

CAFA, Inc. - Entity ID 90328

School: Learning Foundation and Performing Arts Alta Mesa

Renewal Executive Summary

I. Performance Summary

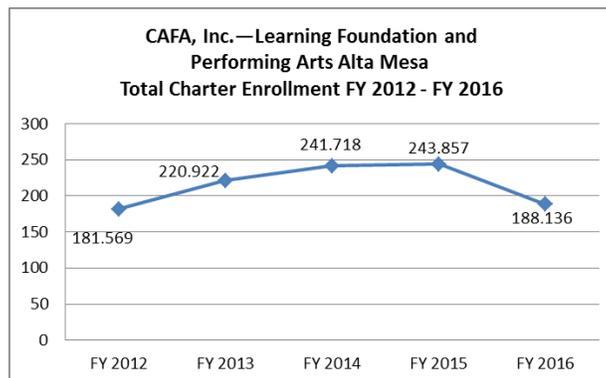
Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Not Acceptable” academic 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 school operated by the Charter Holder, Learning Foundation and Performing Arts Alta Mesa, 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 Alta Mesa received an overall rating of “Does Not Meet” the Board’s academic standards.

II. Profile

CAFA, Inc. operates one school, Learning Foundation and Performing Arts Alta Mesa, serving grades K–8 in Mesa. The graph below shows the Charter Holder’s actual 100th day average daily membership for fiscal years 2012–2016.



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



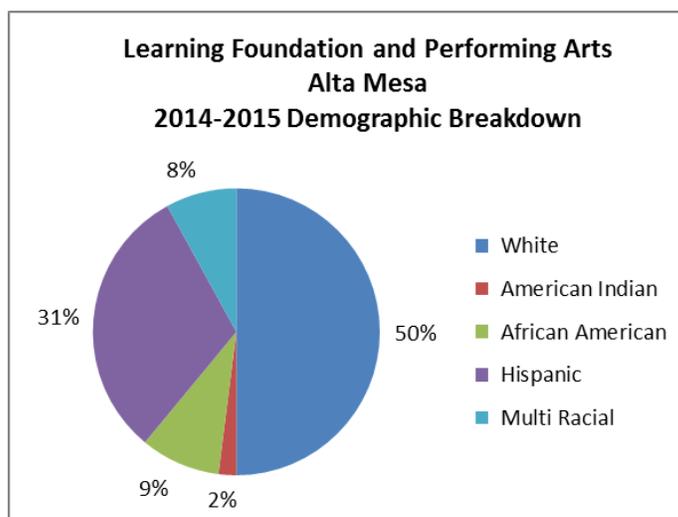
The academic performance of Learning Foundation and Performing Arts Alta Mesa is represented in the table below. The Academic Dashboard for the school can be seen in appendix: B. Academic Dashboard.

| School Name | Opened | Current Grades Served | 2012 Overall Rating | 2013 Overall Rating | 2014 Overall Rating |
|---|------------|-----------------------|---------------------|---------------------|---------------------|
| Learning Foundation and Performing Arts Alta Mesa | 07/01/2006 | K-8 | 59.19/ C | 72.79/ B | 53.68/ C |

Learning Foundation and Performing Arts Alta Mesa served grades K-12 until FY 2015. These are the grade levels reflected in the FY 2012–FY 2014 Dashboards. However, on April 16, 2015, the Charter Holder submitted a site specific change in grade levels to decrease the grade levels served from K-12 to K-8. This change was effective at the beginning of FY 2016.

The Charter Holder indicated that the school provides an academic education with an arts focus. Students are provided electives of musical theater, dance, piano keyboarding and ceramics.

The demographic data for Learning Foundation and Performing Arts Alta Mesa from the 2014–2015 school year is represented in the chart 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

| Category | Learning Foundation and Performing Arts Alta Mesa |
|---------------------------|---|
| Free and Reduced Lunch | 70% |
| English Language Learners | 2% |
| Special Education | 15% |

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.



Learning Foundation and Performing Arts Alta Mesa 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 Alta Mesa 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 Mesa near E. Brown Rd. and N. Recker Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 43 schools serving grades K–8 within a five mile radius of Learning Foundation and Performing Arts Alta Mesa 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 Alta Mesa, 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 Alta Mesa | | | | ELA 37% | Math 21% | | |
|---|----------------|-------------------------------|--------------------------------|-----------------------|------------------------|-----------------|------------------------|
| 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 | 27 | 25 | 27 | 4 | 0 | 8 | 8 |
| B | 12 | 6 | 8 | 5 | 1 | 2 | 1 |
| C | 4 | 1 | 1 | 1 | 2 | 1 | 0 |

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 Alta Mesa serving a comparable percentage of students (± 5%) in the identified subgroups.⁴

| Learning Foundation and Performing Arts Alta Mesa | 70% | 2% | 15% |
|---|-----------------------|-----------------------|------------------------|
| Letter Grade | Comparable FRL (± 5%) | Comparable ELL (± 5%) | Comparable SPED (± 5%) |
| A | 0 | 18 | 11 |
| B | 1 | 6 | 8 |
| C | 0 | 3 | 4 |

IV. Success of the Academic Program

In FY 2012, CAFA, Inc. did not meet the Board’s academic performance standard because the school it operates received an evaluation of “Does Not Meet”. In FY 2013, the school demonstrated improved performance and met the Board’s academic performance standard. However, In FY 2014, the school’s performance declined and the school did not meet the Board’s academic performance standard.

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 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 Alta Mesa, 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 Alta Mesa received an overall rating of “Does Not Meet” the Board’s academic standards and CAFA, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was waived from any specific monitoring requirements.

October 2013: The Board released FY 2013 Academic Dashboards; Learning Foundation and Performing Arts Alta Mesa 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 Alta Mesa received an overall rating of “Does Not Meet” the Board’s academic standards. 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 instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

V. Demonstration of Sufficient Progress

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 |
| Missy Aitken | Site Director/Data |
| Nikki Triggs | Alta Mesa Principal |



| | |
|-------------------|---|
| Adrianna Rutledge | Alta Mesa Assistant Principal |
| Brenda Roberts | Administrative Assistant/Board Member/District Office |
| Linda Wright | District Employee Board Secretary |

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 eight 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. Renewal DSP 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.

Option 2: 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

[Hide Section](#)

| | | | |
|---------------------|------------|---------------------|---------|
| Report Date: | 04/15/2016 | Report Type: | Renewal |
|---------------------|------------|---------------------|---------|

Charter Contract Information

[Hide Section](#)

| | | | |
|-------------------------------------|--------------|----------------------------------|--|
| Charter Corporate Name: | CAFA, Inc. | Charter Entity ID: | 90328 |
| Charter CTDS: | 07-85-65-000 | Contract Effective Date: | 05/31/2002 |
| Charter Status: | Open | Contractual Days: | <ul style="list-style-type: none"> • Learning Foundation and Performing Arts Alta Mesa: 180 |
| Number of Schools: | 1 | Contract Expiration Date: | 05/30/2017 |
| Charter Grade Configuration: | K-12 | Charter Signed: | 06/03/2009 |
| FY Charter Opened: | 2003 | Charter Enrollment Cap | 450 |
| Charter Granted: | 05/11/2009 | | |
| Corp. Type | Non Profit | | |

Charter Contact Information

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| | | | |
|---------------------------------|---|--|---|
| 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 Alta Mesa

[Hide Section](#)

| | | | |
|-----------------------------|---|--|---|
| School Name: | Learning Foundation and Performing Arts Alta Mesa | School CTDS: | 07-85-65-001 |
| School Entity ID: | 88290 | Charter Entity ID: | 90328 |
| School Status: | Open | School Open Date: | 07/01/2006 |
| Physical Address: | 5761 E. Brown Road Mesa, AZ 85206 | Website: | http://LFAPA.ORG |
| Phone: | 480-807-1100 | Fax: | 480-807-1190 |
| Grade Levels Served: | K-8 | FY 2014 100th Day ADM: | 241.719 |

Academic Performance Per Fiscal Year

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Learning Foundation and Performing Arts Alta Mesa

2012
Traditional2013
Traditional2014
Traditional

| 1. Growth | | K-12 School (K-12) | | | K-12 School (K to 12) | | | K-12 School (K to 12) | | | |
|--|---------|--------------------|-----------------|--------|-----------------------|-----------------|--------|-----------------------|-----------------|--------|--|
| | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | |
| 1a. SGP | Math | 39.5 | 50 | 10 | 61 | 75 | 10 | 40.5 | 50 | 10 | |
| | Reading | 58.5 | 75 | 10 | 52 | 75 | 10 | 45.5 | 50 | 10 | |
| 1b. SGP Bottom 25% | Math | 46 | 50 | 10 | 61.5 | 75 | 10 | 65 | 75 | 10 | |
| | Reading | 58 | 75 | 10 | 57 | 75 | 10 | 57 | 75 | 10 | |
| 2. Proficiency | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | |
| 2a. Percent Passing | Math | 50 / 59.6 | 50 | 7.5 | 60 / 61.3 | 50 | 7.5 | 41.9 / 62.2 | 25 | 7.5 | |
| | Reading | 75 / 76.7 | 50 | 7.5 | 83.6 / 78.6 | 75 | 7.5 | 76.5 / 79.8 | 50 | 7.5 | |
| 2b. Composite School Comparison | Math | -8.7 | 50 | 5 | 3 | 75 | 5 | -16.5 | 25 | 5 | |
| | Reading | -1.5 | 50 | 5 | 8.3 | 75 | 5 | 0.1 | 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 | 49 / 49.1 | 50 | 3.75 | 55.1 / 51.7 | 75 | 3.75 | 39.5 / 52.4 | 25 | 3.75 | |
| | Reading | 73 / 68.7 | 75 | 3.75 | 82.9 / 71.6 | 75 | 3.75 | 74.7 / 72.1 | 75 | 3.75 | |
| 2c. Subgroup SPED | Math | 29 / 15.1 | 75 | 3.75 | 50 / 20.3 | 75 | 3.75 | 0 / 21.6 | 25 | 3.75 | |
| | Reading | 46 / 33.3 | 75 | 3.75 | 71.4 / 38.5 | 75 | 3.75 | 54.5 / 37.8 | 75 | 3.75 | |
| 3. State Accountability | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | |
| 3a. State Accountability | | C | 50 | 5 | B | 75 | 5 | C | 50 | 5 | |
| 4. Graduation | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | |
| 4a. Graduation | | NR | 0 | 0 | NR | 0 | 0 | NR | 0 | 0 | |
| 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 | | 59.19 | | | 85 | 72.79 | | | 85 | 53.68 | |

Financial Performance

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Charter Corporate Name: CAFA, Inc.
 Charter CTDS: 07-85-65-000 Charter Entity ID: 90328
 Charter Status: Open Contract Effective Date: 05/31/2002

Financial Performance

[Hide Section](#)

CAFA, Inc.

Near-Term Measures

| | Fiscal Year 2014 | | Fiscal Year 2015 | |
|-------------------------------------|------------------|-----------------|------------------|-----------------|
| | No | Meets | No | Meets |
| Going Concern | No | Meets | No | Meets |
| Unrestricted Days Liquidity Default | 13.82 | Falls Far Below | 4.71 | Falls Far Below |
| | 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: | 90328 |
| Charter CTDS: | 07-85-65-000 | 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 12:57:42

APPENDIX B

ACADEMIC DASHBOARD

Academic Performance

[Edit this section.](#)

Learning Foundation and Performing Arts Alta Mesa

| | | 2012 Traditional K-12 School (K-12) | | | 2013 Traditional K-12 School (K to 12) | | | 2014 Traditional K-12 School (K to 12) | | |
|---|---------|---|--------------------|--------|--|--------------------|--------|--|--------------------|--------|
| | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight |
| 1. Growth | | | | | | | | | | |
| 1a. SGP | Math | 39.5 | 50 | 10 | 61 | 75 | 10 | 40.5 | 50 | 10 |
| | Reading | 58.5 | 75 | 10 | 52 | 75 | 10 | 45.5 | 50 | 10 |
| 1b. SGP Bottom 25% | Math | 46 | 50 | 10 | 61.5 | 75 | 10 | 65 | 75 | 10 |
| | Reading | 58 | 75 | 10 | 57 | 75 | 10 | 57 | 75 | 10 |
| 2. Proficiency | | | | | | | | | | |
| 2a. Percent Passing | Math | 50 / 59.6 | 50 | 7.5 | 60 / 61.3 | 50 | 7.5 | 41.9 / 62.2 | 25 | 7.5 |
| | Reading | 75 / 76.7 | 50 | 7.5 | 83.6 / 78.6 | 75 | 7.5 | 76.5 / 79.8 | 50 | 7.5 |
| 2b. Composite School Comparison | Math | -8.7 | 50 | 5 | 3 | 75 | 5 | -16.5 | 25 | 5 |
| | Reading | -1.5 | 50 | 5 | 8.3 | 75 | 5 | 0.1 | 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 | 49 / 49.1 | 50 | 3.75 | 55.1 / 51.7 | 75 | 3.75 | 39.5 / 52.4 | 25 | 3.75 |
| | Reading | 73 / 68.7 | 75 | 3.75 | 82.9 / 71.6 | 75 | 3.75 | 74.7 / 72.1 | 75 | 3.75 |
| 2c. Subgroup SPED | Math | 29 / 15.1 | 75 | 3.75 | 50 / 20.3 | 75 | 3.75 | 0 / 21.6 | 25 | 3.75 |
| | Reading | 46 / 33.3 | 75 | 3.75 | 71.4 / 38.5 | 75 | 3.75 | 54.5 / 37.8 | 75 | 3.75 |
| 3. State Accountability | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight |
| 3a. State Accountability | | C | 50 | 5 | B | 75 | 5 | C | 50 | 5 |
| 4. Graduation | | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight | Measure | Points Assigned | Weight |
| 4a. Graduation | | NR | 0 | 0 | NR | 0 | 0 | NR | 0 | 0 |
| 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 | | 59.19 | | | 72.79 | | | 53.68 | | |
| | | 85 | | | 85 | | | 85 | | |

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 Alta Mesa |
| Charter Holder Entity ID | 90328 | Purpose of DSP Submission | Renewal |
| Site Visit Date | April 18, 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 8 of the 8 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 | No | N/A | N/A | N/A | N/A |
| 1b. SGP Bottom 25% – Reading | No | N/A | N/A | N/A | N/A |
| 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 | No | N/A | N/A | N/A | N/A |
| 2b/c. Subgroup, students with disabilities – Math | Yes | No | No | Yes | Yes |
| 2b/c. Subgroup, students with disabilities – Reading | No | N/A | N/A | N/A | N/A |

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. 90328

Required for: Renewal

School Name: Learning Foundation Performing Arts Alta Mesa

Evaluation Criteria Area: Data

Site Visit Date: April 18, 2016

| Document Name/Identification | Intended Purpose and Discussion Outcome | | |
|--|---|--|--|
| <p>[D.1]</p> <p>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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-8 students demonstrating categorical growth of one or more levels in reading as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 41% 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>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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-8 students demonstrating categorical growth of one or more levels in reading as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 43% of students have experienced categorical growth as of Benchmark #3/C in FY16.</p> | | |



| | | |
|---|---|---|
| | <p>Final Evaluation:</p> | |
| <p>[D.3] Not Applicable</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.4] Not Applicable</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% – Math</p> <p>The Charter Holder met for two consecutive fiscal years and was therefore not required to report on this measure.</p> | |
| <p>[D.5] Quarterly Data Spreadsheet Pt2</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 improved academic performance 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-8 students at or above 50% proficiency in math as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 36% 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>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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-8 students at or above 50% proficiency in reading as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 48% of students are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p> | |
| <p>[D.7]</p> <p>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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 FRL students at or above 50% math proficiency as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 38% (3 of 8 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>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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 ELL students at or above 50% reading proficiency as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 38% (3 of 8 students) are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p> | |
| <p>[D.9]</p> <p>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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 FRL students at or above 50% math proficiency as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 39% (61 of 158 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>Not Applicable</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 Charter Holder met for two consecutive fiscal years and was therefore not required to report on this measure.</p> | |
| <p>[D.11]</p> <p>Quarterly Data Spreadsheet Pt2</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 improved academic performance 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 students with disabilities at or above 50% math proficiency as shown on the Acuity Quarterly Data Spreadsheet demonstrates that 20% (6 of 30 students) are proficient as of Benchmark #3/C in FY16.</p> <p>Final Evaluation:</p> | |
| <p>[D.12]</p> <p>Not required</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 Charter Holder met for two consecutive fiscal years and was therefore not required to report on this measure.</p> | |



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: CAFA, Inc. 90328

Required for: Renewal

School Name: Learning Foundation Performing Arts Alta Mesa

Evaluation Criteria Area: Curriculum

Site Visit Date: April 18, 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 (Class Assessment Report) Curriculum Evaluation Instrument and Rubric Curriculum Evaluation summary results Administrative summary of data Standards Mastery Checklists Completed Teacher Surveys 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 bi-annually (fall and spring) to evaluate current curriculum. Criteria for curriculum evaluation will include findings from teacher curriculum survey results and acuity assessment data results (diagnostic and readiness). • Annually, the Charter Holder will continue to survey the teachers each spring and analyze curriculum findings. The survey includes domains for Language Arts and Math. 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 curriculum for revision and/or adoption of new curriculum. • Site administrators are required by the charter holder to 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, schoolwide. <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. |
| <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>Assessment data Pre and Post Tests RTI Graphs Standards Mastery Checklists Quarterly Class Assessment Reports</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"> • To evaluate how effectively the curriculum enables all students to meet all standards, beginning with the 2015-2106 school year, the Charter Holder has adopted ACCRS checklists to be utilized in lesson planning. Once students have mastered a standard based on curriculum assessments, the date of mastery will be identified and documented by the classroom teacher. • Standardized and internal assessments (Acuity and teacher generated) are used on an ongoing basis to provide a description of students’ skills and abilities to the Charter Holder, administrators, teachers, parents, and students. | | |

| | | |
|---|---|--|
| | <p>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 ACCRS.</p> <p>Final Evaluation:</p> | |
| <p>[C.A.3]</p> <p>District Curriculum Committee summary of findings Standards Mastery Checklists Committee meeting minutes Item Analysis Reports AzMERIT Results Class Roster (Report) Correlation to standards documents Standards Tracking Documents Kindergarten Curriculum Map Email Curriculum Mapping Emails April 1 Curriculum Committee Meeting Minutes Curriculum Mapping Working Documents</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>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"> • Verify alignment documentation for English Language Arts and Math through the use of completed Standards Mastery Checklists and correlation to standards documents. Mastery checklists were derived from AZCCRS, therefore, if a gap is identified, it is due to a lack of curriculum alignment. Correlation documents are reviewed on an annual basis and mastery checklists are analyzed on a quarterly basis. <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>[C.B.1]</p> <p>Standards Mastery Checklists Item Analysis Reports AzMERIT Results Class Roster (Report) Quarterly Grade level Assessment Spreadsheets District Curriculum Committee Summary of Findings (new) Class Assessment Report (new) Acuity Test Map (new) Correlation to Standards Document (new) Curriculum Maps (new) School Improvement Plan Meeting Minutes School Improvement Plan</p> | <p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • A formal curriculum committee has been implemented. It was determined who would comprise the committee and what their roles and responsibilities would be. • The committee adopted the formal evaluation instrument and accompanying rubric for use. The instrument and survey was sent to staff members and an overall summary was compiled. • The comparison of survey data between two years will identify gaps and determine a need for adoption. • Needs are discussed and determined in meetings of the School Improvement Plan Committee or Curriculum Committee. Then, a decision for purchase and use is determined within the committee. <p>Final Evaluation:</p> | |
| <p>[C.B.2]</p> <p>Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides Curriculum correlation to standards documents Cost estimates from vendors Vendor presentation sign in sheets Lesson samples that document varied learning capabilities Staff notes concluded from vendor presentations School Improvement Plan Meeting Minutes School Improvement Plan</p> | <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"> • When determined that a new and/or supplemental curriculum is needed, outside resources are explored. Sister school recommended curriculum is explored based on those recommendations. • Alignment to standards was a consideration in the evaluation. • Vendors visit the school and provide presentations and sample lessons/materials to teachers. • Supplemental resources as part of a core curriculum are one key component considered by staff in the evaluation. <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>[C.C.1]</p> <p>Standards Mastery Checklists Item Analysis Reports AzMERIT Results Class Roster (Reports) Quarterly Grade level Assessment Spreadsheets Curriculum correlation to standards documents</p> | <p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for determining a need for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Scores are analyzed and lower performing areas are identified through the data. Lower performing areas indicate a need for revision. • Guidelines for evaluation have been created within a formal evaluation process that utilizes an evaluation instrument and rubric. • The correlation to standards document demonstrates whether any holes exist in the curriculum and whether there is a need for something supplemental. <p>Final Evaluation:</p> | |
| <p>[C.C.2]</p> <p>Curriculum maps Correlation to standards documents Planning and pacing guides Lesson Plan Template Standards Mastery Checklist</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"> • Scores are analyzed and lower performing areas are identified through the data. Lower performing areas indicate a need for revision. • Guidelines for evaluation have been created within a formal evaluation process that utilizes an evaluation instrument and rubric. • The correlation to standards document demonstrates whether any holes exist in the curriculum and whether there is a need for something supplemental. • Mobymax was determined to be used as a supplement/revision with students needing additional intervention. <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> |

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| <p>[C.D.1]</p> <p>Staff Meeting minutes and sign in sheets Professional Learning Community meeting minutes and sign in sheets District meeting minutes and sign in sheets Completed Observation and Walk-through instruments Formal and informal evaluations Instructional coaching feedback Curriculum Maps / Pacing Guides (new) Acuity Data (new) Instructional Resource Data (new)</p> | <p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, 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"> • The curriculum’s instructional order is ensured through the use of curriculum maps and pacing guides • An assessment system that continually informs school personnel about student progress within grade levels and curriculum standards • Routine fidelity checks by administration using the adopted observation instrument and classroom walk-throughs verifies teachers are meeting instructional objectives. • Expectations are communicated to instructional staff on an ongoing basis through the use of formal and informal dialogue (emails, staff meetings, professional learning community meetings, and district meetings.) <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. |

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| <p>[C.D.2]</p> <p>Curriculum maps Walkthrough observation instrument Standard Mastery checklists Acuity Data (Class Assessment Reports) Completed lesson plans RTI Graphs Thinkcentral.com usage stats JupiterEd.com usage stats Class Dojo stories Staff Meeting Minutes Completed PLC review Emails (as applicable) Instructional coaching feedback Lesson Plans Review</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"> • The Charter Holder requires administrators to consistently complete fidelity checks on a formal and informal basis to ensure curriculum maps, Standards Mastery checklists, Acuity Assessment Systems, lesson plans, RTI graphs, Thinkcentral.com, Mimio (projector/smartboard), JupiterEd.com, ClassDojo.com, and manipulatives are being utilized systematically through the use of: <ul style="list-style-type: none"> ○ Walkthrough observation instrument ○ Weekly review of lesson plans on the adopted lesson plan template ○ PLC meeting reviews ○ PLC meeting reviews • These expectations are communicated to instructional staff through the use of: <ul style="list-style-type: none"> ○ Weekly Staff Meetings ○ Weekly PLC Meetings ○ Emails to teachers ○ In-house trainings ○ Contract Orientation Meetings ○ Instructional Coaching Meetings <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> |

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| <p>[C.D.3]</p> <p>Curriculum maps Walkthrough observation instrument Standard Mastery checklists Acuity Data (Class Assessment Reports) Completed lesson plans RTI Graphs Thinkcentral.com usage stats JupiterEd.com usage stats Class Dojo stories Staff Meeting Minutes Completed PLC review Emails (as applicable) Instructional coaching feedback Lesson Plans Review</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"> • The Charter Holder requires administrators to ensure instructional staff provide supporting evidence that demonstrates student mastery of grade-level standards. Administrators are also required to monitor, analyze, and evaluate the quality of instruction to ensure students are on target to master grade-level standards within the academic year. This process is completed through an array of measures: <ul style="list-style-type: none"> ○ Monthly monitoring of internal data ○ Quarterly Monitoring to progress reports and standards based report cards ○ Weekly monitoring of lesson plans and Standards Mastery checklists ○ Instructional walkthroughs ○ Requiring instructional staff to participate in Professional Learning Communities (PLC) that are intended to improve data driven instruction and student learning outcomes ○ Lesson plan alignment to curriculum maps ○ Review of RTI graphs (where applicable) within student portfolios <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> |

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| <p>[C.E.1] Standards Mastery checklists Completed Lesson plans Observation walkthrough instrument Progress Reports Standards based report cards Assessment data results (Class Assessment Report) Lesson Plan Reviews (new)</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 initially requires curriculum publishers to provide Correlation to Standards Documents that validate alignment of curriculum to ACCRS. The District Curriculum Committee is then required to review the curriculum annually to ensure alignment to ACCRS through the use of sample comparisons. • The Charter Holder requires the instructional staff to continually ensure they have identified ACCRS within their grade level through the use of adopted curricular tools. For each ACCRS, performance-based assessments are applied to make certain the curriculum is in aligned. Data results validate this alignment. • The Charter Holder requires administrators ensure curriculum is derived and driven by ACCRS through the process of analyzing the use of curricular tools by weekly/monthly fidelity checks (depending on tool). <p>Final Evaluation:</p> | |
| <p>[C.E.2] Standards Mastery checklists Completed Lesson plans Observation walkthrough instrument Progress Reports Standards based report cards Assessment data results (Class Assessment Reports) Correlation to Standards Document (new)</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 District Curriculum Committee will provide Correlation to Standards Documents to validate alignment of any changes or revisions proposed prior to changes being approved. The District Curriculum Committee is also responsible for updating and changing curricular tools before revisions are finalized. • The Charter Holder requires instructional staff ensure curriculum changes are continually driven by ACCRS by requiring curricular tools be used on a weekly/monthly basis. Monitoring and evaluating changes to the curriculum is an ongoing process. Administrators consistently monitor that changes continue to maintain standard alignment through the process of the weekly fidelity checks. <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> |

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| <p>[C.F.1]</p> <p>RTI Graphs Instructional Resource Data (from Acuity) Individual Assessment Reports Mobymax.com reports AZELLA Testing Results Quarterly IEP Progress Reports</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"> • Students in the bottom 25% are monitored and assessed by instructional staff through a biweekly RTI model using internal assessment data for progress monitoring. • Students utilize instructional resources assigned by teachers that are individualized according to identified deficiencies through the use of Acuity assessments systems. Another supplemental curriculum software program that is used within this subgroup is Mobymax.com. • ELL students utilize instructional resources assigned by teachers that are individualized according to identified deficiencies through the use of the Acuity assessment system. • Individual student progress reports were compared by administration and ESS staff to Acuity assessment data to determine alignment with student’s ability as determined by the IEP. <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. 90328

Required for: Renewal

School Name: Learning Foundation Performing Arts Alta Mesa

Evaluation Criteria Area: Assessment

Site Visit Date: April 18, 2016

| Document Name/Identification | Intended Purpose and Discussion Outcome |
|--|--|
| <p>[A.A.1]</p> <p>Curriculum assessments Acuity Assessments AzMERIT results AIMS Science results Teacher created assessments Quarterly Data Data Spreadsheet (2014-2015) with Comparative to AzMerit LFPA PMP Review Meetings-April 28, 2015 and May 12, 2015 Webinar Documentation (showing exploration of assessment tools)</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"> • All assessment tools utilized by the Charter Holder are evaluated for alignment to ACCRS. The Charter Holder selects and evaluates the benchmark assessment tool (currently Acuity) according to specific criteria. • The final measure of evaluating the effectiveness of assessment tools by the Charter Holder is through requiring administrators to compare results of all internal assessment data to summative information. In grades Kindergarten through 2nd grade, internal data is measured against the summative end-of-course diagnostic assessment of the school year. In 3rd – 8th grade all internal data is measured against results from the summative information provided by the AzMERIT test. • Acuity was chosen because it was recommended by the Charter Schools Association many years ago. The vendor put on a demonstration for staff at that time. It was reevaluated as the standards changed based on the following criteria: <ul style="list-style-type: none"> ○ Parents can see reports ○ Provides instructional resources based on data ○ Affordable ○ Continued use was determined based on the ability to continue providing year-over-year data ○ Correlation to AzMERIT • Staff “attended” a Webinar to evaluate Galileo as an option. Galileo was evaluated as an option, but based on the criteria of providing instructional resources and affordability, the system was ruled out. <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> |

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| <p>[A.A.2]</p> <p>PLC Meeting Instruments Acuity Test Maps Item Analysis reports from Acuity Curriculum Maps Teacher created assessments Quarterly Assessment Data PLC Meeting Minutes and Sign-ins</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"> • Acuity provides the option of an item analysis and what the student’s error is. In PLC meetings, teachers look at these analysis tools and verify that the items are covered within the curriculum. • Teachers have the test maps. These show what standards are covered at which intervals, and teachers are able to compare these to the curriculum standards mastery checklists. <p>Final Evaluation:</p> | |
| <p>[A.A.3]</p> <p>PLC Meeting Minutes Acuity Test Maps Item analysis reports Teacher created Assessments Lesson Plans Walk-through Observation Instruments</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"> • The Charter Holder requires school administrators and instructional staff to regularly utilize the following criteria to determine if assessments are aligned to instructional methodologies: <ul style="list-style-type: none"> ▪ Academic vocabulary used on assessments with that shown on lesson plans and observed in classrooms ▪ Depth of knowledge required to respond correctly to assessment items is equivalent to visual observations of lessons in classrooms ▪ A variety of assessments items is included ▪ Assessments include common core methodologies as appropriate ▪ Classroom and benchmark proficiency rates demonstrate that students are mastering the content <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> |

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| <p>[A.B.1]</p> <p>Acuity Assessment Reports – individual, subgroups and class/grade level Teacher created assessments - formative and summative School wide assessments – Diagnostic and interim/Readiness Curriculum assessments AZMerit – 3-8th grade RTI Graphs IEP Goal Documentation</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 that have been identified in the bottom 25%, or as ELL, and FRL are assessed on individual student growth instructional resources that have been derived from the assessment systems. • Students that have been identified as having a disability are assessed by ESS staff on individual student growth at their instructional level, according to the goals written in their individual education plan. <p>Final Evaluation:</p> | |
| <p>[A.C.1]</p> <p>AzMerit results Acuity assessment documents Curriculum assessment results Teacher made / custom assessments Quarterly data spreadsheet PLC Meeting Minutes and Sign-ins Administrator emails Break Teacher Checklists</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"> • Acuity data is collected and analyzed upon the completion of interim assessments. • The Charter Holder requires administrators to quarterly review and analyze student portfolios that contain sample curriculum assessments. • The Charter Holder requires subgroup specialists to work directly with teachers on a monthly basis to review the portfolios of students within these groups and ensure accommodations are being addressed and learning outcomes are met. • When annual data is made available by the Department of Education, it is immediately analyzed and compared to internal assessment systems for all students. <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> |

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| <p>[A.C.2]</p> <p>Curriculum maps Correlation to standards documents Planning and pacing guides Lesson Plan Template Standards Mastery Checklist Quarterly data spreadsheet PLC Minutes (new) Item Analysis (new) Class Roster Reports (new) Class Summary Reports (new) MobyMax documentation Math Minute documentation</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"> • Adjustments have been made to the curriculum when the data has shown that there is a gap or a student need. • When the data demonstrated that math scores were an area that needed improvement, math minutes and MobyMax were included as supplemental curriculum to meet student needs. <p>Final Evaluation:</p> | |
| <p>[A.C.3]</p> <p>PLC Meeting Minutes Standards Mastery checklists Completed lesson plans Walkthrough observation instrument Formal / informal evaluation Data</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"> • The Charter Holder requires instructional staff to utilize monthly Professional Learning Communities monitored by administration, to regularly adjust classroom instruction. • School-wide meetings with instructional staff led by administration will analyze quarterly data upon completion. • Based on these findings, instructional methodologies will be adjusted to reflect best practices. The Charter Holder requires instructional changes to be monitored by administrators through monthly fidelity checks. <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. 90328

Required for: Renewal

School Name: Learning Foundation Performing Arts Alta Mesa

Evaluation Criteria Area: Monitoring Instruction

Site Visit Date: April 18, 2016

| Document Name/Identification | Intended Purpose and Discussion Outcome | | |
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| <p>[M.A.1]</p> <p>Professional Learning Communities, PLC, Meeting Logs Completed Walk-Through Observation Instrument Teacher Evaluation Reports RTI graphs Student Portfolios Lesson Plan Templates Samples of submitted lesson plans Master Supplementary instructional schedule Correlation Standards Documents</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"> • The lesson template identifies any students requiring differentiation of lessons through modification or accommodations for students in any sub- group that fall into Tier 2 or 3. • Walk-through observation instruments require assurance that teachers provide appropriate clear instructions for all students to include students At-risk, English Language Learners, and students with any special needs. The form also requires assurance that instruction is differentiated to meet the needs of various sub-groups. • Curriculum that is utilized in the classroom is aligned to ACCRS and has been verified through the use of samples and Standards Correlation documents. • Teachers are required to create individual RTI goals for any students that fall into the bottom twenty-five percent regardless of subgroup. Regardless of subgroup, students that fall into RTI Tier 2 and 3, receive supplementary instruction on a weekly basis until mastery has been reached. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <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%; padding: 5px;"> <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>[M.A.2]</p> <p>Quarterly Data Spreadsheets Standards Mastery Checklists Completed Walk – through Observation Instruments Supplemental Instructional Schedule Acuity Reports Lesson Plans (new)</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"> • Monthly reviews and analyses of class and individual student reports and data generated through Acuity Assessment Systems. • Administrators are required to submit quarterly data spreadsheets that report growth and proficiency of all students as determined by Acuity Assessment Systems. These spreadsheets allow the charter holder to evaluate student performance within and between grade levels, and sub-groups to ensure mastery is being achieved for | | |



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| <p>Lesson Plan Reviews (new)</p> | <p>all students according to the charter holder’s mapping process.</p> <ul style="list-style-type: none"> Administrators are required to review completed mastery standards checklists for each instructional staff member on a monthly basis. <p>Final Evaluation:</p> | |
| <p>[M.B.1]</p> <p>Administrative feedback notes Completed Evaluation Instruments Completed Self-Evaluation Instruments Completed Walk- through Observation Instruments Teacher Improvement Plan (if applicable) Written goals / Dialogue Feedback for documented improvement plans</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"> Formative evaluations are completed on a monthly basis through the use of the school adopted walk-through observation instrument. Summative evaluations for teachers show final outcomes of performance through the use of a variety of measures. Conferences are completed between instructional staff and administration to review the completed evaluation and include constructive feedback to teachers to help them understand instructional strengths, weaknesses, and expected growth. 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><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> |

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| <p>[M.B.2]</p> <p>Formal evaluation forms Acuity assessment data PLC meeting minutes Completed Lesson Plans Completed peer-to-peer walk through observation instruments Completed walk through instruments Completed student / parent surveys Lesson Plan Review Form (new) Quarterly Data Spreadsheet (new) Teacher improvement plan</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"> • A walk-through observation instrument is completed monthly by administrators and identifies if teachers use a variety of resources in order for students to have multiple ways to acquire information so that students with diverse abilities and needs are served equally well. • The walk-through observation instrument identifies the class level of engagement to determine the quality of lesson being taught. • Administrators are required to review the weekly lesson plans of instructional staff to ensure lessons clearly define objectives, are measurable, allow individual and guided practice, demonstrate desired outcomes, and provide high levels of student engagement and rigor. Lesson plans are then compared to completed walk-through observation instruments to ensure alignment, and verify written plans match observable instruction. • Administrators monitor student learning outcomes through the use of quarterly Acuity Assessment Systems data due to student growth and proficiency having direct correlations to the quality of instruction occurring within a classroom. <p>Final Evaluation:</p> | |
| <p>[M.B.3]</p> <p>Completed evaluation instrument Completed walkthrough observation instrument Written dialogue to instructional staff Teacher improvement plan</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"> • The walkthrough observation and evaluation instruments identify strengths, weaknesses, and needs of individual instructional staff. Both instruments identify instructional staff’s professional ability following specific criteria (as outlined in DSP). <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><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> | |

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| <p>[M.C.1]</p> <p>Completed RTI graphs Item Analysis Reports Acuity Assessment Reports Student portfolios Instructional resource results ELL progress reports AZELLA assessment results Written IEP goals Quarterly IEP progress reports Thinkcentral usage report Instructional Resource Data</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"> • RTI graphing is monitored by administrators through the review of student portfolios on a quarterly basis. • Instruction of subgroup students is monitored through Acuity’s Instructional Resources for each child. Staff logs are utilized to monitor staff time in online courses. Student scores are monitored for improvement and 80% mastery of goals in Instructional Resources. <p>Final Evaluation:</p> | |
| <p>[M.D.1]</p> <p>Completed lesson plans Completed walkthrough observations instruments (administrative and peer-to-peer) Jupiter Grades Acuity Assessment Systems Data Completed formal evaluation instruments Completed Student Surveys Completed Self-evaluation instrument Lesson Plan Reviews (new)</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"> • The Charter Holder requires administrators compile completed lesson plans, standards checklists, completed walkthrough observation instruments, completed peer walkthrough observation instruments, self-evaluations, any surveys completed on teachers, and learning outcome data for the individual teacher. All sources of information are reviewed, evaluated, and analyzed by administrators before the formal evaluation is completed. The formal evaluation is a compilation of all sources of information. • The Charter Holder analyzes completed formative assessment instruments of instructional staff to foster professional growth. <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> |

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| <p>[M.D.2]</p> <p>Completed lesson plans Completed walkthrough observations instruments (administrative and peer-to-peer) Acuity Assessment Systems Data Completed formal evaluation instruments Completed Student Surveys Completed Self-evaluation instrument Written specific dialogue to teachers Staff meeting agenda and minutes Lesson Plan Review (new) Teacher improvement plan</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"> • Informal and formal observations by administration are utilized, as well as peer observation. Feedback is provided based upon these observations, in conjunction with student and other data. Teachers who are not responding to feedback regarding improvement needed are placed on a teacher improvement plan. <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. 90328

Required for: Renewal

School Name: Learning Foundation Performing Arts Alta Mesa

Evaluation Criteria Area: Professional Development

Site Visit Date: April 18, 2016

| Document Name/Identification | Intended Purpose and Discussion Outcome | | |
|--|--|---|---|
| <p>[P.A.1]</p> <p>Quarterly data spreadsheets Acuity Assessment reports AzMERIT results Completed needs surveys Observations/Evaluations Purchase Orders/Invoices District Professional Development Policy RTI Professional Development Documentation</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"> • The Charter Holder has a professional development policy to ensure ongoing professional development needs are met. The policy also provides strategies, accountability measures, and timelines for objectives to be met. The policy objectives include the following: <ul style="list-style-type: none"> ▪ District-wide in-service and training ▪ New teacher and staff in-service training ▪ Allocated time for weekly meetings and in-service embedded throughout the school year ▪ Requirements for instructional staff to participate in a minimum of one annual webinar offered by an agency for higher education ▪ Allowance for individual training opportunities • The Charter Holder has an ongoing process to determine PD topics based on student data, observations/evaluations, instructional staff needs assessments, results from previous PD, and staff compliance. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <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%; padding: 5px;"> <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>[P.A.2]</p> <p>Quarterly data spreadsheets Acuity Assessment reports AzMERIT results Completed needs surveys Consultant / Substitute cost estimates Completed Observations/Evaluations Purchase Orders/Invoices Meeting minutes (Staff) Student SMART goals School Improvement Plan School Improvement Plan meeting minutes Professional Development Plan (new)</p> | <p>Charter holder indicated the intended purpose of the document was to demonstrate: the 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"> Professional development must determine the intended outcome for any participating instructional staff. This can be demonstrated through changes in educational content knowledge, skills, attitudes, and general practice. Biannually, administrators are required to report the professional development needs specific to their school site to the Charter Holder. The Charter Holder will use criteria to ensure requested professional development is in alignment with documented instructional staff learning need such as: Student data, Observations/Evaluations, Instructional staff needs assessments, Results from previous professional development, Staff compliance. <p>Final Evaluation:</p> | |
| <p>[P.A.3]</p> <p>Completed observations instruments Completed evaluation instruments Written mentor/instructional coaching dialogue Professional Development Certificates (new) Email Dialogue on Professional Development (new)</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 may also be determined by quarterly and monthly administrative or peer-to-peer walkthroughs and observations that would reflect a need for immediate action or further training support in an area of instruction. If indications reflect that individual instructional staff require additional support, administrators will determine if the teacher’s skill can be improved with weekly teacher mentoring, instructional coaching and administrative support. If it is determined that additional training needs to be provided beyond what can be accommodated in-house, then administrators will research and find other appropriate opportunities for continued professional development. <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>Professional development policy Professional development sign-in sheets Acuity Assessment data Standardized testing data Professional Development Plan (new) Professional Development Certificates (new) Completion Documentation (new) Instructional Support Dialogue (new)</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"> Assessment data from students identified in the bottom 25%, ELL or Sped is reviewed quarterly by instructional staff, administrators. If findings conclude that student growth and proficiency within this subgroup is not comparative to that of their peers and is a result of teaching methodologies, any staff member that serves students within this population will receive professional development or additional support. <p>Final Evaluation:</p> | |
| <p>[P.C.1]</p> <p>Specific professional development plan evidence (RTI reflection questionnaires, RTI quiz completion, etc.) Completed observation instruments Professional development policy Requisition Forms (new) Professional Development Plan (new) PLC Meeting Logs (new) Staff Meeting Minutes (new)</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 Charter Holder continually supports high quality implementation of professional development by requiring administrators to: <ul style="list-style-type: none"> conduct classroom observations upon completion of professional development to ensure implementation and provide feedback to instructional staff provide monthly collaborative time to instructional staff for the purpose of discussing implementation successes and challenges review any evidence that would support effective implementation of professional development <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>Purchase requests Invoices Receipts Professional Development Requisition (new)</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"> 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. Teachers can request additional PD and the supplies needed for implementation on a requisition form. This is sent to the district to be approved or denied. <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>[P.D.1]</p> <p>Specific professional development plan evidence (RTI reflection questionnaires, RTI quiz completion, etc.) Completed observation instruments Professional development policy & Plan Lesson plans and lesson plan template demonstrating differentiation</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 administrators conduct visual observations in classrooms upon completion of professional development to ensure implementation. Visual observation allows administrators to formulate a clear picture of implementation and strategies learned. Instructional staff are also required to evidence strategies learned through the use of lesson plans and/or specific evidence related directly to the intended development. <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>[P.D.2]</p> <p>Staff meeting agendas Meeting minutes Completed observation instruments PLC meeting minutes Completed lesson plans Written Dialogue-Emails Staff Meetings (new)</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 demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder requires administrators to have direct dialogue with instructional staff regarding implementation of learned strategies in professional development through the use of: Weekly Staff meetings, Monthly Professional Learning Community Meetings (PLC), and Regular Individual conversations. • School administrators follow-up implementation discussions via visual observations. Administrators are also required to verify continual implementation by regularly examining weekly completed lesson plans. <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> |

APPENDIX E

RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

| CHARTER INFORMATION | | | |
|---------------------------------|--|--|----------------|
| Charter Holder Name | CAFA Inc. Learning Foundation and Performing Arts Alta Mesa Schools | Learning Foundation and Performing Arts Alta Mesa | |
| Charter Holder Entity ID | 90328 | Dashboard Year | FY14 |
| Submission Date | February 29, 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 Alta Mesa CTDS 078565001 Entity 88290 | | | |
| 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 | Does Not Meet | Yes |
| Student Median Growth Percentile (SGP), Bottom 25%— Math(<i>Traditional and Small Schools Only</i>) | Meets | Meets | No |
| Student Median Growth Percentile (SGP), Bottom 25%— Reading(<i>Traditional and Small Schools Only</i>) | Meets | Meets | No |
| 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 | Falls Far Below | Yes |
| Percent Passing—Reading | Meets | Does Not Meet | Yes |
| Subgroup, ELL—Math | No Rating | No Rating | Yes |
| Subgroup, ELL—Reading | No Rating | No Rating | Yes |
| Subgroup, FRL—Math | Meets | Falls Far Below | Yes |
| Subgroup, FRL—Reading | Meets | Meets | No |
| Subgroup, students with disabilities—Math | Meets | Falls Far Below | Yes |
| Subgroup, students with disabilities—Reading | Meets | Meets | No |
| High School Graduation Rate(<i>High Schools Only</i>) | No Rating | No Rating | Yes |
| Academic Persistence (<i>Alternative Schools Only</i>) | Not Applicable | Not Applicable | 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 |
|---|--|--|
| <p>Internal Benchmarking data has been disaggregated for READING from: Acuity Assessment System</p> | <p>Other (explain in Notes column)</p> | <p>Acuity is 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: Kindergarten through 2nd grade students are assessed using a diagnostic assessment. This assessment covers a specific range of skills which allows stakeholders to identify academic strengths and weaknesses. 3rd 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. Diagnostic assessment data indicated student proficiency improved throughout the year. However, the proficiency</p> |



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 3 – 8. Although readiness and diagnostic assessments measure both growth and proficiency, it is not a valid measure for year-over-year comparison model.

Internal Benchmarking data has been disaggregated for **MATH** from:

Acuity Assessment System

Other (explain in last column)

Acuity is 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, administrators, and teachers to collect and analyze data based on math assessments that are both formative and summative. The data can be disaggregated by individual students, teachers, subgroups, and/or grade level. The charter holder administration and the teachers are able to formulate baseline data that can then be used to monitor and assess growth and proficiency within ACCRS.

Note: Kindergarten through 2nd grade students are assessed using a diagnostic assessment. This assessment covers a specific range of skills which allows stakeholders to identify academic strengths and weaknesses. 3rd 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. Diagnostic assessment data indicated student proficiency improved throughout the year. However, 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 3 – 8. Although readiness and diagnostic assessments measure both growth and proficiency, it is not a valid measure for year-over-year comparison model.

High School Graduation Rate

Other (explain in last column)

High school graduation rate was analyzed through the use of student’s Education and Career Action Plans, individual, credit summaries, and report cards by administration and high school teachers to determine the number of students lacking the appropriate credits in order to graduate versus the number of students that were on track or ahead of graduation timelines.

It should be noted that the charter holder had 100 percent graduation rate for the two most current years, reflected on the academic dashboard.

Note: In the Summer of 2015 the school downsized to serve only KG-8th grade. Offering to transfer all our high school students to our sister High School Learning Foundation and Performing Arts Gilbert.

Academic Persistence

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.

Acuity Assessment Systems is the tool the charter holder uses to collect and analyze data. Acuity has been validated and endorsed to be an effective tool in increasing student scores by What Works Clearing House. The charter holder has determined the validity and reliability of data through the analysis of student achievement results to include content, criterion, and comparison. Sample questions on the Acuity assessments also have predictive validity when compared to sample questions on the external reference from AzMerit sample tests. Collected data, such as class rosters, class item analysis, and school assessment reports were used to determine the required academic performance framework. This in turn, provides the charter holder, administrators and the teachers, the ability to make quarterly data driven decisions and year- over- year comparisons.

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 | Acuity diagnostic and/or readiness assessments in math are assigned to students on a quarterly basis. The charter holder, administration, and teachers compare interval scores to determine individual, grade level, and schoolwide growth. Any student, regardless of Range category 1- 4 (equates to Falls Far Below [FFB], Approaching [A], Meets [M] and Exceeds [E]) that demonstrates an overall percentage point increase is calculated in the growth measure. | For the 2014-2015 academic school year, the percentage of kindergarten through second grades showing growth was significantly higher than other grades. From baseline to end-of-year, kindergarten through second grade growth was 89 percent or more, compared to the school-wide average of 76 percent. Although school-wide data for 2014 – 2015 reflects positive growth from baseline to end-of year, students in high |



Demonstration of Sufficient Progress Report
school grades grew at a lower rate of 20 –
55 percent.

In 2015 baseline data shows all students, Kindergarten through 8th grade, are growing school wide at a minimum of 5 percent from baseline to midyear. However, the second quarterly benchmark in mathematics showed mixed results. 56 percent of students in Kindergarten – 8th demonstrated an increase in Math scores while 33 percent dropped and 11 percent remained the same. The results show that Kindergarten through 3rd grade students have a strong understanding of numerical operations based on ACCRS standards. However, 3rd through 6th grade data reflects there is a deficiency in the area of understanding Measurement and Data. 7th and 8th grade students reflect a gap in understanding Geometry standards. The drop in scores indicates the need for further item analysis by class to determine the cause of the decrease and to see if curriculum revisions, teaching methodologies or additional trainings for teachers are needed.

As further assessment data is gathered for the 2015-2016 school year, it will be analyzed to determine full academic year comparisons.

Student Median Growth
Percentile (SGP)—
Reading

Acuity diagnostic and/or readiness assessments in reading are assigned to students on a quarterly basis. The charter holder, administration, and teachers compare interval scores to determine individual and individual, grade level, and schoolwide growth. Any student, regardless of range category 1- 4 (equates to Falls Far Below, Approaching, Meets, and Exceeds) that demonstrates an overall

For the 2014-2015 academic school year, school-wide data indicated positive growth in the area of reading from baseline to end-of-year at 77 percent. Students in 3rd grade who took both assessments made significantly higher growth. 100 percent of students in 3rd grade showed growth from baseline to end-of-year. Similarly, 5th and 6th grade



percentage point increase is calculated in the growth measure.

growth was 90 percent or more, which is substantially higher than the overall school-wide percentage.

For the 2015 school year, reading baseline data shows all students, in grade kindergarten through 8th grade, are growing school wide at a minimum of 7 percent. The mid-year reading assessment reflects a schoolwide increase in Reading scores by 52 percent. However, the data reflects 33 percent decrease in student scores schoolwide. In Kindergarten through 2nd grade, students demonstrated a foundational understanding of key ideas and details in reading passages. In grades 3rd through 6th the data revealed a deficiency in students’ ability to read and comprehend informational text. This trend changes for students in grades 7th and 8th who show a discrepancy in acquisition of academic vocabulary. The discrepancy in scores indicates the need for further item analysis by class to determine the cause of the decrease and to see if curriculum revisions, teaching methodologies or additional trainings for teachers are needed.

As further assessment data is gathered for the 2015-2016 school year, it will be analyzed to determine full academic year comparisons.

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

The dashboard reflects a “Meets” standard in this area, therefore data analysis and conclusions are not required for this section.

Data Conclusions Not Required- “Meets”

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

The dashboard reflects a “Meets” standard in this area, therefore data analysis and conclusions are not required for this section.

Data Conclusions Not Required- “Meets”

Percent Passing—**Math**

Upon completion of baseline assessments, each academic year, the charter holder, administration, and teachers reviewed school-wide Acuity data to determine

For the 2014-2015 academic school year, students who scored in Range 3 or Range 4 were considered proficient in Math. There was a 24 percent increase from baseline to



math proficiency among students. The criteria used was the initial number of students that tested in ranges 3 and 4, which are categories of Meets and Exceeds based on ACCRS. Class roster and assessment reports were used to calculate proficiency / range levels among students within an overall percentage point of 51 or higher.

end-of-year in proficiency school-wide. 35 percent of students were considered proficient in math after the baseline assessment. When the end-of-year assessment was administered, 59 percent of students were considered proficient in math. Specifically, students in second grade had 100 percent proficiency by the end-of-year assessment. Conversely, students in high school showed minimal proficiency on both the baseline and end-of-year assessment.

For the 2015-2016 school year baseline testing data determined that school -wide 31 percent of all students were proficient and on target for meeting grade level standards in the area of Mathematics. By the mid-year assessment we had 37 percent of students in range 3 and/or 4 that were meeting or exceeding grade level standards. This demonstrates a 6 percent increase in proficiency levels schoolwide. Kindergarten through 4th grade students showed an overall increase in reaching or exceeding proficiency levels. However, in 5th grade, the ranges stayed primarily the same due in part to teacher change, and lack of consistent methodologies within the classroom. As a result, students were at an academic disadvantage. Scores in 6th through 8th grade did increase. Baseline data reflects all three grades had a higher percentile in ranges 1 and 2, (Falls Far Below and Approaches) categories to begin with. Although a high percentage of students made sufficient growth, it was not enough to meet proficiency levels. Nevertheless the percentage of students who were initially categorized as range 1(Falls Far Below) at baseline testing, decreased after the midyear assessment. Although there was growth, it was determined that further analysis is needed to understand



Demonstration of Sufficient Progress Report
the lack of proficiency levels among 6th
through 8th grade math standards being
met.

As further assessment data is gathered for
the 2015 – 2016 school year, it will be
analyzed to determine full academic year
proficiency.

For the 2014 – 2015 academic school year,
students who scored in Range 3 or Range 4
were considered proficient in Reading.
Schoolwide, there was a 22 percent
increase in proficiency from baseline to
end-of-year. Baseline data showed that 53
percent of students were considered
proficient and end-of-year data showed
that 75 percent of students were
considered proficient. Students in second
grade increased their reading proficiency
to 100 percent by the end-of-year
assessment. Students in 7th and 8th grade
also showed considerable proficiency by
the end of the school year. 80 percent or
more of students in 7th and 8th grade were
proficient by the end-of-year assessment.

Upon completion of baseline assessments,
each academic year, the Charter holder,
administration, and teachers reviewed
school-wide Acuity data to determine
reading proficiency among students. The
criteria used was the initial number of
students that tested in ranges 3 and 4,
which are categories of Meets and Exceeds
based on ACCRS. Class roster and
assessment reports were used to calculate
proficiency / range levels among students
within an overall percentage point of 51 or
higher.

For the 2015-2016 school year baseline
testing data determined that school –
wide, 32 percent of students were
proficient and on target to meet grade
level standards in the area of reading. By
the midyear assessment, 41 percent of
students were meeting grade level
standards. There was an overall 9 percent
increase in student proficiency for reading
standards. There was a schoolwide 9
percent decrease in the number of
students that were considered range 1
(Falls Far Below) and a 6 percent increase
in the number of students in range 4
(Exceeding the standards). Acuity data
reflects that students in Kindergarten
through 2nd grade are meeting proficiency
requirements. 3rd through 8th grade Acuity
data reflects that more than 50 percent of

Percent Passing—
Reading



Demonstration of Sufficient Progress Report

students were not showing reading proficiency by the midyear. Grades 3 through 7 show a gap in understanding elements of literature and informational text. However, data reflects that 8th grade students have a greater foundation of understanding informational text, but have a slight deficiency in the ability to understand vocabulary acquisitions. This discrepancy shows a need for further analysis to understand the reason for lack of proficiency levels.

As further assessment data is gathered for the 2015 – 2016 school year, it will be analyzed to determine full academic year proficiency.

For the 2014 – 2015 academic school year, ELL students increased their proficiency in math by 33 percent from baseline to end-of-year. There were no students in Range 1 (Falls Far Below) at the baseline assessment. At the end of year assessment, 83 percent of students were proficient.

For the 2015-2016 school year baseline data showed that no ELL students were initially meeting proficiency for ACCRS math standards. 22 percent of ELL students were in the Range 1 (Falls Far Below) and 78 percent were in the Range 2 (Approaches). By the second test, only 11 percent of students were in the range 1 – Falls Far Below category, 78 percent were in the range 2- Approaches, and 11 percent had increased to range 3- Meets category. Overall, 11 percent of all ELL students maintained their score and 33 percent of ELL students showed regression. However, 55 percent of the ELL student population demonstrated growth in math proficiency based on ACCRS.

As further assessment data is gathered for the 2015 – 2016 school year, it will be analyzed to determine full academic year

Subgroup, ELL—**Math**

Acuity class assessment / roster reports were analyzed by the charter holder, administrators, ELL specialists, and teachers upon completion of each quarterly assessment for any students classified as ELL. These reports were used to measure both growth and proficiency data for this subgroup.



| | | |
|---|---|--|
| <p>Subgroup, ELL—Reading</p> | <p>Acuity class assessment / roster reports were analyzed by the charter holder, administrators, ELL specialists, and teachers upon completion of baseline assessments, each academic year for any students classified as ELL. These reports were used to measure both growth and proficiency data for this subgroup.</p> | <p>For the 2014 – 2015 academic school year, ELL students increased their proficiency in reading by 33 percent from baseline to end-of-year. 50 percent of students at baseline that were considered proficient; however, there were no students in Range 1 (Falls Far Below). 83 percent of students were considered proficient by the end of year assessment.</p> <p>For the 2015-2016 school year baseline and subsequent quarterly data showed 11 percent of ELL students were in range 1- Falls Far Below of ACCRS reading standards with the majority scoring within the range 2- Approach category. In addition, 77 percent of the ELL population increased their growth score between the testing intervals and 11 percent increase in reaching proficiency.</p> <p>As further assessment data is gathered for the 2015 – 2016 school year, it will be analyzed to determine full academic year proficiency.</p> |
| <p>Subgroup, FRL—Math</p> | <p>Acuity class assessment / roster reports were analyzed on a quarterly basis by the Charter Holder, administrators, Title One staff, and teachers for any students classified as FRL. These reports were used to measure both growth and proficiency data.</p> | <p>Due to the FRL population being higher than 65 percent, FRL students are considered part of the majority that drives our data for our general population. Therefore, data analysis for this subgroup can be found within our analysis for both percent passing and student median growth percentiles.</p> |
| <p>Subgroup, FRL—Reading</p> | <p>The dashboard reflects a “Meets” standard in this area</p> | <p>Data Conclusions Not Required- “Meets”.</p> |
| <p>Subgroup, students with disabilities—Math</p> | <p>Due to a broad spectrum of ability levels among special education students, quarterly individual student progress reports were compared to Math Acuity</p> | <p>For the 2014 – 2015 academic school year, students with disabilities made significant growth in math proficiency from baseline to end-of-year. At baseline 10 percent of</p> |



| | | |
|---|---|--|
| | <p>data to determine alignment with student’s ability as determined by the IEP. Individual student progress reports were utilized for data analysis by the charter holder, administrators, ESS staff, and teachers to determine if IEP goals have been achieved according to cognitive academic ability levels.</p> | <p>Demonstration of Sufficient Progress Report</p> <p>students with disabilities were considered proficient. From baseline to end-of-year, students with disabilities increased proficiency by 22 percent. The 22 percent increase indicates that students with disabilities were growing sufficiently compared to their peers in the general population.</p> <p>For the 2015-2016 school year data reflects that students with disabilities in math are doing exceptionally well with ACCRS math standards compared to students in the general population. This sub group has demonstrated an 80 percent growth average between testing intervals.</p> <p>As further assessment data is gathered for the 2015 – 2016 school year, it will be analyzed to determine full academic year proficiency.</p> |
| <p>Subgroup, students with disabilities—Reading</p> | <p>The dashboard reflects a “Meets” standard in this area</p> | <p>Data Conclusions Not Required- “Meets”.</p> |
| <p>High School Graduation Rate (Schools serving 12th grade only)</p> | <p>To determine high school graduation rate instructional staff, administrators, and the charter holder analyzed student credit summaries, ECAPS and report cards to determine if high school students were qualified to graduate with their cohort.</p> | <p>100 percent of all twelfth grade students graduated for the two most current years on the academic dashboard.</p> <p>Note: In the Summer of 2015 the school downsized to serve only KG-8th grade. Offering to transfer all our high school students to our sister High School Learning Foundation and Performing Arts Gilbert.</p> |
| <p>Academic Persistence (Alternative High Schools Only)</p> | <p>N/A</p> | <p>N/A</p> |



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

The Charter Holder is in the process of finalizing responsibilities for a formal District Curriculum Committee comprised of the charter holder, site administrators, teachers and sub-group specialists. The committee was established in the 2014-2015 school year for the initial purpose of developing and incorporating a comprehensive curriculum evaluation system. The committee will meet bi-annually (fall and spring) to evaluate current curriculum. Criteria for curriculum evaluation will include findings from teacher curriculum survey results and acuity assessment data results (diagnostic and readiness).

For the 2015-2016 year, the charter holder has adopted a curriculum evaluation instrument and rubric created by the curriculum committee to survey teachers. An initial survey was administered and results were analyzed in the spring of 2015. Annually, the Charter Holder will continue to survey the teachers each spring and analyze curriculum findings. The survey includes domains for Language Arts and Math. 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 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:

- Curriculum to alignment to ACCRS
- Authenticity
- Differentiation for subgroups (Bottom 25%, FRL, ELL, ESS)
- Evaluation
- Rigor

Site administrators are required by the charter holder to 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, schoolwide. Upon completion of the curriculum committee’s evaluation, findings will be reported to the charter holder.

The Curriculum Committee will use the following criteria:

1. Curriculum survey results will identify scores in all domains to determine if scores reflect specific grades or are consistent schoolwide.
2. Assessment data will be analyzed through the use of Item analysis reports in ACUITY to identify if mastery or deficiencies have a direct correlation to the content in the curriculum.
3. Assessment data will then be compared to teacher survey results to determine if the analogy 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.

Documentation

- 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
- Completed Teacher Surveys
- 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 promotes student mastery of standards by ensuring standards are embedded within the curriculum. This process includes all adopted curriculum and curriculum tools to be verified for standard alignment by the District Curriculum Committee at the beginning of each school year. Student progress monitoring by the administrators, and the teachers will use acuity assessments, teacher generated pre- and post-tests, and RTI data to analyze and provide teachers with student performance data on a quarterly basis. Teachers use quarterly student performance data to :

- Identify instructional gaps
- Identify misalignment between instruction and student assessment
- Identify supplementary lessons or materials
- Implement instructional interventions to address identified students not meeting mastery within the curriculum to include small group and/or one-on-one instruction

To evaluate how effectively the curriculum enables all students to meet all standards, beginning with the 2015-2106 school year, the Charter Holder has adopted ACCRS checklists to be utilized in lesson planning. Once students have mastered a standard based on curriculum assessments, the date of mastery will be identified and documented by the classroom teacher.

Standardized and internal assessments (Acuity and teacher generated) are used on an ongoing basis to provide a description of students' skills and abilities to the Charter Holder, administrators, teachers, parents, and students. 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 ACCRS.

Documentation

- Assessment data
- Pre and Post Tests
- RTI Graphs
- Standards Mastery Checklists
- Quarterly Class Assessment Reports

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

Answer

The Charter Holder, District Curriculum Committee, and administrators analyze the following to effectively identify curricular gaps:

- Verify alignment documentation for English Language Arts and Math through the use of completed Standards Mastery Checklists and correlation to standards documents. Mastery checklists were derived from AZCCRS, therefore, if a gap is identified, it is due to a lack of curriculum alignment. Correlation documents are reviewed on an annual basis and mastery checklists are analyzed on a quarterly basis.
- Determine if curriculum evaluation summaries produce scores of 1 or 2 in specific and/or multiple grade levels. Further analysis by the District Curriculum Committee will be required to support the low scores that identify the gap.
- Examination of performance data (internal and state assessments) and Item analysis reports will allow the curriculum committee to determine if data indicates instructional delivery issues, student learning issues, or gaps in the curriculum.

The District Curriculum Committee will submit a summary of findings and/or recommendations to resolve curriculum gaps to the Charter Holder with supporting documentation/evidence.

Documentation

- District Curriculum Committee summary of findings
- Standards Mastery Checklists
- Committee meeting minutes
- Item Analysis Reports
- AzMERIT Results
- Class Roster
- Correlation to standards documents



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 based on the following criteria:

District Curriculum Committee will submit the findings and/or recommendations supported by documentation/evidence to the Charter Holder for review and verification immediately upon completion of annual curriculum evaluations.

The Charter Holder will use the following criteria to determine if new or supplemental curriculum resources should be adopted:

- 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 adopted curriculum and/or resources to determine if tools do not 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

- Standards Mastery Checklists
- Item Analysis Reports
- AzMERIT Results
- Class Roster
- 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

The Charter Holder, administrators and teachers have collectively evaluated curriculum options using the following criteria and made recommendations to the governing board:

- ACCRS alignment
 - Validated through use of sample lessons compared to standards
- Stakeholder perspective
 - Staff, teachers, parents and students will participate in vender 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

Since the curriculum committee was established in the 2014-2015 school year a more formal process for curriculum adoption has been implemented. The school administrator will propose recommendations to the District Curriculum Committee at a mid-year or Spring meeting. After evaluating the recommendation based on the criteria above, the Curriculum Committee will make a written proposal to the Charter Holder and Governing Board with recommendations for new or supplemental curriculum adoption.

Documentation

- Fiscal year budget for classroom supplies, textbooks, and supplementary instructional aides
- Curriculum correlation to standards documents
- Cost estimates from vendors
- Vendor presentation sign in sheets
- Lesson samples that document varied learning capabilities
- Staff notes concluded from vendor presentations



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 uses the same process for adopting curriculum and identifying gaps to guide curriculum revision decisions. Curriculum revisions will be determine immediately following a revision proposal from the District Curriculum Committee.

The District Curriculum Committee will submit a revision proposal supported by documentation/evidence to the Charter Holder for review and verification.

The Charter Holder will use the following criteria to determine if curriculum revisions are needed:

- 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 adopted 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

- Standards Mastery Checklists
- Item Analysis Reports
- AzMERIT Results
- Class Roster
- 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 given to students and analyzed to allow ongoing quality improvement of the curriculum.

The Charter Holder will require the District Curriculum Committee to adjust and redesign curriculum resources based on identified deficiencies to meet goals, objectives, and outcomes. Depending on the necessary adjustment, a timeline for completion is created.

Administrators and teachers will revise and/or create curriculum framework to include:

- Curriculum Maps for all grade levels for language arts and mathematics based on ACCRS
- Correlation to standards documents.
- Planning and pacing guides that will create focus on standards in a sequential order for teachers to follow and serve as a key component for achieving student learning outcomes.



- Standards Mastery Checklists will list the standards that each student is required to master (70% class mastery) at each grade level.
- Adopted Lesson plan template that will be adjusted or improved to reflect revisions.

Documentation

- Curriculum maps
- Correlation to standards documents
- Planning and pacing guides
- Lesson Plan Template
- Standards Mastery Checklist

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

The Charter Holder ensures curriculum is implemented with fidelity by the following ongoing process that is verified on a weekly basis by school administration:

- Teachers utilize routines to scaffold instruction
- The curriculum's instructional order is ensured through the use of curriculum maps and pacing guides
- An assessment system that continually informs school personnel about student progress within grade levels and curriculum standards
- Evidence based curriculum
- Routine fidelity checks by administration using the adopted observation instrument and classroom walk-throughs verifies teachers are meeting instructional objectives.

Expectations are communicated to instructional staff on an ongoing basis through the use of formal and informal dialogue (emails, staff meetings, professional learning community meetings, and district meetings.)

Communication includes the following criteria:

- Professional development opportunities
- Instructional modeling and coaching
- Provide teachers an understanding about how curricular elements link across ranges in grade levels
- Assurance that instructional practices are evidence based
- Ascertain that staff have a clear sense of what they need to do and how to do it
- Communicate to staff the requirements of regular fidelity checks of instructional techniques through the use of an observation instrument that is applied to improve instruction.
- Ensure staff have an agreed upon depth of knowledge vocabulary to utilize at the classroom level to support curriculum implementation

Documentation



- Staff Meeting minutes and sign in sheets
- Professional Learning Community meeting minutes and sign in sheets
- District meeting minutes and sign in sheets
- Completed Observation and Walk-through instruments
- Formal and informal evaluations
- Instructional coaching feedback

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 teachers to use a variety of curricular tools to ensure that the diverse needs of all learners are demonstrated through instructional outcomes.

The Charter Holder requires administrators to consistently complete fidelity checks on a formal and informal basis to ensure curriculum maps, Standards Mastery checklists, Acuity Assessment Systems, lesson plans, RTI graphs, Thinkcentral.com, Mimio (projector/smartboard), JupiterEd.com, ClassDojo.com, and manipulatives are being utilized systematically. This process is carried out through the regular use of the following:

- Walkthrough observation instrument
 - The observation instrument allows the observer to ensure the objectives are aligned and evident to the intended audience. It also ensures the observer checks to see that a variety of resources are being utilized to accommodate all learning styles (manipulatives, student white boards, Mimio usage, cooperative learning).
- Weekly review of lesson plans on the adopted lesson plan template
 - The lesson plan template requires instructional staff to identify the resources being used to carry out specific lessons.
- PLC meeting reviews
 - Designed to ensure standards are being mastered according to the instructional calendar (curriculum maps), instructional methods are working, share best practices, and if data validates the findings.
- Staff meetings
 - Teachers receive regular dialogue and feedback regarding the use of curricular tools.
- Student portfolios
 - Demonstration of sample student work to include assessments, pre/post-tests, writing process, parent communication logs, progress reports, data reports, and class projects. Allows administrators to have a visual representation of the various learning modalities.
- Technology portal logs
 - Provide administration the opportunity to verify usage of technology enhanced curricular tools instructional staff are required to employ.

These expectations are communicated to instructional staff through the use of:

- Weekly Staff Meetings



- Weekly PLC Meetings
- Emails to teachers
- In-house trainings
- Contract Orientation Meetings
- Instructional Coaching Meetings

Documentation

- Curriculum maps
- Walkthrough observation instrument
- Standard Mastery checklists
- Acuity Data
- Completed lesson plans
- RTI Graphs
- Thinkcentral.com usage stats
- JupiterEd.com usage stats
- Class Dojo stories
- Staff Meeting Minutes
- Completed PLC review
- Emails (as applicable)
- Instructional coaching feedback

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

The Charter Holder requires administrators to ensure instructional staff provide supporting evidence that demonstrates student mastery of grade-level standards. Administrators are also required to monitor, analyze, and evaluate the quality of instruction to ensure students are on target to master grade-level standards within the academic year. This process is completed through an array of measures:

- Monthly monitoring of internal data
- Quarterly Monitoring to progress reports and standards based report cards
- Weekly monitoring of lesson plans and Standards Mastery checklists
- Instructional walkthroughs
- Requiring instructional staff to participate in Professional Learning Communities (PLC) that are intended to improve data driven instruction and student learning outcomes
- Lesson plan alignment to curriculum maps
- Review of RTI graphs (where applicable) within student portfolios

Based on review of this data, students who are not progressing towards mastery (in reading and/or math) are assigned supplemental assistance through the use of Acuity instructional resources, small group, and/or one-on-one instruction.

Documentation



- Curriculum Maps
- Acuity Assessment data
- In-program assessments
- Standards Mastery checklist
- Progress reports
- Standards based report cards
- Pre/Post-tests
- RTI graphs
- Completed observation instruments
- Supplementary instructional schedule

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

To verify that curriculum is aligned to ACCRS, the Charter Holder initially requires curriculum publishers to provide Correlation to Standards Documents that validate alignment of curriculum to ACCRS. The District Curriculum Committee is then required to review the curriculum annually to ensure alignment to ACCRS through the use of sample comparisons.

The Charter Holder requires the instructional staff to continually ensure they have identified ACCRS within their grade level through the use of adopted curricular tools. For each ACCRS, performance-based assessments are applied to make certain the curriculum is in aligned. Data results validate this alignment.

The Charter Holder requires administrators ensure curriculum is derived and driven by ACCRS through the process of analyzing the use of curricular tools by weekly/monthly fidelity checks (depending on tool).

Documentation

- Standards Mastery checklists
- Completed Lesson plans
- Observation walkthrough instrument
- Progress Reports
- Standards based report cards
- Assessment data results



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 ensures adoptions and/or revisions to curriculum maintain alignment to ACCRS by using the same process that is used to verify curriculum alignment.

The District Curriculum Committee will provide Correlation to Standards Documents to validate alignment of any changes or revisions proposed prior to changes being approved. The District Curriculum Committee is also responsible for updating and changing curricular tools before revisions are finalized.

The Charter Holder requires instructional staff ensure curriculum changes are continually driven by ACCRS by requiring curricular tools be used on a weekly/monthly basis. Monitoring and evaluating changes to the curriculum is an ongoing process. Administrators consistently monitor that changes continue to maintain standard alignment through the process of the weekly fidelity checks.

Documentation

- Standards Mastery checklists
- Completed Lesson plans
- Observation walkthrough instrument
- Progress Reports
- Standards based report cards
- 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 |
|--|--------------------------|--|---|
| Traditional Schools: Students with proficiency in the bottom 25% | <input type="checkbox"/> | Students in the bottom 25% are monitored and assessed by instructional staff through a biweekly RTI model using internal assessment data for progress monitoring. Effectiveness is determined by teachers and administrators analyzing comparative data to ensure the curriculum is adequate for this specific population. | <ul style="list-style-type: none"> • RTI graphs • Instructional resource data (from Acuity) • Individual assessment reports • Mobymax.com reports |



Demonstration of Sufficient Progress Report

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|----------------------------|--------------------------|--|--|
| | | <p>Students utilize instructional resources assigned by teachers that are individualized according to identified deficiencies through the use of Acuity assessments systems. Another supplemental curriculum software program that is used within this subgroup is Mobymax.com.</p> | |
| ELL students | <input type="checkbox"/> | <p>ELL students that have been categorized non-proficient according to AZELLA assessment results, utilize instructional resources assigned by teachers that are individualized according to identified deficiencies through the use of the Acuity assessment system. Effectiveness is monitored by instructional staff and administration through biweekly progress monitoring and determined by analyzing comparative data to ensure the curriculum is adequate for this specific population.</p> | <ul style="list-style-type: none"> • Instructional resource data (from Acuity) • Individual assessment reports • AZELLA Testing results |
| Students eligible for FRL | X | | |
| Students with disabilities | <input type="checkbox"/> | <p>Due to a broad spectrum of ability levels among special education students, individual student progress reports were compared by administration and ESS staff to Acuity assessment data to determine alignment with student’s ability as determined by the IEP.</p> <p>Students with disabilities are monitored and assessed by ESS staff through a biweekly RTI model using internal assessment data for progress monitoring. Effectiveness is determined by analyzing comparative data to ensure the curriculum is adequate for this specific population.</p> | <ul style="list-style-type: none"> • RTI graphs • Instructional resource data (from Acuity) • Individual assessment reports • Quarterly IEP progress reports |



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

Complete the table below with the Charter Holder’s applicable information.

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 – 8 th grade | Assessments are administered by three types: 1. Diagnostic 2. Readiness 3. Custom K – 2: Use diagnostic and custom assessments, only. 3 -8: Use diagnostic, custom, and readiness assessments. Custom tests are used to gather formative assessment data. Diagnostic and readiness tests have the ability to be utilized for formative and summative assessment data. | The assessment measures student proficiency on the grade level Arizona College and Career Readiness Standards (ACCRS). | The following reports are generated to provide a measure of student proficiency: <u>School Roster Reports</u> (provides grade-level comparison of student proficiency) <u>Class Roster Reports</u> (provides proficiency percentage for each student in each class) <u>Item Analysis Reports</u> (provides proficiency percentages | Kindergarten – 2 nd grade receive diagnostic testing four times, annually. Initial testing is a pre-test that provides formative information. The second and third quarterly diagnostic test measures growth and proficiency among students. The fourth test is used as a post-test to provide summative data. 3 rd – 8 th grade students receive readiness testing four times annually, and diagnostic testing one time annually for a total of five tests. Initial readiness testing is administered as a pre-test to gather formative assessment data. The second quarterly test is used to show growth and proficiency. The third |



Demonstration of Sufficient Progress Report

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|-------------------------------|---|-------------------------|---|---|---|
| | | | | for each assessment item – this provides the specific standards deficiency information | test is used to show growth, proficiency, and as a predictive measurement to how a student is expected to perform on a state standardized assessment. Custom tests generated by teachers and subgroup specialists are used to supplement the general curriculum and provide summative and formative assessment data. |
| Curriculum Assessments | Kindergarten – 8 th grade | Formative and Summative | <ul style="list-style-type: none"> • ACCRS • Arizona State Standards for social studies and science | Individual student proficiency data | Ongoing throughout the school year |
| Custom Made / Teacher Created | Kindergarten – 8 th grade | Formative and Summative | <ul style="list-style-type: none"> • ACCRS • Arizona State Standards for social studies and science | Individual student proficiency data and Grade level data | Ongoing throughout the school year |
| AzMERIT | 3 rd – 8 th grade | Summative | ACCRS | Individual student proficiency Grade-level passing percentage School-wide proficiency District proficiency | Annually in March/April |



Demonstration of Sufficient Progress Report

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|--------------------|--------------------------------------|--|---|--|--|
| AZELLA Assessments | Kindergarten – 8 th grade | To determine if a newly entered student is eligible for ELL services, or to determine if a 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 student’s first entrance into school. If entering as a continuing ELL student they would receive assessment at year end. Any student who 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. |
|--------------------|--------------------------------------|--|---|--|--|

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

Answer

All assessment tools utilized by the Charter Holder are evaluated for alignment to Arizona College and Career Readiness Standards (ACCRS). The Charter Holder selects and evaluates the benchmark assessment tool (currently Acuity) according to the following criteria:

- The ability to provide formative and summative data
- Capability to measure growth and proficiency
- Ability to deliver technology assisted assessments
- Ability to assess the needs of relevant subgroup populations
- Consistently produces reliable and valid data
- Ability to measure instructional and curricular effectiveness
- Multiple reporting abilities
- Coherence across grade levels
- Capability to provide data driven instruction
- Ability to provide evidence indicators that determine deficient student learning outcomes
- Ability to assess targeted/specific standards

The final measure of evaluating the effectiveness of assessment tools by the Charter Holder is through requiring administrators to compare results of all internal assessment data to summative information. In grades Kindergarten through 2nd grade, internal data is measured against the summative end-of-course diagnostic assessment of the school year. In 3rd – 8th grade all internal data is measured against results from the summative information provided by the AzMERIT test. Kindergarten through 2nd grade internal assessments are compared to the summative assessment at the end of each school year. 3rd through 8th grade internal assessment data is measured upon the Department of Education’s release of state assessment data.



Documentation

- Curriculum assessments
- Acuity Assessments
- AzMERIT results
- AIMS Science results
- Teacher created assessments

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 data from assessments are evaluated and analyzed quarterly by the Charter Holder for the use of guiding curricular decisions.

The process is guided by the following criteria:

- Assessments are carefully linked to the mapping process
- Data extracted from assessments systems validates that curriculum is effective according to the learning objective
- Gaps in the curriculum identified by the Assessment system are evaluated by the school administrator and reviewed by the District Curriculum Committee for recommendations that will eliminate curricular gaps.
- Review of results of the Professional Learning Community meeting instrument which documents discussion of common assessments to curriculum.

Documentation

- PLC Meeting Instruments
- Acuity Test Maps
- Item Analysis reports from Acuity
- Curriculum Maps
- Teacher created assessments

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

The Charter Holder requires administrators to confirm instructional staff use a backwards design approach to ensure instructional methodologies are in alignment with assessments. Through the use of weekly lesson plans monitored by administration, instructional staff must be able to:

- define intended learning objectives and outcomes
- choose teaching and learning activities within the curriculum that are likely to lead to the achievement of the intended learning outcome on the assessment
- demonstrate a range of practice and activities through lessons to ensure the needs of all learners are met and can be evidenced through assessment



- utilize curricular assessments that require students to demonstrate their achievement to specified standards of learning expressed through assessments

The Charter Holder requires school administrators and instructional staff to regularly utilize the following criteria to determine if assessments are aligned to instructional methodologies:

- Academic vocabulary used on assessments with that shown on lesson plans and observed in classrooms
- Depth of knowledge required to respond correctly to assessment items is equivalent to visual observations of lessons in classrooms
- A variety of assessments items is included
- Assessments include common core methodologies as appropriate
- Classroom and benchmark proficiency rates demonstrate that students are mastering the content

Note: if proficiency rates on quarterly internal assessments are lower than expected and evidence confirms the standard has already been taught, instructional staff are required to immediately review item analysis reports with their professional learning community at the next scheduled meeting to determine if academic vocabulary, question presentation, and depth of knowledge are aligned with the instructional methods.

Documentation

- PLC Meeting Minutes
- Acuity Test Maps
- Item analysis reports
- Teacher created Assessments

B. Adapted to Meet the Needs of SubgroupsE

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"/> | Students that have been identified as being in the bottom 25% are assessed on individual student growth instructional resources that have been derived from the assessment systems. The individual growth of students within this subgroup is used by administration and instructional staff to determine the effectiveness of supplemental and/or differentiated instruction and curriculum. | <ul style="list-style-type: none"> • Acuity Assessment Reports – individual, subgroups and class/grade level • Teacher created assessments - formative and summative • School wide assessments – Diagnostic and interim/Readiness • Curriculum assessments • AZMerit – 3-8th grade |



| | | | |
|----------------------------|--------------------------|--|--|
| | | | <ul style="list-style-type: none"> • RTI Graphs |
| ELL students | <input type="checkbox"/> | <p>Students that have been identified as non-proficient English Language Learners are assessed on individual student growth and assigned instructional resources that have been derived from the assessment systems. The individual growth of students within this subgroup is used by administration and instructional staff to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> | <ul style="list-style-type: none"> • AZELLA Assessment results • Acuity Assessment Reports – individual, subgroups and class/grade level • Teacher created assessments - formative and summative • School wide assessments – Diagnostic and interim/Readiness • Curriculum assessments • AZMerit – 3-8th grade • RTI Graphs |
| Students eligible for FRL | X | | |
| Students with disabilities | <input type="checkbox"/> | <p>Students that have been identified as having a disability are assessed by ESS staff on individual student growth at their instructional level, according to the goals written in their individual education plan.</p> <p>The growth of students within this subgroup are used by administration and instructional staff to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> | <ul style="list-style-type: none"> • IEP goal documentation • Acuity Assessment Reports – individual, subgroups and class/grade level • Teacher created assessments - formative and summative • School wide assessments – Diagnostic and interim/Readiness • Curriculum assessments • AZMerit – 3-8th grade • RTI Graphs |

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

| |
|---|
| <p>The Charter Holder collects and analyzes data received from administrators on a quarterly basis to:</p> <ul style="list-style-type: none"> • determine standards mastery • identify instructional gaps and misalignment • determine supplementary materials and assessments • create instructional interventions • compare to high stakes assessments • make decisions regarding curriculum • meet the needs of subgroups • identify trends and patterns in teacher effectiveness and student academic performance |
|---|



The assessment systems identified within the table, are analyzed by the Charter Holder, administrators and instructional staff on a quarterly basis accordingly.

Acuity:

Data is collected and analyzed upon the completion of interim assessments.

- Data from the first interim assessment is used as a baseline pre-test to provide all students baseline and retention rate information within the first quarter.
- The second interim assessment is reviewed at the completion of the quarter and analyzed as comparative data for growth and proficiency levels from test-to-test. The third interim assessment for kindergarten – 2nd grade students is also used at the completion of the quarter and analyzed as comparative data for growth and proficiency levels from test-to-test.
- The third interim assessment for grades 3 – 8 is used as a predictive measurement to show how a student is expected to perform on a state standardized assessment.
- The fourth assessment is utilized as a summative assessment to measure school-wide growth and proficiency.
- Subgroup assessment data is collected and analyzed in the same manner as the general population as described above; however, in order to address identified learning gaps and ensure curriculum and differentiated instruction are effective; students within these subgroups are assessed within Acuity Assessment systems biweekly through the use of instructional resources and custom tests.

Curriculum Assessments:

- Generated by grade level and/or individual teachers based on the adopted curriculum and given through an ongoing process according to the scope and sequence in the curriculum map. The Charter Holder requires administrators to quarterly review and analyze student portfolios that contain sample curriculum assessments.
- The Charter Holder requires subgroup specialists to work directly with teachers on a monthly basis to review the portfolios of students within these groups and ensure accommodations are being addressed and learning outcomes are met.

Custom Made / Teacher Created Assessments

- When a need for alternative assessments has been identified due to unaddressed standards within the curriculum or students needing alternative testing measures, assessments are created by teachers using ACCRS to meet the needs of all learners.
- Students within subgroups pose a higher need for use of alternative assessments due to the diverse individual learning styles. Subgroup specialists work directly with teachers to collaborate in the creation of alternative assessments to ensure accommodations are being addressed and learning outcomes are met.

AzMERIT

When annual data is made available by the Department of Education, it is immediately analyzed and compared to internal assessment systems for all students.

Documentation

- AzMerit results
- Acuity assessment documents
- Curriculum assessment results
- Teacher made / custom assessments
- Quarterly data spreadsheet



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

Once the decision to revise curriculum has been made as determined by data analysis, the Charter Holder continues to ensure quarterly assessments are given to students and analyzed by instructional staff and administrators to allow ongoing quality improvement of the curriculum.

The Charter Holder requires the District Curriculum Committee to adjust and redesign curriculum resources as needed based on identified deficiencies to meet goals, objectives, and outcomes.

The District Curriculum Committee, administrators and teachers will revise and/or create curriculum framework within an allocated time (dependent on need) to include the following:

- Curriculum Maps for all grade levels for language arts and mathematics based on ACCRS
- Correlation to standards documents.
- Planning and pacing guides that will create focus on standards in a sequential order for teachers to follow and serve as a key component for achieving student learning outcomes.
- Standards Mastery Checklists will list the standards that each student is required to master (70% class mastery) at each grade level.
- Adopted Lesson plan template that will be adjusted or improved to reflect revisions.

Documentation

- Curriculum maps
- Correlation to standards documents
- Planning and pacing guides
- Lesson Plan Template
- Standards Mastery Checklist
- Quarterly data spreadsheet

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

The Charter Holder requires instructional staff to utilize monthly Professional Learning Communities monitored by administration, to regularly adjust classroom instruction. The criteria is based on data analysis of the following:

- Student learning outcomes
- Standards addressed according to curriculum map
- Instructional focus
- Instructional methodologies and best practices
- Interventions if data reflects deficiencies
- Continued support for mastery

School-wide meetings with instructional staff led by administration will analyze quarterly data upon completion of each assessment to:



- determine standards mastery
- identify instructional gaps and misalignment
- determine supplementary materials and assessments
- create instructional interventions
- comparisons to high stakes assessments
- needed curriculum decisions
- meet the needs of subgroups
- identify trends and patterns in teacher effectiveness and student academic performance

Based on these findings, instructional methodologies will be adjusted to reflect best practices. The Charter Holder requires instructional changes to be monitored by administrators through monthly fidelity checks.

Fidelity checks include:

- Standards Mastery checklists
- Completed lesson plans
- Walkthrough observation instrument
- Formal / informal evaluation
- Data analysis

Documentation

- PLC meeting minutes
- Standards Mastery checklists
- Completed lesson plans
- Walkthrough observation instrument
- Formal / informal evaluation
- Data



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

The Charter Holder ensures instructional practices are implemented with fidelity by requiring instructional staff to use weekly, monthly, and quarterly tangible data gleaned from formative and summative assessments to drive instruction. Teachers translate the data into usable information so that the way they teach the standards is driven by the data. Teachers are able to regularly differentiate instruction for individual students and for small groups of students. They can target specific groups of students for remediation or for enrichment. Teachers are held accountable through a comprehensive system of teacher evaluations. They undergo both formal and informal observations by administration on a monthly basis in an effort to maintain accountability and to receive support and assistance in areas of weakness.

- Curriculum that is utilized in the classroom is aligned to ACCRS and has been verified through the use of samples and Standards Correlation documents.
- Teachers are required to submit weekly lesson plans to administration that include the ACCRS for the content area of instruction. The essential elements of the lesson plan provide clear learning targets, differentiation, research based instructional strategies and formative assessments. The lesson template identifies any students requiring differentiation of lessons through modification or accommodations for students in any sub- group that fall into Tier 2 or 3.
- Teachers are required to keep student portfolios that contain quarterly sample work, progress reports, formative assessment results, and parent contact logs that are quarterly reviewed and analyzed by administration.
- Walk-through Observation instruments that have been adopted by the district provide feedback to teachers from administrators through the use of an evident, not evident, unable to determine scale, along with written feedback.
- Walk-through Observation instruments used by administrators ensure the objective being taught is in alignment to ACCRS, on target for grade level standards, congruent with written lesson plans, posted and viewable through direct observation, and that the learning objective is evident to all students. It also addresses instructional methods, levels of engagement, student grouping format, classroom environment, materials to ensure consistency and fidelity through visual observation that confirm the integration of observable lessons into standards.
- On the day a walk-through observation occurs, an administrator views the documented lesson plan, physically observes a classroom using the walk-through instrument, and then provides documented feedback to the teacher within 24 hours.



- Teachers participate in monthly team Professional Learning Communities in which they utilize data from Acuity Assessment Systems to: analyze and determine areas of instructional focus, instructional gaps, identify misalignment, best practices, effective methodologies, and interventions.
- Walk-through observation instruments require assurance that teachers provide appropriate clear instructions for all students to include students At-risk, English Language Learners, and students with any special needs. The form also requires assurance that instruction is differentiated to meet the needs of various sub-groups.
- Teachers are required to create individual RTI goals for any students that fall into the bottom twenty-five percent regardless of subgroup. Regardless of subgroup, students that fall into RTI Tier 2 and 3, receive supplementary instruction on a weekly basis until mastery has been reached.

Documentation

- Professional Learning Communities, PLC, Meeting Logs
- Completed Walk-Through Observation Instrument
- Teacher Evaluation Reports
- RTI graphs
- Student Portfolios
- Lesson Plan Templates
- Samples of submitted lesson plans
- Master Supplementary instructional schedule

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

Answer

- The following requirements by the Charter Holder to monitor instruction are in place to ensure all students are working towards, and reaching mastery of standards:
- Monthly reviews and analyses of class and individual student reports and data generated through Acuity Assessment Systems.
 - Administrators are required to submit quarterly data spreadsheets that report growth and proficiency of all students as determined by Acuity Assessment Systems. These spreadsheets allow the charter holder to evaluate student performance within and between grade levels, and sub-groups to ensure mastery is being achieved for all students according to the charter holder’s mapping process.
 - Administrators are required to regularly monitor instruction through the use of the walk-through observation instrument and visual observation with feedback that reinforces and enhances teaching practices that contribute to improved student learning in order to achieve mastery.
 - Administrators are required to review completed mastery standards checklists for each instructional staff member on a monthly basis, and report any noted areas of concern to the charter holder. Instructional staff are required to keep these standards mastery checklists in the front of lesson plan binders. When 70 percent of a class has mastered a standard which can be validated through assessment results, the date of mastery for the individual class is noted on the checklist and compared to curriculum maps.
 - Requiring administrators to ensure that additional instructional support is provided by the appropriate staff for students not meeting mastery through the use of an RTI model. Students falling in RTI tiers 2



and 3 are provided weekly support in multiple ways: small group in-class instruction, one-on-one supplemental instruction, small group pull-out instruction, technology support. This additional instruction enables students to have an extra layer of support to ensure they are working towards mastery levels and meeting learning outcomes.

Documentation

- Quarterly Data Spreadsheets
- Standards Mastery Checklists
- Completed Walk – through Observation Instruments
- Supplemental Instructional Schedule
- Acuity Reports

B. Evaluating Instructional Practices

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

Answer

Instructional staff receives both formative and summative evaluations throughout the academic year by school administration.

- Formative evaluations are completed on a monthly basis through the use of the school adopted walk-through observation instrument. Administrators are required to have unannounced visits to classrooms of instructional staff, and report documented findings to the Charter Holder.
- Summative evaluations for teachers show final outcomes of performance through the use of a variety of measures to include: multiple formative observations/evaluations, Peer-to-peer evaluations, student learning outcomes through data, reviews of lesson plans, standards mastery checklists, student portfolios, and/or student/parent surveys.
- Administrators, formally evaluate instructional quality of teachers through the use of a formal evaluation instrument twice annually at the end of the fall and spring semester.
- Instructional staff complete self-evaluations prior to administrative formal evaluations. Upon completion of the formal administrative evaluation, instructional staff review self-evaluations to administrative evaluations through verbal dialogue at the evaluation conferences.
- Conferences are completed between instructional staff and administration to review the completed evaluation and include constructive feedback to teachers to help them understand instructional strengths, weaknesses, and expected growth.
- The evaluation instrument identifies teacher planning and preparation, classroom environment, instructional methods, professional responsibilities, student academic growth, and standards mastery.
- Teachers are scored by administrators as ineffective, developing, effective, and highly effective.
- Any teacher that is identified by an administrator as ineffective or developing through the use of the evaluation instrument at the end of the fall semester is provided a written improvement plan that addresses the areas of weakness. A teacher that falls into this category is also assigned a mentor teacher that has been deemed highly effective that will provide weekly monitoring of the plan to the teacher with specified written weekly goals and possible professional development. If the teacher is showing weekly improvement that is evident through documentation to the mentor teacher and administrator, and has had six consecutive weeks of improvement; the teacher will receive a formal reevaluation at the end of the third quarter and begin bi-weekly monitoring until the end of the spring



semester. If the teacher has had six consecutive weeks of showing little to no progress towards meeting documented weekly improvement goals, then the teacher will be referred to the charter holder for possible extensive professional development or contract reconsideration.

- If a teacher is deemed ineffective before the end of the fall semester or the first formal evaluation has been completed as documented through consecutive walk-through instruments then an improvement plan would be provided by administration as soon as an area of weakness is identified.
- Administrators will monitor the effectiveness of mentor teachers / coaches by requiring mentor teachers to submit all documented goals, evidence, observations, and written dialogue weekly to administration.

Documentation

- Administrative feedback notes
- Completed Evaluation Instruments
- Completed Self-Evaluation Instruments
- Completed Walk- through Observation Instruments
- Teacher Improvement Plan (if applicable)
- Written goals / Dialogue Feedback for documented improvement plans

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

Answer

The charter holder has a variety of ongoing processes to determine the quality of instruction in classrooms:

- Teachers engage in quarterly peer-to-peer walk-throughs using the school adopted walk-through instrument to help each other with quality of instruction. Every quarter a teacher is assigned to another teacher to observe teaching methodologies and classroom procedures based off of identified strengths and weakness through previous completed walk-throughs. This provides teachers insight to various teaching and classroom management strategies to further develop professional abilities.
- A walk-through observation instrument is completed monthly by administrators and identifies if teachers use a variety of resources in order for students to have multiple ways to acquire information so that students with diverse abilities and needs are served equally well.
- The walk-through observation instrument identifies the class level of engagement to determine the quality of lesson being taught.
- Administrators are required to review the weekly lesson plans of instructional staff to ensure lessons clearly define objectives, are measurable, allow individual and guided practice, demonstrate desired outcomes, and provide high levels of student engagement and rigor. Lesson plans are then compared to completed walk-through observation instruments to ensure alignment, and verify written plans match observable instruction.
- Administrators monitor student learning outcomes through the use of quarterly Acuity Assessment Systems data due to student growth and proficiency having direct correlations to the quality of instruction occurring within a classroom.
- Quality is also determined through the use of student/parent surveys. Annually students and parents receive surveys to rate teacher effectiveness. The results and findings of these surveys are shared with instructional staff through staff meetings.



- Administrators are required to attend and review minutes from Professional Learning Community meetings on a monthly basis to determine if student learning outcomes are being met, and best practices that contribute to quality instruction are being shared among instructional staff.

Documentation

- Formal evaluation forms
- Acuity assessment data
- PLC meeting minutes
- Completed Lesson Plans
- Completed peer-to-peer walk through observation instruments
- Completed walk through instruments
- Completed student / parent surveys

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

Answer

The following requirements by the Charter Holder are in place to ensure the evaluation process is utilized to identify individual strengths, weaknesses, and needs of instructional staff:

- Administrators understand the evaluation process is ongoing and provides instructional leadership to the school
- Instructional staff understand the purpose of the evaluation
- Evaluations are utilized to improve classroom instruction
- Instructional staff are encouraged to maintain professional growth
- The evaluations process to be continuous and constructive through a variety of modalities, serving to enhance teacher effectiveness and foster instructional methodologies

The walkthrough observation and evaluation instruments were adopted by the Charter Holder due to the instruments' ability to identify strengths, weaknesses, and needs of individual instructional staff. Both instruments identify instructional staff's professional ability in the following areas:

- plan and prepare
Instructional staff...
 - demonstrates knowledge of content and students
 - sets instructional outcomes and learning objectives
 - demonstrates the knowledge of instructional resources
 - has designed coherent instruction and appropriate student assessments
- Create a classroom environment conducive to learning
 - Create a respectful environment
 - Establish a culture for learning
 - Exhibit exceptional classroom management
 - Utilize organizational skill and pride in physical appearance of the classroom
- Effectively provide instruction
 - Communicate with students appropriately according to the learning activity
 - Utilize effective questions and discussion with depth of knowledge embedded



- Engage students as the primary factor in the learning process
- Utilize formative and summative assessments as part of the instruction
- Demonstrate flexibility to the learning needs of all students
- Maintains professional responsibilities
 - Reflects on teaching methodologies
 - Maintains accurate records and contract requirements
 - Communicates with all stakeholders
 - Actively participate in Professional Learning Communities (PLC)
 - Shows a desire to develop and grow professionally
 - Shows professionalism at all times
- Utilize data driven instruction
 - In-program assessments
 - Quarterly internal assessments
 - Standards Mastery
 - State Assessments

By employing the criteria set forth above, instructional staff are able to gain a clear understanding of individual strengths, weaknesses, and needs by the use of a point system during formal evaluations. Instructional staff receiving points in a 44-66 range are considered “effective” or “highly effective” indicating strengths. Instructional staff receiving points in a 43 or below range are deemed as “developing” or “ineffective” which would constitute an area of weakness and the possible need for professional development or additional assistance.

Through the consistent use of the walkthrough observation instrument completed monthly by administrators, instructional staff are able to get a clear understanding of professional strengths, weaknesses, and needs. On a continual basis the ongoing feedback to instructional staff is generally consistent with the criteria set forth in the evaluation instrument; however, strengths are identified through a check system of evident and “yes” responses. Responses identified as not evident would indicate a need for professional development or additional assistance.

Documentation

- Completed evaluation instrument
- Completed walkthrough observation instrument
- Written dialogue to instructional staff



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 schools: Non-proficient students | <input type="checkbox"/> | Students receiving additional academic support due to being identified as bottom 25% are monitored closely through the use of RTI graphing, biweekly progress monitoring, and lesson plan requirements that identify students within this subgroup. RTI graphing is monitored by administrators through the review of student portfolios on a quarterly basis. Bottom 25% students are provided instructional resources as determined by Acuity item analysis reports. If a student is receiving quality supplemental instruction, the graphing will identify both growth and proficiency in areas showing initial deficit. Continual dialogue (formal and informal) between core instructional staff, supplemental instructional staff, and administrators ensure the needs of students in the bottom 25% are being met. | <ul style="list-style-type: none"> • Completed RTI graphs • Item Analysis Reports • Acuity Assessment Reports • Student portfolios • Instructional resource results |
| ELL Students | <input type="checkbox"/> | Students receiving additional academic support due to being identified as ELL are monitored closely through the use of RTI graphing and biweekly progress monitoring. RTI graphing is monitored by administrators and ELL staff through the review of student portfolios on a quarterly basis. ELL students are provided instructional resources as determined by Acuity item analysis reports. If a student is receiving quality supplemental instruction, the graphing will identify both growth and proficiency in areas showing initial deficit. If a student is on an ILLP they receive quarterly progress reports and a secondary AZELLA | <ul style="list-style-type: none"> • ELL progress reports • AZELLA assessment results • Completed RTI graphs • Item Analysis Reports • Acuity Assessment Reports • Student portfolios • Instructional resource results |



Demonstration of Sufficient Progress Report

| | | | |
|----------------------------|--------------------------|--|---|
| | | assessment in the spring to ensure instructional practices are meeting the learning needs of ELL students. Continual dialogue (formal and informal) between core instructional staff, supplemental instructional staff, and administrators ensure the needs of students identified as ELL are being met. | |
| Students eligible for FRL | X | | |
| Students with disabilities | <input type="checkbox"/> | Students receiving additional academic support due to being identified as students with disabilities are monitored closely through the use of RTI graphing and biweekly progress monitoring. RTI graphing is monitored by administrators and ESS staff through the review of student portfolios on a quarterly basis. Students with disabilities are provided instructional resources as determined by Acuity item analysis reports. If a student is receiving quality supplemental instruction, the graphing will identify both growth and proficiency in areas showing initial deficit. Students with disabilities receive quarterly progress reports according to the individualized education plans to ensure instructional practices are meeting the learning needs of disabled students. Continual dialogue (formal and informal) between core instructional staff, supplemental instructional staff, and administrators ensure the needs of students with disabilities are being met. | <ul style="list-style-type: none"> • Written IEP goals • Quarterly IEP progress reports • Completed RTI graphs • Item Analysis Reports • Acuity Assessment Reports • Student portfolios • Instructional resource results |



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 uses multiple sources to identify and analyze information regarding individual teacher strengths, weaknesses, and needs. The evaluation instrument alone is not the only criteria used to analyze teacher effectiveness. Before formal fall and spring evaluations are completed, the Charter Holder requires administrators compile completed lesson plans, standards checklists, completed walkthrough observation instruments, completed peer walkthrough observation instruments, self-evaluations, any surveys completed on teachers, and learning outcome data for the individual teacher. All sources of information are reviewed, evaluated, and analyzed by administrators before the formal evaluation is completed. The formal evaluation is a compilation of all sources of information. The Charter Holder analyzes all sources provided by administrators to:

- measure the effectiveness of instructional staff
- reward highly effective teachers
- provide professional development and/or additional support for instructional staff with identified weaknesses

The Charter Holder analyzes completed formative assessment instruments of instructional staff to foster professional growth. The various written and/or observable demonstrations as outlined above are used to make analogies of instructional staff. Biannual summative assessments through formal teacher evaluations are utilized to guide employment decisions. Analogies for summative evaluations are determined by standards based measures of practice.

Documentation

- Completed lesson plans
- Completed walkthrough observations instruments (administrative and peer-to-peer)
- Jupiter Grades
- Acuity Assessment Systems Data
- Completed formal evaluation instruments
- Completed Student Surveys
- Completed Self-evaluation instrument



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 administrators to use analogies for ongoing dialogue with instructional staff to enhance teaching strengths and provide support for identified weaknesses and/or needs. Formative assessments completed weekly, monthly, and quarterly through the variety of sources are used as a diagnostic tool to design and improve instructional practices. These analogies are collegial to foster relationships between administrators and teachers that encourage reflections and discussions of professional responsibility. Dialogue is open, exploratory, and integrated into regular weekly practice to focus on teacher development. This informal dialogue that occurs regularly through informal conversation, individual conferences, and staff meetings allows for flexibility and revisions in order to improve teaching and learning environments.

The Charter Holder requires administrators to utilize teacher evaluations as summative measures to evaluate and report findings biannually to occur each fall and spring. These analogies adhere to guidelines set forth in the evaluation instrument. They are used by administrators to arrive at a verdict on a fixed set of responses. Analogies made from the evaluation instrument do not allow adaptations to meet individual teacher situations. Therefore, formal evaluation analogies are used to enhance and compliment the ongoing evaluation process.

Documentation

- Completed lesson plans
- Completed walkthrough observations instruments (administrative and peer-to-peer)
- Acuity Assessment Systems Data
- Completed formal evaluation instruments
- Completed Student Surveys
- Completed Self-evaluation instrument
- Written specific dialogue to teachers
- Staff meeting agenda and minutes



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?

Answer

The Charter Holder has a professional development policy to ensure ongoing professional development needs are met. The policy also provides strategies, accountability measures, and timelines for objectives to be met. The policy objectives include the following:

- District-wide in-service and training
- New teacher and staff in-service training
- Allocated time for weekly meetings and in-service embedded throughout the school year
- Requirements for instructional staff to participate in a minimum of one annual webinar offered by an agency for higher education
- Allowance for individual training opportunities

The Charter Holder has an ongoing process to determine professional development topics based on:

- Student data
 - Assessment data from standardized tests, internal quarterly assessments, products from teacher created assessments, and/or other sources to determine the target student population that the professional development is intended to reach.
- Observations/Evaluations
 - Analysis from completed observations and evaluations indicate individual professional development needs.
- Instructional staff needs assessments
 - Results from needs assessment surveys help inform the Charter Holder of professional development needs. It also promotes stakeholder input which helps maintain alignment to schoolwide goals and data.
- Results from previous professional development
 - Previous learning experiences of instructional staff are useful for identifying expectations of any new professional development. If specific prior learning activities were identified as more effective than others, the applicability of those formats would be considered in designing new professional development opportunities.
- Staff compliance
 - The instructional staff must be committed and comfortable with the change that would occur with professional development needs. Concrete information about how instructional staff will utilize and take individual responsibility for the learning and implantation of the professional development, impacts decisions.
- Settings
 - Professional development topics must take into consideration the settings that will be established in which meaningful professional learning can occur:
 - If the professional development requires an allocated time (days, weeks, months),



If the professional development can occur in-house through staff meetings, Professional Learning Communities (PLC), or study groups.

- Personnel
 - The consideration of the staff enlisted to effectively support the professional development and monitor implementation.
- Finances
 - Determination of the fiscal resources that can be utilized or applied to support the professional development. Anticipated expenses for travel, consultant stipends, and substitute(s) should be considered.

Note: Instructional staff receives annual professional development during the first two weeks of contracts prior to the start of each new school year. This professional development includes new innovations, special educations, curriculum, policies and procedures and classroom management. Teachers receive, and may request additional professional development training throughout the year to ensure systemic implementation of teaching and assessment strategies.

Documentation

- Quarterly data spreadsheets
- Acuity Assessment reports
- AzMERIT results
- Completed needs surveys
- Completed Observations/Evaluations
- Purchase Orders/Invoices
- 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’s ongoing process to ensure alignment of professional development with staff learning needs is completed by a backwards design approach.

- Alignment of district goals
 - Professional development is derived from district goals as indicated from the school improvement plan. The professional development will specify which school improvement goal the plan supports and how it will address the specified goal directly or indirectly.
- Student SMART goals
 - Professional development will ensure instructional staff is familiar with student SMART goals so that staff learning focuses on the skills necessary to attain student goals. Instructional staff must be able to determine what skills a student will be able to acquire through the result of the professional development.
- Instructional staff learning goals
 - Professional development must determine the intended outcome for any participating instructional staff. This can be demonstrated through changes in educational content knowledge, skills, attitudes, and general practice.



Biannually, administrators are required to report the professional development needs specific to their school site to the Charter Holder. The Charter Holder will use the following criteria to ensure requested professional development is in alignment with documented instructional staff learning needs:

- Student data
- Observations/Evaluations
- Instructional staff needs assessments
- Results from previous professional development
- Staff compliance
- Settings
- Personnel
- Finances

Note: If an individual need for professional development support is identified through documentation before the biannual requirement, this need will be addressed by the Charter Holder.

Documentation

- Quarterly data spreadsheets
- Acuity Assessment reports
- AzMERIT results
- Completed needs surveys
- Consultant / Substitute cost estimates
- Completed Observations/Evaluations
- Purchase Orders/Invoices
- Meeting minutes
- Student SMART goals
- School Improvement Plan
- School Improvement Plan meeting minutes

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

The Charter Holder addresses areas of high importance by ensuring professional development is an ongoing learning process for instructional staff and not a single event. The primary determining factor is identified gaps in student learning based on assessment.

Areas of high importance may also be determined by quarterly and monthly administrative or peer-to-peer walkthroughs and observations that would reflect a need for immediate action or further training support in an area of instruction. If indications reflect that individual instructional staff require additional support, administrators will determine if the teacher’s skill can be improved with weekly teacher mentoring, instructional coaching and administrative support. If it is determined that additional training needs to be provided beyond what can be accommodated in-house, then administrators will research and find other appropriate opportunities for continued professional development.



Documentation

- Completed observations instruments
- Completed evaluation instruments
- Written mentor/instructional coaching dialogue

dx

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

The Charter Holder ensures the professional development plan is created from the findings of schoolwide and individual staff needs, including those that specialize in working with subgroups.

- Bottom 25%
 - Assessment data from students identified in the bottom 25% is reviewed quarterly by instructional staff, administrators. If findings conclude that student growth and proficiency within this subgroup is not comparative to that of their peers and is a result of teaching methodologies, any staff member that serves students within this population will receive professional development or additional support. Additionally, the Charter Holder employs a Title 1 specialist for instructional staff to receive continual ongoing support throughout the school year to ensure the needs of students identified in the bottom 25% are met.
- FRL
 - Due to the percentage of FRL students being higher than 65 percent, the professional development needs of instructional staff for this category fall under school-wide needs as determined by data analysis.
- ELL
 - Assessment data from students identified as ELL is reviewed quarterly by the Charter Holder, Administrators, ELL and instructional staff. If findings conclude that student growth and proficiency within this subgroup is not comparative to that of their peers and is a result of teaching methodologies, any staff member that serves students within this population will receive professional development or additional support. Additionally, the Charter Holder employs an ELL specialist for instructional staff to receive continual ongoing support throughout the school year to ensure the needs of students identified as ELL are being met.
- Students with Disabilities
 - Assessment data from students identified as students with disabilities is reviewed quarterly by the Charter Holder, administrators, ESS and instructional staff. If findings conclude that student growth and proficiency within this subgroup is not comparative to that of their peers and is a result of teaching methodologies, any staff member that serves students within this population will receive professional development or additional support. Additionally, the Charter Holder employs a special education director to provide ongoing support throughout the school year to all special education and core instructional staff to ensure the needs of students identified as students with disabilities are being met.



Documentation

- Professional development policy
- Professional development sign-in sheets
- Acuity Assessment data
- Standardized testing data

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 continually supports high quality implementation of professional development by requiring administrators to:

- conduct classroom observations upon completion of professional development to ensure implementation and provide feedback to instructional staff
- provide monthly collaborative time to instructional staff for the purpose of discussing implementation successes and challenges
- review any evidence that would support effective implementation of professional development

Note: the Charter Holder recognizes that additional systematic follow-up support is pivotal to successful implementation of any professional development. To date, quality implementation has been an informal responsibility of administrators; however, the Charter Holder is currently devising a higher quality professional development plan which will include an implementation process.

Documentation

- Specific professional development plan evidence (RTI reflection questionnaires, RTI quiz completion, etc.)
- Completed observation instruments
- Professional development policy

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.

The Charter Holder ensures concrete resources are premeditated as one of the essential conditions incumbent on professional learning to be efficient and successful.

Documentation

- 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 administrators conduct visual observations in classrooms upon completion of professional development to ensure implementation. Visual observation allows administrators to formulate a clear picture of implementation and strategies learned.

Instructional staff are also required to evidence strategies learned through the use of lesson plans and/or specific evidence related directly to the intended development.

Note: the Charter Holder recognizes that additional systematic follow-up support is pivotal to successful implementation of any professional development. To date, quality implementation has been an informal responsibility of administrators; however, the Charter Holder is currently devising a higher quality professional development plan that will include an implementation process.

Documentation

- Specific professional development plan evidence (RTI reflection questionnaires, RTI quiz completion, etc.)
- Completed observation instruments
- Professional development plan

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 administrators to have direct dialogue with instructional staff regarding implementation of learned strategies in professional development through the use of:

- Weekly Staff meetings
- Monthly Professional Learning Community Meetings (PLC)
- Regular Individual conversations

School administrators follow-up implementation discussions via visual observations. Administrators are also



required to verify continual implementation by regularly examining weekly completed lesson plans.

Note: the Charter Holder recognizes that additional systematic follow-up support is pivotal to successful implementation of any professional development. To date, quality implementation has been an informal responsibility of administrators; however, the Charter Holder is currently devising a higher quality professional development plan which will include an implementation process.

Documentation

- Staff meeting agendas
- Meeting minutes
- Completed observation instruments
- PLC meeting minutes
- Completed lesson plans

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.

NA

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 monitor and follow-up on student progress toward completing goals in academic and career plans? 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:



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

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 #2: What is the Charter Holder’s ongoing process to evaluate the processes described above 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:

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.
NA

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:



APPENDIX F

FINANCIAL RESPONSE EVALUATION

Financial Performance Response Evaluation Instrument

Charter Holder Name: CAFA, Inc.
Charter Holder Entity ID: 90328

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 |

1

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

Email: rshprecher@buchalter.com | www.buchalter.com | Bio

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2

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

4

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 | \$ | 35,000 |
| 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 |

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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.

1. 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 | |

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 | 7,474.20 |
| Check | 08/27/2013 | 3446 | Houghton Mifflin Co... | inv# 9495522 | 1000-100 | | Operatin... | 269.14 | 7,743.34 |
| 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... | 15,000.00 | 127,593.00 |
| Check | | | | | | | Operatin... | 10,000.00 | 137,593.00 |



1:06 PM

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



1:08 PM

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.