academic vocabulary to be taught)
- Samples of classroom assessments
- Acuity item analysis reports

B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	The common assessments (Kindergarten - 12 th grade) and mastery checklists (Kindergarten -6 th grade) will be used to identify students who need additional academic support. Supplemental instruction will be provided within the RTI period and/or via pull-out. Students who do not demonstrate mastery will be given the opportunity to take additional assessments on previously assessed skills in order to determine if supplemental or differentiated instruction has been effective.	Sample Acuity Class Roster reports Sample standards mastery checklists Sample assessments Master Schedule showing RTI period Sample lesson plans showing RTI Pull-out tutoring logs
ELL students	<input type="checkbox"/>	Teachers will analyze the mastery checklists (Kindergarten -6 th grade) and Acuity reports (Kindergarten -12 th grade) in order to determine if supplemental and/or differentiated instruction is needed. Students who have failed to demonstrate mastery on standards taught to-date will	Sample Acuity Class Roster reports Sample standards mastery checklists Sample assessments Master Schedule showing RTI



		<p>be assigned to additional academic support. These students will receive additional instruction in the relevant standards. Re-assessment in the standards will determine the effectiveness of the supplemental/differentiated instruction.</p>	<p>period Sample lesson plans showing RTI Pull-out tutoring logs</p>
<p>Students eligible for FRL</p>	<input type="checkbox"/>	<p>Teachers will analyze the mastery checklists (Kindergarten -6th grade) and Acuity reports (Kindergarten -12th grade) in order to determine if supplemental and/or differentiated instruction is needed. Students who have failed to demonstrate mastery on standards taught to-date will be assigned to additional academic support. These students will receive additional instruction in the relevant standards. Re-assessment in the standards will determine the effectiveness of the supplemental/differentiated instruction.</p>	<p>Sample Acuity Class Roster reports Sample standards mastery checklists Sample assessments Master Schedule showing RTI period Sample lesson plans showing RTI Pull-out tutoring logs</p>
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>Teachers will analyze the mastery checklists (Kindergarten -6th grade) and Acuity reports (Kindergarten -12th grade) in order to determine if supplemental and/or differentiated instruction is needed. Students who have failed to demonstrate mastery on standards taught to-date will be assigned to additional academic support. These students will receive additional instruction in the relevant standards.</p> <p>Special Education instructional specialists will be consulted if needed for additional support with differentiation strategies.</p> <p>Re-assessment in the standards will determine the effectiveness of the supplemental/differentiated instruction. This re-assessment will be administered orally or in a sheltered setting if a</p>	<p>Sample Acuity Class Roster reports Sample standards mastery checklists Sample assessments Master Schedule showing RTI period Sample lesson plans showing RTI Tutoring logs</p>



		<p>student’s individualized educational plan calls for it. This will ensure that the assessment measures student proficiency accurately so that the effectiveness of supplemental/differentiated instruction can be determined.</p>	
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C. Analyzing Assessment Data

Question #1: What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Answer

Benchmark data

The Charter Holder requires school administrators to collect and analyze Acuity assessment results within three weeks of the close of each testing window.

In order to analyze the data, the school administrators use the following Acuity assessment reports:

- School roster reports (provides information regarding the percentage of students in each proficiency range, disaggregated by class and by subgroups).
- Class roster reports (provides proficiency percentage for each student in a class).
- Item analysis reports (provides information regarding the percentage of students who selected each response for every assessment item).

School administrators place student proficiency scores into a spreadsheet and compare those scores test-to-test. Administrators utilize the spreadsheet software to calculate median growth for each class overall and for the bottom 25 percent of students. This median growth is compared to determine if the bottom 25 percent is closing the proficiency gap.

School administrators develop charts demonstrating overall school, grade-level, and individual class proficiency. The percentage of students in each proficiency range (four ranges) is illustrated in these charts. This provides a visual model for school-wide and teacher-specific comparisons of test-to-test proficiency.

The Charter Holder requires that teachers review the item analysis after each assessment to determine if re-teaching is required and to identify students who need supplemental support. The teachers include a “distracter analysis” in this review to determine if student are selecting incorrect answers due to problem wording or insufficient depth-of-knowledge levels.

Classroom data

The Charter Holder requires that teachers maintain accurate progress data for students. This is achieved through the use of regular classroom assessments (usually weekly) over individual or related clusters of standards. For Kindergarten -6th grade, teachers track student mastery (defined as 80 percent mastery on an assessment) and record the results on individual student tracking sheets. Teachers meet in grade-level teams to discuss the assessment data, share resources, and develop re-teaching and/or RTI plans. Grades 7-12 also use content area teams for data analysis. A school administrator participates in these



grade-level meetings at least one time each month.

State standardized assessment data (AzMerit and AIMS Science)

The Charter Holder provides school administrators with state assessment data. For AIMS Science, school administrators review overall, grade-level, and individual classroom proficiency percentages and compare results year-to-year. For AzMerit, school administrators review proficiency percentages overall and by grade level. These proficiency rates are compared to state and district proficiency rates. In addition, school administrators compare AzMerit results to the benchmark assessment proficiencies to determine if the benchmarks are accurate predictors of student performance on the state assessment. After the second year of administering AzMerit (Spring of 2016), school administrators will compare proficiency percentages year-to-year to determine school and class growth.

Analysis for Subgroups

Benchmark: School administrators utilize Excel software to track median growth test-to-test for Acuity benchmark assessments. Overall median growth for each class and for the bottom 25 percent are calculated and included in the spreadsheets. This allows school administrators to determine if proficiency gaps are closing as median growth of the bottom 25 percent needs to be higher than for the class overall. It also provides information regarding which classes are being more successful in closing the proficiency gap.

School administrators use Acuity school roster reports to compare proficiency percentages for FRL and ESS with overall class proficiency. School administrators prepare charts to provide a visual representation of overall school proficiency rates with those of all school FRL and ESS students. The charts include proficiency rates in all four ranges.

Due to the small number of ELL students at the school, their benchmark assessment and growth data is tracked individually by teachers and school administrators.

Classroom: For grades Kindergarten-6th grade, teachers track progress of the bottom 25 percent, ESS, and ELL students in their classes via the use of the student mastery checklists. As the teachers do not have information regarding the identity of FRL students, their progress is tracked by school administrators via benchmark assessment analysis only. The Charter Holder has provided special education specialist with administrative access to classroom grade books in order to monitor progress of all ESS students.

Documentation

- Acuity School Roster reports
- Sample Acuity Class Roster reports
- Sample Acuity Item Analysis reports
- Excel spreadsheet of student Acuity results, showing median growth
- Charts showing percentage of students in each proficiency range
- Sample student mastery checklists (K-6)
- PLC (grade-level and content area teams) meeting log
- AzMerit results (grade-level passing percentages)
- AIMS Science results



Question #2: What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

Answer

For standards in which more than 20% of students in the same grade-level (Kindergarten -6th grade) fail to demonstrate mastery as indicated by assessment (80% accuracy), the site administrator(s) and grade-level teachers will examine curricular resources to determine if they provide sufficient tools to support student learning in those standards.

For all grade levels, student mastery results will be tabulated overall and categorized by subgroup to determine if the curricular resources are providing the additional support needed.

The criteria used to make adjustments to curriculum based on data analysis is as follows:

- Fewer than 80 percent of students in a grade level demonstrate mastery in a standard (after supplemental and differentiated interventions are provided).
- Students in the bottom 25 percent of a grade-level fail to narrow the proficiency gap (median growth is not higher than overall grade-level median growth).
- ESS and ELL students fail to meet individualized goals as set by special services personnel or fail to match median growth demonstrated by students overall.
- FRL students fail to match the proficiency levels or median growth of students overall.

Additional Note: In the Spring of 2015, the school developed curriculum maps that incorporated all the grade-level Arizona College and Career Readiness Standards (ACCRS) for grades Kindergarten -12th grade. Throughout the year, as the teachers have taught the standards, they have added the resource used to the appropriate section on the curriculum maps. If insufficient curricular resources are available to teach specific standards or classroom assessments indicate that students are not achieving mastery throughout a grade level, then the teachers are required to notify school administration. At the end of the academic year, school administrators will prepare a summary report of curricular needs to the Charter Holder and the district Curriculum Committee.

Documentation

- Acuity school roster reports (for class and subgroup proficiency levels)
- Excel spreadsheets showing median growth
- Charts showing comparative proficiency levels overall, by grade-level, and by subgroup.
- Curriculum maps with section for resources

Question #3: What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

Answer

Site administrators will use assessment data as part of the instructional coaching and evaluation process. If an individual teacher’s student benchmark assessment proficiency rate is significantly lower than other teachers in the same grade-level, then coaching support will be provided. This may include



any of the following:

- Lesson modeling (whole-group instruction)
- Peer coaching by grade-level teachers with higher student proficiency rates
- Assistance with instructional resources
- Assistance with instructional and/or classroom management strategies
- Increased classroom observation and feedback

In addition to instructional support, students in underperforming classes will receive supplemental instruction via small-group or individual pullout tutoring.

If data analysis reveals that an entire grade level is performing below expectations, then school administrators will meet with the grade-level team and develop strategies to increase student proficiency. These strategies may include:

- Lesson modeling by school administrators (whole-group instruction)
- Assistance with lesson planning
- Assistance in the use of instructional resources
- Assistance with small-group differentiation within the classroom
- Additional pullout support for students (small-group or individualized)
- Increased classroom observation and feedback by school administrators

The criteria used to determine if greater instructional support is needed is as follows:

- Fewer than 50 percent of students in the same grade level are in Range 3 or 4 on the second benchmark assessment (reading and/or mathematics).
- An individual teacher's student proficiency rates are more than ten percentage points lower than other classes in the same grade level (reading and/or mathematics).

If increased instructional support does not reduce the proficiency gap by the third benchmark assessment, then the school administrator will notify the Charter Holder and place the teacher(s) on a formal instructional improvement plan. In addition, site administrators will make recommendations to the charter holder regarding professional development needs.

Note: If classroom observations do not reveal areas in which a teacher needs to improve instruction, then curricular resources will be examined.

Documentation

- Acuity School Roster Reports (shows percent of students in each proficiency range for each class)
- Samples of observation/coaching notes
- Meeting log
- Pullout logs
- Sample instructional improvement plan



AREA IV: MONITORING INSTRUCTION

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Instruction

Question #1: What is the Charter Holder’s ongoing process to monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

Answer

Curriculum maps that address every mathematics and language arts Arizona College & Career Readiness Standard (ACCRS) were developed in Spring 2015 for all grade levels Kindergarten-6th grade. For grades 7-8 a new scope and sequence was developed for core academic classes with simultaneous development of new curriculum maps. Curriculum maps continue to be evaluated and updated in an ongoing manner. These maps distribute the standards over the academic year by allocating specific standards to be taught and assessed each month. Administrators are required to collect lesson plans each week and review those plans for alignment to the curriculum maps.

All the teachers follow a lesson plan template in order to ensure that all necessary components are included and to make lesson plan review as efficient as possible. The administrators utilize a lesson plan checklist when reviewing plans. This checklist includes line items indicating alignment to the curriculum map and alignment of lesson objectives and activities to the indicated standards. The Kindergarten-6th grade checklist includes sections for language arts, mathematics, science, and social studies. When the plans are reviewed each week, teachers are notified via a copy of the checklist or via email if any deviations from the curriculum map or other concerns have been noted. The administrators keep copies of the lesson plan checklists and these are reviewed as part of the teacher evaluation process. The administrators conduct drop-in observations for the purpose of determining if submitted lesson plans are being followed and to provide instructional feedback and coaching. These unannounced drop-in observations vary in duration from 5 to 20 minutes per visit. During the observations, the administrators look for alignment of the posted lesson objective with the submitted lesson plan and observe the learning activity to determine if it is congruent to the objective and standard. Feedback is provided to the teacher informally (face-to-face meeting subsequent to the observation) for the purposes of instructional coaching or via a Teach 4 Success (T4S) drop-in observation instrument. The Charter Holder requires that the district T4S drop-in observation instrument be completed at least once each month in order to provide documentation support for each classroom teacher’s evaluation. Copies are maintained by the school administrators and made available to the Charter Holder upon request.

In order to meet the needs of FRL students, the Charter Holder requires that the school maintain disaggregated Acuity assessment data for students eligible for FRL. The Charter Holder requires that



school administrators compare proficiency of FRL students with whole-group proficiency relative to the grade-level standards. The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction.

In order to meet the needs of Bottom 25 percent students, the Charter Holder requires that students receive supplemental support via small groups during the school's RTI period and/or pull-out tutoring. The Charter Holder requires school administrators to review Acuity assessment results to determine if students in the bottom 25% are becoming more proficient in mastering grade-level standards. Median growth as a whole is compared to median growth for students in the bottom 25 percent for each class. The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction. Assessment results are maintained in an Excel spreadsheet so that proficiency can be compared

In order to meet the needs of Exceptional Student Services (ESS) students, the Charter Holder requires the site's special education teacher to be responsible for distributing any Individualized Educational Plan (IEP) accommodations to each ESS student's general education teacher. The special education teacher meets with each general education teacher individually, reviews the accommodations, and provides implementation support if needed. The Charter Holder requires the special services department to monitor each student's progress relative to his/her IEP goals. In order to accomplish this, the Kindergarten-6th grade special education department tracks progress weekly and records the results in each student's portfolio. The portfolios are made available to the school administrators and the Charter Holder upon request. For 7-12th grade students, progress is monitored by the special education case manager who consults with the students' general education teachers and Jupiter grades. Progress is documented in the students IEP.

In order to meet the needs of English Language Learner (ELL) students, the Charter Holder requires that the district's ELL teacher meet with the teachers of the ELL students, review their Individualized Language Learner Plans (ILLP), and review instructional strategies to support the students. School administration tracks student performance on the Acuity benchmark assessment software and the Arizona English Language Learner Assessment (AZELLA) in order to determine if adequate progress is being made.

The Charter Holder requires that the administrators monitor the academic progress of students in all four of the required subgroups of Free and Reduced Lunch (FRL), Bottom 25 percent, Special Education (ESS) and English Language Learner (ELL) students via the Acuity assessment software utilized for all students and to provide intervention as needed. To meet this mandate, the school has incorporated an intervention period into the school day for small-group academic support in each classroom. In addition, pull-out support is provided to those students who need additional academic support.

Documentation

- Curriculum maps



- Lesson Plan Templates
- Samples of submitted lesson plans
- Samples of completed Lesson Plan checklists
- Samples of completed TS4 Drop-in observation instrument
- Teacher signature page for receipt of Individualized Education Plan (IEP) accommodations
- Samples of IEP goal monitoring
- Teacher signature page for receipt of Individualized Language Learner Plans (ILLP)
- Master Schedule showing RTI period
- Samples of pull-out supplemental instruction logs

Question #2: How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

Answer

The Charter Holder requires that the school administration gather evidence of student mastery of the standards in two forms:

1. Effective Spring 2016, The Charter Holder requires that school administration provide a summary report of student growth and proficiency, as measured by the benchmark assessment software (Acuity) provided by the Charter Holder. These summary reports will be due to the Charter Holder in November, February, and May of each academic year. The summary report includes overall school and individual classroom results. The classroom results allow the Charter Holder to compare student performance between classrooms within and between grade levels. Student growth and proficiency data will be included in each teacher's evaluation.
2. For Kindergarten-6th grade, Individual teachers are required to monitor student progress relative to the standards on individual student tracking sheets. When a student achieves a score of 80 percent or higher on a classroom assessment targeted to an individual or related cluster of standards, then he/she is considered to have mastered that standard. The mastery is recorded on the tracking sheet. The tracking sheets are maintained by each classroom teacher and are available for review on demand.

The Charter Holder requires that the schools administer a third benchmark assessment in reading and mathematics to all students in February of each academic year. The Charter Holder has provided Acuity assessment software to the school for measuring student mastery of the standards. The assessment measures student proficiency on all grade-level standards. The results of the assessment are separated by class to determine individual teacher effectiveness. Student proficiency rates are analyzed by school administration. The school administrator is required to submit an instructional improvement plan to the Charter Holder for any teacher whose class proficiency percentage in reading and/or mathematics is below designated targets. For the purposes of this requirement, kindergarten-6th grade students are



considered proficient on the February benchmark if their score places them in Range 3 or 4.

Documentation

- Summary report of assessment results
- Individual student tracking form (K-6)
- Samples of completed student tracking forms (K-6)
- Acuity school roster reports (show proficiency rates)
- Teacher improvement plans (if applicable) initiated due to assessment analysis

B. Evaluating Instructional Practices

Question #1: How does the Charter Holder evaluate the instructional practices of all staff?

Answer

The Charter Holder requires that school administrators complete a formal evaluation of every teacher annually. Copies of each teacher’s year-end evaluation are provided to the Charter Holder. For the 2015-2016 academic year, the Charter Holder revised the teacher evaluation documents in order to streamline the evaluation process. A committee of school administrators and district representatives reviewed and discussed evaluation instruments used by other districts. Upon the committee’s recommendation, the Charter Holder adopted two new evaluation instruments to be used by CAFA school administrators. Details regarding the two evaluation instruments are provided below.

- The first form is patterned after the Teach 4 Success (T4S) model and is used to document drop-in observations. The drop-in observations are from five to twenty minutes in length. The T4S drop-in observation form is utilized throughout the academic year and copies are maintained by the school administrators. These drop-in forms must be made available to the Charter Holder for review upon request. Effective for 2015-2016, school administrators are required to complete the drop-in forms at least once each month for every classroom teacher.
- The second form utilizes the elements of Charlotte Danielson’s teacher evaluation framework (Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities). Administrators use the data gathered from drop-in observations, plus a minimum of one longer observation of at least fifty minutes in order to complete this evaluation form. Effective for the 2015-2016 academic year and annually thereafter, school administrators must provide copies of all the completed teacher evaluation forms to the Charter Holder on or before April 30.

The formal evaluation form, completed on or before April 30 each year, includes twenty-two indicators of teacher performance. The overall categories included on the form are planning & preparation, classroom environment, instruction, and professional responsibilities. A teacher can earn from zero to three points on each indicator for a total of sixty-six possible points. Teachers receive overall quality



ratings based on the following points totals:

- 0-32 points Ineffective
- 33-43 points Developing
- 44-54 points Effective
- 55-66 points Highly Effective

If the Charter Holder, in consultation with the school administrators, chooses to renew a teacher deemed to be “Ineffective” on the formal evaluation, then that teacher must be placed on an improvement plan for the next academic year. During the term of the instructional improvement plan, school administrators will conduct unannounced visits to the teacher’s classroom for a minimum of thirty minutes weekly and all visits will be documented on the T4S drop-in observation form. At the end of every month, the school administrators will inform the Charter Holder of teacher progress with respect to the improvement plan.

A teacher who falls in the “Developing” category on the formal evaluation may be placed on an instructional improvement plan. If an improvement plan is initiated, then school administrators will conduct unannounced visits to the teacher’s classroom for a minimum of thirty minutes every two weeks and all visits will be documented on the T4S drop-in observation form. At the end of every quarter, the school administrators will inform the Charter Holder of teacher progress with respect to the improvement plan.

Administrators provide the Charter Holder with data regarding student performance outcomes on benchmark assessments to supplement the teacher evaluation forms.

In May of each academic year, the Charter Holder meets with the school administrators to review completed teacher evaluation documentation and assessment data. If any teachers have been placed on an improvement plan during the academic year, then the Charter Holder discusses progress relative to the improvement plan with the school administrators.

Documentation

- T4S Drop-in observation form
- Samples of completed drop-in observation forms
- Teacher evaluation forms
- Samples of assessment data (Acuity School Roster Reports)
- Teacher improvement plan instrument

Question #2: What is the Charter Holder’s ongoing process to identify the quality of instruction?

Answer

The Charter Holder recognizes that the school administrators serve a dual role (instructional coaching



and evaluation) when observing the instructional process in the classrooms. Unannounced drop-in observations allow the administrators to develop a picture of instructional quality in each classroom. The administrators can then provide guidance and coaching to teachers as needed and maintain documentation to inform teacher evaluation. The evaluation instrument identifies teacher planning and preparation, classroom environment, instructional methods, professional responsibilities, student academic growth, and standards mastery. In order to facilitate the instructional coaching role, administrators are not required to complete evaluation documents for every drop-in observation. However, one drop-in observation form must be completed for every classroom teacher at least once each month. In order to verify other drop-in coaching observations, effective February 2016, school administrators will maintain a log of classroom visits.

All classroom visits are unannounced, irrespective of the length of the observation. At least one observation of fifty minutes or longer is included in the overall year-end teacher evaluation. The Teach 4 Success drop-in observation form includes categories for alignment to standards, instructional practices to support all learners, student engagement, assessment practices, and the learning environment. Administrators provide coaching as needed in these areas and teacher proficiency in these areas is documented at least once a month on the T4S drop-in form.

Documentation

- T4S Drop-in Observation Form
- Formal Evaluation Form
- Observation Log

Question #3: How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Answer

Two school administrators conduct drop-in observations (at different times) in order to provide more than one perspective regarding the quality of instruction in each classroom. The school administrators complete the T4S drop-in observation form at least once each month for every teacher in order to document strengths and concerns. These drop-in visits are unannounced, at different times of the day, and for different content areas. They vary in duration from a five-minute walk-through to a twenty-minute observation. This allows school administrators to observe multiple scenarios and develop an accurate picture of each teacher’s strengths, weaknesses, and needs.

If the observations reveal that an individual teacher needs additional support, this support is provided as follows:

- Coaching/guidance by a school administrator
- Peer coaching by a teacher colleague who has demonstrated strength in the area of need
- Lesson modeling by a school administrator



- Sharing of resources by a peer teacher

If the observations reveal specific concerns that apply to multiple staff members, this is provided as follows:

- Coaching/guidance by a school administrator during a regular staff meeting.
(Note: staff meetings are scheduled once every two weeks.)
- Coaching/guidance by a school administrator during an early-dismissal day.
(Note: early-dismissal days are scheduled for this purpose approximately five times during the academic year.)
- Professional development

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- TS4 Observation Forms
- Drop-in observation log
- Schedule of staff meetings
- Notes from selected staff meetings (when instructional needs addressed)
- School calendar

C. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Monitoring Instruction Table

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25% Alternative	<input type="checkbox"/>	The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction. Students in the bottom 25 percent receive supplemental support via small groups during the school’s RTI period and/or pull-	Spreadsheet showing assessment results.



<p>schools: Non- proficient students</p>		<p>out tutoring. The Charter Holder requires school administrators to review Acuity assessment results to determine if students in the bottom 25% are becoming more proficient in mastering grade-level standards. Median growth as a whole is compared to median growth for students in the bottom 25 percent for each class.</p> <p>Assessment results are maintained in an Excel spreadsheet so that proficiency can be compared efficiently.</p>	
<p>ELL Students</p>	<input type="checkbox"/>	<p>The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction.</p> <p>ELL students receive supplemental support via classroom small groups during the school’s RTI period.</p> <p>The Charter Holder utilizes the Arizona English Language Learner Assessment (AZELLA) and Acuity data to track progress relative to the grade-level standards for each ELL student.</p>	<p>Summary of AZELLA results Summary of Acuity data</p>
<p>Students eligible for FRL</p>	<input type="checkbox"/>	<p>The Charter Holder utilizes assessment data in reading and mathematics to determine the quality of supplemental instruction.</p> <p>The Charter Holder requires that the school maintain disaggregated Acuity assessment data for students eligible for FRL.</p> <p>The Charter Holder requires that school administrators compare proficiency of FRL students with whole-group proficiency relative to the grade-level standards.</p>	<p>Acuity assessment graphs comparing overall student and FRL proficiency.</p>
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>The Charter Holder requires that the special services department track growth relative to the goals included in each student’s individualized education plan.</p> <p>The Charter Holder requires that the school administrators monitor the Acuity reading and mathematics assessment results of students with disabilities to</p>	<p>Sample of IEP goal tracking sheet Summary of assessment data for students with disabilities</p>



		determine if each student is improving in proficiency relative to grade-level standards.	
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D. Providing Feedback that Develops the Quality of Teaching

Question #1: How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

Answer

The Charter Holder requires that school administrators maintain documentation, via the T4S drop-in observation and formal evaluation forms, regarding instructional strengths, weaknesses, and needs. The Charter Holder discusses observation findings with school administrators on an informal basis and solicits administrative feedback regarding instructional needs.

In addition, the Charter Holder reviews benchmark and state assessment data to determine the proficiency level of students relative to the state’s reading and mathematics standards (the Charter holder provides Acuity assessment software to the school for the purpose of assessing student progress and proficiency during the academic year). This provides the Charter Holder with a measure of each teacher’s instructional effectiveness in facilitating student learning of academic standards.

If school administration and the Charter Holder determine that a teacher needs to be placed on an improvement plan, then the school administrators will develop the plan and provide a copy to the Charter Holder. The school administrators will be required to provide monthly feedback to the Charter Holder regarding progress relative to the improvement plan.

Documentation

- T4S drop-in observation form
- Formal evaluation form
- Acuity assessment summary
- Improvement plan form
- Sample of individual teacher instructional improvement plan

Question #2: How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer

The Charter Holder requires the school administrators to provide feedback regarding strengths or concerns at least once each month via the T4S drop-in observation form. When the formal evaluation



process is completed, the Charter Holder requires that the school administrators schedule a meeting with each teacher to discuss observed strengths, weaknesses, and needs. Each teacher signs the evaluation form at the meeting to indicate that the instructional feedback has been provided.

The Charter Holder uses assessment data and evaluation results to determine, in cooperation with school administrators, if any teachers should be placed on an instructional improvement plan. For any teacher placed on an improvement plan, the Charter Holder requires that the school administrator conduct a classroom observation and meet with that teacher weekly to provide feedback regarding progress relative to the plan. Each month, the school administrators are required to provide a summary of progress on the improvement plan to the Charter Holder.

Each academic year, the Charter Holder authorizes the school administrators to recommend teachers with noted instructional strengths for additional salary raises over and above the raises given generally. The school administrators meet with teachers receiving additional salary raises and provide feedback regarding the strengths that led to the increase in compensation.

Peer support has been achieved informally at the request of school administrators. However, discussions have been initiated regarding the possibility of establishing a formal mentoring program in which the strongest teachers are paired with a teacher needing additional support (either on a current improvement plan or new to the school).

Documentation

- T4S drop-in observation form
- Formal evaluation form
- Sample instructional improvement plan
- Meeting/coaching log for teachers under an improvement plan
- Salary increase recommendations for 2015-2016 academic year
- Meeting minutes regarding possible mentoring program

AREA V: PROFESSIONAL DEVELOPMENT

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Development of the Professional Development Plan

Question #1: What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?



The Charter Holder requires school administrators to review a variety of factors to determine professional development needs. The following factors are considered in this process:

- Analysis of assessment data (more details provided below)
- Classroom observations and evaluations
- Adoption or revision of curriculum or assessment resources
- Teacher requests
- Adoption of co-curricular programs-
- Legally required trainings (examples: special education requirements, state assessment protocols)

The district’s site administrators are required to submit professional development opportunities for best practice at their schools to the Charter Holder throughout the school year based on the factors above and the District Professional development Policy

When curriculum is adopted or revised or when a co-curricular program is adopted that has direct impact in the classrooms, then the Charter Holder schedules appropriate professional development to train staff in the new programs.

Data used to determine professional development topics:

Observation and evaluation data: School administrators conduct unannounced drop-in observations routinely throughout the academic year. If instructional or management concerns are noted and improvement is not achieved via coaching, then the school administrators may submit a request for teacher professional development in the area(s) of concern.

Student assessment data: School administrators review benchmark and state assessment results to identify possible instructional weaknesses school-wide or with individual teachers. In reviewing the assessment data, the following factors indicate potential professional development needs:

- AzMerit proficiency results lower than statewide proficiency rates.
- AIMS Science proficiency results lower than statewide proficiency rates (4th 8th, 10th grade only)
- Fewer than 50 percent of students in a class or grade-level are in ranges 3 or 4 on the second benchmark assessment (reading and/or mathematics)

Teacher requests: School administrators facilitate teacher discussions of professional development needs. If the school administrator determines that a teacher requires external training, the administrator submits a professional development request to the Charter Holder.

Additional note: The district has a generalized professional development policy for the district’s schools. The policy provides for objectives that include the following:

- District-wide in-service-and training
- New teacher and staff in-service and training
- Teacher development days embedded in the school calendar
- Allowance for individual training opportunities

The current policy also provides strategies, accountability measures and timelines for the objectives. Although the district has a policy and encourages professional development for administrators and staff, the Charter Holder recognizes this is an area that needs to be improved upon district-wide. Moving forward, the Charter Holder will build upon the existing plan to include detailed implementation and monitoring requirements and more detailed teacher accountability as well as a long term plan for a system to build teacher skills throughout the district.



Documentation

- Samples of classroom observation notes
- Acuity School Roster Reports (shows percentage of students in each proficiency range)
- Staff meeting notes
- Notes based on state assessment results
- List of newly adopted programs and related professional development trainings
- District Professional Development Policy

Question #2: What is the Charter Holder’s ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Answer

The Charter Holder has created a professional development policy that will incorporate information from a variety of sources to determine staff learning needs. These sources include the following:

- **Surveys:**
 - Teachers will be surveyed to determine what topics for professional development are desired by the staff. The charter holder will review student surveys and parent surveys for indications of areas of weakness in instruction.
- **Meeting Notes:** (Meeting minutes and notes may document discussions that determine need for instructional training.)
 - Staff meetings
 - Professional Learning Community (grade-level or content area team) meetings
 - School Improvement meetings: Teacher, parent and student survey results are discussed in School Improvement Meetings and areas of concern are analyzed to determine if professional development for teachers will help to improve those areas. Professional development may be an action item to meet school improvement goals.
- **Assessments:** Site administrators will analyze student assessment data from the following sources to determine the need for instructional training.
 - Acuity assessment reports (School Roster, Class Roster, and Item Analysis)
 - AzMerit results
 - Student mastery checklists (K-6)
- **External Sources:** If a new instructional or co-curricular program that directly impacts the classroom is adopted, then the Charter Holder will provide the professional training recommended by the program provider.

The criteria used to make professional development decisions are as follows (must meet at least one of



the criteria in order to be considered):

- State assessment data demonstrates student proficiency is lower than state proficiency rates.
- Internal assessment data demonstrates that teachers need additional support to achieve greater student proficiency
- School administrators recommend that a specific professional development topic should be addressed (rationale must be provided).
- The majority of full-time classroom teachers at a school agree that a specific professional development is needed and provide a formal request and rationale for the training.
- The training is required by law or state policy (examples: state testing protocols, special education requirements).
- The training is required subsequent to the adoption of a new program or curriculum.

Documentation

- Teacher needs survey
- Parent Surveys
- Staff meeting notes
- Professional Learning Community (grade-level or content area team) meeting notes
- School Improvement meeting minutes
- Acuity reports (School Roster, Class Roster, and Item Analysis)
- AzMerit results
- Student mastery checklists (K-6)

Question #3: What is the Charter Holder’s ongoing process to address the **areas of high importance** in the **professional development plan**? How are the areas of high importance determined?

Answer

Areas of high importance for professional development are determined by gaps in student learning based on state and internal assessments (K-12) and student mastery checklists (K-6). High importance areas may also be determined if administrative weekly walk-throughs and monthly observations determine a teacher needs training in an area of instruction. Teacher content knowledge and skills related to curriculum, instruction, and assessment are high priorities.

If there are indications that individual teachers need additional support, the site administrator will determine if the teacher’s skills can be improved with teacher mentoring, instructional coaching and administrative support. If it is determined a teacher needs training beyond what can be provided through in-house coaching and mentoring, then school administrators will research other opportunities for professional development.

If parent surveys indicate an area of academic need to improve instructional effectiveness, the district considers this to be of high importance. The district and site administrator will review student assessment and classroom observation data to determine if parent recommendations are valid. Professional development will be put into place for best practice to strengthen instruction by using in-house instructional coaches or professional trainers and speakers at the school or district level.



The other high-priority item is the ongoing support of teachers who are new to the district. All new teachers are provided with guidance and support from peer teachers and leadership, especially throughout their first year at Learning Foundation. The Charter Holder is in the process of developing a documented mentoring program to support the success of new teachers. In cooperation with school administrators, the Charter Holder will identify high-performing teachers and team them up with new teachers to provide peer support in teaching strategies, the use of curricular and assessment resources, and procedural expectations.

Documentation

- Summary of needs based on assessment data
- Samples of student mastery tracking sheets(K-6)
- Observation notes
- Surveys – teacher, student, parent
- List of professional development trainings
- Sign-in sheets for professional development
- Administrative meeting notes

B. Adapted to Meet the Needs of Subgroups

Question #1: Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four **subgroups**.

Answer

Special Education & English Language Learners (ELL)

At the beginning of each academic year, the district provides professional training regarding special education requirements. This training includes information regarding regulations and student accommodations. Special education specialists are stationed full-time at the schools. ELL specialists, although not assigned full-time to the school due to the low number of ELL students, are available on an on-call basis. Throughout the academic year, special education and ELL specialists are available to provide guidance in the use of curricular or supplemental resources upon request and one-on-one coaching in instructional strategies as needed (by teacher or administrator request).

Note: Until the current academic year, special education students were served via an independent provider. Although this was effective when the district was smaller, the significant increase in student enrollment emphasized the need to employ in-house special education specialists effective August 2015. This change facilitates the provision of professional development for specialists. The Charter holder provides ongoing in house reading intervention professional development to the special education staff throughout the school year at quarterly in-service meetings provided by the District Certified Special Education Director.



Free & Reduced Lunch (FRL) and Bottom 25 percent

All staff members who provide supplemental instructional support are required to attend district and school professional development opportunities. Classroom teachers, paraprofessionals and Title I support staff are included. This professional development is provided according to identified instructional needs. In addition, the Charter Holder sent two of the paraprofessionals who provide small-group and pull-out reading support to two-weeks of professional development so that they could become Spalding-certified and provide supplementary support consistent with classroom methodologies.

The school administrators monitor proficiency growth of students in the bottom 25 percent. If median growth of students in the bottom 25 percent is not higher than overall student median growth for two consecutive benchmark assessments, then the school administrators notify the Charter Holder of possible professional development needs.

All subgroups: Within two weeks of a school professional development training session, a site administrator will meet with subgroup specialists. The group will brainstorm any needed customization of strategies to meet the needs of subgroups. Any customization will be presented to general education teachers at the following staff meeting. Customization will be included in the implementation plan. Subgroup specialists will provide ongoing support and coaching to regular education teachers (individually or in small or large groups as needed).

Documentation

- Training sign-in logs
- Excel spreadsheets showing median growth overall and for bottom 25 percent

C. Supporting High Quality Implementation

Question #1: What is the Charter Holder’s ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

Answer

The Charter Holder supports high quality implementation by the following means:

- The school administrators conduct classroom observations and provide feedback to teachers regarding implementation.
- Grade-level and content area teams are encouraged to discuss implementation successes and challenges at team meetings.
- The school administrators discuss implementation opportunities and challenges with teachers at staff meetings.
- As the Charter Holder has invested significant funds into the adoption of Spalding curriculum methodologies at the K-6 grade campus, the Charter Holder requires that school administrators monitor and support its implementation closely. Classroom teachers are required to provide details in their lesson plans regarding Spalding lessons. School administrators are required to review lesson plans weekly and conduct drop-in observations to ensure that the lesson plans are being followed.



- In order to support Spalding curriculum implementation, the school administrators developed an observation checklist that is used to provide feedback to teachers regarding Spalding procedures and methods. This checklist is used specifically for observations of spelling dictation and phonogram review and the completed checklist is discussed with teachers subsequent to the observation.
- When new teachers are hired, a school administrator models Spalding methodologies in the classroom and provides coaching to the teacher. The summer after hire, the Charter Holder requires that new teachers attend formal Spalding training for two weeks and earn Spalding certification. The Charter Holder provides the funding for this training.
- If additional resources are required in order to implement professional development, the Charter Holder facilitates the purchase of these resources. For example, in the 2015-2016 academic year, the Charter Holder has purchased writing kits for every classroom to follow up a Spring 2015 writing workshop provided to K-6 staff. Additional curriculum resources have been provided as needed.
- Teachers or teams wishing to implement specific programs in their classrooms submit a request to administration. A discussion is held among involved teachers, administration, and the charter holder to determine the purpose, relevance, and value of each request. Upon a positive determination the charter holder will further investigate the resources necessary to help develop the program in the classroom and provide resources as required. This may be purchase of materials but may also include additional staff training, time away for training and development, or stipends for additional work. These elements are built into cost calculations prior to approving new training or programs to ensure short- and long-term resources are adequate to implement, maintain, or grow adopted programs.

Additional Note: The Charter Holder recognizes that more systematic follow-up support is pivotal to successful implementation of any professional development. To date, quality implementation has been the responsibility of the school administrators in accordance with the Accountability Measure in the current district Professional Development Policy. However, the district is currently moving forward to build on the professional development policy to include a detailed implementation process. As one of the first steps a form has been generated requiring teachers to comment in specific areas on what they learned in professional training and also comments on best practice for implementation. The district's revised professional development policy/plan will include the current method for implementation used at the school level with a method for measurable and observable documented outcomes and consistent feedback to the district.

Documentation

- Classroom observation notes
- Sample lesson plans
- Spalding lesson observation checklist
- List of staff members who have earned Spalding certification while at Learning Foundation (K-6)
- Purchase invoices/receipts (K-6)



Question #2: What is the Charter Holder’s ongoing process to identify concrete resources, necessary for high quality implementation, for instructional staff?

Answer

Concrete resources needed for effective implementation are identified and determined by the Charter Holder and administrators based on the specific development opportunity. Concrete resources will be identified to ensure the adequacy of:

- Time
- People
- Material
- Technology
- Fiscal investment

Thorough planning of proposed professional development will include the Charter Holder and administrators identifying resources needed and where to best use identified resources to notably impact student and educator learning. This will also ensure equity in resource allocation

In order to implement professional training successfully, resources recommended or required by the program vendor are purchased accordingly (examples: Spalding and The Leader In Me materials for K-6). The Charter Holder requires that school administrators monitor the ongoing availability of these resources at the school and submit re-purchase requests as needed.

In order to identify the discretionary resources needed for implementation of professional development, the charter holder meets with administrators and teachers to discuss implementation needs prior to committing to professional development activities to ensure adequate resources are set aside for appropriate implementation. School administrators and the charter holder research the availability of resources to include materials, fiscal investment, technology, time, and people. A professional development budget is annually allocated for the purpose of providing both training and resources. It is the expectation that professional development be implemented in classrooms, and this often requires the purchase of both vendor and non-vendor resources.



Note: The process for identifying resources and communicating need to the Charter Holder is currently informal. However, as the schools have grown significantly in the last two years, the Charter Holder is currently developing a new professional development policy/plan that will include formalized processes for identifying and procuring resources.

Documentation

- List of required Spalding materials (K-6)
- List of required materials for The Leader In Me (K-6)
- Purchase requests/invoices/receipts

D. Monitoring Implementation

Question #1: What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?

Answer

The Charter Holder requires that school administrators conduct unannounced drop-in observations in classrooms routinely throughout the academic year. These observations occur at different times of the school day and for all academic content areas. This allows school administrators to formulate a clear picture regarding implementation of strategies learned.

Prior to approving, purchasing, or implementing professional development work, a determination is made regarding the purpose and potential outcomes of the training or programs. Depending on the professional development activity, these outcomes may be formal or informal but are observable and/or measurable. If these outcomes are specific and school-wide they are incorporated into observation forms or other rubrics. For teacher specific goals these items may be included in a teacher development plan or other observation tool.

For the observation of Spalding lessons for K-6th grades, the school administrators developed a separate observation checklist that includes the elements necessary for successful implementation of this methodology. This checklist was provided to the classroom teachers early in the academic year (2015-2016). School administrators and one classroom teacher (currently pursuing advanced Spalding training) use this specialized instrument to document teacher use of approved Spalding methods and strategies.

The two major professional development initiatives adopted for K-6th grades in the last two years are Spalding (implemented August 2014) and The Leader In Me (implemented August 2015). Implementation of these programs is documented by teachers within their lesson plans which are submitted weekly and reviewed by school administrators. Classroom teachers provide instructional schedules to school administrators so drop-in visits can be timed to coincide with Spalding and Leader In Me lessons to ensure that instruction is aligned with submitted lesson plans.

As more professional development is implemented in the future, the Charter Holder will develop systematic processes for the implementation of strategies learned. The processes currently used to



monitor Spalding and The Leader In Me implementation at the K-6 campus will inform the development of that monitoring plan.

Documentation

- Drop-in observation notes
- Spalding observation checklist (K-6)
- Sample lesson plans

Question #2: How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

Answer

The Charter Holder requires that school administrators discuss professional development training and implementation with instructional staff. This is currently accomplished at the staff meeting following the training and in additional staff meetings on an as-needed basis. Follow-up meetings with grade-level and content area teams allow for further discussion of implementation strategies, ideas, and challenges specific to the grade level or content area. Ongoing staff-wide and grade level/content area team discussions facilitate the refinement of the implementation processes.

School administrators follow up via classroom observations and provide formal written feedback to teachers at least once each month. This is accomplished with the use of the Teach 4 Success (T4S) drop-in observation form. Copies of this feedback form are maintained by school administration and made available to the Charter Holder on demand. For observations targeted to Spalding implementation (K-6), the Spalding checklist is used and school administrators meet with the teacher(s) to provide feedback regarding the quality of implementation.

School administrators review lesson plans for evidence of implementation of new professional development and provide feedback to teachers via the lesson plan review checklist.

The Charter Holder follows up with school administrators informally to discuss implementation successes and challenges and determine if any additional resources are required for successful implementation.

Documentation

- Staff meeting schedule
- Meeting notes
- T4S drop-in observation notes
- Spalding checklist (K-6)
- Sample lesson plans



- Lesson plan feedback checklist

AREA VI: GRADUATION RATE (if applicable)

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Progress Toward Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to create academic and career plans?

Answer

Write answer here. Suggested word count is 400 words.

The process for developing student academic and career plans begins with a review of what students should have (documentation, test scores, post-graduation plan) and be able to do (skills, college/job applications, research) by the time they graduate. This includes reviewing college application processes and requirements, technical school requirements, changes in national testing, and other relevant contributing data. LFPA then examines what academic and supplementary benchmarks should be established for students on various tracks as checkpoints. For instance, LFPA would examine trends when scholarship applications, student aid, and college decisions are being made to support completion goals for freshman, sophomore, junior, or senior year. These checkpoints are used to create an Education and Career Action Plan (ECAP) calendar which LFPA uses to monitor student progress toward their goals. Items on these checklists include both activities students should be doing at each grade level to advance their plans and items and opportunities that need to be provided to them.

For items students should complete at grade level, surveys and activities from the Arizona Career Information System (AZCIS) are chosen to reflect grade level appropriate considerations for both career and college planning. So younger students may take broad interest surveys while older students would perform more focused searches for college programs which reflect their specific career interests. In addition to surveys these activities include college searches, program comparisons, and financial aid assistance.

These activities are matched to resources which LFPA needs to provide for students. This includes making sure national exams are provided at the appropriate time. Further resources, such as college fairs and college visits, help ensure that college and career information is being provided to students in a timely manner. Direct instruction and oversight in the use of the AZCIS system also occurs in an ongoing



manner with initial instruction provided to students in grade level groups and further individual assistance provided by teachers and administrators. Protected time is devoted to students to give them an opportunity to complete some activities at school with access to teachers to answer questions.

Documentation

- Education and Career Action Plan (ECAP) Calendar
- Individual student ECAP portfolios
- Arizona Career Information System (AZCIS) surveys
- ECAP student checklists
- College Fair Information Sheets
- College Visit Attendance Rosters

Question #2: What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

Answer

Initial student plans are created via students’ individual ECAP which students update in an ongoing process as they move toward graduation. This plan is reviewed twice annually with a school counselor to provide direction in necessary components depending on students’ individual needs. Advisement includes providing guidance in signing up for national tests such as the ACT or SAT or information on specialized training programs such as those provide by the East Valley Institute of Technology (EVIT) or early college programs. Scholarship support is also provided through the ECAP process through direct instruction about how to apply for scholarships and through the support of the AZCIS.

In addition to the ECAP semester checkpoints, credit analyses are performed every semester and checked against students’ graduation plans to make sure students are on track for their desired plan by way of both credits and grades. Students who are moving away from their expressed plan receive additional support to determine how to maintain their desired course or if their plan requires modification. Students also receive guidance each year in choosing both their core courses and electives to support their chosen path. Such guidance includes discussion about which academic areas they may wish to accelerate, how to plan time in their schedule for additional courses off site, or scheduling for remediation.

Additional opportunities for students to explore and refine college and career plans are provided through on and off site college and career fair opportunities. At least one college fair is held on site each year with supplemental visits to local colleges provided during the school year as free opportunities for students to see local college campuses for themselves. Partnerships with local colleges allow students interested in specific programs to get more information or visit facilities related to their areas of interest. These generally include health science fairs, technology career fairs, and business career opportunities. Local colleges also support college planning by sponsoring financial aid seminars and providing other college planning opportunities on-site at LPPA for the benefit of students and their



parents.

Documentation

- Education and Career Action Plan (ECAP) Calendar
- Individual student ECAP portfolios
- Arizona Career Information System (AZCIS) surveys
- ECAP student checklists
- College Fair Information Sheets
- College Visit Attendance Rosters

B. Addressing Barriers to Timely Graduation

Question #1:What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

Answer

Because Learning Foundation and Performing Arts Gilbert is a seventh through twelfth grade campus, graduation support begins before high school. Junior high students are monitored for multiple success indicators such as grades, attendance, discipline, and test scores. Concerns about students’ ability to succeed in high school are addressed before students proceed into the ninth grade.

Once students enter high school, or sooner if students are on a more advanced track, credit analyses and graduation plans are updated each semester. Students who fail classes or are severely underperforming in an area review their schedules with an administrator and, if needed, parents to determine if changes in classes need to be made. Academic concerns are typically addressed through schedule adjustments, tutoring, and/or remediated classes. Tiered interventions minimally include tutoring built into the school week with a paraprofessional. More substantial efforts include changing course levels to fill in skill gaps in order to build support for future enrollment in grade level appropriate classes. Where substantial gaps exist the Exceptional Student Services (ESS) department will assist in providing resources for students with more serious struggles regardless of a student’s special education status. This may include placement in one of LFPA’s Academic Success classes which also provide social support. Academic Success courses serve as both academic support and an opportunity to practice study skills, communication, and other habits for successfully navigating a school environment.

Although the 2014 school year is the first year in which LFPA’s graduating class was large enough to be included on the dashboard rating, LFPA has also previously maintained a 100 percent graduation rate. Because interventions are on-going, very few students moving into their junior and senior year of high school are at risk of failing to graduate. This early and on-going process is necessary because, as a small school, LFPA has a limited ability to provide in-house credit recovery. In cases where students enroll later in their high school career with gaps in their credits or for students who continue to struggle, LFPA partners with Brigham Young University to provide online credit recovery. This system has required only



minimal use thus far, but functions as a safety net should the need arise.

Documentation

- Schedule change documentation
- Exceptional student services department communication logs and meeting notes
- Credit Analyses / Grade reports
- Brigham Young University enrollment lists
- Academic Success course enrollments
- Para-professional pull-out schedule

Question #2: What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

Answer

Remediation plans are reviewed annually at the end of each school year to determine needs for the following year. Consideration is given to the number of students serviced, the effectiveness of interventions in maintaining on-time graduation rates, and the number of students likely to need intervention for the following year. Intervention likelihood is based on credit analyses, teacher reports, and test scores. LFPA also reviews overlapping interventions to determine which services may be combined as part of existing programs and which services may need separate resources. For example, Academic Success classes provide academic support; however, communication, study skills, and organization are also integrated into these courses to support social concerns. If a significant number of students require specific, intensive social support, LFPA would consider alternatives to current support structures to help these students in a more focused way. Further assessments would then include a review of budget, staff, and resources required to provide necessary services. This review is conducted with support from administration, paraprofessional service providers, and the exceptional student services team.

Each year the school also reports student information to the district including that of students for whom graduation is not a possibility. The charter holder is involved in discussion of current practices and effectiveness. New or altered procedures, if necessary, are determined at that time before the start of the next school year.

Documentation

- Schedule change documentation
- Exceptional student services department communication logs and meeting notes
- Credit Analyses / Grade reports
- Discipline reports
- Academic Success course enrollments



- Paraprofessional pull-out schedule

AREA VII: ACADEMIC PERSISTENCE (if applicable)

Answer the questions for the following section .Provide documentation that will clearly demonstrate implementation of the processes.

A. Strategies for Continuous Enrollment

Question #1: What is the Charter Holder’s ongoing process to measure levels of **engagement**?What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.
N/A

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #2: What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #3: What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:



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APPENDIX F

FINANCIAL RESPONSE EVALUATION

Financial Performance Response Evaluation Instrument

Charter Holder Name: CAFA, Inc.
Charter Holder Entity ID: 90327

Required for: Renewal
Audit Year: 2014

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. “Not Acceptable” answers may adversely affect the Board’s decision regarding a charter holder’s request.

Measure	Reason(s) for “Not Acceptable” Rating
<p>2a. Net Income</p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>In addition to enrollment decreases in 2014 due to construction delays on the Learning Foundation and Performing Arts Warner campus (“Warner Campus”), which resulted in a net \$100,000 in lost revenue and cash, and \$207,998 in textbook purchases to improve student achievement, which are both supported by the response, CAFA explains, “The start-up costs generated for the new K-6 building between the finance advisors and CAFA management were underestimated and we were forced to purchase necessary start-up items totaling \$233,215.31.” The response supports the Warner Campus start-up expenses. However, the start-up expenditures for curriculum and other items were intended and necessary for the Warner Campus to open in the audited fiscal year, whether they were initially underestimated or not. The combined impact of the enrollment decrease and the textbook purchases to improve student achievement explains \$307,998 of the net loss, but does not fully explain the \$364,612 net loss. Had CAFA provided further explanation for its performance on this measure, along with supporting documentation, this would have been considered in Board staff’s evaluation.</p> <p>The response indicates, “CAFA is also working to reduce the lease payment of \$86,000 per month on the second newly constructed building (Exhibit 4: annual rent breakdown). Attached are the first pages of two engagement letters with counsel and financial underwriters (Exhibit 5) as evidence that CAFA is currently in the process of acquiring a bond to refinance the building. We are in the early stages of this process but a quick analysis is projecting a savings of approximately \$20,000 per month or \$240,000 per year.” While the response supports CAFA’s efforts to acquire a bond for the Learning Foundation and Performing Arts Gilbert campus (“Gilbert Campus”), it does not support the projected savings identified by CAFA. Had CAFA provided the documentation that serves as the basis for the savings estimate included in the response, this would have been considered in Board staff’s evaluation.</p> <p>The response includes a 2017 “CAFA Renewal Budget” (“renewal budget”) document which shows revenue over expenditures for a positive budget balance for the three charters both together [\$98,500] and individually. The renewal budget includes a \$1,425,000 Building Rent/Lease/Loan” line item for the “Gilbert” charter that appears to reflect the bond financing (interest on the loan) for the relocated Gilbert Campus, in addition to other applicable building costs (including the Warner Campus lease). If that is true, then CAFA will meet the Board’s net income measure. However, since the response shows negotiations are in process, neither the counsel letter nor the BB&T Capital Markets engagement letter, support the amount that CAFA will pay to service the Gilbert Campus loan, thus it is not possible to verify the \$1,425,000 “Building Rent/Lease/Loan” line item. If CAFA does not obtain the loan, it</p>



Measure	Reason(s) for “Not Acceptable” Rating
	<p>appears based on the audit that the “Gilbert” charter would pay approximately \$1,737,000, which would result in a net loss. However, the “Gilbert” charter’s budget contains a \$400,000 “Contingency” line item that, if the budget holds true, would likely absorb the costs if the loan is not obtained. Had CAFA provided the detail to support the “Building Rent/Lease/Loan” line item for the “Gilbert” charter, this would have been considered in Board staff’s evaluation.</p> <p>In reference to the savings from “lease payout for the vacated site in Gilbert Town Square on May 15, 2016” and the potential savings from a bond finance of the Gilbert campus, the charter holder indicates, but does not support, “These two items have the potential of giving positive net income of \$540,000 in fiscal year 2017. The impact of the estimated reduction in lease payments for FY 2017 based on the projected budget (Exhibit 6) would leave a budget balance for CAFA of \$338,500.” Since the response does not quantify the savings from the potential bond financing, it is not possible to determine the impact on the 2017 budget.</p>
<p>1b. Unrestricted Days Liquidity</p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>CAFA indicates, but does not support, “The plan moving into fiscal year 2017 is to meet the board’s days liquidity requirement.” The response included a 2017 Renewal Budget that shows CAFA anticipates \$6,988,000 in expenses. However, the response does not indicate what CAFA’s unrestricted cash balance will be in 2017; therefore it is not possible to determine if CAFA will meet the Board’s days liquidity requirement. Had CAFA provided and supported its anticipated unrestricted cash balance at June 30, 2017, this would have been considered in Board staff’s evaluation.</p>
<p>2b. Cash Flow</p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>CAFA indicates, “The curriculum purchases, new school start-up costs and missing the targeted enrollment number were all dynamics that placed the charter holder in a difficult financial negative totaling \$364,612 for fiscal year 2014 and carried over into fiscal years 2015 and 2016.” The response supports the curriculum purchases and missing the targeted enrollment number in the audited fiscal year, however does not support the impact of start-up costs for the Warner Campus (see net income).</p> <p>CAFA did not provide enough information to determine its performance in 2017. Had CAFA provided and supported its cash balance at June 30, 2017, this would have been considered in Board staff’s evaluation.</p>
<p>2c. Fixed Charge Coverage Ratio</p> <p>Acceptable <input type="checkbox"/></p> <p>Not Acceptable <input checked="" type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	<p>CAFA explains, “The fixed coverage charge is primarily driven by our lease payments. The ratio for the Gilbert charter based on total revenue reported in the Annual Financial Report was 4.09 in FY 2014 and 3.5 in FY 2015. The charter holder’s plans to reduce those costs are detailed under net income and restated below.” While the lease costs have the largest impact on CAFA’s fixed charge coverage ratio, based on the Annual Financial Reports and audits, the Gilbert charter would have a Fixed Charge Ratio of 0.96 in 2014 and 0.86 in 2015.¹ CAFA indicates its plans to reduce its lease payments for the Gilbert Campus by acquiring a bond to finance the building, but the response does not quantify the costs for interest and the current portion of the 2017 bond debt. Therefore, it is not possible to determine the cost savings in 2017 (see net income) or CAFA’s 2017 performance. However, based on the support and explanation for \$207,998 in textbook purchases as part of a plan to improve student achievement and adding</p>

¹ 2014 Net Income based on actual revenues less expenses is -\$38,604, depreciation and lease expenses from the audit are \$8,914 and \$699,480, for a FCCR of 0.96. 2015 Net Income based on actual revenues less expenses is -\$156,794, depreciation and lease expenses from the audit are \$8,363 and \$1,059,996, for a FCCR of 0.86.



Measure	Reason(s) for "Not Acceptable" Rating
	back the \$100,000 revenue loss from the enrollment decrease, the charter holder's performance on this measure would have improved from approximately 0.76 ("Does Not Meet") in 2014 to approximately 0.97 and the rating would remain unchanged. Had the charter holder provided further information to determine CAFA's performance in 2017, such as information on the bond arrangement, including interest expense and the current portion of long-term bond debt on the Gilbert Campus since the facility will be considered a capitalized asset when purchased with the bond funds, as well as further clarification on \$1,425,000 "Building Rent/Lease/Loan" line item in the renewal budget, this would have been considered in Board staff's evaluation.
1a. Going Concern Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1c. Default Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	



APPENDIX G
SUPPLEMENTED FINANCIAL RESPONSE

CAFA, Inc. District Financial Performance Narrative

CAFA, Inc. Charter School District is made up of three charters:

Original CAFA Inc. Learning Foundation and Performing Arts – one site (CTD 09-87-49 Entity 79971)

CAFA Inc. Learning Foundation and Performing Arts Alta Mesa - one site (CTD 07-85-65 Entity 90328)

CAFA Inc. Learning Foundation and Performing Arts Gilbert – two sites (CTD 07-85-64 Entity 90327)

The response below addresses CAFA, Inc. which is submitted as a single audit including all three charters. The issues driving the deficiencies in the financial framework are primarily due to complexities involving the CAFA, Inc. Learning Foundation and Performing Arts Gilbert Charter.

Sequence of Events Leading to Deficiencies:

During the 2011-2012 school year CAFA, Inc. was approached by buyers for Gilbert Town Square where our K-12 school known as Learning Foundation and Performing Arts Gilbert was located. The buyers informed us that they wanted the buildings occupied by our school for other purposes and they would terminate our lease obligation when we vacated the premises. This current location was already filled to capacity with new students on wait lists so the charter holder, Evelyn Taylor, began looking for lease property to move the school to a larger facility. It became apparent that the time was ideal to purchase property in the fast growing East Gilbert area and construct a new school building. Also, our enrollment numbers in the existing school had been continually growing making separation of schools for the elementary and upper grades inevitable. After arrangements to purchase the properties in East Gilbert had been made, different buyers than those we originally worked with bought the Town Square property and refused to relieve us of the lease obligation until the termination date of September 30, 2015 which would result in a lump sum termination payment of \$345,074.02 (Exhibit 1: email from Case Huff). CAFA negotiated with the new buyers to allow a payment plan of the lump sum in monthly installments terminating May 15, 2016 (Exhibit 2: payment plan).

Net Income:

Fiscal Year 2014

Beginning with school year 2013-2014, CAFA opened a newly constructed school facility to serve the K-6 elementary student population (Learning Foundation and Performing Arts Warner). The 7-12 population remained in the existing Gilbert campus location creating two sites for the Gilbert charter. The 2013-2014 projected enrollment for the Gilbert Charter was 550 students based on three criteria: Demographic research in the new school area targeting K-6 students, student capacity of the new building, and additional space in the existing building to house an increase in 7-12 students. The decrease in the projected enrollment was specific to the new K-6 facility.

The new school was constructed from the ground up. There were delays in construction and despite extensive marketing strategies the ability to effectively recruit for the new K-6 school was hindered. This caused the charter to open with 526 students which was 24 less than the targeted 550 enrollment number. 24 students would have generated additional equalization revenue of approximately \$157,000. There was more than sufficient classroom space in the new building to accommodate the projected enrollment and furniture along with instructional and curriculum materials had already been purchased based on the 550 number. The impact of 24 students would possibly have created only the additional expense of salary and benefits for one teacher out of the additional revenue. This would have resulted in the equalization income from the 24 students lowering the net loss by approximately \$100,000.

Fiscal Year 2015

At the time of projected enrollment for the 2014-2015 school year, we did not expect the second new facility we planned to build in East Gilbert adjacent to our K-6 school could be completed in time for the opening of the 2015 school year. The enrollment for FY 2015 was based on the new elementary school projected enrollment plus an increase in the number of 7-12 students due to available space at the existing Gilbert site vacated by the relocation of the K-6 students.

During the 2013-2014 school year the contractors assured us the second new facility (built from the ground up) would be completed by August 1, 2014. Enrollment in the existing 7-12 site was close to capacity so plans were made to move the 7-12 school (Learning Foundation and Performing Arts Gilbert) into the new building beginning with the school year 2014-2015. CAFA immediately began an extensive advertising program to recruit students for the new 7-12 school. Again, construction delays threatened a timely school opening. Although the enrollment was projected at 146 less than the actual ADM for 2015, it was lower than hoped for when we moved into the new location. A two week late opening did hamper the enrollment we expected based on research of the area demographics and the number of 7-12 students the new facility could accommodate. Another factor hindering enrollment was the incomplete auditorium. The interior of the auditorium was actually still under construction when we opened the school and was not completed for use until December of the 2014-2015 school year. These factors caused many 7-12 students who pre-enrolled for the new school to change their minds and enroll in other schools.

Fiscal Year 2016

The issues stated above also had an impact on CAFA's income in FY 2016 along with the State's implementation of a reduction of the small school weights for charters that met certain criteria. Two of CAFA's schools meet the criteria and 33% of the total reduction will be taken each year for fiscal years 2016, 2017, and 2018. The reduction in revenue for CAFA in fiscal year 2016 is \$104,179.82. (Exhibit 3: email)

Fiscal Year 2017

Positive Net Income will be seen in FY 2017 with the lease payout for the vacated site in Gilbert Town Square on May 15, 2016. This is a savings of \$25,000 per month or \$300,000 annually. (Exhibit 2: payment plan)

CAFA is also working to reduce the lease payment of \$86,000 per month on the second newly constructed building (Exhibit 4: annual rent breakdown). Attached are the first pages of two engagement letters with counsel and financial underwriters (Exhibit 5) as evidence that CAFA is currently in the process of acquiring a bond to refinance the building. We are in the early stages of this process but a quick analysis is projecting a savings of approximately \$20,000 per month or \$240,000 per year.

These two items have the potential of giving positive net income of \$540,000 in fiscal year 2017.

The impact of the estimated reduction in lease payments for FY 2017 based on the projected budget (Exhibit 6) would leave a budget balance for CAFA of \$338,500.

Additionally, the lease for CAFA's Learning Foundation Stapley facility allows CAFA the option to purchase the existing buildings for the sum of \$1.00 effective June 30, 2017 (Exhibit 7: lease amendment). This is another savings of \$24,000 for FY 2018.

Unrestricted Days Liquidity:

2013-2014 Obligatory purchases:

The start-up costs generated for the new K-6 building between the finance advisors and CAFA management were underestimated and we were forced to purchase necessary start-up items totaling \$233,215.31. This figure includes \$70,508.80 for textbooks. (Exhibit 8: detail list)

For the same fiscal year new curriculum was also purchased to adhere to our strategic plan for improving student achievement based on school improvement obligations for the Warner location, Gilbert location and the Learning Foundation and Performing Arts Alta Mesa location. These purchases totaled additional Curriculum/textbook purchases of \$207,998.27. (Exhibit 9: textbook purchases)

In FY 2015 unanticipated start-up costs for the second newly built school that opened August 25, 2014 totaled \$133,438.25 (Exhibit 10: detail list). Also, as stated in our opening statement sequence of events, we had to continue the payment plan on our old site due to the new landlord's refusal to relieve us of the lease obligation. On November 1, 2014 we began making payments of \$86,450 per month on the new building along with the additional expense of \$25,000 per month on the vacated site (Exhibit 2: payment plan). The start-up costs and the additional lease expense have led to a great deal of cash being expended and again, lessened our days of liquidity.

Cash Flow:

The curriculum purchases, new school start-up costs and missing the targeted enrollment number were all dynamics that placed the charter holder in a difficult financial negative totaling \$364,612 for fiscal year 2014 and carried over into fiscal years 2015 and 2016. Cash flow for the 2015 and 2016 fiscal years was further affected by start-up costs for the new 7-12 school, high rents for the new Gilbert facility, and the small school weight reduction.

Fixed Charge Coverage Ratio:

The fixed coverage charge is primarily driven by our lease payments. The ratio for the Gilbert charter based on total revenue reported in the Annual Financial Report was 4.09 in FY 2014 and 3.5 in FY 2015. The charter holder's plans to reduce those costs are detailed under net income and restated below.

Fiscal Year 2017

Positive Net Income will be seen in FY 2017 with the lease payout for the vacated site in Gilbert Town Square on May 15, 2016. This is a savings of \$25,000 per month or \$300,000 annually. (Exhibit 2: payment plan)

CAFA is also working to reduce the lease payment of \$86,000 per month on the second newly constructed building (Exhibit 4: annual rent breakdown). Attached are the first pages of two engagement letters with counsel and financial underwriters (Exhibit 5) as evidence that CAFA is currently in the process of acquiring a bond to refinance the building. We are in the early stages of this process but a quick analysis is projecting a savings of approximately \$20,000 per month or \$240,000 per year.

These two items have the potential of giving positive net income of \$540,000 in fiscal year 2017. The impact of the estimated reduction in lease payments for FY 2017 based on the projected budget (Exhibit 6) would leave a budget balance for CAFA of \$338,500.

Additionally, the lease for CAFA’s Learning Foundation Stapley facility allows CAFA the option to purchase the existing buildings for the sum of \$1.00 effective June 30, 2017 (Exhibit 7: lease amendment). This is another savings of \$24,000 for FY 2018.

The 2017 proposed budget projected enrollment is 925 students for the Gilbert and Warner locations (Exhibit 6). CAFA is hopeful that the proven stability of the schools within the continually expanding surrounding communities along with aggressive marketing strategies will increase the projected number. (Exhibit 11: marketing strategies)

List of Exhibits

Exhibit Number	Description
1	Email stating refusal to terminate Gilbert Town Square lease.
2	Email showing amount of small school reduction
3	Gilbert Town Square rent payment schedule
4	Gilbert 7-12 school rent payment schedule
5	Engagement for legal services for refinance of Gilbert 7-12 facility
5	Engagement for agent/underwriter for refinance of Gilbert 7-12 facility
6	CAFA 2017 projected budget
7	Learning Foundation Stapley lease amendment
8	Detail list of Warner campus start-up expenses
9	Detail textbook purchases for FY 2014 (2 pages)
10	Detail list of Gilbert campus start-up expenses
11	CAFA marketing strategies to increase enrollment

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Gilbert Town Square_Lease with CAFA dba Learning Foundation and Performing Arts Center

From: **Shprecher, Renee M.** (rshprecher@buchalter.com)
Sent: Fri 5/25/12 3:24 PM
To: 'learningfoundation@msn.com' (learningfoundation@msn.com)
Cc: Tim Huff (timh@casehuff.com) (timh@casehuff.com); Chris Sparkman (chriss@casehuff.com) (chriss@casehuff.com)

Mr. Taylor:

This office represents Case, Huff & Associates, Inc. ("Receiver"), solely in its capacity as the court appointed receiver for the owners of the Gilbert Town Square Shopping Center (the "Center"). This is in response to your May 16, 2012 e-mail to Tim Huff.

Cafa, Inc. is a very valued and valuable tenant of the Center. As a result, the Receiver is not able to entertain an offer from CafA to terminate its Lease prior to its stated expiration date of September 30, 2015. The Lease is, and will remain, in full force and effect in accordance with its stated terms.

Please contact me should there be any questions.

Renee

Renee Shprecher

BuchalterNemer, A Professional Corporation

16435 North Scottsdale Road, Suite 440 | Scottsdale, AZ 85254-1754

Direct Dial: (480) 383-1848 | Cell Phone: (480) 319-0131 | Direct Fax: (480) 383-1608 | Switchboard: (480) 383-1800

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IRS Circular 230 Disclosure: In order to comply with requirements imposed by the Internal Revenue Service, we inform you that any U.S. tax advice contained in this communication (including any attachments) is not intended to be used, and cannot be used, for the purpose of (i) avoiding penalties under the Internal Revenue Code

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Lease Termination and Payment Plan

Schedule A

Payment Plan

Payment Due Date	Amount Due
On or before May 1, 2015	\$5,000.00
May 15, 2015	\$30,327.50
June 15, 2015	\$30,327.50
July 15, 2015	\$30,327.50
August 15, 2015	\$30,327.50
September 15, 2015	\$30,327.50
October 15, 2015	\$25,000.00
November 15, 2015	\$25,000.00
December 15, 2015	\$25,000.00
January 15, 2016	\$25,000.00
February 15, 2016	\$25,000.00
March 15, 2016	\$25,000.00
April 15, 2016	\$25,000.00
May 15, 2016	\$13,446.52

Landlord: B.H. GTS, LLC, a Delaware limited liability company

Tenant: CAFA, Inc., an Arizona non-profit corporation

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EXHIBIT B ESTIMATED RENTAL SCHEDULE AND COST BREAKDOWN

CAFA High School	
Property Address:	4055 W. Warner Rd. - Gilbert, AZ
Landlord:	Vertex I, LLC
Tenant:	CAFA, Inc.
Lease Start Date:	September 1, 2014
Lease Payment Start Date:	November 1, 2014
Termination Date:	August 31, 2034
Total Project Cost:	\$11,527,979
Gross Leasable Area:	62,074 square feet

Rent Term	Annual Rent	Monthly Rent
Year 1	\$ 864,600	\$ 86,460
Year 2	\$ 1,037,518	\$ 86,450
Year 3	\$ 1,063,456	\$ 88,621
Year 4	\$ 1,090,042	\$ 90,837
Year 5	\$ 1,117,294	\$ 93,108
Year 6	\$ 1,145,226	\$ 95,435
Year 7	\$ 1,173,857	\$ 97,821
Year 8	\$ 1,203,203	\$ 100,267
Year 9	\$ 1,233,283	\$ 102,774
Year 10	\$ 1,264,115	\$ 105,343
Year 11	\$ 1,295,718	\$ 107,976
Year 12	\$ 1,328,111	\$ 110,676
Year 13	\$ 1,351,314	\$ 113,443
Year 14	\$ 1,395,347	\$ 116,279
Year 15	\$ 1,430,230	\$ 119,186
Year 16	\$ 1,455,986	\$ 122,165
Year 17	\$ 1,502,636	\$ 125,220
Year 18	\$ 1,540,201	\$ 128,350
Year 19	\$ 1,578,707	\$ 131,559
Year 20	\$ 1,618,174	\$ 134,848

Base Rent Increases:	Rent increases 2.5% in Year 3 and every year thereafter. Tenant has the option to purchase the property for an 8 CAP. That equates to
Purchase Option:	\$13,293,200 in Year 3.

Real Estate Taxes:	Paid by Tenant
Utilities:	Paid by Tenant
Operating Expenses:	Paid by Tenant
Structural Reserves:	Paid by Landlord

* Year 1 Annual Rent based on 10 months per lease concession

Estimated Costs Worksheet		CAFA Middle & High School	
Line Item		Estimated Costs	
Purchase Price (Includes either purchase of an existing building, or purchase of land)		\$	1,708,208
Construction/Restoration Costs (Included would be crane improvements, municipal or impact fees, permits, design & engineering fees, utilities, permits/taxes/fees, and all construction costs, including the GC or the GC, etc.)		\$	8,748,780
Lean Paints, Interest and Construction Carry, and Closing Costs, Including Title, Escrow, Legal, Appraisal, etc.		\$	577,060
Reports			
	Traffic Report		
	Asbestos		
	Lead		
	Phase 1 Environmental		
	Alt1 Survey		
	Market Study	\$	38,000
Inspections/Material Testing		\$	84,500
Contingency and PFE (\$300,000)		\$	400,000
Subtotal - Construction Costs		\$	9,265,250
Subtotal - Total Cost		\$	11,920,456
Developer Fee (5 percent on Total Cost)		\$	577,323
Total Project Cost		\$	11,527,979

Lease Agreement Page 16 of 16
Tenant: _____
Landlord: _____

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HOLMES LAW

January 13, 2016

VIA E-MAIL ONLY

learningfoundation@msn.com

CAFA, Inc.
4055 E. Warner Road
Gilbert, AZ 85296

Re: Engagement for professional legal services rendered by Holmes Law PLC (the "Firm") as Borrower's Counsel to CAFA, Inc. (the "Borrower")

Dear Ms. Taylor:

We are pleased that the Firm is being asked to serve as Borrower's Counsel in connection with the issuance of Education Facility Revenue Bonds by the Industrial Development Authority of the County of Pima ("Authority") for the facilities located at the address listed above.

This letter is being sent to confirm our engagement, the scope of services we expect to provide and, our fees for those services.

As Borrower's Counsel, we will provide the following services:

1. Legal advice and recommendations with respect to financial planning, enrollment and academic performance, internal governance, or other aspects of the Borrower's operations deemed necessary to bring the financing to a successful close.
2. Preparation of the following documents:
 - i. Bond Application
 - ii. Appendix A
 - iii. Borrower's Counsel Opinion
 - iv. All other certificates or documents customarily prepared by Borrower's Counsel that are necessary to complete the financial transaction
3. Review of and commentary on all documents prepared by other parties to the transaction including real estate and underwriting documents.
4. Coordination of all real estate matters including title work, environmental studies, title reports, appraisals, and other real estate matters necessary for the closing.
5. Coordination of feasibility study and review of financial documents pertinent to the offering documents of the transaction.



January 13, 2016

Evelyn Taylor
Executive Director / Board President
CAFA, Inc. (Learning Foundation & Performing Arts)
4055 E. Warner Road
Gilbert, AZ 85296

Re: Engagement Letter

Dear Ms. Taylor,

This letter (the "Agreement") confirms that the CAFA, Inc. (Learning Foundation & Performing Arts) (the "Company") has engaged BB&T Capital Markets, a division of BB&T Securities, LLC ("BB&T Capital Markets") to act for the CAFA, Inc. (Learning Foundation & Performing Arts) as the Company's exclusive structurer and placement agent/underwriter in connection with the financing of charter school facilities (the "Transaction" or the "Financing").

As part of our services, we may provide advice concerning the structure, timing, terms, and other similar matters concerning an issue of municipal securities that we are underwriting/placing. However, we are serving as or intend to serve as an underwriter and not as a municipal advisor in the transaction. The Company acknowledges and agrees that: (i) the primary role of BB&T Capital Markets, as an underwriter/placement agent, is to purchase securities, for resale to investors, in an arm's-length commercial transaction between the Company and BB&T Capital Markets and that BB&T Capital Markets may have financial and other interests that differ from those of the Company; (ii) BB&T Capital Markets is not acting as a municipal advisor, financial advisor, or fiduciary to the Company and has not assumed any advisory or fiduciary responsibility to the Company with respect to the transaction contemplated hereby and the discussions, undertakings and procedures leading thereto (irrespective of whether BB&T Capital Markets has provided other services or is currently providing other services to the Company on other matters); (iii) the only obligations BB&T Capital Markets has to the Company with respect to the transaction contemplated hereby expressly are set forth in this agreement; and (iv) the Company has consulted its own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate, which the Company is encouraged to do. If the Company would like a municipal advisor in this transaction that has legal fiduciary duties to the Company, then the Company is free to engage a municipal advisor to serve in that capacity and to so notify BB&T Capital Markets in accordance with applicable SEC and MSRB rules.

During the coming months, we will work with you, and other members of the financing team to define and finalize an appropriate financing structure (which may include taxable and/or tax-exempt alternatives), establish a financing calendar, assemble the requisite resources as well as efficiently execute the transaction consistent with your timing and financial objectives. If the appropriate financing structure includes a tax-exempt offering, then further disclosures shall be provided to the issuer pursuant to MSRB Rule G-17.

I. Services:

The Company hereby retains BB&T Capital Markets and BB&T Capital Markets hereby agrees to provide the following services in connection with the Transaction and such other services as may be determined to be necessary or appropriate by either BB&T Capital Markets or the Company in its reasonable discretion (the "Services"):

333 Clay Street, Suite 3800 • Houston, TX 77002

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CAFA Renewal Budget						
	CAFA		ALTA MESA		GILBERT	
	16-17		16-17		16-17	
STUDENT COUNT	200.00		200.00		925.00	
REVENUE	\$ Amount		\$ Amount		\$ Amount	
State Funding (Equalization Assistance)	\$ 1,340,000		\$ 1,314,000		\$ 6,040,250	
Classroom Site Fund	\$ 80,000		\$ 80,000		\$ 370,000	
Instructional Improvement	\$ 12,000		\$ 12,000		\$ 55,500	
Federal Grant	\$ 210,000		\$ 225,000		\$ 500,000	
Local School Revenue	\$ 10,000		\$ 25,000		\$ 65,000	
Total Revenue	\$ 1,652,000		\$ 1,656,000		\$ 7,030,750	
Administration, Instruction, & Support (AIS) EXPENDITURES	Total		Total		Total	
Salaries						
Administration/Office Salary	\$ 85,000		\$ 80,000		\$ 400,000	
Instruction and Support Salary	\$ 525,000		\$ 525,000		\$ 2,200,000	
Operation and Support Staff	\$ 65,000		\$ 60,000		\$ 300,000	
Employee Benefits--Required Contributions	\$ 67,500		\$ 66,500		\$ 290,000	
Employee Insurance (if applicable)	\$ 91,500		\$ 90,750		\$ 390,000	
Office Supplies (Paper, Postage, etc.)	\$ 1,500		\$ 1,500		\$ 10,000	
Membership Dues, Registrations, & Travel	\$ 10,000		\$ 10,000		\$ 25,000	
Contracted Services (AIS)	\$ 30,000		\$ 25,000		\$ 150,000	
Contracted Services (Special Education)	\$ 30,000		\$ 25,000		\$ 100,000	
Curriculum & Resource Materials	\$ 60,000		\$ 45,000		\$ 200,000	
Extracurricular Programs	\$ 15,000		\$ 20,000		\$ 50,000	
Classroom Supplies	\$ 25,000		\$ 20,000		\$ 150,000	
Auditor Fees	\$ 11,000		\$ 11,000		\$ 18,000	
Total Administration, Instruction, & Support	\$ 1,016,500		979,750		4,283,000	
Operations & Maintenance (O&M) EXPENDITURES	Total		Total		Total	
<i>(add lines as necessary)</i>						
Supplies	\$ 12,000		\$ 10,000		\$ 25,000	
Marketing/Advertising	\$ 12,000		\$ 10,000		\$ 20,000	
Contracted Services - O&M	\$ 75,000		\$ 65,000		\$ 100,000	
Fees/Permits	\$ 5,000		\$ 5,000		\$ 20,000	
Property/Casualty Insurance	\$ 20,000		\$ 25,000		\$ 45,000	
Food Service	\$ 85,000		\$ 90,000		\$ 170,000	
Transportation	\$ 70,000		\$ 25,000		\$ 100,000	
Utilities (Electric, Gas, Water, Waste)	\$ 40,000		\$ 40,000		\$ 125,000	
Phone/Communications/Internet Connectivity	\$ 12,000		\$ 10,000		\$ 25,000	
Other Leases (Security, Copiers, etc.)	\$ 65,000		\$ 60,000		\$ 250,000	
Contingency	\$ 50,000		\$ 50,000		\$ 400,000	
Building Rent/Lease/Loan	\$ 180,000		\$ 270,000		\$ 1,425,000	
Total Operations & Maintenance	\$ 608,000		\$ 650,000		\$ 2,705,000	
Total Expenditures	\$ 1,622,500		\$ 1,629,750		\$ 6,988,000	
Total Revenues	\$ 1,652,000		\$ 1,656,000		\$ 7,030,750	
Budget Balance (=Revenues-Expenditures)	\$ 29,500		\$ 26,250		\$ 42,750	

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AMENDMENT TO LEASE

This AMENDMENT TO LEASE ("this Amendment"), made and entered into as of June 8, 2015 supplements and modifies that certain Lease dated July 1, 2003 ("the Lease"), by and between ABS SCHOOL SERVICES, LLC, and now known as SKS Finance, LLC, an Arizona limited liability company ("Lessor") and CAFA, Inc., an Arizona nonprofit corporation ("Lessee"). In the event of any inconsistency between the Lease and this Amendment, this Amendment shall govern and control.

The following terms and conditions are hereby supplemented, modified, amended or included as part of the Lease:

1. Term – The term of the Lease shall be extended from 11:59 P.M. on June 30, 2015 until 11:59 P.M. on June 30, 2017 ("the extended Lease Term").
2. Rent – During the Extended Lease term, Lessee hereby agrees to pay Lessor rent monthly for the Premises as follows:
 - 2.1 From July 1, 2015 through June 30, 2016: \$4,000.00
 - 2.2 From July 1, 2016 through June 30, 2017: \$4,250.00
3. Ratification of the Lease – Except as specifically and expressly modified by this Amendment, the Lease is hereby ratified and approved in all other respects.
4. Option to Purchase Leased Facilities – Effective June 30, 2017, which is the date that the lease amendment is effective through, SKS will grant the right but not the obligation to the Lessee and its president Evelyn Taylor, to purchase the leased modular buildings as described in Exhibit A for a purchase price of \$1.00. CAFA will notify the Lessor approximately 60 days (May 1st) prior to the lease termination if they intend to exercise the Purchase Option. If exercised the Lessor will assign over title to modular buildings at no cost to the Lessor. Estimated costs that will be the responsibility of CAFA, Inc. will include the fees of changing ownership on the Titles and the prospective personal property taxes associated with said modular buildings. Modular buildings will be accepted AS IS condition with no warranty either expressed or implied provided by the Lessor.
5. Miscellaneous – This Amendment may be executed in counterparts, each of which shall be deemed an original but all of which shall constitute only one agreement. Lessor and Lessee agree that this Amendment satisfies the requirements of Paragraph 37 of the Lease and is a valid and enforceable modification of the Lease.

SKS FINANCE, LLC, an Arizona limited liability company

By: Ellen Everett 6/12/15

Ellen Everett, for SKS Finance, LLC

CAFA, INC., an Arizona nonprofit corporation

By: Evelyn Taylor

Evelyn Taylor, its President

Warner start up expenses 2013-2014				
Date	check #	vendor	amount	description
8/1/2013	3367	AZ School Furnishings	\$7,899.90	desks/ chairs/ book shelves
8/12/2013	3493	AZ Telephone Installers	\$14,135.23	phone/alarm/internet system
9/12/2013	1022	AZ Telephone Installers	\$13,519.88	phone/alarm/internet system
10/1/2014	1313	AZ Telephone Installers	\$418.74	phone/alarm/internet system
11/13/2013	3592	AZ Telephone Installers	\$10,000.00	phone/alarm/internet system
8/2/2013	3375	Bit by Bit	\$5,652.49	computers
12/2/2013	3630	CCS Presentation System	\$12,602.97	smart boards
9/5/2013	1012	Houghton Mifflin Harcourt	\$22,134.47	text books
9/5/2013	1010	Houghton Mifflin Harcourt	\$2,239.26	text books
9/11/2013	1019	Houghton Mifflin Harcourt	\$6,668.20	text books
9/11/2013	1021	Houghton Mifflin Harcourt	\$8,853.99	text books
9/17/2013	1025	Houghton Mifflin Harcourt	\$1,631.44	text books
9/23/2013	1029	Houghton Mifflin Harcourt	\$2,836.98	text books
9/25/2013	1031	Houghton Mifflin Harcourt	\$1,999.13	text books
10/1/2013	1034	Houghton Mifflin Harcourt	\$1,341.20	text books
11/12/2013	1065	Houghton Mifflin Harcourt	\$12,549.76	text books
12/16/2013	1101	Houghton Mifflin Harcourt	\$1,873.58	text books
1/6/2014	1105	Houghton Mifflin Harcourt	\$4,230.16	text books
7/2/2013	3321	Mc Graw Hill Education	\$2,852.00	text books
8/1/2013	3370	Mc Graw Hill Education	\$2,894.00	text books
10/1/2014	1309	Mc Graw Hill Education	\$14,327.75	text books
8/8/2013	3398	Paragon Micro	\$4,579.69	computers
8/16/2013	1002	PJ Fun Crafters	\$12,561.34	Playground Equip/Shade
8/23/2013	1004	PJ Fun Crafters	\$6,704.55	Playground Equip/Shade
8/23/2013	1006	Peacefull Playgrounds	\$5,997.76	Playground Equipment
8/26/2013	3440	School Outfitters	\$25,475.69	desks/ chairs/ book shelves
9/10/2013	1016	Scholastic	\$2,034.13	reading books
1/7/2014	1112	Scholastic	\$1,032.30	reading books
3/24/2014	1164	Scholastic	\$78.00	reading books
8/2/2014	1280	Scholastic	\$3,164.18	reading books
10/20/2014	1331	Scholastic	\$4,110.78	reading books
9/10/2014	1292	Spalding Education	\$12,415.76	curriculum
Total			\$233,215.31	
Warner start up expenses 2014-2015				
Date	check #	vendor	amount	description
3/1/2016	1798	AZ School Furnishings	\$4,603.82	desks/ chairs/ book shelves
2/23/2015	1443	AZ Telephone Installers	\$2,672.63	phone/alarm/internet system
9/2/2014	AMX	Bit by Bit	\$8,203.49	computers
1/6/2014	1104	CCS Presentation System	\$12,602.96	smart boards
08/04/2014	1252	Chandler Warehouse	\$8,974.22	desks/ chairs
9/2/2015	1810	Chandler Warehouse	\$2,225.06	book shelves
2/3/2015	1419	Houghton Mifflin Harcourt	\$425.88	text books
2/9/2015	1430	Houghton Mifflin Harcourt	\$154.33	text books
2/23/2015	1444	Houghton Mifflin Harcourt	\$202.85	text books
5/4/2015	1501	Houghton Mifflin Harcourt	\$69.14	text books
8/4/2014	1258	Manuel Figueroa	\$5,000.00	pavement
8/11/2014	1265	Manuel Figueroa	\$8,510.00	storage shed
8/25/2014	1268	Manuel Figueroa	\$750.00	storage shed
6/29/2015	1553	Manuel Figueroa	\$3,425.00	enlarged pay area
3/28/2013	3193	MEC	\$4,097.04	curriculum
12/29/2014	AMX	Paragon Micro	\$3,398.90	computers
6/4/2015	1536	PJ Fun Crafters	\$1,800.00	playground Equip
6/30/2015	1560	PJ Fun Crafters	\$1,300.00	playground Equip
6/10/2015	1542	Scholastic	\$3,860.28	reading books
2/3/2015	1581	Spalding Education	\$2,195.80	curriculum
Total			\$74,861.40	
Warner start up expenses 2015-2016				
Date	check #	vendor	amount	description
11/2/2015	1670	CCS Presentation System	\$4,129.30	smart boards
9/2/2015	AMX	Bit by Bit	\$7,442.17	computers
8/3/2015	1587	Marlin Business Bank	\$10,657.71	equipment
7/28/2015	1582	Manuel Figueroa	\$4,200.00	finish gym floor
8/19/2015	1594	Manuel Figueroa	\$5,400.00	finish gym floor
10/6/2015	1636	Manuel Figueroa	\$500.00	install lights
10/26/2015	1661	Scholastic	\$1,420.04	reading books
2/1/2016	1763	Scholastic	\$3,339.81	reading books
7/28/2015	1581	Spalding Education	\$1,936.00	curriculum
9/2/2015	1600	Spalding Education	\$1,195.04	curriculum
Total			\$40,220.07	

CAFA, Inc. Gilbert
Transaction Detail By Account
July 2013 through June 2014

Type	Date	Num	Name	Memo	Class	Clr	Split	Amount	Balance
1000 Instruction									
6642 Textbooks									
Check	07/10/2013	3330	Houghton Mifflin Co...	inv# 949490393	1000-100		Operatin...	6,075.76	6,075.76
Check	08/01/2013	3361	Scholastic	inv# M5083483	1000-100		Operatin...	375.66	6,451.42
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495430	1000-100		Operatin...	53.03	6,504.45
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495430	1000-100		Operatin...	107.66	6,612.11
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495393	1000-100		Operatin...	882.09	7,494.20
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495522	1000-100		Operatin...	269.14	7,763.34
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495522	1000-100		Operatin...	212.11	7,955.45
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495476	1000-100		Operatin...	5,021.43	12,976.88
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495476	1000-100		Operatin...	53.83	13,030.71
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495379	1000-100		Operatin...	53.03	13,083.74
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495289	1000-100		Operatin...	324.12	13,407.86
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495197	1000-100		Operatin...	1,991.23	15,399.09
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495658	1000-100		Operatin...	346.31	15,745.40
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495607	1000-100		Operatin...	2,797.41	18,542.81
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9496668	1000-100		Operatin...	279.47	18,822.28
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9496079	1000-100		Operatin...	362.10	19,184.38
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9496079	1000-100		Operatin...	864.61	20,048.99
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9496011	1000-100		Operatin...	934.79	20,983.78
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495781	1000-100		Operatin...	5,655.37	21,383.32
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495770	1000-100		Operatin...	2,615.39	27,038.69
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495879	1000-100		Operatin...	477.99	29,654.08
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495781	1000-100		Operatin...	115.89	30,247.96
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495781	1000-100		Operatin...	1,106.70	31,354.66
Check	08/27/2013	3446	Houghton Mifflin Co...	inv# 9495635	1000-100		Operatin...	32.29	31,386.95
Check	08/27/2013	3448	Scholastic	inv# M508347	1000-100		Operatin...	169.06	31,556.01
Check	08/27/2013	3448	Scholastic	inv# M508347	1000-100		Operatin...	149.27	31,705.28
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494852	1000-100		Operatin...	568.00	32,273.28
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494918	1000-100		Operatin...	1,294.86	33,568.14
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494993	1000-100		Operatin...	255.15	33,823.29
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494953	1000-100		Operatin...	3,492.49	37,315.78
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494943	1000-100		Operatin...	3,159.41	40,475.19
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494903	1000-100		Operatin...	970.45	41,445.64
Check	08/27/2013	3450	Houghton Mifflin Co...	inv# 9494943	1000-100		Operatin...	8,646.09	50,091.73
Check	08/29/2013	3453	American Express	textbooks	1000-100		Operatin...	4,109.50	54,201.23
Check	09/03/2013	3459	Houghton Mifflin Co...	inv# 949741215	1000-100		Operatin...	218.49	54,419.72
Check	09/03/2013	3459	Houghton Mifflin Co...	inv# 949741216	1000-100		Operatin...	202.13	54,621.85
Check	09/03/2013	3459	Houghton Mifflin Co...	inv# 949748222	1000-100		Operatin...	30.53	54,652.38
Check	09/03/2013	3459	Houghton Mifflin Co...	inv# 949748221	1000-100		Operatin...	841.70	55,494.08
Check	11/05/2013	ach11/...	LFPA Warner	transfer to Wa...	1000-100		Operatin...	15,000.00	65,494.08
Check	11/14/2013	3598	Card Services	4602286354	1000-100		Operatin...	9,416.22	80,494.08
Check	11/14/2013	3599	Discover Card	4602286354	1000-100		Operatin...	7,682.70	89,910.30
Check	11/18/2013	ach11/...	LFPA Warner	transfer to wa...	1000-100		Operatin...	15,000.00	97,593.00
Check	11/25/2013	ach11/...	LFPA Warner	transfer to wa...	1000-100		Operatin...	15,000.00	112,593.00
Check	12/09/2013	ach12/...	LFPA Warner	transfer to wa...	1000-100		Operatin...	10,000.00	127,593.00
Check							Operatin...	*	137,593.00



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03/22/16

Accrual Basis

CAFA, Inc. Gilbert
Transaction Detail By Account
 July 2013 through June 2014

Type	Date	Num	Name	Memo	Class	Cir	Split	Amount	Balance
Check	01/06/2014	ach01/...	LFPA Warner	transfer	1000-100...		0102 Operatin...	35,000.00 *	172,593.00
Check	03/03/2014	3720	American Express	books	1000-100...		0102 Operatin...	153.87	172,746.87
Total 6642 Textbooks								172,746.87	172,746.87
Total 1000 Instruction								172,746.87	172,746.87
TOTAL								172,746.87	172,746.87

*LFPA Warner Total \$100000.00
 LFPA Gilbert Total \$ 72746.87



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03/22/16

Accrual Basis

CAFA, Inc. Alta Mesa
Transaction Detail By Account
 July 2013 through June 2014

Type	Date	Num	Name	Memo	Class	Cir	Split	Amount	Balance
1000 Instruction									
6642 Textbooks									
Check	07/10/2013	2450	Houghton Mifflin Har...	inv# 949499383	1000-100...		0102 Operatin...	1,991.23	1,991.23
Check	07/10/2013	2450	Houghton Mifflin Har...	inv# 949499384	1000-100...		0102 Operatin...	2,520.33	4,511.56
Check	07/10/2013	2450	Houghton Mifflin Har...	inv# 949499386	1000-100...		0102 Operatin...	1,122.38	5,633.94
Check	07/10/2013	2450	Houghton Mifflin Har...	inv# 949501634	1000-100...		0102 Operatin...	4,246.82	9,880.76
Check	08/27/2013	2521	Houghton Mifflin Har...	inv# 949495344	1000-100...		0102 Operatin...	16,930.66	26,811.42
Check	08/30/2013	2529	Discover Card	inv# 949495344	1000-100...		0102 Operatin...	3,619.78	30,431.20
Check	12/02/2013	2651	Houghton Mifflin Har...	inv# 949912860	1000-100...		0102 Operatin...	1,046.73	31,477.93
Check	12/02/2013	2651	Houghton Mifflin Har...	inv# 949912860	1000-100...		0102 Operatin...	780.78	32,258.71
Check	12/02/2013	2651	Houghton Mifflin Har...	inv# 949912676	1000-100...		0102 Operatin...	1,669.09	33,927.80
Check	12/02/2013	2651	Houghton Mifflin Har...	inv# 949915755	1000-100...		0102 Operatin...	256.78	34,184.58
Check	12/02/2013	2651	Houghton Mifflin Har...	inv# 950023739	1000-100...		0102 Operatin...	1,066.82	35,251.40
Total 6642 Textbooks								35,251.40	35,251.40
Total 1000 Instruction								35,251.40	35,251.40
TOTAL								35,251.40	35,251.40

Gilbert start up expenses 2014-2015				
Date	check #	vendor	amount	description
8/6/2014	3878	AZ School Furnishings	\$12,978.84	desks/ chairs/ book shelves
10/1/2014	3949	AZ School Furnishings	\$11,529.85	desks/ chairs/ book shelves
11/4/2014	4008	AZ Stage LLC	\$15,105.68	stage equipment
5/4/2015	4203	AZ Stage LLC	\$11,580.23	stage equipment
12/10/2014	4054	AZ Telephone Installers	\$9,751.91	phone/alarm/Internet system
1/10/2015	4096	AZ Telephone Installers	\$5,741.49	phone/alarm/Internet system
8/1/2013	AMX	Bit by Bit	\$4,053.57	computers
8/4/2014	3874	Bit by Bit	\$1,007.93	computers
9/2/2014	3892	Bit by Bit	\$4,232.23	computers
9/3/2014	3904	Bit by Bit	\$11,896.81	computers
2/18/2015	4126	CCS Presentation System	\$4,197.26	smart boards
3/24/2015	4157	CCS Presentation System	\$5,000.00	smart boards
4/6/2015	4177	CCS Presentation System	\$450.00	smart boards
11/4/2014	4004	Chandler warehouse	\$4,291.11	Classroom supplies
6/19/2014	3820	Manuel Figueroa	\$6,500.00	storage shed
10/1/2014	1309	Mc Graw Hill Education	\$14,327.75	text books
10/1/2014	3941	School Outfitters	\$4,850.00	desks/ chairs/ book shelves
9/2/2014	3887	Paragon Micro	\$5,943.59	computers
			\$133,438.25	
Gilbert start up expenses 2015-2016				
Date	check #	vendor	amount	description
9/16/2015	4372	AAA Bus LLC	\$20,252.10	bus
8/3/2015	4316	AZ School Furnishings	\$1,312.13	desks/ chairs/ book shelves
3/1/2016	4597	AZ School Furnishings	\$3,877.63	desks/ chairs/ book shelves
2/23/2015	1443	AZ Telephone Installers	\$2,572.63	phone/alarm/Internet system
4/1/2015	4170	Bit by Bit	\$1,872.49	computers
10/5/2015	4401	CCS Presentation System	\$6,131.80	smart boards
9/2/2015	1610	Chandler Warehouse	\$2,225.06	chairs /book shelves
9/0/8/2015	4361	Mc Graw Hill Education	\$18,580.40	text books
11/3/2015	4440	Houghton Mifflin Harcourt	\$9,321.59	text books
1/6/2015	4526	Houghton Mifflin Harcourt	\$4,409.24	text books
12/29/2014	AMX	Paragon Micro	\$3,898.90	computers
Total			\$54,201.87	

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Learning Foundation and Performing Arts Gilbert

Marketing Strategies

Learning Foundation & Performing Arts Gilbert has steadily increased its enrollment each year and the key to recruiting new students is allowing others to see the diverse, creative, talented and intelligent students that attend our school. In order to achieve our goal and share what we have to offer we utilize a multi-faceted approach to recruitment of new students.

- One of the most effective marketing tools throughout the school's history has been word of mouth. We utilize incentives for our current students and families to act as a catalyst for this process. Referrals of new students with continued enrollment will result in a monetary sum or discount applied towards elective fees. New students who enroll before the end of June will receive a free uniform shirt or spirit tee shirt.
- Prospective students and their families are invited to attend one of our monthly Information Night events which are advertised through our website, banners and marketing materials. Administration presents the many offerings of LFPA and allows participants to have all questions answered in addition to a tour of our beautiful facility.
- Local elementary and junior high students are invited to attend a tour of our school where they meet many of our students and are treated to a small performance from several of our performing arts classes and groups. Area charter schools including two of our LFPA schools are invited to schedule dates dedicated to their students.
- Our competitive performance choir performs throughout the community to promote our school and increase overall exposure. Events include participating in the Gilbert Days Parade, performing at local malls and other community events.
- School banners are displayed for two weeks twice each year over the main street in the heavily trafficked downtown Gilbert district.
- Flyers are distributed strategically throughout surrounding and extended neighborhoods introducing households to our school and its many attractive programs. Cards advertising the school are distributed using direct mail to households in all area codes surrounding the school.
- Brochures, flyers and other marketing materials are displayed in businesses throughout the community including sales offices of several new residential communities being built throughout Gilbert, Mesa and Chandler.
- Advertisements are purchased in local and education publications to include annual school edition newspapers and sports programs for local area high schools.

CAFA Inc. District Financial Performance Response

CAFA, Inc. Charter School District is made up of three charters. They are the original CAFA Inc. Learning Foundation Performing Arts (CTD 098749000 Entity 79971) with one site, CAFA Inc. Learning Foundation and Performing Arts Alta Mesa with one site (CTD 078565000 Entity 90328) and CAFA Inc. Learning Foundation and Performing Arts Gilbert (CTD 078564000 Entity 90327) which divided into two sites in school year 2014-2015. The response below addresses CAFA, Inc. as a whole. The issues driving the deficiencies in the financial framework are primarily due to the CAFA Inc. Learning Foundation and Performing Arts Gilbert campus.

Unrestricted Days Liquidity: In fiscal year 2014 CAFA Inc. Learning Foundation and Performing Arts Gilbert opened up a new school to serve the elementary student population. This school was constructed from the ground up. There were delays in construction and the ability for the school to effectively recruit was hindered. This caused us to open under the target number of enrollment we were hoping for. This placed the school in a difficult financial situation for fiscal year 2014. This carried over into fiscal years 2015 and 2016. We had to make some improvements to the campus that were not in the construction budget. We also had to purchase new curriculum in some areas to adhere to our plan to improve student achievement. We have also had to continue paying on our old site as our landlord did not let us out of the lease as they first indicated they would. This is an expense of \$25,000 per month. These things have led to a great deal of cash being expended and thus lessened our days of liquidity. The plan moving into fiscal year 2017 is to meet the board's days liquidity requirement. Our management team is working to increase enrollment to meet this goal.

Net Income: In fiscal year 15-16 the State of Arizona started to implement a reduction of the small school weights for organizations that met certain criteria. CAFA was one of those organizations. The estimated reduction for CAFA is just over \$100,000 in revenue in fiscal year 2016. The Additional decrease in net income is due to CAFA Inc. Learning Foundation and Performing Arts Gilbert having extremely high rent expenses. The initial effect was felt in fiscal year 2014 when the new campus was built and delays did not allow for the enrollment targets to be met. In fiscal year 2015 a second campus was constructed and faced the same dilemma. This compounded the situation from fiscal year 2014. We will finish making payments on our old lease that we were obligated to pay out in June 2016. This is a savings of \$25,000 per month or \$300,000 annually. The current rent on the second building we constructed is \$86,000 per month. We are currently in the process of acquiring a bond to finance this building. We are in the early stages of this process but a quick analysis is projecting a savings of nearly \$20,000 per month or \$240,000 per year. These two items alone have the potential of giving positive net income of \$540,000 in fiscal year 2017. The net income for 2015 and 2016 will not meet the board's financial framework but the projection going forward into 2017 is to be back in the positive for net income by a substantial amount.

Fixed Charge Coverage Ratio: The fixed coverage charge is primarily driven by our lease payments. The plan to reduce those costs were listed in the net income section and repeated here. We will finish making payments on our old lease that we were obligated to pay out in June 2016. This is a savings of \$25,000 per month or \$300,000 annually. The current rent on the second building we constructed is \$86,000 per month. We are currently in the process of acquiring a bond to finance this building. We are in the early stages of this process but a quick analysis is projecting a savings of nearly \$20,000 per month

or \$240,000 per year. These two items alone have the potential of giving positive net income of \$540,000 in fiscal year 2017.

Cash Flow: The cash flow deficiency is primarily caused by the old lease we were obligated to finish paying through fiscal year 2016 and our rent for our second building in fiscal year 2015. The plan to reduce those costs are listed below and will have an approximate positive effect of \$540,000. We will finish making payments on our old lease that we were obligated to pay out in June 2016. This is a savings of \$25,000 per month or \$300,000 annually. The current rent on the second building we constructed is \$86,000 per month. We are currently in the process of acquiring a bond to finance this building. We are in the early stages of this process but a quick analysis is projecting a savings of nearly \$20,000 per month or \$240,000 per year. These two items alone have the potential of giving positive net income of \$540,000 in fiscal year 2017.