Santa Cruz Valley Opportunities in Education - Entity ID 79066

School: Montessori De Santa Cruz – St. Ann's Hall

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Santa Cruz Valley Opportunities in Education was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder did not meet the academic expectations set forth by the Board. At the time Santa Cruz Valley Opportunities in Education became eligible to apply for renewal, the charter holder again 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 able 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 there is State assessment data available, Montessori De Santa Cruz – St. Ann's Hall received an overall rating of "Does Not Meet" the Board's academic standards.

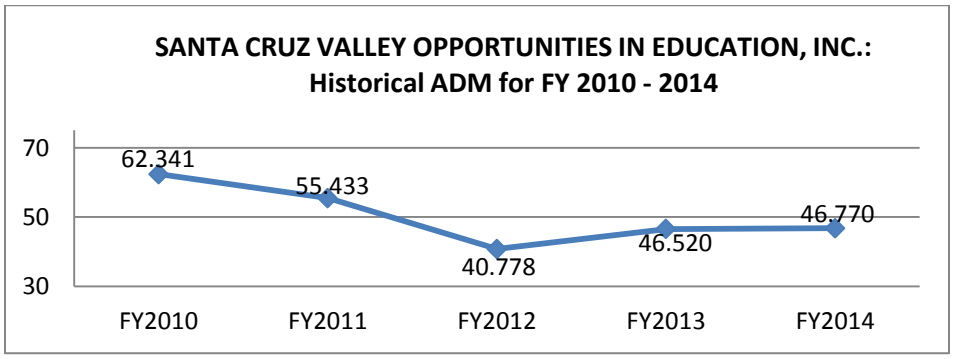
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in zero "Acceptable" and five "Not Acceptable" determinations.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. At the time of this report, the charter holder has been unable to complete all the appropriate filings to align the organizational membership on file with the Board and the Arizona Corporation Commission; however, the charter holder is making progress toward ensuring alignment between the organizational membership on file with the Board and the Arizona Corporation Commission.

The charter holder did have compliance matters, which have been resolved.

Profile

Santa Cruz Valley Opportunities in Education, Inc. operates one school serving grades K-6. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



A dashboard representation of Montessori De Santa Cruz – St. Ann's Hall's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Academic Performance

Edit this section.

Montessori De Santa Cruz - St. Ann's Hall

		2012 Small Elementary School (K-6)			2013 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	25	25	25	38.5	50	25
	Reading	49.5	50	25	69	100	25
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	31 / 48.9	50	7.5	23.1 / 65.3	25	11.25
	Reading	72 / 67.2	75	7.5	80.8 / 77.3	75	11.25
2b. Composite School Comparison	Math	-17.2	25	7.5	-44.5	25	11.25
	Reading	5.7	75	7.5	2.8	75	11.25
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	24 / 41.5	50	3.75	NR	0	0
	Reading	56 / 62.5	50	3.75	NR	0	0
2c. Subgroup SPED	Math	13 / 19.7	50	3.75	NR	0	0
	Reading	47 / 33.1	75	3.75	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	C	50	5
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		45.31		100	62.5		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 62.5 including points received for the FY2013 letter grade of C as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 45.31 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Santa Cruz Valley Opportunities in Education, Inc.:

July, 2011: Santa Cruz Valley Opportunities in Education, Inc. was notified that the charter holder was required to submit a Performance Management Plan on or before September 1, 2011 for the five-year interval review because Montessori De Santa Cruz – St. Ann's Hall, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

September, 2011: Santa Cruz Valley Opportunities in Education, Inc. timely submitted a Performance Management Plan (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; Montessori De Santa Cruz – St. Ann's Hall received an overall rating of "Does Not Meet" the Board's academic standards and Santa Cruz Valley Opportunities in Education, Inc. did not meet the Board's academic performance expectations. The charter holder was assigned a Demonstration of Sufficient Progress (DSP) for Montessori De Santa Cruz – St. Ann's Hall as part of an annual reporting requirement (portfolio: h. FY12 DSP Submission).

September, 2013: The Board released FY2013 Academic Dashboards; Montessori De Santa Cruz – St. Ann's Hall received an overall rating of "Does Not Meet" the Board's academic standards and Santa Cruz Valley Opportunities in Education, Inc. did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP as part of an annual reporting requirement because a final evaluation of the FY2013 DSP had not yet been completed and the charter holder would become eligible for renewal within the fiscal year.

October, 2013: Following a preliminary evaluation of the FY2012 DSP, the Board conducted a site visit on October 24, 2013 to meet with the school's leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

November, 2013: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the charter holder's FY2012 DSP and made the evaluation available to the charter holder. In that final evaluation of the FY2012 DSP, Board staff determined that the charter holder's Demonstration of Sufficient Progress was not sufficient in all areas. In areas that were evaluated as not acceptable, Board staff provided the charter holder with technical guidance. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY2013 DSP submitted as part of the Renewal Application.

December, 2013: Board staff provided the charter holder, through its authorized representatives, Mr. Todd Harrison and Ms. Laurinda Oswald, 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 December 30, 2013, the deadline date on which the renewal application package would be due to the Board March 30, 2014, 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 Renewal DSP as a component of its renewal application package because the school did not meet the academic performance expectations set forth by the Board.

March, 2014: A Renewal Application and FY2013 DSP for Montessori De Santa Cruz – St. Ann's Hall was timely submitted by the charter representative.

Renewal Application DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on May 6, 2014 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 (presented in the charter holder's renewal portfolio: c. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's Demonstration of Sufficient Progress submission. The following representatives of Santa Cruz Valley Opportunities in Education were present at the site visit:

Name	Role
Todd Harrison	Charter Holder
Leah Karan	Pre-K teacher/ Curriculum Coordinator
Phyllis Durden	Director
Susan Weckwerth	Administrative and Academic Coordinator

The DSP submitted by Santa Cruz Valley Opportunities in Education for Montessori De Santa Cruz – St. Ann's Hall was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards (ACCR) into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, and implementation of a professional development plan that contributed to increased student growth and proficiency.

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

Based on the findings summarized above and described below, staff determined that the charter holder demonstrated sufficient progress towards meeting the Board's academic performance expectations.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, Santa Cruz Valley Opportunities in Education's demonstration of sufficient progress was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school.

The charter holder's demonstration of sufficient progress in the area of curriculum is acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided "Supplemental Evidence of How Why and by Whom Decisions are Made", "Board Meeting Minutes 2010-2013", "Faculty Meeting Minutes

2012-2013", "Faculty Meeting Minutes 2013-2014 and sign-in sheets," and "Procedures For Supplementing the Montessori Curriculum." The charter holder indicated that this curriculum was adopted with the original charter application in 1999, and provided the pages of the original charter application as evidence. The procedure document describes the more recent process for ensuring alignment of the curriculum with ACCR Standards and adopting supplemental curriculum/resources to ensure the proper alignment. This process includes planning by identifying the need using data, developing by identifying and evaluating potential resources that are Montessori-compatible, getting approval from the Director, establishing a time to re-evaluate, and implementing and evaluating the curriculum. The Board Meeting Minutes and Faculty Meeting Minutes document the implementation of the process for supplemental curriculum adoption and alignment including due dates for completion, meetings to discuss progress as the alignment documents were being created. These documents describe and provide evidence of the implementation of a systematic process used for creating the curriculum aligned to ACCR Standards.

- The charter holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The charter holder provided "Curriculum Monitoring Integration of the standards into Instruction of Math and Language", "2013-2014 Montessori de Santa Cruz Scope and Sequence", "MRX – Montessori Records Xpress" and "Curriculum work plan and work plan materials." These documents demonstrate the process the teachers use with the Scope and Sequence, individualized work plans and Montessori Records Xpress to implement curriculum aligned to ACCR Standards. The narrative provided described the process and the supporting documents provided evidence of the information and how it is used to implement the curriculum consistently across the school. Examples for all grade levels and content areas were provided to demonstrate consistency in implementation. These documents demonstrate a system for implementing the curriculum consistently across the school.
    - The charter holder provided "Lesson Plan Binders Math/Reading at each grade level." The binders include lesson plans, work plans, ACCR Standards, and aligned activities. The lesson plans align with the work plans and standards. These documents provide evidence of a system for implementing the curriculum consistently across the school.
- The charter holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
    - The charter holder provided "Process for Supplementing the Curriculum", "Process to Identify Gaps in 6th Grade Reading and Language Arts", "Learning Math Through the Arts Intervention Program Binder." These documents provide a description and demonstrate implementation of the process for identifying gaps in the curriculum and the process for supplementing instruction to address the gaps. The process is comprised of five steps: Planning, Developing, Approval, Implementing, and Evaluating. The 6th grade document

describes how the teacher followed the steps in the process and included examples of the supplemental resources and lessons created to address the identified gap. These documents provide evidence of a system process for evaluating and revising curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided The charter holder provided "Curriculum Monitoring Integration of the standards into Instruction of Math and Language", "2013-2014 Montessori de Santa Cruz Scope and Sequence", "MRX – Montessori Records Xpress", "Curriculum work plan and work plan materials" and Lesson Plan Binders Math/Reading at each grade level." These documents demonstrate the process the teachers use with the Scope and Sequence, individualized work plans and Montessori Records Xpress to implement curriculum aligned to ACCR Standards. The scope and sequence document identifies for each grade level and content area, the standards to be taught each month. For each standard a list of the learning activities, Montessori materials, and supplemental materials were provided. These documents implementation of a curriculum aligned to ACCR Standards.
- The charter holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The charter holder provided "Lesson Plan Binders Math/Reading at each grade level". The lesson plan binders include materials labeled for use with students in the bottom 25%, ELL students, FRL students, and students with disabilities that demonstrated adaptation of curriculum to meet the needs of students. These documents provide evidence of a system for adapting curriculum to meet the needs of students within the subgroups.
    - The charter holder provided "Learning Math Through the Arts Intervention Program Binder," "Intervention Documentation," and "Tutoring Documentation." The lesson plan binders include materials labeled for use with students in the bottom 25%, ELL students, FRL students, and students with disabilities that demonstrated adaptation of curriculum to meet the needs of students. The learning math through the arts materials included the school's analysis of AIMS data to identify math weaknesses, math concepts to be addressed through the program as an intervention and supplemental curriculum materials. The intervention documentation contained a log of the date, duration, and lesson from Learning Math through the Arts that was used for intervention. The tutoring documentation stated that students identified as have weaknesses in math, reading, or writing are identified for tutoring. Documentation included a log recording the duration of tutoring sessions the grade level and subject for the tutoring session. The documents provide evidence of a system for adapting curriculum to meet the needs of students within the subgroups.

Monitoring Instruction:

In the area of monitoring instruction, Santa Cruz Valley Opportunities in Education's demonstration of sufficient progress was evaluated as Meets.

The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

The charter holder's demonstration of sufficient progress in the area of monitoring instruction is acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCRS into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.
    - The charter holder provided "MdSC Educator Performance Assessment System", "Teacher A" and "Teacher B.". The MdSC Educator Performance Assessment System describes the performance framework used for evaluating teachers and the forms used to record information as part of the evaluation process. Teacher evaluation forms include monitoring whether instruction is aligned to ACCR Standards. Teacher A and Teacher B documents include completed teacher observations and evaluation forms that document the use of the forms, including monitoring the integration of ACCR Standards into instruction. These documents demonstrate a system to monitor the integration of ACCR Standards into instruction.
    - The charter holder provided "MRX – Montessori Records Express." MRX is an online application the teachers use to track student completion of tasks from their work plans. The administrator monitors teacher usage of MRX for recording student progress in the ACCR Standards. The school director stated that teacher usage of MRX is frequently monitored and the statement is supported by the observations included in teacher evaluations within the criteria "Maintaining Accurate Records." This demonstrates a system to monitor the integration of ACCR Standards into instruction.
- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The charter holder provided "MdSC Educator Performance Assessment System", "Teacher A" ,"Teacher B" and "Teacher C". The MdSC Educator Performance Assessment System describes the performance framework used for evaluating teachers and the forms used to record information as part of the evaluation process. The documents include completed teacher observation and evaluation forms that document the use of the evaluation forms including: teacher profiles and ratings and classroom walk-through observation protocols. The observations recorded on the forms align to and support the evaluation findings recorded on the forms concerning teacher strengths, weaknesses and learning needs. These documents demonstrate a system to evaluate the instructional practices of teachers.
- The charter holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that

teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.

  - The charter holder provided "MdSC Educator Performance Assessment System", "Teacher A" ,"Teacher B" and "Teacher C." The MdSC Educator Performance Assessment System describes the performance framework used for evaluating teachers and the forms used to record information as part of the evaluation process. The forms include a post-observance conference that provides an outline of the discussion with the teacher. The form includes areas for development and growth targets for the teacher. This information is used for identifying professional development needs. The post-observance form is signed by the teacher indicating that the information has been shared with the teacher. Teacher documents demonstrated the use of the form and identified specific areas for development and growth targets for each teacher. These documents provide evidence of a system to provide feedback.

- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
  - The charter holder provided "MdSC Educator Performance Assessment System" "Supplementary Evidence Instruction Narrative" and "Junior Review Tests." The performance assessment system monitors instructional practices for students in the subgroups during classroom observations. In the pre-observation conference, the teacher is asked to explicitly identify how instruction will be differentiated for individual students in the class. The walk-through observation protocol includes "teacher adjusting instruction to assist student understanding" as a criteria monitored during observations. This narrative provided stated that the school director also monitors instruction for students in subgroups by reviewing student scores. Samples of the reports reviewed by the school director were provided. The documents provide evidence of a system for evaluating the instructional practices of teachers that address the needs of students in the subgroups.

Assessment:

In the area of assessment, Santa Cruz Valley Opportunities in Education's demonstration of sufficient progress was evaluated as Meets.

The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

The charter holder's demonstration of sufficient progress in the area of assessment is acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely

assesses students in a manner that is aligned with the curriculum in order to monitor student progress.

- The charter holder provided "Assessment Schedule," "Grade Achievement Tests (GAT), Junior Review Tests (JRT)", and "Brigance Test Copies." The assessment schedule includes pre-tests, post-tests, benchmarking, and progress monitoring assessments. GATs are given three times a year as benchmark assessments. JRTs are given at the completion of each work plan. GATs and JRTs are used to monitor student progress and are embedded in the work plans and Montessori process. The Brigance test is used in grades 4-6 for providing the teacher with additional information regarding student instructional needs. These documents demonstrate the implementation of a comprehensive assessment system aligned with curriculum.

- The charter holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
  - The charter holder provided "Faculty Meeting Minutes 2013-2014". The meeting minutes show that faculty met to review the results of an analysis of assessment data to identify areas of weakness. The results were discussed for each grade level. Subsequent meetings identified that teachers met to planning intervention instruction to address identified gaps. This document demonstrates evidence of a comprehensive assessment system that includes analysis of data and adaptation of instruction based on data analysis.
  - The charter holder provided "Grade Achievement Tests (GAT)", "Junior Review Tests (JRT)", and "Brigance Test Copies" and "Curriculum work plan and work plan materials." The assessment data is tracked on work plan cards and students are re-assigned lessons, moved on to higher level lessons, or provided supplemental materials/lessons depending on their assessment results. Data is regularly reviewed and used to adjust instruction as part of the Montessori model and the implementation of this was evidence in the completed work plan materials provided. These documents provided evidence of how assessment data is analyzed and utilized.
  - The charter holder provided "Learning Math Through the Arts Intervention Program Binder." The binder includes analysis of AIMS data to identify math weaknesses, student performance results with handwritten notes concerning findings related to math performance. Documents in the binder identified math concepts to be addressed through intervention. These documents demonstrate a comprehensive assessment system that includes analysis of data and adaptation of instruction based on data analysis

- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.
  - The charter holder provided "Supplementary Evidence Assessment Narrative", "Grade Achievement Tests (GAT), Junior Review Tests(JRT)", "Assessment Schedule," and "Brigance Test Copies." The narrative also included a chart of GAT levels for all

students. The chart also identifies if students are in the bottom 25%, ELL, FRL, or a student with a disability. If a student has an IEP, which is also identified on the chart. GATs and JRTs are used to identify students in need of intervention. Students receive individualized work plans based on their initial assessment results. Additionally, assessment data is tracked on work plan cards and students are re-assigned lessons, moved on to higher level lessons, or provided supplemental materials/lessons depending on their assessment results. The documents provide evidence of a comprehensive assessment system that meets the needs of students in the subgroups.

Professional Development:

In the area of professional development, Santa Cruz Valley Opportunities in Education's demonstration of sufficient progress was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation.

The charter holder's demonstration of sufficient progress in the area of professional development is acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "Professional Development Schedule" and "MdSC Professional Development Chart." This document Professional Development Schedule lists the topic, date and time for each of the professional development sessions held during the 2013-2014 school year. Topics included Montessori Records Xpress training, reading strategies, touch math, and a Teach Like a Champion Overview Webinar . The MdSC Professional Development Chart lists addition professional development provided by the Santa Cruz County Superintendent's Office, including ACCS and Standards Testing. This document demonstrates a comprehensive professional development plan based on teacher learning needs and areas of high importance.
    - The charter holder provided "Documentation for Developing Professional Development". This document provides evidence of implementation of the school's process for identifying professional development based on observed teacher needs. This document demonstrates a comprehensive professional development plan based on teacher learning needs and areas of high importance.
    - The charter holder provided "MdSC Educator Performance Assessment System", "Teacher A" ,"Teacher B" and "Teacher C." The evaluation forms include a post-observance conference that provides an outline of the discussion with the teacher. The form includes areas for development and growth targets for the teacher. This information is used for identifying professional development needs. The professional development provided aligns to the areas for development and growth targets identified on completed teacher evaluation forms. These documents demonstrate a comprehensive professional development plan based on teacher learning needs and areas of high importance.

- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.
    - The charter holder provided "Professional Development Binder." This binder includes supporting materials for professional development including materials to support instruction for ELL students, and professional development to support instruction for students with disabilities. The binder included worksheets, signs, and a CD-ROM of support materials for professional development sessions; the materials were interactive, had been implemented in the classrooms, and provided hands on practice for the teachers to prepare to implement the strategies. This document demonstrated a comprehensive professional development plan that supports high quality implementation.
- The charter holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
    - The charter holder provided "Documentation for Developing Professional Development" and "Faculty Meeting Minutes 2013-2013". The Documentation for Developing Professional Development describes the process used for identifying areas of need based on classroom observation. As an example of the implementation of this system, the charter holder provided the minutes of the meetings for November 6 discussion document that teachers had been observed following Touch Math professional development on October 8. Based on the observations teachers were provided addition support materials with additional strategies to be used in the classroom before the meeting on November 13. Teachers were to bring questions and comments from their experience to share at the next meeting regarding their experience with the strategies. The document provides evidence of a comprehensive professional development plan that includes follow-up and monitoring strategies.
- The charter holder must provide evidence of implementation of comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The charter holder provided "Professional Development Binder." This binder includes supporting materials for professional development including materials to support instruction for ELL students, professional development to support instruction for students with disabilities, and to provide intervention to assist struggling (bottom 25%) students. This document provides evidence of a comprehensive professional development plan that meets the needs of subgroup students.

Data:

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

Santa Cruz Valley Opportunities in Education successfully demonstrated improved academic performance based on data generated from valid and reliable assessment sources, but did not provide evidence of increased proficiency for students in the ELL/FRL/students with disabilities subgroup.

- The charter holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.
    - The charter holder provided "Upper EL data 11-12, 12-13, 13-14" "Lower EL Data 11-12, 12-13, 13-14." These documents contain comparative GAT data for three consecutive years. Data reports identify if students are ELL, FRL, or students with disabilities. Analysis of the data shows continuous improved student performance in math and reading from 11-12 through 13-14.
    - The charter holder provided "Reading Assessment Data Graphs and Evidence." These documents contain graphs of student data for students in the bottom 25%, ELL students, FRL students, and students with disabilities. Analysis of the data shows continuous improved student performance for students within these subgroups.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years. For fiscal year 2013, the charter holder had a Classroom Site Fund cash carryover balance of $24,514, which under the Board's financial performance framework is considered restricted cash. At June 30, 2013, the charter holder had $17,974 cash at June 30, 2013. (Please also see the "B. Other Compliance Matters" section of this report.)

Santa Cruz Valley Opportunities in Education, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$17,974	$46,885	$45,701	$45,282
Unrestricted Cash	$0	$23,006	$45,701	
Other Liquidity	-			
Total Assets	$25,628	$52,493	$54,029	
Total Liabilities	$34,791	$30,237	$16,687	
Current Portion of Long-Term Debt & Capital Leases	$4,500	$1,875	-	
Net Assets	($9,163)	$22,256	$37,342	
Statement of Activities				
Revenue	$420,146	$444,935	$542,571	
Expenses	$451,565	$460,021	$548,239	
Net Income	($31,419)	($15,086)	($5,668)	
Change in Net Assets	($31,419)	($15,086)	($5,668)	
Financial Statements or Notes				
Depreciation & Amortization Expense	$1,366	$1,388	$1,418	
Interest Expense	$17	-	-	
Lease Expense	$63,000	$64,000	$70,000	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	Yes	No	No	N/A
Unrestricted Days Liquidity*	0.00	18.25	30.43	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($31,419)	($15,086)	($5,668)	N/A
Cash Flow	($28,911)	$1,184	$419	($27,308)
Fixed Charge Coverage Ratio	0.49	0.76	0.94	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

The charter holder was required to submit a financial performance response based on the fiscal year 2013 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and five "Not Acceptable" determinations (portfolio: j. Financial Response Evaluation).

While the charter holder did not meet the Board's financial performance expectations in fiscal years 2011, 2012 and 2013, the Demonstration of Sufficient Progress includes no indication that additional resources would be committed by the charter holder to developing systems that would result in improved academic performance.

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

Over the past five years, there were no items to report.

B. Other Compliance Matters

The fiscal year 2013 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicated the charter holder did not have sufficient cash at year-end to cover the Classroom Site Fund (CSF) carryover. The charter holder's CSF cash carryover balance as of June 30, 2013 totaled $24,514 and the charter holder had $17,974 cash on hand, resulting in a $6,540 cash shortfall. The charter holder submitted a satisfactory CAP.

The fiscal year 2012 audit identified a repeated audit issue involving many old invoices and unapplied payments listed on both the accounts payable and the aged receivables report.

For the previous five fiscal years, the charter holder failed to timely submit the fiscal year 2009 audit.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission, the charter holder was required to submit the charter holder's Organizational Membership portion of the Detailed Business Plan Section. In the renewal application package, the charter holder did not make an appropriate submission, but filed a list of their current Board members. On March 21, 2014, the charter holder submitted a Charter Holder Governance Notification request that was deemed administratively incomplete because a no member was listed to be added or removed. After discussion with the charter representative, on May 27 submitted a Charter Holder Governance Notification Requests to remove one Board member. That request was approved, but was not sufficient to fully align the organizational membership. After further discussion with the charter representative, on June 4 and June 5, 2014 the charter holder submitted two Charter Holder Governance Notification Requests to add Board members. The first request was deemed Administratively Incomplete because the charter holder was attempting to add an individual whose fingerprint clearance card is expired and submitted the individual's application for a fingerprint clearance card rather than a valid card. The second filing is under administrative review. In order to fully align the organizational membership, the charter holder must submit another Charter Holder Governance Notification Request to add the individual who does not currently have a valid fingerprint clearance card after the fingerprint clearance card is issued by the Department of Public Safety.

Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations as is reflected in the Renewal Executive Summary. Additionally, the Board has

adopted an academic performance framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. The charter holder is currently not in compliance with regard to organizational membership for the reason that it made changes to its organizational membership prior to seeking approval of the Board, but the charter holder has taken steps to remediate the noncompliance and the Board is not precluded from taking disciplinary action if the noncompliance is not corrected. With that taken into consideration, as well as having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Santa Cruz Valley Opportunities in Education.

Option 2: Notwithstanding staff's recommendation to approve the renewal, the Board may determine that there is a basis to deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract for Santa Cruz Valley Opportunities in Education on the basis that charter holder failed to: **1)** meet or make sufficient progress toward the academic performance expectations set forth in the performance framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*].