



American Leadership Academy

Nevada State Public Charter Authority
1749 N Stewart Street, Suite 40
Carson City, NV 89706

To Whom It May Concern:

I, Jeremy Christensen, do hereby affirm that the printed copies of the charter application for American Leadership Academy – North Las Vegas contained herein are similar in every aspect to those submitted electronically and that no alterations have been performed.

Cordially,

A handwritten signature in black ink that reads "Jeremy Christensen". The signature is fluid and cursive, with a large loop at the end.

Jeremy Christensen
Member, Committee to Form
American Leadership Academy – North Las Vegas

SPCSA CHARTER PROPOSAL COVER SHEET

Identify the **primary point of contact** for your team. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Jeremy Christensen

Mailing address: _____

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Name of team or entity applying: American Leadership Academy - North Las Vegas

- Track A
- Track B
- Track C
- Track D

Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

American Leadership Academy - North Las Vegas is a K-8 charter school emphasizing patriotism, leadership development, academic excellence, and a moral and wholesome environment. ALA - NLV utilizes a classical school pedagogy based on the Core Knowledge Sequence, a strong liberal-arts core, and latin instruction.

ALA - NLV is a replication of a high performing charter school model established in Arizona. The mission of ALA - NLV is to provide the best education to as many students possible in a moral and wholesome environment. The vision of ALA - NLV is to "Learn. Lead. Change the World."

At ALA - NLV, students learn the leadership habits and skills necessary to assume roles of responsibility in school, workforce, and family. Students learn that Servant Leadership is the highest form of leadership and provide meaningful service to their families and community.

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Jeremy Christensen	Director of Compliance, ALA, Inc.	CEO/Superintendent/Director
Michael Montandon	Broker, Providence Commercial, LLC.	Member, Board of Directors
Kyle Bybee	CEO/CFO, RainSoil, SpillVak, Agemni	Member, Board of Directors
Makeli Scholer	Co-Owner, AMS Insurance	Member, Board of Directors
Melissa Hardman	Homemaker, Former Teacher	Member, Board of Directors
Megan Curtis	Teacher, Nevada Virtual Academy	Member, Board of Directors

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
TX	Texas Education Agency	American Leadership Academy - Frisco	11/15	07/16

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
American Leadership Academy - Payson	Payson	AZ	8/10/2016

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
American Leadership Academy - North Las Vegas	2017-18	KG - 8	KG - 8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3	120	120	120	120	120	120
4	120	120	120	120	120	120
5	120	120	120	120	120	120
6	90	120	120	120	120	120
7	90	120	120	120	120	120
8	90	120	120	120	120	120
9						
10						
11						
12						
Total	990	1080	1080	1080	1080	1080

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? Yes No

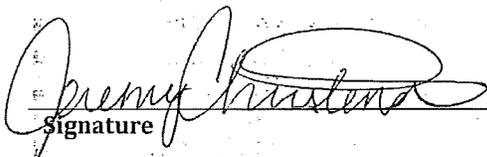
If yes, identify the EMO/ESP: American Leadership Academy, Inc.

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? Yes No

If yes, identify the CMO and any affiliated NV non-profit:

Applicant Certification:


Signature

1/12/2016
Date

Jeremy Christensen
Printed Name:

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Executive Summary

4 Page Limit

Provide a brief overview of your proposed school, including:

- An overview of the mission and vision for the school
- Proposed model and target community
- The outcomes you expect to achieve
- The key components of your educational model
- The values, approach, and leadership accomplishments of your school leader or leadership team
- Key supporters, partners, or resources that will contribute to your school's success

American Leadership Academy – North Las Vegas is a leadership school with the mission to provide the best education to as many students possible in a moral and wholesome environment. American Leadership Academy – North Las Vegas (ALA - NLV) is a replication of a high performing model currently operating in Arizona. ALA - NLV will enter into a licensing agreement with the existing charter school operator, American Leadership Academy, Inc. (ALA), to ensure that the same high level of achievement, or greater, is obtained in Nevada. ALA currently operates eight campuses in the Southeast Phoenix valley and serves nearly 6000 students. American Leadership Academy has been voted “Best in the East Valley,” and “Best of Mesa” by local opinion polls. The Arizona Department of Education has rated American Leadership Academy as an “A” Rated District and also lists them in the top five percent of all school districts in the state. American Leadership Academy differentiates itself from other charter schools by focusing on the educational experience of every student. This emphasis has led American Leadership Academy to open two high school campuses that offer the full high school experience to its students including: a robust fine arts program, athletics program, and STEM program. American Leadership Academy’s teams exemplify excellence and have won several state and international competitions. After dominating the Arizona Charter Athletic Association, ALA’s Patriot football team was invited to participate in the Arizona Interscholastic Association where they quickly rose to one of the best teams in their division. ALA’s dance team is the first dance team from Arizona to be invited to an international competition and surprised the competition by winning first or second place in several categories. Although ALA - NLV will not initially operate a 9-12 campus, it is the goal of the organization to open a high school campus within five years in order to provide this same full educational experience to its students in Nevada. The vision of ALA - NLV is to “Learn. Lead. Change the World.”

The corporate name of the school will be ALA Charter Schools of Nevada. The entity will do business as American Leadership Academy – North Las Vegas. Throughout the application, the school shall be referred to as American Leadership Academy – North Las Vegas.

As the name implies, ALA - NLV will operate in the City of North Las Vegas, Nevada. The City of North Las Vegas. Of the over 17,500 students educated in North Las Vegas, fewer than five percent have the ability to attend a charter school. Only one charter school currently operates in the target market and boasts a waiting list far greater than the school’s capacity. Current development in North Las Vegas indicates an additional 9000 homes being built over the next few years as well as the addition of a major factory to the city. These additions will only serve to increase the need for



additional schooling. The Mayor of North Las Vegas, John Lee, recognizes the need for greater school choice in his community and has indicated his support for ALA – NLV.

Community members are also eager for more educational choice. In fact, it is in response to the requests from members of the North Las Vegas community that American Leadership Academy – North Las Vegas even came to fruition. After hearing about the school and visiting an American Leadership Academy campus in Arizona, these community members pleaded with leadership of the school to bring the model to their neighborhood.

As the name of the school denotes, American Leadership Academy – North Las Vegas will focus on patriotism, leadership development, and strong academics. This is done through a classical pedagogy based on the Core Knowledge Sequence, civic engagement, and the instruction and implementation of leadership skills. Together, these items help to create an amazing education experience in a moral and wholesome environment.

A classical education seeks to understand what it means to be human through the exploration of great literature, debate, and self-introspection. It seeks to discover truth, goodness, and beauty. The model that ALA – NLV will follow closely aligns with the trivium. The trivium is divided into three parts or phases: grammar, logic, and rhetoric. During the grammar phase, students accumulate facts and knowledge. These facts and knowledge act as the building blocks for deeper learning. The grammar phase represents grades K-5. After having accumulated a store of facts and knowledge, students then move to the logic phase, which roughly represents grades 6-8. During the logic phase, students learn how to evaluate the arguments and theories of others using the store of knowledge and facts they continue to accumulate. They learn how to identify fallacies and critique the works of others. During this phase, students learn to imitate the masters and build from existing foundations. Finally, students are ready to move to the rhetoric stage, representing grades 9-12. During the rhetoric stage, students are challenged to begin creating their own works and defend them against critique.

The Core Knowledge Sequence supports a classical education pedagogy by providing a framework for knowledge acquisition during the grammar phase and into the logic phase. The Core Knowledge framework carefully structures content to build upon previous knowledge, avoid repetition, and provide focus. Although Core Knowledge doesn't explicitly require adherence to a certain methodology of teaching, Dr. E.D. Hirsch's books outline the teaching methods that have been proven to provide the best learning outcomes. ALA – NLV will utilize Direct or Explicit Instruction as its primary method of content delivery.

ALA – NLV will provide instruction on leadership through the use of the 7 Habits of Highly Effective people developed by Stephen R. Covey, classical literature, and other great leadership texts. Students begin their leadership journey by understanding the character ethic. In short, leadership stems from who someone is, not solely the talents or skills that they possess (though those are also important). David McCollough, the Pulitzer Prize winning historian, identified this concept when discussing George Washington. He states: "Washington wasn't chosen by his fellow members of the Continental Congress because he was a great military leader. He was chosen because they knew him; they knew the kind of man he was; they knew his character, his integrity."¹

Students develop character as they work through what Covey calls the private victory, which comprises the first three habits. In the private victory, students learn to be proactive, begin with the

¹ McCollough, D. (2005). "The Glorious Cause of America." Retrieved online from: https://speeches.byu.edu/talks/david-mccollough_glorious-cause-america/

² Number derived through reports available from the Nevada Department of Education. District schools served



end in mind, and put first things first. Once students progress through the private victory, they are ready to begin the public victory, comprising habits four through six. In the public victory, students learn to think win-win, seek first to understand, then be understood, and to synergize. As students learn and apply these concepts, they move from dependence, to independence, to interdependence. Interdependence recognizes that when we work together, we can achieve more than we could if we worked alone. Having learned all of these habits, students then learn the importance of self-renewal through the final habit: sharpen the saw.

ALA – NLV recognizes servant leadership as the highest form of leadership. ALA – NLV seeks to develop servant leadership through civic engagement. Civic engagement at ALA – NLV takes many forms, including community service. Students at ALA – NLV will provide 10 hours of community service throughout the school year in order to develop servant leadership and engage with their community. ALA – NLV seeks to provide over 10,000 hours of community service each year.

ALA – NLV will be a school that emphasizes patriotism. The school mascot will be the Patriot and the founding documents of the nation will be proudly displayed in the front office of the school. The colors of the school will mirror the colors of the United States flag, as will the school uniforms. As a part of the Core Knowledge curriculum, students will study American Heritage including dates, names, geography, songs, art, sayings, and more. Students at ALA – NLV will interact with local heroes including military, police, and firefighters to develop appreciation for those that contribute to the freedoms that we enjoy.

The Committee to Form (CTF) of ALA – NLV includes individuals of various backgrounds and experiences. The CTF includes the five founding board members of ALA – NLV and the proposed school leader. The founding board members include business professionals, educators, and community leaders. Their collective knowledge and experience will enable them to effectively oversee the school and its operations. The CTF is committed to meeting and exceeding all Authority and State benchmarks for performance.

The proposed Director of ALA – NLV will be Jeremy Christensen. Mr. Christensen currently serves on the Board of Directors for American Leadership Academy, Inc. and has helped develop the curriculum, culture, and policies that have made the school what it is today. During his time with ALA, Inc., Mr. Christensen has served as an Assistant Director, Board Member, Curriculum Director, Accreditation Lead, Assessment Coordinator, Interim IT Director, Trainer, Substitute Teacher, Director of Compliance, and Business Manager. Mr. Christensen brings a comprehensive understanding of charter school operations and will be a valuable asset to ALA – NLV.

With the leadership necessary to implement a tried and proven school model, ALA – NLV will provide necessary school choice to the target community, improve educational outcomes for students, provide exciting professional growth opportunities for teachers, and increase accountability for existing schools in the target community. With this in mind, we submit this application for your consideration.



MEETING THE NEED

TARGETED PLAN

- (1) Identify the community you wish to serve and describe your interest in serving this specific community.

American Leadership Academy – North Las Vegas (ALA) seeks to serve the North Las Vegas community. The North Las Vegas community has been selected for the placement of an ALA campus due to both community need and specific solicitation from community members to place a campus in their community.

There are currently over 17,500² students attending public schools in grades K-8 in the target market. Of those, only five percent are afforded the opportunity to attend a public charter school. The few existing charter schools serving the area operate large waiting lists and admission is not possible for all students seeking an alternative to traditional district schools. At the 2015 Nevada Charter School Conference, an employee of the dominant charter school serving this market cited a wait list of over 4000 students. Students in North Las Vegas are in desperate need of additional education options.

Data indicates that this trend will only increase, not decrease. According to the North Las Vegas Department of Economic Development, a nine-thousand rooftop development is slated to begin construction in early 2016 in the target market. These additional households will create the need to educate thousands of more students. ALA seeks to help fulfill this need by providing another educational choice to the citizens of North Las Vegas.

Second, a group of concerned citizens in North Las Vegas petitioned American Leadership Academy to open a campus in their community. After hearing about the American Leadership Academy, these community members visited an American Leadership Academy campus in Arizona. Based on their visit and their knowledge of the school, these community members petitioned American Leadership Academy to open a campus in their community and provide their children the opportunities provided to students in Arizona.

ALA has proven its ability to provide a high-quality educational experience in a moral and wholesome environment in its seven charter school campuses operating in Arizona. By bringing their proven model to the North Las Vegas market, ALA will provide choice, improve academic achievement, increase accountability for existing schools, and create professional opportunities for teachers.

² Number derived through reports available from the Nevada Department of Education. District schools served 16,556 students in 2014-15 in the target market. An estimate of 1000 students was used for the one charter school serving the target market as exact information could not be obtained.



- (2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

American Leadership Academy – North Las Vegas’ model meets the needs of the community and aligns with the mission of the SPCSA by providing choice, utilizing effective methods of teaching, accurately measuring student performance, establishing accountability for public schools, and creating new professional opportunities for teachers.

As discussed in the narrative above, the target community is in need of quality educational options. According to the George W. Bush Global Report Card, Clark County School District places in the 42nd percentile for math and the 38th percentile for reading in the United States³. Compared internationally, the District performs in the 33rd percentile for math and the 37th percentile for reading. This means that nearly three fifths of the students in America outperform students in the Clark County School District in both reading and math. American Leadership Academy will provide a quality educational choice to the community to help improve student performance and help students become more educationally competitive both nationally and internationally.

ALA utilizes proven methods of teaching that get results. ALA – NLV’s primary methods of instruction are explicit instruction and Socratic discussion. The most significant source of support for explicit (or Direct) instruction comes from Project Follow Through. Project Follow Through ran from 1967 through 1977 and remains to this day the nation’s largest educational experiment ever conducted. The study followed over 200,000 children through 22 different models of instruction and found that “student’s who received Direct Instruction had significantly higher academic achievement than students in any other programs.”⁴

Socratic Seminar is similarly supported by research. Polite & Adams (1997)⁵ found that this method promotes metacognition, conflict resolution, and interest in learning.

ALA – NLV will serve grades kindergarten through eight. It is the intent of ALA – NLV to offer grades 9-12 in time, but due to the very complex nature of high schools and the investment necessary to provide a fantastic high school experience, ALA – NLV will initially operate as a K-8 program.

PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

³ Information retrieved online at: <http://globalreportcard.org/map.html#> on November 23, 2015. Data as of 2009, the most recent available comparison data.

⁴ Project Follow Through. Data retrieved online from: <https://www.nifdi.org/what-is-di/project-follow-through> on November 23, 2015.

⁵ Polite, V.C., & Adams, A. H. (1997). Critical Thinking and Values Clarification through Socratic Seminars. Urban Education.



Parents in the North Las Vegas community are the driving force behind ALA - NLV coming to the community. Following a visit to an American Leadership Academy campus in Arizona, a group of parents began to petition the school to open a campus in their community. Following a market analysis and review of state statute, American Leadership Academy, Inc. agreed to support the development of a Nevada network of schools. These passionate parents continue to rally support for ALA - NLV through grass roots efforts to spread news of the school throughout the community. Additionally, many members of the Committee to Form are residents of the target market and are volunteering their time and effort in order to bring ALA - NLV to their community.

ALA - NLV has also reached out to community leaders who have, in turn, indicated their support for the school in the community. Specifically, Mayor John Lee has indicated his support for the school as well as the Director for Economic Development for North Las Vegas. Mayor Lee recognizes the need for additional school choice in the community and recognizes ALA - NLV as a quality school model.

Community members will continue to be involved in the development of the school throughout the foreseeable future. The American Leadership Academy model is built upon parent participation and feedback. Following approval, ALA - NLV will engage parents in grass roots efforts to market the school and to help set up the school campus when the time arrives. Additionally, community feedback will help shape the extracurricular offerings and auxiliary programs ALA - NLV will provide.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

ALA - NLV will employ a variety of methods to engage school stakeholders from the time that the application is approved through the opening of the school and beyond.

First, ALA - NLV has already launched an informational website that highlights and explains the mission, vision, and curriculum for the school. ALA will continue to update and revise the website to provide parents and community members information about the school, construction progress, new school staff, etc. When parents feel included in the development of the school, they are more likely to get and remain engaged in the success of the school.

Second, ALA - NLV has also already established a Facebook account that will be updated regularly. The Facebook account will be utilized primarily for highlighting specific selling points of the school such as environment, curriculum, and leadership. The Facebook page will also be used to highlight new staff members as they are hired and help parents be informed and involved throughout the process.

Parents will also be encouraged to get involved by participating in flier drives, hosting cottage meetings, attending community events, touring the facility (when available), and volunteering to help get the school set up. Volunteer opportunities help stakeholders interact with school



administration in natural and unthreatening settings and provide the catalyst for relationship building.

ALA - NLV has an open-door policy that grants parents and community stakeholders reasonable access to the Director of the school to share concerns and feedback. ALA - NLV will also utilize an online feedback form hosted on their website to elicit additional feedback and suggestions.

ALA - NLV will also utilize a stakeholder feedback survey no less than once annually to assess stakeholder sentiment on a variety of aspects regarding the school. Areas of concern identified through the survey will be addressed by school administration.

(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

ALA - NLV firmly believes that the primary responsibility for a child's education belongs to that child's parents. ALA - NLV is proud to partner with parents to help them fulfill this crucial responsibility.

As a function of this philosophical belief, ALA - NLV will continually work to include parents in the life of the school and help them be active participants in their child's education. This will be done through various methods.

First, parents will receive constant communication from both the teacher and the school. Students will maintain planners that parents will be required to sign every night. Upcoming homework assignments, projects, and teacher comments will be written in the planner to facilitate communication and ensure parents know what is going on. Additionally, each teacher will be required to maintain a class website with updates and resources for parents. Finally, the school will send a weekly newsletter home to apprise stakeholders of school events and happenings and also provide school-level resources to parents.

Second, ALA - NLV will expect each student to complete 10 hours of service each school year. Parents and family members will also be encouraged to complete an additional 10 hours of combined service at the school. As parents work to complete their service hours, they become better acquainted with the school and have meaningful opportunities to contribute to their child's educational experience. Service opportunities will begin prior to the school year commencing and include helping assemble school furniture, make copies, chaperone field trips, etc. ALA - NLV will also seek to complete one or more school-wide service projects each year to benefit the community and develop leadership skills in students.

Finally, ALA - NLV will require daily homework for all students. Meaningful homework assignments provide an opportunity for parents to collaborate with their children in the educational process and keep parents involved in the academic life of their children.



- (4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the EMO identified in the application or dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

American Leadership Academy – North Las Vegas has garnered the support of the Mayor of North Las Vegas as well as the Director of Economic Development for North Las Vegas. The City of North Las Vegas is eager to increase the number of educational options available to their community and has pledged to work with the school in any way possible to facilitate our entry into the North Las Vegas community.

ALA – NLV also has the support of several important vendors that will enable it to fulfill its mission and vision. These partners include ATI-Galileo, the school's assessment software company, and Crystal & Company Insurance.

If the charter application for ALA - NLV is approved, the school will seek additional community partnerships to provide before-school and after-school care, clubs, and recreational opportunities for the students. The services provided by the school are shaped by the needs and demands of the community. As community stakeholders indicate needs, the school will seek to develop the partnerships and structures necessary to meet those needs.

- (5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

The committee to form has significant ties to the target community. All but one of the members of the committee to form are current residents of the community. One of those members is the former mayor of North Las Vegas and therefore extremely knowledgeable about the target community.

ALA - NLV is working to establish additional relationships with the community and has already met with representatives of the City of North Las Vegas and secured the support of the current mayor of North Las Vegas, John Lee, as well as the Gina Gavan, the Director of Economic & Business Development for the City of North Las Vegas.

Initial marketing efforts such as establishing a website and social media accounts has already commenced. Additional efforts such as cottage meetings, fliers, email campaigns, business outreach, and community events will commence upon approval of the charter application. Cottage meetings are small meetings held in the homes of school supporters or those looking to learn more about the school. These meetings provide an intimate setting where community members can interact with a school representative and learn about the school. If participants agree with the concepts discussed in the cottage meeting, they are encouraged to hold an additional cottage meeting in their own



home and invite their friends and family who they feel will be receptive to the message. This simple marketing effort can be very labor intensive, but is very effective in raising community awareness, creating dialogue between school leadership and community, and creating a base of supporters for the school.

Business outreach efforts will include joining the Las Vegas Metro Chamber of Commerce and partnering with neighboring businesses. Six months prior to the school opening, the Director of ALA - NLV will begin visiting neighboring businesses to inform organizations of the school, place advertising collateral, and secure support.

- (6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If much of the founding group and/or the EMO contractor is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

American Leadership Academy - North Las Vegas will work with American Leadership Academy, Inc., Schoolhouse Development, and other local and national partners to ensure the success of the school.

American Leadership Academy, Inc. is the operator of eight charter schools in Arizona and will provide start-up assistance and support to American Leadership Academy - North Las Vegas. The assistance that ALA, Inc. provides to ALA - NLV includes charter drafting support, business development, training, academic consultancy, intellectual property rights, marketing support, financial support, human resources, and legal services. These services are provided under the licensing agreement between ALA - NLV and ALA, Inc.

Partnering with ALA, Inc. also provides ALA - NLV access to ALA, Inc.'s network of providers. This includes insurance partnerships, payroll partnerships, technical suppliers, furniture suppliers, curriculum suppliers, and so forth. This provides a very significant and important advantage to ALA - NLV through obtained pricing incentives and reduced time burden on Administration to develop new relationships.

Schoolhouse Development, LLC. will provide ALA - NLV facility support and start-up funding. Schoolhouse Development has funded, designed, and built dozens of charter school facilities across the United States and has a proven track record of success. The facilities built by Schoolhouse Development are exceptionally beautiful and contribute to the creation of a quality educational environment. Schoolhouse Development will fund, design, and build ALA - NLV's campus as well as provide a portion of the necessary start up funding for the school. Schoolhouse Development will lease the facilities to ALA - NLV. The start-up costs as well as the building costs will be included in the lease amount.



ACADEMIC PLAN

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

The mission of American Leadership Academy is to provide the best educational experience to as many students as possible in a moral and wholesome environment. This mission drives every aspect of our school.

Ensuring a good educational experience begins with the school environment. ALA - NLV will operate within attractive, purpose-built facilities that make students feel welcome and comfortable. Since ALA-NLV seeks to educate as many students as possible, our facilities will be larger than many charter schools and will have more amenities. The hallways of the ALA - NLV campus will be decorated with inspiring leadership quotes and examples of great student work.

ALA - NLV will also employ a variety of tactics to further create a great educational experience and a moral and wholesome environment. For example, upon arriving to school, students will be helped out of their cars by caring teachers and school administrators. At the end of the day, teachers will help students enter their cars during pick-up. This simple process will help students feel valued and give parents more contact with both teachers and administrators.

School staff is essential to fulfilling the mission of the school. Teachers and administrators at ALA - NLV will challenge each student to demonstrate excellence throughout the school day while also providing each student with the necessary support to achieve both academic and personal goals. Students and staff will hold each other to high levels of personal conduct and collaborate to foster a supportive and wholesome environment.

Finally, the curriculum that ALA - NLV will utilize is designed to be extremely accessible while also yielding strong academic results. This will enable the school continue to achieve academically while also elevating underperforming students to high levels of academic performance.

- (2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

The vision of ALA - NLV is to "Learn. Lead. Change the World."



Students of American Leadership Academy – North Las Vegas will be prepared with the academic ability and leadership skills necessary to make a significant positive impact on both their community and the world. Students will leave ALA – NLV having learned the meaning and value of hard work. They will be armed with a vast store of knowledge and facts and the training in logic necessary to successfully utilize that knowledge and those facts. They will know that leadership stems from character and that lasting influence can only be maintained through selfless service, not compulsion.

All students at American Leadership Academy will be prepared for higher education, active civic participation, government service, and workforce participation. This will be accomplished through the completion of a rigorous academic program, civic engagement, and character development.

- (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

ALA – NLV will improve academic achievement as measured by internal and external assessments. These same assessments will provide accurate measurement of student performance and provide accountability to the school and transparency to school stakeholders. ALA – NLV will establish a comparison for existing public schools that will challenge them to attain greater levels of performance. Finally, ALA – NLV will provide professional opportunities to teachers by enabling top-performing teachers the chance to step into administrative roles at future campuses.

Another guiding purpose that is important, but harder to measure, is the development of character through the exploration of leadership principles and great literature.

- (3) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) Improving the academic achievement of pupils;
- (b) Encouraging the use of effective and innovative methods of teaching;
- (c) Providing an accurate measurement of the educational achievement of pupils;
- (d) Establishing accountability and transparency of public schools;
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) Creating new professional opportunities for teachers.

ALA – NLV seeks to fulfill all of the statutory purposes of charter schools by improving academic achievement, utilizing effective methods of teaching, accurately measuring student achievement, establishing accountability for existing public schools by providing student academic achievement comparison, and by creating new professional opportunities for teachers.

ALA – NLV is replicating an existing school model that has achieved high academic performance in various demographics. The chosen school model has done this by focusing on effective instructional methods that are proven to achieve results. ALA – NLV will use a robust internal assessment program to gauge student achievement en route to increased academic performance. ALA –NLV's



internal assessments will be augmented by the external assessments mandated by the State of Nevada and the Authority.

ALA - NLV will provide accountability for existing schools by providing an additional data point comprised of similar demographics. The comparison between ALA - NLV and existing schools' academic achievement will help schools and the community more accurately measure student achievement.

By adopting a school growth model, ALA - NLV will offer substantial opportunities for teachers to progress and obtain greater professional opportunities. As ALA - NLV grows, it will look to grow from within and promote outstanding teachers to new positions. ALA - NLV will also provide ongoing professional development courses to ensure teacher proficiency and provide for greater student success.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
 - *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*
- (1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

American Leadership Academy - North Las Vegas' (ALA - NLV) mission is to "provide the best educational experience possible to as many students as possible in a moral and wholesome environment."

ALA - NLV is unique and innovative in that it views education as an experience, not merely a curriculum or scope and sequence. Walt Disney was able to create "the most magical place on earth" because he understood that attending his theme park was an experience that every employee contributed too. In fact, he so fully believed this that he referred to every staff member as a cast member, insinuating that each person played an important role in an ongoing theatrical production.

In a fashion similar to Mr. Disney, ALA - NLV recognizes that every staff member contributes to the educational experience of each student. This philosophy is incorporated into everything that we do, from the staff we hire to the curriculum we select. When someone walks into an ALA - NLV campus they will be greeted by a smiling face, provided excellent customer service, made to feel like a welcome and contributing member of the school family, and supported in fulfilling their role as a parent or student.



The program of instruction also aligns to this philosophy by providing an engaging and rigorous academic experience. This begins by following the Core Knowledge sequence of content that carefully outlines a specific, vertically aligned sequence that avoids unnecessary repetition and builds upon the students' existing knowledge. This concept is further encapsulated in our math program, Saxon Math, that helps students learn content while avoiding frustration by giving students small chunks of new information embedded in review of previous content. By keeping students in the zone of proximal development, students learn more and feel capable of mastering difficult content.

The Core Knowledge sequence was developed in the 1980's and is based on the research of Dr. E. D. Hirsch. An evaluation of the Core Knowledge Sequence conducted by John Hopkins University (3) found that "implementing Core Knowledge consistently contributed to making instruction more interesting and content-rich for students, provided coherence to the curriculum, and contributed to increased teacher collaboration and professionalism." In evaluating the academic outcomes of the program, the authors found positive effect sizes that "were large, and educationally meaningful (p. vi)."

ALA utilizes a classical-school model that has been proven to be effective in various demographic profiles, from low socioeconomic students to high socioeconomic students. This is important to ALA - NLV as it relates to the second part of our mission: "to as many students as possible." ALA - NLV will be a growth model school. This means that we will frequently have a percentage of our population that will be new to us and comes from various academic and socioeconomic profiles. Our curriculum is designed to be accessible to students of all academic proficiency levels and to quickly accelerate their learning to meet school standards. This includes special education programs, response to intervention, and gifted programs. This model is currently in use in both low-SES and high-SES markets in Arizona with great success.

Students that struggle to maintain performance are given additional assistance during built-in remediation blocks. Students that exceed performance expectations are granted the ability to accelerate and deepen learning during the same block of time. In this way, all students, regardless of incoming performance level, are empowered to achieve academic excellence.

Students are also taught to take accountability for their own learning. After each internal assessment, the student records his/her progress in their own data notebook. Each student sets personal goals for progress and is held accountable for results. Students account for their learning to their parents during student-led parent/teacher conferences. This accountability and focus on improvement helps each student increase their personal commitment to excellence and improves overall student performance.

- (2) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:



- Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

The Core Knowledge Sequence is central to American Leadership Academy – North Las Vegas’ model. The sequence provides the framework for the school’s curriculum and also establishes the instructional methods that the school will utilize to obtain successful student outcomes. The sequence is carefully aligned to build knowledge from one grade level to the next while also exploring a rich and expansive survey of facts and information within each grade level. Dr. E.D. Hirsch, the developer of the Core Knowledge Sequence, distinguishes existing knowledge as the key to accessing additional knowledge and specifically identifies the closing of performance gaps in underprivileged populations as one of the key goals of the sequence.

Dr. Hirsch also synthesizes decades of educational research to guide instructors on the methods of instruction that will yield the greatest benefit while also outlining methods of instruction that will impede student learning. Specifically, he identifies explicit or direct instruction as the methods of instruction most likely to yield superior learning outcomes for students.

By following the sequence outlined by Dr. Hirsch and employing the instructional strategies emphasized in his books, ALA – NLV will obtain significant academic gains and close the performance gap for disadvantaged subgroups.

Another important component of ALA – NLV’s model is the leadership program. This program influences every aspect of the school including: culture, décor, language, discipline, and instruction. The integration of leadership begins during staff development prior to the beginning of the school year. During this time, all staff, including support staff, participates in a 7 Habits of Highly Effective People training course. This course helps staff learn and incorporate the life-changing aspects of this program into their own lives and dramatically improve their own effectiveness.

Teachers, in turn, will take the principles that they have learned and are applying and teach them to their students. Each class will be responsible for developing their own 7 Habits display. Each student will accept and fulfill a meaningful leadership role.

The 7 Habits of Highly Effective People has been implemented in Fortune 500 companies, governmental entities, and other high profile organizations for decades. Now, this same program that has helped these organizations achieve greater efficiency and remarkable success is being applied in the school setting to help teachers, students, and parents obtain greater results.

The most important aspect of ALA – NLV’s model is its emphasis on providing an excellent educational experience in a morale and wholesome environment. ALA –NLV realizes that who a person is, is more important than what they know. For this reason, ALA –NLV puts paramount importance on creating a safe and nurturing environment for all students. This is done by teaching servant leadership and the 7 Habits of Highly Effective People. It is done by maintaining a strict



dress code and code of conduct for both students and staff. It is done through participation in regular service opportunities. Finally, it is done by involving parents in the life of the school. When parents are actively engaged at the school, the campus becomes an extension of the home where positive values are reinforced.

It is not be construed that ALA -NLV will teach religion or be of any particular religious persuasion or affiliation. ALA - NLV will obey all national and local non-discrimination laws. ALA - NLV will welcome all students and build upon the shared virtues that have helped to make our nation great, including: hard work, perseverance, accountability, integrity, civility, honesty, and kindness.

- (3) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

The Core Knowledge Sequence and accompanying instructional methods will dramatically influence student success by providing a clear and articulate framework for learning and maximizing instructional effectiveness. A national evaluation of Core Knowledge Sequence Implementation by Stringfield et al⁶ found that "Implementing Core Knowledge consistently contributed to making instruction more interesting and content-rich for students, provided coherence to the curriculum, and also contributed to increased teacher collaboration and professionalism." The study further found "Core Knowledge implementation was also associated with greater academic engaged time in schools" leading to "large and educationally meaningful" positive effect sizes in math and reading performance.

These findings have been replicated at the eight existing American Leadership Academy campuses in Arizona. By following the Core Knowledge sequence and associated instructional method, American Leadership Academy, Inc. has been recognized as one of the top-10 charter schools in Arizona and among the top 5% of school districts in Arizona.

Leadership instruction and emphasis influences student success by helping them learn and incorporate principles of personal and interpersonal effectiveness. Students begin their path of leadership development by learning that character precedes influence and that the character ethic far exceeds the personality ethic and quick-fix tactics of interpersonal influence. Students learn that they are agents, free to act for themselves. While their background and environment significantly influence them, as agents they have the ability to choose to rise above circumstance and obtain personal excellence. As students learn to master themselves, they then begin to work with others in more meaningful and cooperative ways. Students learn to prioritize, think about others, and work together to obtain results together greater than what they could each obtain alone. These principles help students and staff unleash their potential and obtain unbelievable results.

An example of leadership principles in action occurred at an ALA, Inc. high school. While at lunch, two young men got into a heated argument that soon escalated to blows. They were escorted to the

⁶Stringfield, S., Datnow, A., Borman, G., & Rachuba, L. (2000). National Evaluation of Core Knowledge Sequence Implementation: Final Report. John Hopkins University.



Director's office where they had to wait together until the Director was available to meet with them. While they waited, they decided to apply the leadership principles they had been learning. They realized that neither of them wanted to receive disciplinary action and that their only hope of avoiding disciplinary action would be to work together. They set aside their disagreements and began developing a proactive plan. By the time the Director was available to meet with them they were ready to propose a win-win solution whereby they could avoid suspension while the community and school benefited. Together they proposed a plan to operate a Christmas toy drive and volunteered to perform all related work together as their penitence. The Director accepted their proposal and the resulting toy drive resulted in hundreds of toys being donated to charity.

A moral and wholesome environment influences student performance by helping keep the emphasis on learning. Profanity, bullying, verbal outbursts, disrespect, immodesty, and other such behaviors distract students and inhibit their ability to learn. Albert Einstein has been quoted as saying "the main thing is to keep the main thing the main thing." While that sounds like circular reasoning, it is actually quite applicable. School should be a safe place where students can focus on learning. Anything that detracts from the learning environment should be eliminated or mitigated to the best of the school's ability. Yet, nature abhors a vacuum. Simply seeking to remove these behaviors is not sufficient. They must be replaced with articulate speech, service, respect, modesty, and integrity. As stated above, these values are incorporated through leadership instruction, classic literature, a strict dress code, and service opportunities.

(4) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

ALA – NLV will drive growth among all students through the utilization of an integrated remediation and acceleration period and accompanying RtI program. During this period, students will be ability-grouped and challenged at their own level. Resources specific to their needs will be identified and provided, as possible.

It is further anticipated that the school will qualify for Title I funding and will utilize such funds to operate a targeted assistance program in math and reading. A reading interventionist and math interventionist will be hired upon approval of the Title I program and tasked with helping improve student academic success.

For students that qualify for curriculum modifications, remedial curriculum will be implemented in personalized instructional settings. English Language Learners will also be provided the instruction, materials, and support necessary to obtain full English proficiency.

CURRICULUM & INSTRUCTIONAL DESIGN

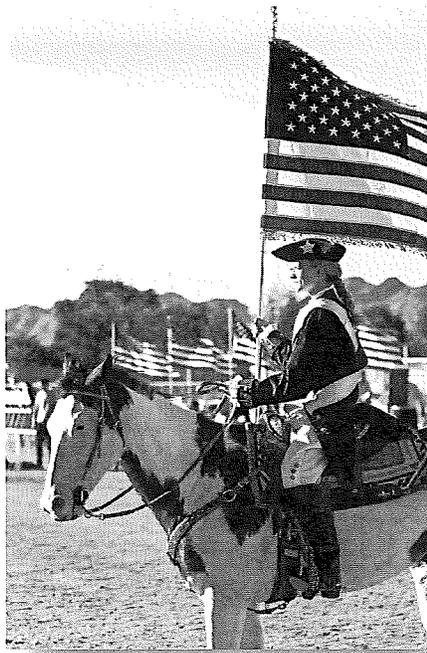
The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.



As the first word indicates in the name of the school, American Leadership Academy - North Las Vegas (ALA - NLV) has a love for our great country and believes that all students must understand their duties as a citizen of the United States of America. As a part of this belief, ALA - NLV will ensure that students are provided with in-depth instruction in U.S history and will ensure that history is taught using primary source documents. Through the history topics embedded within the curriculum, students will learn important historical content such as:

- Native American Peoples, Past and Present
- Early Exploration and Settlement
- Presidents, Past and Present
- Symbols and Figures
- From Colonies to Independence: The American Revolution
- Early Exploration of the American West
- American Government: The Constitution
- The War of 1812
- The Civil War
- Immigration and Citizenship
- Geography of the Americas
- Immigration, Industrialization, and Urbanization
- World War I: "The Great War," 1914-1918
- Russian Revolution
- America from the Twenties to the New Deal
- World War II
- The Cold War
- The Civil Rights Movement
- The Vietnam War and the Rise of Social Activism
- The Middle East and Oil Politics
- The End of the Cold War: The Expansion of Democracy and Continuing Challenges
- Civics: The Constitution- Principles and Structure of American Democracy



ALA -NLV believes that in addition to rich instruction in U.S. history and the leaders that have shaped our country, students need to learn personal leadership skills so that they, too can do great things for their community. Students of ALA -NLV will discover their natural born purpose and develop and implement a game plan in each area of life by tracking progress towards academic and personal goals each day. When progress towards goals are stifled, students will receive coaching from their teachers on how obstacles can develop resiliency and how adjustments may need to be made to achieve success. Students will develop the art and science of friendship by learning what it means to be a true friend and how simple things such as shaking hands while making eye contact demonstrates that someone is valued and respected. Students will assist in the development of a united leadership culture by assisting with school tours, delivering morning announcements, and leading school assemblies. Students will also learn the art and science of conflict resolution and how conflict can destroy the unity and growth within a community. Students will be challenged to model leadership within the community by providing 12 hours of service to meet an identified need each year.

In addition to the core beliefs related to patriotism, service and leadership, ALA -NLV holds academic excellence as its number one duty to students, parents, and the community. To this end, students will be provided enrichment and remedial learning opportunities in addition to grade level content through the use of time proven, research-based programs. To support the needs of all students, teachers will be trained in the Explicit Instruction model and will be required to implement the research-based instructional strategies developed by Anita Archer and Charles Hughes during each lesson.



In addition to Explicit Instruction, teachers in grades 6-8 will be trained in the Shared Inquiry method of instruction (also referred to as the Socratic Seminar) to build the oral and written expression of our young scholars.

As a school that prescribes to the work of Dr. E.D. Hirsch and the Core Knowledge Foundation, ALA - NLV has adopted a specialized curriculum that is fully aligned to the Core Knowledge Sequence as well as the Nevada Academic Content Standards (NVACS). Curriculum maps have been developed to outline 180 days of core instruction in grades K-8. Alignment to the NVACS standards has been verified by each curriculum publisher through their standards alignment documents. The core curricula that will be used at ALA - NLV Las Vegas will include:

Grades K-5: Core Knowledge Language Arts (CKLA) 7: Core Knowledge Language Arts (CKLA) K-5 provides comprehensive, coherent reading and language arts instruction that draws from the content within the Core Knowledge Sequence that was first developed in 1988 by Dr. E.D. Hirsch & the Core Knowledge Foundation. Developed by the Core Knowledge Foundation, in partnership with Amplify, CKLA provides curriculum that establishes strong foundations of background knowledge and critical language arts skills for academic excellence, higher literacy and lifelong learning.

Text within the Listening and Learning strand of the CKLA program exposes students to text beyond what they would be able to read independently because research has shown that listening comprehension far exceeds reading comprehension⁸. When putting this research to use in the classroom, students are able to access and understand more difficult content than they would be able to by reading the same information. ALA -NLV believes that by delivering content beyond grade level expectations, with the necessary instructional supports, student's will develop a strong knowledge base and that their confidence in the classroom will increase.

In addition to the Listening and Learning strand, explicit instruction in grade level reading, writing and grammar skills are provided through the Skills strand within CKLA.

The following principles of instruction were utilized when developing the CKLA program:

- Explicit instruction in the code is necessary for automatic and effortless decoding.
- Background knowledge is essential to strong comprehension
- Vocabulary learning is most efficient when it is contextualized, content-based, and constant
- The connection between oral and written language must be supported

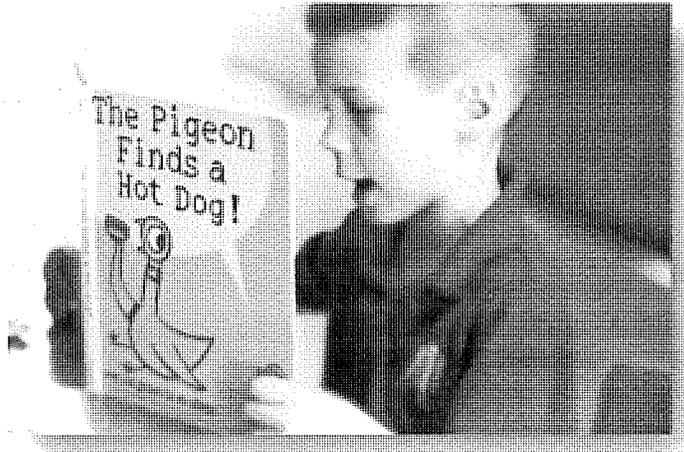
CKLA is also fully aligned to the Five Big Ideas in Reading⁹ which consist of:

1. Phonemic Awareness
2. Alphabetic Principle
3. Fluency with Text
4. Comprehension
5. Vocabulary

⁷ (1) Taken from: <http://www.amplify.com/curriculum/core-knowledge-language-arts>

⁸ (2) T. G. Sticht, 1974, 1984

⁹ (3) Taken from: http://reading.uoregon.edu/big_ideas



Grades 2-5: Core Knowledge Literature: In addition to the exposure of above grade level text through the CKLA program, students in grades 2-5 will be exposed to above grade level literature through novels recommended by the Core Knowledge Foundation ¹⁰. The following sequence represents the literature that students will be reading or will have read to them in grades 2-5:

Charlotte's Web
Peter Pan
A Christmas Carol
Robin Hood
Pollyanna
The Legends of Sleepy Hollow
Robinson Crusoe
Adventures of Tom Sawyer
The Secret Garden
Little Women

Students that may struggle with comprehension of above-grade level text will be provided daily support during the language arts reteach instructional block. During this time, each teacher will utilize student performance data to target instruction and provide additional supports as needed.

Grades: 6-8: Hake Grammar: Hake Grammar is a comprehensive grammar program that introduces and strengthens a student's understanding of grammar concepts through incremental development and continual review. "Incremental development changes the order of instruction. Lessons on a topic are not grouped into a chapter that is hastily learned and quickly forgotten. Rather, lessons on a topic are spaced over time, giving students the opportunity to master one step of instruction before attempting the next step. Continual review changes the way skills are practiced. Instead of working on 30 exercises of the same kind each day, students work on 30 exercises that practice the skills and concepts presented to that point in the program. In other

¹⁰ (4) Taken from: <http://www.coreknowledge.org/>



words, every day is a review day that also includes a few questions on the new lesson. Continual review gives students time to grasp a concept deeply and to move the learning from short-term to long-term memory. Further, students begin recognizing the interconnectedness of concepts instead of viewing skills in isolation.”¹¹

In addition to the design of the program, Hake Grammar presents information related to art, history, science and art. The creator of the program designed the lesson activities to ensure that students were not only learning grammar, but that they were learning grammar through the lens of rich content.

Grades 3-8: Writing & Rhetoric: The Writing & Rhetoric Program helps students gain proficiency in writing through utilization of the classical rhetorical exercises of the progymnasmata. “The Writing & Rhetoric series method employs fluent reading, careful listening, models for imitation, and progressive steps. It assumes that students learn best by reading excellent, whole-story examples of literature and by growing their skills through imitation. Each exercise is intended to impart a skill (or tool) that can be employed in all kinds of writing and speaking. The exercises are arranged from simple to more complex.”¹²

Grades 6: Vocabulary from Classical Roots: Vocabulary from Classical Roots is a supplemental vocabulary program which teaches students how to understand the meaning of new terms by analyzing the prefix and suffix associated with the root word. As confirmed by decades of research, vocabulary instruction plays a key role in improving a student’s reading comprehension and overall academic success¹³. The Vocabulary from Classical Roots program was selected because of its alignment to ALA - NLV’s curriculum sequence and its commitment to vocabulary instruction specifically related to Greek and Latin roots.

Grades 7-8: Latin Alive!: All students attending ALA – NLV for grades 7 & 8 will be required to take Latin as a function of the school’s classical pedagogy. The Latin Alive! Program provides an accessible and easy to implement introduction to the Latin Language. Latin prepares student for success as fifty percent of English words come from Latin and ninety percent of polysyllabic words. Professions such as science, law, medicine, music, art, and philosophy are steeped in Latin. Latin also serves as the foundation of the romance languages: Spanish, French, Portuguese, and Romanian.

6-8: Core Knowledge Literature: Students in grades 6-8 will participate in literature studies of novels recommended by the Core Knowledge Foundation which also include some text beyond grade level expectations. The following sequence represents the literature that students will be reading in grades 6-8:

¹¹ (5) Taken from: <http://www.hakepublishing.com/pedagogy.html>

¹² Writing & Rhetoric. Classical Academy Press. Retrieved online from: <http://classicalacademicpress.com/writing-rhetoric-book-1-fable-program/#.VpQvjaiBAG>

¹³ Taken from: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCIQFjAAahUKEwidltK4obPIAhWJN4gKHeEuDyQ&url=http%3A%2F%2Fngl.cengage.com%2Fassets%2Fdownloads%2Fedge_pro000000030%2Fam_moore_why_vocab_instr_mtrs.pdf&usg=AFQjCNEgrfBO7y3Nz87BSf1JJvl2IfN_uQ



The Prince and the Pauper
Adventures of Ulysses
Black Ships Before Troy
Julius Caesar
Anne Frank: The Diary of a Young Girl
Call of the Wild
Dr. Jekyll and Mr. Hyde
Animal Farm
Twelfth Night
The Good Earth
Lord of the Flies

Students that may struggle with comprehension of above-grade level text will be provided daily support during the language arts reteach instructional block. During this time, each teacher will utilize student data to target instruction and provide additional supports as needed.

6-8: Document-Based Questions: Students in grades 6-8 will be provided with the opportunity to master grade level standards associated with informational and expository text through the completion of Document-Based Questions (DBQ's). In a DBQ exercise, students are asked to develop a persuasive response to an open-ended question by reading and analyzing a series of primary and secondary pieces of informational text related to the history and science topics of study. After reviewing each piece of informational text, students must cite text-based evidence that supports their response to the open-ended question.

Grades K-8 Saxon Mathematics: Saxon Mathematics will be utilized by all grades and is fully aligned to the Nevada state standards as evidenced by alignment documents produced by the Saxon publisher, Houghton Mifflin Harcourt. ALA -NLV will teach mathematics one grade level ahead as it is a belief of ALA that students can meet high expectations when coupled with love and support from a highly qualified teacher. Students that may struggle with accelerated instruction will receive daily support through the mathematics reteach instructional block. During this time, each teacher will utilize student data to target instruction.

Grades K-8: SRA Reading and Mathematics: Students that are underperforming academically will receive supplemental instruction from Title 1 staff through daily pull-out services during the mathematics and reading reteach blocks using the SRA intervention programs listed below. Additionally, students that are receiving Special Education services who are severely below grade level in reading and/or mathematics will receive core instruction using the following SRA programs:

- K-3- Reading Mastery
- 4-8- Corrective Reading
- K-3- Connecting Math Concepts
- 4-8- Connecting Math Concepts & Corrective Math

Core tenets of the SRA intervention programs are that they provide a systematic and explicit approach to reading and mathematics instruction where skills are taught in a spiraled approach and continual review is used to fill instructional gaps. Students receiving services through Title 1 or Special Education are placed into small groups based upon the program's placement test that is provided at the beginning of the year and instruction is modified as needed to accommodate each



student's rate of learning. The SRA method is time-proven and has been proven to dramatically improve the performance of those who have been exposed to the program. ¹⁴(7)

Grades K-8: Core Knowledge History: Students in grades K-5 will receive social studies instruction in rotation with science during the daily social studies/science instructional block. Students in grades 6-8 will receive daily social studies instruction independent from their science instruction. Teachers will utilize materials provided by the Core Knowledge Foundation and Pearson to present social studies topics according to ALA's curriculum maps. The social studies topics chosen for each grade level will align with the Nevada state standards and include topics related to history, geography, economics and government. Additional primary and secondary source documents will be utilized at the middle school level as students further develop their inquiry skills.

Grades K-8: Houghton Mifflin Harcourt- Science Fusion: Students in grades K-8 will utilize Houghton Mifflin Harcourt's Science Fusion program to learn of the science topics outlined in ALA's curriculum maps. Additional resources provided by the Core Knowledge Foundation will also be utilized through the Core Knowledge Teacher's Handbook to present grade level science topics. The science topics outlined in ALA's curriculum maps will be fully aligned to the Next Generation Science Standards based upon alignment documents shared by the curriculum company.

ALA - NLV Las Vegas has a firm commitment to the development of each student in areas beyond the core subjects. Within the elective and specials courses, students will have the opportunity to further develop leadership skills as they interact with their peers outside of the classroom. The following specials or elective courses will be offered beginning in Kindergarten and will be aligned to the Nevada state standards for each content area:

- **K-8: PE & Health:** Within ALA's health courses, students will learn important nutritional and physical safety information to support healthy living by making informed health decisions. In addition to health education, physical education has been proven to increase physical activity later in life and provides students a safe environment to develop sportsmanship and skills that are crucial for effective collaboration¹⁵ (8). To this end, ALA - NLV Las Vegas will offer PE and Health courses to all students on a weekly basis.

¹⁴ Taken from: <http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=255>

¹⁵ Taken from: http://www.phitamerica.org/benefits_of_p_e_in_school.htm



- **K-5: Music:** Students in the primary and intermediate grades will learn the fundamentals of music theory and history through weekly instruction delivered by a highly qualified instructor. Students will have the opportunity to showcase their learning through semi-annual school-wide performances.
- **K-8: Art:** Students will receive weekly art instruction and will learn the basic principles of art as well as art history in the primary and intermediate grades. Students in grades 6-8 will be able to apply their learning of art principles through a variety of mediums during guided projects.
- **K-6: Leadership:** Students will be given one explicit lesson in leadership principles each week. These lessons will get more complex as students get older, requiring serious self-reflection and development of skills.
- **6-8: Technology Applications:** Students in Technology Application courses will learn basic keyboarding and navigation skills and then progressing to the mastery of common office software applications in the intermediate grades. Students will be exposed to basic coding skills and website development to prepare them for high school technology courses.
- **6-8: Choir:** Choir will be an elective of students in grades 6-8 as they deepen their understanding of previously learned music theory through in-depth application.
- **6-8 Latin:** As a school rooted in classical education, Latin was selected as a required elective for students in grades 6-8 because of its importance in the development of the English language. "Students of Latin develop skills and strategies for acquiring new vocabulary and sentence structures, which increase their readiness to acquire other languages as needed. Latin helps cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Additionally, through the study of Latin, students can build a solid base for the subsequent study of Romance languages such as Spanish, French, and Italian."¹⁶

This program of instruction is currently used by the EMO and has been proven to deliver high academic & personal student achievement for schools operating with similar demographics to ALA - NLV.

- (2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data,

¹⁶ Taken from: <http://www.ncssfl.org/papers/index.php?latin>



methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

Decades of research on teaching and learning has supported the use of Explicit Instruction and its benefit amongst all types of learners. The elements of Explicit Instruction as developed by Anita Archer and Charles Hughes includes¹⁷:

1. Focusing instruction on critical elements
2. Sequencing skills logically
3. Breaking down complex skills and strategies into smaller instructional units
4. Designing organized and focused lessons
5. Beginning lessons with a clear statement of the lesson's goal and your expectations
6. Reviewing prior skills and knowledge before beginning instruction
7. Providing step by step demonstrations
8. Using clear and concise language
9. Providing an adequate range of examples and non-examples
10. Providing guided and supported practice
11. Requiring frequent responses
12. Monitoring student performance closely
13. Providing immediate affirmative and corrective feedback
14. Delivering the lesson at a brisk pace
15. Helping students organize their knowledge
16. Providing distributed and cumulative practice

It has been proven through the work of the EMO that these 16 elements are key to effective instruction in grades K-8 regardless of the student's background or proficiency. The use of Explicit Instruction is simply putting to practice time-proven effective habits of teaching and learning, which allow for students to master grade level as well as accelerated content.

The Explicit Instruction method allows for teachers to gather immediate data on student mastery through frequent student responses. Information gathered from these student responses is used to differentiate instruction in real time by providing affirmative and corrective feedback and determining the level of supported practice that is needed. Differentiated instruction will also be provided to students using information gathered through a child's 504 Plan, Individualized Education Plan (IEP), and/or through in-class and benchmark assessments.

In addition to the use of Explicit Instruction, teachers of grades 6-8 will be expected to utilize the Shared Inquiry method of instruction. As a traditional school that is rooted in classical education, American Leadership Academy North Las Vegas believes that learning occurs in three stages:

1. Grammar (K-5)
2. Logic (6-8)
3. Rhetoric (9-12)

¹⁷Explicit Instruction: *Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes



During the grammar stage, students need access to a common curriculum so that a firm knowledge base can be established and this is done through implementation of the Core Knowledge Sequence. Once a foundation has been established in grades K-5, students can begin to understand more abstract concepts and are able to begin to explore beyond factual information. Students in the logic stage learn to support a thesis with evidence and how to analyze and critique a text. Use of the Shared Inquiry or Socratic Method of instruction in grades 6-8 supports student learning during the logic stage as students learn to articulate their opinion on a provided topic while also being required to defend their position using the provided text or previous experiences. Through this method of instruction, students not only strengthen their oral and written expression but they also learn how to listen and learn from their peers while searching together for the truth through class discussions. This method of instruction provides students below grade level the opportunity to learn from their peers while challenging students above grade level to find evidence to support their position when posed with an open-ended question.

Teachers will receive professional development in both the Explicit Instruction and Shared Inquiry methods of instruction prior to the start of the year and administrative oversight will ensure that both methods of instruction are implemented during the school year.

- (3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. What student academic support resources should your school expect from the EMO or CMO (if applicable)? How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

Academic underperformance is first identified during the enrollment process when reviewing student's records and is further investigated after reviewing pre-assessment data that is collected at the start of the school year. In addition to pre-assessments, teachers administer a 45-day screener which allows for academic underperformance concerns to be noted. The completed 45-day screener forms are given to the campus Assistant Director and are forwarded to the appropriate specialists within the school for monitoring as necessary. Specialists beyond the classroom teacher that assist in the monitoring of students that are underperforming include the site Title 1 Specialist, Gifted Mentor, Special Education teacher, Speech Pathologist, School Psychologist, Occupational Therapist, and Physical Therapist. Specialists may recommend interventions or new instructional strategies to classroom teachers after monitoring student progress. Specialists, including campus administration, may also choose to immediately refer students with significant concerns to the school-wide Student Success Team (SST) to ensure that more intensive actions are taken to address the student's needs.

Students who are not receiving services through an IEP that score within the bottom 5% of a grade level in mathematics or language arts on the standards pre-assessment will be considered for daily, small group remedial instruction by a Title 1 Specialist or paraprofessional. ALA - NLV Las Vegas has built daily reteach and enrichment instruction into the daily schedule to provide students below and above grade level additional instructional time in both mathematics and language arts. Students requiring intense interventions will be provided pull-out instruction during this time using the SRA reading and mathematics intervention programs that are time-proven to increase a



student's proficiency by 1-2 grade levels in one year^{18 19}. Parents will be notified by the Title 1 Specialist should their child benefit from Title 1 support and permission will be obtained by the parent before services are provided.

For students that are identified as gifted, American Leadership Academy North Las Vegas will utilize the Gifted Cluster Grouping model which places gifted students with their peers in a heterogeneous classroom that is led by a gifted endorsed teacher. The role of the Gifted Cluster teacher is to differentiate each lesson and enrich to the extent necessary based on the needs of the students in the class. Enrichment occurs through compacting, extensions, independent learning, menu boards, and learning contracts. The Gifted Cluster Grouping model has been proven to dramatically increase the academic performance of all students in the class because of the teacher's ability to differentiate instruction based on each student's instructional level.²⁰

Students that demonstrate academic underperformance who have not been identified as gifted or requiring Special Education services and whose underperformance does not warrant pull-out assistance will receive in-class intervention support by the classroom teacher. In-class interventions are determined by grade level/ subject Professional Learning Communities (PLC) during the review of curriculum-based and benchmark student performance data. In-class interventions are implemented during daily reteach and enrichment blocks for both reading and mathematics and also during core instruction. The success of interventions are determined based on increased student performance on curriculum-based and benchmark assessments. When a child is receiving in-class interventions, the teacher communicates the interventions that are being provided to the parent and suggests interventions that can be implemented at home to support the learning at school. Students receiving in-class interventions for academic purposes will also be encouraged to participate in after-school tutoring opportunities.

If increased performance is not seen on comprehensive assessments and progress monitoring measures after consistently providing classroom interventions, classroom teachers may refer the student for discussion to the Student Success Team. The purpose of the SST team is to provide classroom teachers with recommendations for research-based interventions based on the academic concerns of the students that are referred to the team. The SST team meetings are led by the campus Title 1 Specialist and includes campus administration, grade level teachers, and other campus specialists as needed. Parents of the referred students are interviewed prior to the SST team meetings by the Title 1 Specialist to gather important information on the child's developmental and academic history. Once interventions have been recommended by the SST team, follow-up SST meetings are held after 2-4 weeks to determine whether improvement has been seen. If improvement is not seen, new or revised interventions may be proposed or referral for further evaluation to the Special Education department may be considered.

The success of all academic remediation efforts will be measured by reviewing year-over-year state assessment data. If improvement is not seen amongst students within the bottom 30% based on

¹⁸ Taken from: <http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=244>

¹⁹ Taken from: <http://nifdi.org/research/recent-research/technical-reports/1172-2014-2-an-analysis-of-achievement-scores-of-arthur-academy-schools-2007-to-2013>

²⁰ Taken from: Brulles, D., Cohn, S. & Saunders, R. *Journal for the Education of the Gifted*, Prufrock Press, Inc. Vol. 34, No. 2, pp. 327-350, Winter 2010



academic performance, then alterations to the school-wide intervention and remediation plan will be considered.

- (4) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

Students' needs will be identified through a variety of methods with identification beginning during the enrollment process. As a part of the enrollment process, parents will be able to share with the school if their child has previously received Special Education, gifted, ELL, or 504 related services. If the parent chooses to share this information with ALA - NLV, it is forwarded to the appropriate campus specialist so records can be requested and placement into the appropriate programs or services can begin upon enrollment.

Information on the needs of students is also collected through the beginning of year curriculum-based and standards-based assessments that are administered within the first month of school. Academic information from these assessments is used to determine if classroom interventions or Title 1 support is needed in reading and/or mathematics. Title 1 support is provided to Tier 3 students through a pull-out program where SRA mathematics and reading programs are used depending on the student's needs. All of the SRA programs that will be utilized by ALA - NLV have been time-proven and research demonstrates significant learning gains for students when these programs are utilized.^{21 22}

Teachers are also asked to complete a 45-day screening form on all new students at the start of the school year to identify concerns related to behavior, vision, hearing, psychomotor skills, communication, and academic progress. Information from these forms is forwarded to campus administration and the appropriate building specialist for further screening or progress monitoring.

Campus administration, along with building specialists, may choose to refer students to the school-wide SST team based upon information gathered through the 45-day screening process and beginning of year assessments. As previously mentioned, the purpose of the SST team is to provide recommendations to classroom teachers of research-based interventions that can be implemented to address the concerns of the child in discussion. The SST team uses academic performance data, attendance information, previous school records, parent input and teacher input to determine the most appropriate interventions to address the presented concerns. All students that are referred to the SST team for academic concerns will be encouraged to attend after-school tutoring sessions to support the in-class remediation efforts.

During weekly PLC meetings, grade level/subject teams review student performance data to determine the effectiveness of instruction. If 80% or more of the students demonstrate mastery of the content on the assessment under review, then the PLC team discusses interventions that may need to be implemented for students who did not demonstrate mastery of the content. Intervention

²¹ Taken from: <http://www.nifdi.org/research/database/di-research-database?view=publication&task=show&id=244>

²² Taken from: <http://nifdi.org/research/recent-research/technical-reports/1172-2014-2-an-analysis-of-achievement-scores-of-arthur-academy-schools-2007-to-2013>



that are recommended may include in-class interventions, including differentiated instruction, or after-school tutoring. The PLC team monitors the effectiveness of the selected interventions through progress monitoring and additional formative and summative assessments. If academic progress is not seen, then the PLC team may choose to refer the student(s) for review to the school-wide SST team.

Regardless of the individual that refers the student to the school-wide SST team, the goal is to identify research-based interventions or services that can provide consistent access to the grade level content. If the recommended interventions are implemented over a 2-4 week period with little to no change in student behavior or learning, the team may consider a change in interventions or to refer the child for additional evaluation to the Special Education department.

If a child does qualify for Special Education services, American Leadership Academy North Las Vegas will provide specialized instruction in the subject areas dictated by the child's IEP in the least restrictive environment as determined by the IEP team. Services provided may include resource (pull-out), mainstream (inclusion), placement at a specialized facility, or homebound services. Highly qualified Special Education staff will be hired to provide the on-site or homebound services agreed upon by the IEP team. Placement at off-site programs will be determined based on each child's individual needs and will be agreed upon by the IEP team.

In addition to the identification measures outlined above, ALA -NLV will request nominations for gifted testing three times per year from teachers, parents and administrators. As a part of the nomination process, individuals will be provided with a list of characteristics seen amongst gifted learners to assist in the identification process. All students that are referred for testing will be tested and will be placed in the grade level Gifted Cluster classroom if their results demonstrate a need for gifted services.

- (5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

American Leadership Academy - North Las Vegas will identify intellectually gifted students by conducting CogAT testing three times per year (June, November, & February). Students are referred for testing by teachers, parents and administrators after reviewing a provided list of characteristics often seen amongst gifted learners. Students that are referred are provided the CogAT assessment one-on-one or in a small group in a setting that is appropriate for testing. The building Gifted Mentor coordinates all testing and shares results with each family to discuss eligibility for gifted services. Students that score at or above the 98th percentile are eligible for placement into their grade-level Gifted Cluster classroom where instruction is led by a teacher who is endorsed in gifted education.

The building Gifted Mentor, Gifted Cluster teacher, and the parents for each eligible student will meet to develop a Differentiated Education Plan (DEP) which outlines the individualized instruction that the student will receive according to their intellectual strengths. The building Gifted Mentor will provide monthly professional development to all Gifted Cluster teachers to continue to improve their ability to differentiate based on the needs of each student and will assist in the creation of lessons that extend the grade level concepts. Differentiation will occur in all Gifted Cluster



classrooms through compacting, extensions, independent learning, menu boards, and learning contracts.

The Gifted Mentor, along with campus administration will oversee the progress of all gifted students through standards-based assessments to ensure that the methods used to differentiate are effective and are causing accelerated academic progress. Additionally, instruction in all Gifted Cluster classrooms will be monitored by campus administration to ensure that the methods for enrichment are seen in use on a consistent basis to meet the needs of gifted learners.

- (6) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Students in grades K-8 that are performing at or above grade level according to the assessed NVACS language arts and mathematics standards will be provided enrichment instruction on a daily basis by their classroom teachers during core instruction and within the enrichment instructional block. The curriculum that has been selected by ALA - NLV includes supplemental enrichment materials for teachers to utilize during the core instructional block to extend a student's understanding of the lesson's content. Additionally, students will receive 30-45 minutes of enrichment instruction in both mathematics and language arts beyond the core instructional blocks. These enrichment blocks are used to extend the concepts being taught during the core blocks through compacting, menu boards, whole group instruction, or small-group projects.

Students will be eligible for enrichment instruction if they score at or above 80% on a formative assessment that is provided after core instruction has been delivered. Each grade level or subject team will select grade level skills using the Common Core language arts and mathematics standards that must be mastered by all students to ensure success in the next grade. Students that demonstrate mastery of these skills as they are introduced throughout the year will receive daily enrichment instruction to ensure that they are achieving accelerating academic progress.

Within grade level/subject teams, each teacher on the team will be designated to lead either a reteach or enrichment group and students will be assigned to the appropriate instructional groups based on their performance on the formative assessment. This method of intervention has been utilized by the EMO and was conceptualized based upon the work of Vail School District in Vail, AZ which has been recognized as one of the top performing districts in the state of Arizona.²³

- (7) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

As an open-enrollment charter school, American Leadership Academy - North Las Vegas shall comply with all applicable state and federal laws pertaining to student retention and promotion.

Students at American Leadership Academy North Las Vegas shall be promoted on the basis of academic achievement or demonstrated proficiency of the course or grade level subject matter.

In determining promotion or retention decisions, ALA shall consider the recommendation of the student's teacher, the student's grade in each subject or course, the student's score on the

²³ Taken from: <https://www.facebook.com/edutopia/videos/10153239989284917/>



proscribed State assessment instrument(s), and to the extent possible any other academic information as determined by the school.

Students that fail to perform satisfactorily on the statewide assessment in grades 3-8 may not be promoted without receiving targeted, remedial instruction.

Grades K-2: Students in kindergarten through second grade are expected to master grade-level Nevada Academic Content Standards in order to be promoted to the next grade level. Standard mastery will be measured by way of summative assessments aligned course objectives and Nevada Academic Content Standards. Students that demonstrate mastery on core content stands may be considered for promotion.

Students that fail to demonstrate mastery on Nevada Academic Content Standards will be considered for retention. A team consisting of the student's teacher, parents, and a school administrator will make final retention determinations.

Grades 3-8: Students in grades three through eight will be required to demonstrate proficiency on grade level and subject area knowledge. Students must maintain a minimum 70% mastery in Nevada Academic Content Standards for their grade level to be eligible for promotion.

Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to a team consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student will receive remedial instruction or be retained.

Students in grades three through eight who fail to complete remedial instruction or who do not perform satisfactorily on the statewide assessment will be retained

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

American Leadership Academy – Nevada does not currently seek to provide distance education. Therefore, the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.



- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

American Leadership Academy – Nevada does not currently seek to provide a pre-kindergarten program. Therefore, the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.



- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

American Leadership Academy – Nevada does not currently seek to provide grades 9-12. Therefore, the questions in this section are not applicable.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

- (1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Goal 1: American Leadership Academy – North Las Vegas will obtain full enrollment by the end of the first school year. This goal will be measured by the enrollment numbers recorded in the Infinite Campus Student Information System and verifiable by the Authority. The target enrollment for the ALA – NLV campus will be 1080 students.

Goal 2: American Leadership Academy – North Las Vegas will maintain an average daily attendance rate of 95% or greater. School personnel will closely monitor attendance rates and students that are excessively absent will be referred to administration for review and remediation efforts. Positive incentive programs will be employed to entice students to attend school regularly. Excessive absenteeism impedes the academic progress of the student who is absent and may present a disruption to the class upon the student's return. Attendance rates will be recorded in Infinite Campus and independently verifiable by the Authority or other authorized third-party auditor.



Goal 3: American Leadership Academy – North Las Vegas will be rated a five-star school under the Nevada School Performance Framework. ALA – NLV is committed to academic excellence and will always seek to obtain the highest state rating possible as an outward embodiment of this commitment. The school’s NSPF rating will be publicly available and independently verifiable on the Nevada Department of Education website as well as the school’s own website.

Goal 4: American Leadership Academy – North Las Vegas will provide 10,000 hours or more of community service each year. ALA – NLV is committed to civic engagement and leadership development. In order to help students contribute to their community and develop leadership skills, ALA – NLV will expect each student at the school to provide 10 hours of community service throughout the school year. Service hours will be reported by parents and incorporated into the student’s leadership grade. Total service hours will be calculated through a custom report ran in Infinite Campus based on teacher gradebook inputs.

Goal 5: American Leadership Academy – North Las Vegas will retain 90% of teachers year over year. Teacher turnover disrupts the learning environment and drains school resources. Teacher turnover rates will be recorded in Infinite Campus as well as in the EMO’s human resource management platform.

ALA – NLV will participate in the assessments mandated by the state and the authority in order to measure student performance, establish comparability, and improve student outcomes. ALA – NLV will publish state assessments to provide clarity and transparency to its stakeholders. ALA – NLV will fund reasonable expenses to independently verify the obtainment of these goals by an Authority-selected vendor.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

The presumed baselines for the first four goals were set by reviewing the performance of the surrounding traditional schools using state assessment results provided through the Nevada School Report Card and the Nevada Growth Model. Once the surrounding traditional schools were identified, the average score was calculated for each measure and was used for the presumed baseline. The presumed baseline for goal #5 was set by reviewing national norms for the ASPIRE assessment. After speaking with the Executive Director of the Nevada Charter School Board, it was determined that all Nevada charter schools would be required to administer the ASPIRE assessment to 8th grade students beginning in the 2016-2017 school year to determine college and career readiness.



- (b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

ALA - NLV will measure and evaluate academic progress during the first three years of operation of individual students, student cohorts, and sub-groups through the use of internal and external assessments. Internal assessments that will be utilized will include Galileo, DIBELS, ASPIRE Interim assessments and curriculum-based measures. External assessments that will be utilized will include Smarter Balance, ASPIRE, and the W-APT. Internal assessments will be used to monitor student progress throughout the course of the school year while external assessments will be utilized to provide end-of-year feedback on student learning.

Internal assessment data will be reviewed weekly by PLC teams and campus administration. Results from the internal and external assessment data will be compared and utilized to determine the effectiveness of curriculum and instruction. Adjustments to both curriculum and instruction will be made according to the trends that may be present. After the first year of operation, the CEO/Superintendent, Jeremy Christensen, will no longer serve as the campus Director but will continue to monitor student performance data to support campus administration in the implementation of actions plans created using student data.

ALA - NLV strives to be transparent with parents and students in regards to its assessment plan and performance on all internal and state-mandated assessments. Parents and students will be made aware of ALA - NLV's performance on the state assessment through the school website as well as marketing materials. The performance of individual students on internal assessments will be shared during parent teacher conferences as well as through the Infinite Campus Parent Portal. The EMO will assist the CEO/Superintendent in training all necessary stakeholders such as Governing Board members, teachers, and leadership in ALA' assessment plan. ALA - NLV's assessment plan will be shared with parents and students at the start of the year during Meet the Teacher as well as during enrollment events and school tours.

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
1. Students attending ALA - NLV will achieve median growth percentiles within the 60 th to 63 st percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic	State Assessment	Our presumed baseline is the 54 th percentile for mathematics and the 50 th percentile for reading.	Students attending ALA - NLV will achieve median growth percentiles within the 64 th to 67 th percentile in both	Students attending ALA - NLV will achieve median growth percentiles within the 70 th to 75 th percentile in both mathematics	Students attending ALA - NLV will achieve median growth percentiles within the 75 th to 80 th percentile in both



year.			mathematics and reading as measured by the Smarter Balance assessment at the end of the second academic year.	and reading as measured by the Smarter Balance assessment at the end of the third academic year.	mathematics and reading as measured by the Smarter Balance assessment at the end of the fourth academic year.
2. Students within the designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 55 th to 58 th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	State Assessment	Our presumed baseline is the 49 th percentile for both mathematics and reading amongst all three sub-group populations.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 59 th to 62 nd percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the second academic year.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 63 rd to 66 th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the third academic year.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 66 th to 70 th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of fourth academic year.
3. Students attending ALA - NLV will achieve a minimum score of 78% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	State Assessment	Our presumed baseline is 73% proficiency for mathematics and 70% proficiency for reading.	Students attending ALA - NLV will achieve a minimum score of 80% proficiency in both mathematics and reading as measured by the	Students attending ALA - NLV will achieve a minimum score of 85% proficiency in both mathematics and reading as measured by the Smarter	Students attending ALA - NLV will achieve a minimum score of 90% proficiency in both mathematics and reading as measured



			Smarter Balance assessment at the end of the second academic year.	Balance assessment at the end of the third academic year.	by the Smarter Balance assessment at the end of the fourth academic year.
4. Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 50% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	State Assessment	Our presumed baseline is 35% when averaging the performance of students identified as FRL, ELL, & IEP across mathematics and reading in the surrounding area.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 60% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 70% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 80% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.
5. 95% of 8 th graders will complete the ASPIRE summative assessment and 70% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424 points), and mathematics (425 points) to demonstrate adequate progress towards college and career readiness at the end of the first academic year.	ASPIRE Assessment	Our presumed baseline is that 60% of students will score at or above the ACT Readiness Benchmarks when analyzing the proficiency of 8 th grade students on the state assessment in the surrounding	95% of 8 th graders will complete the ASPIRE summative assessment and 75% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424 points), and mathematics	95% of 8 th graders will complete the ASPIRE summative assessment and 80% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424 points), and mathematics (425 points)	95% of 8 th graders will complete the ASPIRE summative assessment and 85% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424



		area.	(425 points) to demonstrate adequate progress towards college and career readiness at the end of the second academic year.	to demonstrate adequate progress towards college and career readiness at the end of the third academic year.	points), and mathematics (425 points) to demonstrate adequate progress towards college and career readiness at the end of the fourth academic year.
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- (3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

American Leadership Academy - North Las Vegas will evaluate the academic progress of individual students as well as student cohorts through the use of ATI Galileo, DIBELS, and curriculum-based measures.

The Galileo Assessment system, which is provided by Assessment Technology, Inc (ATI), provides standards-based comprehensive benchmark assessments for students in grades K-8 in both English language arts and mathematics. Use of the Galileo system facilitates advancements in teaching strategies, assessments, and implementation of instructional effectiveness initiatives.

Assessments within the system are valid, reliable, and aligned to the Nevada state standards. "Galileo's testing interface offers streamlined navigation and supports testing tools similar to those students are likely to encounter in statewide testing (e.g. calculators, marked-for-review, strike-through and note capabilities). Dashboard information within the Galileo system provides ready access to actionable, reliable, and valid data at both the teacher and administrator levels."²⁴

The Galileo benchmark assessments are administered four times over the course of the school year and the data from the assessments are analyzed after each administration in Professional Learning Community (PLC) meetings to identify instructional gaps. Additionally, overall growth and proficiency scores are documented and tracked by campus administration after each administration to identify trends and areas in need of improvement across the system. Individual teacher performance is monitored in the ATI Online system based upon feedback from both informal and formal observations as well as student performance on Galileo benchmark

²⁴(17) Taken from: <http://www.ati-online.com/galileoK12/indexK12.html>



assessments. The results of this analysis are reported to the CEO/Superintendent and later shared with the Governing Board.

The analysis of benchmark Galileo data four times per year will allow for teachers across the school to determine each student's level of background knowledge at the beginning of the year and determine the focus for the grade level or subject daily reteach and enrichment blocks. As the year progresses, the additional benchmarks will inform campus administration and instructional staff of the effectiveness of the strategies implemented in the core and reteach/enrichment blocks. The focus of the reteach and enrichment blocks will be adjusted each quarter after the release of the Galileo benchmark data with guidance given by campus administration.

The schedule for the administration of the Galileo assessments is as follows:

- Galileo Pretest- First month of school
- Galileo Benchmark 1 - October
- Galileo Benchmark 2 - January
- Galileo Post Test - May
- Make-up windows for Galileo benchmark assessments will extend 2-3 weeks beyond the initial testing window to ensure that student progress in accordance with NVACS standards mastery is tracked for each student within the school.

In addition to tracking data between benchmark assessments, campus administration will compare previous year Galileo data to current year data at the completion of each benchmark to identify areas of improvement related to student growth, proficiency and post-secondary readiness. Results from this analysis will be shared with the CEO/Superintendent and then later presented to the Governing Board. Year-over-year comparative data will inform the Governing Board as well as the CEO/Superintendent and campus administration on the effectiveness of their efforts in outperforming the surrounding traditional schools and achieving the other academic goals on the statewide assessment in both reading and mathematics.

Another assessment series that is used to determine quarterly, annual and year-over-year improvement is the DIBELS benchmark series which is administered to students in grades K-3 three times per year. The purpose of the DIBELS benchmark series is to assess a student's acquisition of early literacy skills such as first sound fluency, phonemic segmentation, letter recognition, nonsense word fluency, and overall fluency and comprehension. These skills are critical for a student's overall academic success and must be frequently assessed so that each student can be equipped for success in the next grade level. The initial analysis of the DIBELS data will be conducted by campus administration and then shared with the CEO and Governing Board. Through the analysis, instructional staff will be able to easily identify overall reading growth and proficiency and identify areas in which students require remedial support. An emphasis on early literacy skills will support ALA - NLV's desire to outperform the surrounding schools on the Smarter Balance assessment in year 1. The following schedule will be followed to administer the DIBELS benchmark series:



- DIBELS Beginning of Year Assessment- August
- DIBELS Middle of Year Assessment- December
- DIBELS End of Year Assessment- May
- Make-up windows for DIBELS benchmark assessments will extend 2-3 weeks beyond the initial testing window to ensure that student progress in accordance with TEKS standards mastery is tracked for each student within the school.

Students identified as below grade level according to the DIBELS benchmark assessments will be assessed on a weekly or bi-weekly basis using DIBELS progress monitoring tools. The frequency of progress monitoring is dependent upon each student's areas of deficiency and overall performance. The purpose of the DIBELS progress monitoring tools is to inform teachers immediately if their daily reading reteach instruction is improving student performance. Data from both the DIBELS benchmark assessments and progress monitoring will be used to adjust the focus of the daily reteach and enrichment blocks as needed and such decisions will be made during weekly grade level or subject PLC team meetings. The following schedule will be used to administer the DIBELS progress monitoring assessments and is the DIBELS Next recommended schedule:

- Intensive- weekly
- Strategic-bi-weekly

ALA - NLV has chosen to utilize the ASPIRE Interim assessment series to determine the progress of their 8th grade students in reaching the ACT Readiness Benchmarks on the ASPIRE Summative assessment. The interim ASPIRE assessments are administered three times prior to the administration of the end-of-year summative assessment. Teachers will use the data provided by the ASPIRE Interim assessments to target remediation efforts through the daily reteach block and tutoring.

Additional formative and summative assessments will be utilized from the ALA - NLV adopted curricular programs and classroom management procedures. The use of Explicit Instruction in all core classes allows for natural formative feedback to be built into the daily learning process. Beyond informal assessment data, formative and summative assessments are provided with each adopted program and are incorporated into grade level/ subject curriculum maps to ensure implementation. Formative assessments are aligned to grade level standards as well as early literacy skills (DIBELS progress monitoring) and curriculum-based skills. Teachers analyze their performance on curriculum-based assessments each week during PLC team meetings and make adjustments to pacing in their lesson plans and select specific remediation activities that will be utilized in the core and reteach instructional blocks to target areas of deficiency.

- (a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

The use of the Explicit Instruction method of instruction requires teachers to seek frequent student responses and provide corrective or affirmative feedback to ensure that instruction meets each student's needs. The scripted curriculum that has been selected by ALA - NLV also embeds opportunities for teachers to check for understanding throughout each lesson and includes



formative and summative assessments that are provided at the end of each lesson or unit to determine the success of instruction. Teachers will be provided professional development in both Explicit Instruction and their grade level/subject curriculum prior to the start of the school year. Administration will provide oversight on the use of Explicit Instruction and the adopted curriculum through the informal and formal evaluation process. Additionally, ALA - NLV will invite curriculum consultants from each of the represented programs to observe instruction across the campus on an annual basis. Feedback from these observations will be shared with both teachers and administrators to improve ALA - NLV's ability to meet student's needs based on the instruction that is being provided.

- (b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

Galileo is a valid & reliable measure due to the fact that historical data has demonstrated stability between a student's performance on the statewide assessment and a student's performance on each subsequent Galileo benchmark assessment. Historical correlation data has been shared by the EMO for the purpose of selecting a valid and reliable assessment system as a part of the licensing agreement. ATI will provide a forecast report to ALA - NLV each year which outlines the accuracy of the Galileo assessments in predicting student performance on the statewide assessment. Overall, the provided historical data has demonstrated a predictability rate of 80-95% accuracy. This forecast data also demonstrates that Galileo is a valid assessment due to its concurrent validity to the statewide assessment or an external test. Galileo student data that does not correspond to other internal and external assessment data points will be investigated by campus administration to ensure that the administration of the benchmark was in compliance with administration protocol.

ALA has chosen to have each Galileo benchmark assessment align with the standards that are present on the Nevada Smarter Balance state assessment. Due to this decision, the Galileo benchmarks do not align perfectly with what is being taught in the classroom at the time of administration. The EMO has developed Standards Mastery documents, which outline the standards that are present on each Galileo benchmark that have and have not yet been taught. This document is helpful for teachers to more clearly identify the success of their instruction by analyzing the performance on standards after instruction was provided.

The Galileo assessments are able to provide information on individual, cohort, classroom and school growth in both mathematics and reading to determine if students are making adequate gains from one benchmark to the next. Additionally, information on student proficiency is provided through Galileo and both proficiency and growth can be analyzed by sub-group (IEP, FRL & ELL).

The same that was said for Galileo can be said for DIBELS in that reliability and validity have been demonstrated by its historical correlation to performance on Galileo assessments and a student's performance on the statewide reading assessment. Historical correlation data has also been shared by the EMO for the purpose of selecting a valid and reliable assessment system as a part of the licensing agreement. Validity and reliability is monitored by campus administration between



benchmarks and when comparing data year-over-year. Results from this analysis are shared with the CEO/Superintendent as well as the Governing Board so that informed decisions can be made at all levels based on the most up-to-date information. DIBELS student data that does not correspond to other internal and external assessment data points is investigated by campus administration to ensure that the administration of the benchmark was in compliance with administration protocol.

The DIBELS assessments fully align to the curriculum that has been selected by ALA - NLV. DIBELS measures individual student proficiency within the Big Five Ideas of reading. The language arts curriculum that has been selected is also aligned to these same early literacy skills. The DIBELS assessments do not provide explicit information on student growth, however it can be determined using the data whether a student is making progress between benchmarks on each of the early literacy skills that are tested. Data that is provided by DIBELS can also be filtered by sub-group to assist in the tracking of progress towards school goals and the performance expectations established by SPCSA.

While ALA - NLV does not have internal information on the validity and reliability of the ASPIRE Interim assessments as they have not been used previously by the EMO, the ASPIRE assessments have been developed by the ACT organization using a systematic process to ensure that the assessments are valid and reliable. The scores provided to students using the ASPIRE Interim assessments highlights their predicted performance on the ACT exam in each of the tested subjects. Performance on the ACT exam has been directly linked to a student's GPA within the first year of college. The process to create and revise the ASPIRE Interim assessments includes aligning the assessments to the ACT College and Career Readiness Standards, aligning each item to the established test blueprint, analyzing annual student data, and utilizing survey data to determine if the test is measuring what is purports and if it predicts performance in a reliable way.

The ASPIRE Interim assessments are aligned to the ACT College and Career Ready standards and some alignment is seen to the Nevada English language arts and mathematics state standards. The use of the ASPIRE Interim assessments will allow for ALA - NLV teachers and administrators to remediate deficient skills prior to the administration of the ASPIRE summative assessment. The results from the ASPIRE Interim assessment will be used to determine ALA - NLV's progress towards achieving school goals and the performance expectations established by SPCSA for college and career readiness.

The curriculum-based assessments that are provided by each curriculum company have proven valid and reliable based upon the use of the program over extended periods of time and the use of the program in a variety of school settings by the EMO. Each curriculum-based assessment is fully aligned to the content covered within each lesson and are developed by experts who have conducted in-depth implementation pilots prior to the public release of the program to ensure that the assessments report data accurately and that they assess what they are intended to assess.



- (c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

PLC teams monitor academic achievement at the classroom level in conjunction with campus administration. Upon the release of interim assessment data, each PLC team reviews student performance in relation to the established school goals and creates action plans for areas of deficiency. Administration supports each PLC team by securing additional curricular resources that may be needed and providing feedback on the quality of instruction across the team. Administration monitors classroom instruction through the formal and informal evaluation process to ensure that the corrective actions agreed upon in PLC meetings are fully implemented. In some instances, the use of ALA - NLV's progressive discipline plan may need to be utilized when a teacher has not made improvements to instruction after feedback has been provided.

If ALA - NLV falls short of academic achievement expectations or the academic goals at the school level based on state assessment data, the CEO/Superintendent will conduct a thorough investigation, along with other members of campus administration, to determine if the cause was instructional or curricular.

Based on the information that is gathered, the CEO/Superintendent will create a Continuous Improvement Plan in conjunction with members of school administration to address the instructional and/or curricular deficiencies that were identified. As a part of the Continuous Improvement Plan process, the CEO/Superintendent will establish action steps that are in alignment to the identified deficiencies. As a part of the Continuous Improvement process, the CEO/Superintendent may make recommendations to the Governing Board for improvements related to curriculum, professional development, assessment and/or instructional monitoring.

The CEO/Superintendent will oversee campus administration on a quarterly basis to ensure that the actions listed in the Continuous Improvement Plan are being fully implemented at the school level. In instances where campus administration is not implementing the Continuous Improvement Plan, the CEO/Superintendent will determine if the leadership at the school site has the capacity to propel improvements in academic achievement and changes to key leadership could be made.

- (d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

PLC teams analyze individual student performance on state standards after instruction has been provided using the Galileo benchmark results. Students that did not demonstrate proficiency on the standard under review are provided remedial instruction during the daily reteach block. When determining mastery, PLC teams look for a score of at least 80% before a student can be provided enrichment instruction. If the majority of the grade level does not score proficient after instruction is provided, then the PLC team will plan on whole grade reteach of the standard using supplementary materials and will adjust their pacing accordingly. Once reteach has been provided, PLC grade level and subject teams will analyze Galileo benchmark data to determine if students who received remedial instruction are meeting grade level growth expectations. Students that



continue to fail to meet growth expectations will have more time-intensive instructional interventions recommended by the PLC team and may be later referred to the SST team if progress is still not seen. Examples of additional interventions that may be recommended by the PLC team include Title 1 support or after-school tutoring.

In addition to Galileo, DIBELS benchmark data is used to determine which students need frequent progress monitoring based upon their proficiency of grade level literacy skills. Students that are not demonstrating proficiency in grade level skills will receive daily skill intervention during the reteach instructional block. Progress monitoring data will be utilized by the PLC teams on a monthly basis to determine the effectiveness of the interventions that were implemented. If students fail to demonstrate an increase in proficiency after interventions are provided, then the PLC team will select new interventions to be implemented during daily reteach or recommend students for further discussion to the SST team.

In addition to Galileo and DIBELS, teachers will provide formative and summative curriculum-based assessment according to the schedule provided in ALA's curriculum maps. The review of curriculum-based assessments takes place in PLC meetings where the data is analyzed to determine the factors that prohibited or contributed to student success. Instructional pacing may be adjusted and remedial instruction will be provided if more than 80% of the students scored less than 80% on the curriculum-based assessment under review.

Teachers and school leaders are provided training in the use of Galileo, DIBELS and curriculum-based assessments prior to the start of the school year during summer training. Additional follow-up training is provided by administration during PLC meetings as well as half-day professional development opportunities. The CEO/Superintendent will provide follow-up professional development to school leaders in the use of Galileo, DIBELS and curriculum-based assessments during weekly administrative meetings as needed.

- (e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. 90% of the students attending ALA - NLV will meet or exceed Galileo growth expectations as measured by the Galileo Post Test by the end of the school year.	Galileo benchmark assessments	At least 60% of students will be meeting growth expectations as demonstrated by the Galileo pretest.	At least 70% of students will be meeting growth expectations as demonstrated by the Galileo benchmark #1.	At least 80% of students will be meeting growth expectations as demonstrated by the Galileo benchmark #2.	At least 90% of students will be meeting growth expectations as demonstrated by the Galileo posttest.



2. 70% of the students attending ALA - NLV that are identified as IEP, FRL or ELL will meet growth expectations as measured by the Galileo Post Test by the end of the year.	Galileo benchmark assessments	At least 55% of students identified as IEP, FRL, or ELL will be meeting growth expectations as demonstrated by the Galileo pretest.	At least 60% of students identified as IEP, FRL, or ELL will be meeting growth expectations as demonstrated by the Galileo benchmark #1.	At least 65% of students identified as IEP, FRL, or ELL will be meeting growth expectations as demonstrated by the Galileo benchmark #2.	At least 70% of students identified as IEP, FRL, or ELL will be meeting growth expectations as demonstrated by the Galileo posttest.
3. Students attending ALA - NLV will achieve a minimum score of 80% proficiency in both mathematics and reading as measured by the Galileo Post Test by the end of the year.	Galileo benchmark assessments	Students attending ALA - NLV will achieve a minimum score of 40% in both mathematics and reading as demonstrated by the Galileo pretest.	Students attending ALA - NLV will achieve a minimum score of 55% in both mathematics and reading as demonstrated by the Galileo benchmark #1.	Students attending ALA - NLV will achieve a minimum score of 70% in both mathematics and reading as demonstrated by the Galileo benchmark #2.	Students attending ALA - NLV will achieve a minimum score of 80% in both mathematics and reading as demonstrated by the Galileo posttest.
4. Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 50% proficiency in both mathematics and reading as measured by the Galileo Post Test by the end of the year.	Galileo benchmark assessments	Students within the designated sub-groups of FRL, ELL and IEP will achieve a minimum score of 20% proficiency in both mathematics and reading as demonstrated by the Galileo pretest.	Students within the designated sub-groups of FRL, ELL and IEP will achieve a minimum score of 30% proficiency in both mathematics and reading as demonstrated by the Galileo benchmark #1.	Students within the designated sub-groups of FRL, ELL and IEP will achieve a minimum score of 40% proficiency in both mathematics and reading as demonstrated by the Galileo benchmark #2.	Students within the designated sub-groups of FRL, ELL and IEP will achieve a minimum score of 50% proficiency in both mathematics and reading as demonstrated by the Galileo posttest.
5. 95% of 8 th graders will complete the ASPIRE Summative	ASPIRE Interim assessments	40% of 8 th graders will score at or	50% of 8 th graders will score at or	60% of 8 th graders will score at or	70% of 8 th graders will score at or



assessment and 70% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424 points), and mathematics (425 points) to demonstrate adequate progress towards college and career readiness.		above the ACT Readiness Benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	above the ACT Readiness Benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	above the ACT Readiness Benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Interim assessment.	above the ACT Readiness Benchmark in English (422 points), reading (424 points), and mathematics (425 points) according to the ASPIRE Summative assessment.
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(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

American Leadership Academy - North Las Vegas will utilize Infinite Campus as its primary student information system for entering and posting grades as well as providing data that is necessary for state reporting purposes. ALA - NLV will collect internal assessment data through ATI Online and DIBELS.net. ATI Online allows for students to take Galileo benchmark assessments through its online testing interface and the data is immediately analyzed and made available to view through teacher and administrator portals.

The DIBELS benchmark and progress monitoring assessments will be administered one-on-one and each classroom teacher will be responsible for scoring their students on each measure using the pre-purchased DIBELS testing booklets. The information from the testing booklets is then entered by the classroom teacher to the DIBELS.net database where it is saved for future use.

Administrators are able to view all DIBELS data for their school within the DIBELS.net site.

Administrators will be held responsible by the CEO/Superintendent for ensuring that all students are provided with both the Galileo and DIBELS assessments as applicable for their grade level.

In addition to Galileo and DIBELS, the SRA intervention program allows for teachers to store SRA progress monitoring data within the SRA online database (ConnectED) to determine program effectiveness amongst individual students receiving Title 1 or Special Education services. Quantitative as well as qualitative data related to the effectiveness of in-class interventions for individual students is tracked within intervention binders that are updated daily by classroom teachers. The SST team uses information from the intervention binders to make recommendations for continued or revised interventions.

Administration documents all data related to parent and teacher communication within the Infinite Campus system. Additionally, teachers are required to update Infinite Campus with parent communication and this can be viewed by administration at any time. In addition to parent communication, the campus office administrator is responsible for tracking data related to student behavior incidents that are resolved using the progressive discipline policy. This data is used by the



SST team when developing behavior plans Campus administration and the CEO/Superintendent also view student behavior incidents when considering consequences such as suspension or expulsion.

Teacher evaluation data will be collected by campus administrators when conducting both formal and informal observations and will be stored within ATI Online. This data will be aggregated within the Galileo system and calculated along with Galileo student assessment data to provide teachers with an overall effectiveness score. This data will be used by administration to make employment decisions as needed. This data will also be used to determine professional development topics based on school wide trends that are found when analyzing teacher evaluation scores.

(5) Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

Interim student performance data will be collected from students using the processes outlined in the section above. Teachers and the campus Assistant Director will use this data during weekly PLC meetings to make informed instructional decisions. The Assistant Director will be responsible for reporting all classroom level and school-level interim assessment data to the campus Director.

Within the first year of operation, the CEO/Superintendent will also serve as the campus Director and will monitor all interim academic data as well as state assessment data for ALA - NLV. Beginning in the second year of operation, the CEO/Superintendent will receive the state assessment data and provide student, classroom and school-level reports to both the Campus Director and Assistant Director. The CEO/Superintendent will make a formal presentation to the Governing Board on an annual basis with a summary of the trends that are present in both the interim and state assessment data. This information will be used by the CEO to make recommendations for improvements to curriculum or instructional monitoring as needed.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*



5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

- (1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

American Leadership Academy defines an "at-risk" student as a student that is in danger of not succeeding academically and/or completing their schooling. Long-term perils of "at-risk" students are poverty, economic dependency, premature death, substance abuse, and incarceration.

Preliminary screenings for at-risk students are completed during the enrollment process. Information obtained on the application as well as educational records obtained from the student's previous school help indicate any grade-level retentions, marked behavior problems, chronic health problems, homelessness, participation in special education, and language barriers.

At the beginning of each school year, all students will complete a standards pre-test to help identify students that are at-risk of academic failure that may not have been previously identified. Ongoing summative assessments will help identify students that fall behind during the school year so that intervention can be made.

A 45-day screening form will also be completed for all new students to help identify academic or behavioral indicators or at-risk students. Results from W-APT assessments will also help identify students at-risk due to language barriers.

All teachers will monitor student behaviors during class to identify students that may benefit from positive behavioral intervention. Teachers will collaborate with each other in professional learning communities to devise strategies for improving student behavior and academic performance.

Additional support staff such as lunch and recess monitors will also be tasked with observing student behavior and indicating to teachers any students displaying behavioral at-risk indicators.

Teachers and administrators at American Leadership Academy will also communicate directly with parents to learn about situational factors that might increase a student's risk of academic failure.

The EMO is currently piloting the *Success Highway* student resiliency curriculum. This curriculum seeks to identify students at risk due to low resiliency. Once students are identified, they are trained in specific resiliency skills including: valuing education, academic confidence, connectedness, stress



management, health and well-being, and intrinsic motivation²⁵. Based on the outcome of the EMO's pilot, ALA - NLV may opt to adopt the *Success Highways* program.

- (2) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

American Leadership Academy will utilize a three-tiered Response to Intervention model. Tier One represents core instruction and encompasses approximately eighty percent of students. Students in this tier fall within normal ranges academically and are succeeding without additional support.

Tier Two represents students that are in need of additional support and encompasses approximately fifteen percent of the student population. Students in this group are referred to a Student Support Team (SST) and given additional tutoring and support to help them succeed. SST teams are comprised of an administrator, a special education case manager, and regular-education teachers from various grades. Teachers collaborate with parents both prior to and following an SST referral to gain additional insight and collaboration to ensure student success. The SST team works together to create a plan to help the child succeed and assist each other in implementing the plan. Students referred to a SST team receive additional instruction and support during a built-in RTI block during the school day.

Gifted and talented students may also be referred to an SST team for additional support. In contrast to their peers on the lower end of the spectrum, gifted and talented students will receive support in accelerating and extending their instruction to challenge them and keep them engaged. Gifted students will be placed with teachers that are highly qualified to provide gifted instruction.

Tier three represents students in need of intensive support and encompasses about five percent of the student population. Many students in this tier may receive special education services, but some may not. These students receive all of the supports listed for tier two students plus individualized instruction catered to their needs. Students that qualify for special education will receive instruction through highly qualified special education case managers, paraprofessionals, and licensed therapists during the school day. Extended school year services may be provided for students in Tier III to ensure their continued progress and avoid any detrimental breaks in instruction.

- (3) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

The classroom teacher will deal with students exhibiting early signs of behavioral concerns. The teacher will collaborate with the student's parents or guardians to gain insight into behavioral concerns and develop a plan to mitigate negative or disruptive behaviors in the classroom. ALA believes that collaboration with parents is one of the best ways to mitigate negative behaviors. Where possible, parents will be asked to observe in the classroom and help identify anything that is triggering negative behaviors and suggest interventions to the teacher. Positive behavioral

²⁵ Retrieved from www.scholarcentric.com



intervention supports such as reward programs are best if implemented both at school and at home.

If a teacher needs additional support in mitigating negative behavior manifestations for a given child, the teacher utilizes the Student Success Team process. As previously explained, this process grants the teacher access to support from other teachers, special education staff, and a school administrator to help develop a plan to improve student performance and behavior.

Students that are not identified as special education students will be subject to the school's progressive discipline procedure and may be suspended or expelled for repetitive negative behavior.

Students that do qualify for special education services that continue to exhibit negative behaviors may be referred for a Functional Behavioral Assessment (FBA). If the result of the FBA indicates that the student needs intensive support, the student will be referred to special education for further evaluation and the potential modification of an IEP or development of a Behavioral Intervention Plan.

Special Education

- (1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

The proposed school leader, Jeremy Christensen, has worked in charter schools since 2009. During that time he has worked closely with Special Education professionals as both a school administrator and a Director of Compliance. The organization that Mr. Christensen currently works for serves students with both mild and moderate disabilities and contracts with third-party service providers for students with severe disabilities.

Mr. Christensen has participated in many meetings pertaining to Special Education and is well versed in Special Education law and terminology.

American Leadership Academy North Las Vegas (ALA - NLV) will also have the ability to counsel with the EMO's Special Education Director for guidance and assistance in establishing a high-quality Special Education program. ALA - NLV will also have access to the EMO's legal counsel for support in navigating both federal and local law pertaining to Special Education.

Since 2013, all of the schools operated by the EMO have achieved above-average academic proficiency scores amongst students with disabilities when compared with other schools in the state using state assessment data. In addition, the EMO has continued to remain in good standing with the state of Arizona during the annual audit process that is conducted to monitor the EMO's compliance with federal (IDEA) and state requirements.

- (2) Identification: How will the school identify students in need of additional supports or services?



- (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

During the enrollment process, parents will have the opportunity to share with ALA - NLV whether or not their child received Special Education services at their previous school. If it is discovered that the child was previously receiving services under an IEP, the child will be appropriately flagged within Infinite Campus and records will be requested so that Special Education services can be provided upon enrollment.

In addition to information gathered during the enrollment process, ALA - NLV will utilize the Child Find process and require teachers to complete a 45 day screening form on all newly enrolled students. This screener allows for teachers to document concerns related to academics, communication, physical development, and emotional development. Any areas noted to be of concern will require classroom interventions and if interventions are not successful, the student will be referred to the Student Success Team for further action up to and including a referral for an evaluation for Special Education services.

The information gathered during the Student Study Team process as well as the evaluation process provides the IEP team with the information that is needed to provide appropriate services according to their child's disability. Students in the early grades who require Special Education services will receive specialized instruction in the identified areas of need from a certified and highly qualified Special Education teacher.

- (b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

Students in grades 6-8 who are not demonstrating adequate growth academically will be provided classroom interventions and may be recommended to the Student Success Team if the classroom interventions prove to be unsuccessful. If the student does not demonstrate improvement after the consistent implementation of more intensive interventions as recommended by the SST team, he/she will be referred for a Special Education evaluation to see if a disability is present that may be preventing the student from accessing content in the classroom.

Based on the outcome of the evaluation, students requiring Special Education services will receive specialized instruction in the identified areas of need from a certified and highly qualified Special Education teacher. The specialized instruction received by each student will be determined by the IEP team and revisions to the IEP will be made based upon student progress on an annual basis.

As ALA - NLV will be serving students up through 8th grade it will be rare that a student reaches the age in which a transition plan is recommended. For students who do reach the appropriate age while at ALA - NLV, the IEP team will meet to create the child's transition plan which will include post-secondary goals and predetermined transition activities to prepare the student for post-secondary life. The case manager assigned to the student's transition plan will remain in communication with the high school in which the student transfers so that the new school fully understands the child's needs and the rationale behind the established transition plan.



- (c) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

ALA - NLV will utilize a tiered intervention model for students who are struggling academically or behaviorally. With this approach all students receive interventions as needed in the classroom. Within this tiered model, progress monitoring is done at regular intervals to assess the effectiveness of the interventions and to determine if students are demonstrating improvement based on the identified areas of concern. Students that do not show improvement will be referred to the Student Success Team for further review and more intensive interventions. This tiered approach works to ensure the appropriate students are evaluated and identified.

Interim assessments and progress monitoring of all students receiving Special Education services will be used in conjunction with triennial evaluations to determine the need for continued Special Education services. Students that no longer qualify for special education services will be placed in general education classes that double as inclusion classrooms to begin with so additional support is available if needed.

- (3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

ALA - NLV will offer the full continuum of services for students with a range of disabilities including intellectual, learning and/or emotional. Services for all students will be determined using data collected by the MET team and consensus amongst the IEP team. ALA - NLV does not intend to offer complete programs related to specific disabilities (Autism, ED, etc), but plans to determine services on an individual basis. The supports that will be provided are defined by the amount of time that the student spends within the general education classroom. The four tiers of Special Education supports will include:

Level A Support: Students who require A level support based upon their identified needs will receive 80% of their services in the general education classroom with support from the Special Education teacher and/or a paraprofessional. These students may need to be pulled to a different location, such as a resource setting, for a portion of their services.

Level B Support: Students who require B level support based upon their identified needs will receive a larger portion of their services in a resource room setting with a highly qualified and certified Special Education teacher and a paraprofessional. Students requiring this level of support will receive core curricular instruction to the greatest extent possible in the general education classroom with their peers.

Level C Support: Students who require Level C support will receive up to 70% of their services in a resource or self-contained setting and will interact with peers during specials or elective classes;



lunch, and recess. ALA - NLV will provide the necessary facilities to accommodate this level of support.

Level D Support: Students requiring D level support will be placed privately by ALA - NLV in an approved program. The IEP team will determine the most appropriate placement based upon the child's identified needs and the program's offerings. Transportation to the chosen off-site location may be provided based upon the child's IEP.

Within each level of support, students will receive specific supports and interventions from both the general education and Special Education teacher. As previously mentioned, the supports and interventions that will be provided will be determined by the IEP team. Examples of interventions can include: afterschool tutoring, one-one-one instruction, individual counseling or other research-based methods or materials.

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

Special Education teachers will be invited to grade level PLC meetings on a monthly basis to foster collaboration and strengthen the services being provided to students with an IEP. During the PLC meeting, the general and Special Education teachers will review interim student assessment data to determine the effectiveness of instruction occurring in both the mainstream and resource classroom.

Areas of deficiency can be targeted when conducting the data analysis and the general education and Special Education teachers will use this information to determine the most appropriate modifications to the curriculum for upcoming lessons and units.

In addition to PLC meetings, Special Education and general education teachers who are team teaching in an inclusion or mainstream setting will collaborate on a weekly basis for planning purposes. Informal discussions are had on a daily basis amongst Special Education and general education teachers at the conclusion of each lesson and small adjustments to the pacing of instruction may be made based on informal assessment data gathered from student responses.

In addition to PLC and planning meetings, the Special Education Site Coordinator will attend the monthly Team Lead meetings to further strengthen the collaboration between general education and Special Education. General education team leads are chosen based upon their leadership capabilities and instructional effectiveness and represent each grade level. Topics discussed during Team Lead meetings may include upcoming professional development needs, trends present in interim assessment data, and other important school-wide academic topics.

ALA - NLV will utilize the Google file sharing system known as the Drive to upload and store both the general education and Special Education lesson plans across the school. The campus Special Education Site Coordinator will be responsible for monitoring the general education lesson plans to ensure that students with an IEP are being provided the appropriate accommodations and



modifications during instruction. The Special Education Site Coordinator will be responsible for providing the general education teachers with clarification or guidance on the accommodations and modifications that should be seen. Special Education and general education teachers will also be able to view each other's lesson plans using the Google Drive system when questions may arise about what is occurring in the mainstream or resource classroom. This will increase the collaboration amongst the two teams and allow for greater consistency in content delivery.

- (5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities?
Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

ALA - NLV will partner with the EMO to recruit qualified Special Education staff through social media, online advertising, and career fair opportunities. Due to the competitive nature of recruitment, establishing connections with colleges that share your vision and prepare graduates for success within classical schools is important. It is the intention of the ALA - NLV CEO to travel as possible to expand recruitment pipelines and develop relationships with key educational institutions. Long-term, this enables the school to attract candidates that are in harmony with ALA - NLVs' mission and vision and substantively contribute to the accomplishment of such.

Despite the budgetary limitations that any school must face in advancing recruitment efforts, ALA - NLV is confident that we will be able to attract a sufficient number of applications in order to properly staff the school.

One of the best sources of qualified applicants is referrals from school stakeholders. Once a stakeholder buys into the mission and vision of the school, they often seek to help the school achieve their mission and vision by referring their friends and family that would also buy into that vision. ALA - NLV will be careful to elicit referrals from employees and parents that share our vision.

All Special Education teachers and related service personnel will possess the appropriate licensure according to Federal and Nevada Law. In addition to this, individuals will be selected based on their attitude, work ethic, commitment to the ALA - NLV mission & vision, and love for children. To ensure that ALA - NLV secures the top talent in the state of Nevada, ALA - NLV will offer competitive salaries and benefits with extensive professional development opportunities.

Once qualified staff is in place, formal evaluations will be conducted bi-annually by administration to determine the quality of instruction and services that are being provided. Coaching will be provided during this process to improve instruction and individuals whose performance warrants, will be placed on a Performance Management Plan according to ALA - NLV's progressive discipline policy.

- (6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

ALA - NLV will provide all-staff professional development prior to the start of the school year on Child Find, classroom interventions, the Student Success Team, and the purpose of Special



Education. The Special Education Site Coordinator will lead small group or one-on-one sessions with grade level teams or individual teachers to discuss the specific modifications to curriculum and instruction that will need to be implemented within the curriculum based on individual student needs.

Campus administration will evaluate general education teachers both formally and informally on their ability to address the needs of students with disabilities during instruction. Individual feedback from these evaluations will be shared with the general education teachers, and campus administration may recommend additional professional development for specific staff members as a part of this process. Additional professional development on the modification of curriculum and instruction will be provided by the Special Education Site Coordinator throughout the school year as needed.

- (7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Administration, as well as Special Education teachers, will be trained by the EMO as to the rights of students with disabilities under IDEA. All staff are made aware of the students that are protected under IDEA through collaboration with Special Education Site Coordinator and through the student information system (Infinite Campus).

Students who are have been removed from the school for more than 10 days due to inappropriate in-school behavior according to ALA - NLV's discipline policy will be provided a hearing known as a Manifestation Determination meeting. As a part of this meeting, the IEP team will assemble to determine if the behavior that the student displayed was caused by the student's identified disability. If it is determined that the disability resulted in the student's misbehavior, the student will continue receiving services as prescribed by the IEP and the IEP team will create a comprehensive behavior plan and conduct a thorough review of the provided services within the IEP. If the disability was not related to the child's misbehavior, then the IEP team will conduct a review of the child's IEP, including the least restrictive environment and the child's placement. In some instances, the child may be receive services in an off-site educational setting according to the least restrictive environment. Additionally, the IEP team may determine that specific students would benefit from homebound services according to health or behavior needs. All placement decisions are made based upon the child's needs and are intended to improve the child's ability to access grade level content.

- (8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Students who qualify for Special Education services will be monitored on a daily basis through informal feedback gathered during whole group, small-group, and one-on-one instruction.



Additionally, Special Education teachers are required to monitor the progress of Special Education students towards their IEP goals on a weekly basis through assignments and assessments. The data from this progress monitoring is shared with parents on a quarterly basis through Special Education progress reports.

In addition, ALA - NLV will conduct reviews of all IEP's on an annual basis after the completion of the IEP team meeting. The paperwork will be submitted by the Special Education teacher to the Site Coordinator for review. Feedback will be provided on each IEP to the teacher based upon a standardized compliance and quality assurance rubric. The rubric will be aligned to all state and federal IDEA requirements as well as best practices for writing goals and accurately presenting and addressing student needs.

Random audits of files will be conducted by the EMO as a part of an annual process to ensure full compliance with state and federal requirements. Findings from this audit will be shared with campus administration as well as the CEO/Superintendent. Additional professional development may be offered based upon the identified trends.

- (9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Parents are involved heavily in the education of their child as ALA - NLV believes that the parent is the child's first and most important teacher. To this end, all parents will be invited to monthly academic trainings, school-wide events, as well as bi-annual parent teacher conferences. In addition, general education teachers are required to communicate one-on-one with parents on a monthly basis to provide a brief overview on the growth and learning of their child both academically and behaviorally. During these conversations, teachers share at-home strategies with parents that will support in-school learning and answer any other questions that the parent may have regarding their child.

As mentioned previously, parents of Special Education students also receive quarterly progress reports which highlight the progress of their child on their IEP goals. The Special Education teachers sends these reports out via mail and makes him/herself available to answer specific questions from the parents on the report either in person, via email or over the phone.

Lastly, and most importantly, parents are required members of the IEP team along with campus administration, the Special Education teacher, the general education teacher, related service personnel, and the interpreter of results. This involvement in the creation and revision of an IEP and all other IEP related decisions supports ALA - NLV's desire for the parents to have a voice at the table when it comes to the education of their child. The case manager coordinates with the parents prior to the IEP meeting to ensure that they can attend and parents have been welcome to attend over the phone when they are not able to attend in person. Additionally, IEP meetings have been rescheduled when a parent is not able to attend.

- (10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not*



proposing to operate a distance education or virtual school, please explain that this is not applicable.

ALA - NLV does not intend to provide distance education services and so this section is not applicable.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

Upon enrollment, families will be provided a home language survey which asks parents to identify the language that is used primarily in the home. If a parent indicates that a student speaks a language other than English at home, they will be provided with the W-APT to determine their level of English proficiency. In addition to this identification method, teachers will be given the ability to recommend students with below average proficiency in English for W-APT testing.

The results from the W-APT will be used to determine whether a child qualifies for services as an English Language Learner (ELL) based upon the W-APT eligibility guidance provided by the Nevada Department of Education. Misidentification of ELL students will be avoided by ensuring the appropriate administration of the W-APT and using teacher observation data to provide the assessment to students who may not have been flagged during the home language survey process.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

The campus Assistant Director will oversee the ELL program on the ALA -NLV campus and will communicate the identification and placement of ELL students to both staff and parents. If more than 5% of the student population has been identified as ELL, an ELL Coordinator will be added to the staff to support teachers and administrators in the management of the ELL program.

Once an ELL student is identified, the campus Assistant Director or ELL Coordinator will communicate with the appropriate grade level ELL teacher regarding the additional student, and schedule a time to meet with the parents and teacher to discuss the ELL services that will be provided. ELL services will be determined based upon each child's individual W-APT results, teacher observation, and parent input.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

During the recruitment phase, the EMO will assist ALA - NLV in staffing each grade level with at least one teacher who possesses their TESL endorsement. This will allow for students within all grades to receive inclusion ELL services and campus administration will place students within the appropriate ELL classroom upon enrollment and identified.

The campus Assistant Director will administer the W-APT to all new students according to the home language survey or referral by the classroom teacher. The classroom ELL teachers will be responsible for ongoing progress monitoring of the ELL students within their class. During grade level PLC meetings, teams will review the progress of ELL students on a monthly basis and will



determine the effectiveness of the services being provided based on interim assessment and progress monitoring data. If sufficient progress is not seen according to the data, campus administration will assist the ELL teacher in gathering additional parent input to create a new service plan for the appropriate students.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Instruction to students identified as ELL will be provided by a teacher who has obtained their TESL endorsement. Instruction of ELL students will be delivered in the mainstream classroom based upon ALA's chosen curriculum and aligned to the WIDA ELD standards. Daily accommodations will be provided to ELL students according to their individual language proficiency levels.

Classrooms serving ELL students will be rich in visual and verbal cues as well as gestures to aide in student understanding and mastery of the English language. In addition to the Explicit Instruction model, teachers of ELL students will be trained in and utilize effective language instruction methods such as:

- Speaking in clear and concise sentences
- Checking for understanding
- Providing explicit vocabulary instruction
- Adding emphasis on key lesson ideas
- Simplifying instructional language
- Restating of directions and instructions
- Providing multiple opportunities to hear grade-appropriate spoken English
- Ensuring students have been given sufficient wait time

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

The progress of ELL students will be monitored daily by the classroom teacher as they incorporate the following activities into lesson instruction:

- Cooperative group work
- Individual student conferences
- One-on-one interviews
- Journaling/ writing
- Shared reading/ guided reading/ paired reading
- Large-group and small-group discussions

In addition to the monitoring conducted by the teacher, the progress of ELL students will be monitored on a monthly basis by PLC teams using interim assessment and progress monitoring data.

The campus Assistant Director or ELL Coordinator will work with the ELL teachers to provide quarterly progress reports which are then shared with parents. The progress reports will be created based upon the child's progress with the ELD standards that were incorporated into the child's original ELL plan. Adjustments to ELL plans will occur on a quarterly basis as needed and a proficient score on the WIDA ACCESS assessment will be used to determine whether a child requires continued ELL services. If a child does no longer requires ELL services, they will be monitored for two years before being fully exited from the program. A child will be monitored using internal assessment data (Galileo, DIBELS) as well as statewide testing information during the monitoring phase. If a drop in performance is noted during this time the campus Assistant Director



or ELL Coordinator will work directly with the child's teacher to target the areas of deficiency in daily instruction.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

All parents of students attending ALA - NLV will be invited to attend monthly academic trainings, school-wide events, and bi-annual parent teacher conferences. Additionally, parents of students identified as ELL will be involved in the development and revision of the ELL plan as will receive quarterly progress reports regarding the growth that their child is demonstrating. The campus Assistant Director or ELL Coordinator will notify parents via phone and letter when a formal meeting should be held to discuss their child's ELL plan.

In addition to the development or revision of the ELL plan, parents of ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic or behavioral accomplishments in the classroom. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by the school to ensure that this necessary communication takes place.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

ALA - NLV does not intend to provide distance education services and so this section is not applicable.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

ALA - NLV will employ a variety of methods to identify homeless & migrant students. The first method will be to provide educational materials and posters in conspicuous locations. A McKinney-Vento Act poster will be hung in the front office of the school in both English and Spanish. Information on homeless and migrant services will also be included on the school's website to provide guidance and clarity to current and potential students.

Questions pertaining to homeless and migrant students will also be included on enrollment application. These questions will be specific to circumstances that would qualify someone as homeless or migrant such as: "Are you currently living with relatives or sharing a house with another family?" or "Are you awaiting foster care placement or have you been placed in foster care during the last year?" Applicants that indicate they are lacking fixed and adequate housing or who have recently come to the United States from another nation will be contacted by school administration to determine eligibility for additional support.

Training will be provided to all staff on the McKinney-Vento Act in order to improve identification of qualified students and minimize over-identification. If a student/family is believed to qualify for additional supports they will be referred to the school's McKinney-Vento liaison to determine



eligibility. Only the authorized liaison for the school may make determinations relating to McKinney-Vento families in order to avoid over-identification and ensure all necessary services are provided.

- (2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

The McKinney-Vento liaison for the school will be responsible for ensuring that services are administered to families that qualify in a timely manner. The liaison will make a report to the campus Director monthly listing families that qualify for assistance and what services are being provided. The liaison will also be responsible for working with the local school district to negotiate transportation and continuity of education concerns.

- (3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

ALA - NLV will not operate a distance education program or virtual school. Therefore, this section does not apply to ALA - NLV.

SCHOOL STRUCTURE: CULTURE

- (1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

The ethos of American Leadership Academy - North Las Vegas is encapsulated in its name. First, "American." ALA - NLV is fundamentally patriotic in nature and celebrates the contributions of our nation's founding fathers. It seeks to encourage civic engagement in all students through a careful study of history, the principles upon which our nation was built, and the founding documents of our nation. Students will leave ALA - NLV with an understanding of and appreciation for American heritage.

Second, "Leadership." ALA - NLV will instill in all students the principles of effective leadership. ALA - NLV recognizes Servant Leadership as the highest and most effective form of leadership. Students will learn the skills necessary to be effective leaders as they study leadership principles, apply those principles both at school and at home, and learn to master themselves.

The study of leadership helps create a cooperative and uplifting school environment for all students. One of the leadership programs that ALA - NLV will utilize is the 7 Habits of Highly Effective People, developed by Stephen R. Covey. The habits teach individuals how to first manage themselves through proactive planning and goal keepings. Students at ALA - NLV will learn how to do this through setting personal goals, utilizing a daily planner, and measuring progress towards personal and professional goals.



Second, students learn how to interact with others by taking other people's perspectives and learning how to create scenarios where both parties can win. As students apply these principles, they learn that by helping other people achieve their goals, they can better achieve their own goals.

Third, students learn how to expand their influence and efficacy through synergizing with others. This principle helps students understand that more can be accomplished when working cooperatively with others than when working by one's self.

Finally, students learn to bring balance to their lives by "sharpening their saw." When students apply this principle, they are able to recognize the importance of self-renewal and receive a greater ability to focus their efforts upon return to labor.

These principles dramatically improve the learning environment by helping students take accountability for their own learning, recognize the needs of others, collaborate in meaningful ways, and participate in uplifting recreational time.

Finally, "Academy." ALA - NLV is an academy because it will provide a challenging academic experience for all students. ALA - NLV utilizes a classical education pedagogy that emphasizes the pursuit of truth through study and self-reflection. Students will participate in a strong liberal arts core that helps students explore the age-old question of what it means to be human and how to live beautifully.

The academic program of ALA - NLV does not discriminate against students based on prior knowledge or educational background; it encourages all students to achieve academic excellence through careful planning, hard work, and personal accountability. Furthermore, the educational program of ALA - NLV does not dictate a specified life course for each student; it prepares students for excellence in whatever course their personal and professional lives may take. Excellence, in this sense, is defined both as a way of being and the attainment of measurable positive outcomes.

American Leadership Academy - North Las Vegas recognizes the importance of school environment and seeks to provide a moral and wholesome environment for all students. In this context, moral and wholesome makes reference to the espousal of civic behavior including honesty, integrity, loyalty, courteousness, bravery, selflessness, hard work, and duty. ALA - NLV is nonsectarian and is not affiliated with any church or religious institution.

The school's environment is heavily influenced by the concepts outlined in *Why Johnny Can't Tell Right From Wrong and What We can Do About It* by William Kilpatrick. This book outlines the decline of morality in the school setting and provides suggestions for once again establishing morality in schools. ALA - NLV will establish a moral and wholesome environment through leadership instruction, parental involvement, and the study of humane behavior through classic literature.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?



American Leadership Academy North Las Vegas highlights its culture as one of the primary selling points of the school. In this sense, parents that are in alignment with the school's culture are the ones most likely to enroll at the school.

Parent and community feedback that enhances the school's culture is strongly encouraged. Stakeholders are granted access to school administration through the website, social media, and in-person meetings. Stakeholder suggestions that are actionable and in alignment with school values will be implemented as possible.

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

The enculturation of parents, students, and teachers begins during the enrollment and hiring process and continues thereafter. As mentioned above, nearly all advertising collateral for the school will make reference to an aspect of the school's culture. This intentional emphasis on school culture ensures that applicants understand the school's values and are in some degree of alignment.

Staff enculturation begins with marketing but continues during the interview and training processes. During pre-employment interviews, instructional staff are asked to articulate their own educational philosophies and how they feel they align with the mission and vision of the school. The school's culture is explicitly outlined during the interview process and only applicants that agree to uphold the mission and vision of the school and positively contribute the school's culture are considered for employment.

Staff enculturation continues during staff professional development prior to the beginning of the school year. During these two to three weeks of professional development, all staff are introduced to various elements of school culture and participate in activities to help them incorporate school culture into their own classroom or role. Time is given to both explaining the why behind the culture as well as providing practical recommendations for how culture can be established in practice.

Students are specifically enculturated during the first week of each semester. During these weeks, all teachers are required to focus on "culture week" activities. Culture elements include lining up, raising hands, reciting the school's "leadership pledge," outlining the student code of conduct, and emphasizing dress code compliance.

Parents are enculturated by helping their students complete homework, reading the student handbook, and participation in volunteer activities. Parents are also enculturated through weekly school newsletters, social media, and specific parent training opportunities such as back-to-school night, curriculum nights, or participation in leadership development courses offered to the public.

Any person that visits American Leadership Academy North Las Vegas will be able to quickly deduct the school's culture through decorations. The founding documents of the United States will



be prominently hung in the school's lobby. Leadership quotes will be emblazoned upon the walls of the school. The words to the leadership pledge will be prominently displayed in the cafeteria.

- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

ALA - NLV will promote positive student behavior and academic success through explicitly recognizing students that demonstrate positive behavioral or academic achievements. Daily acts of civility will be recognized through small stickers that say "I was caught being a leader." Though simple, this technique strongly supports positive behavior in students. Additionally, a student from each classroom will be nominated as the "Leader of the Month" by his/her teacher and invited to participate in a Leadership Lunch with the school Director. Students that maintain straight "A's" or perfect attendance will be recognized in quarterly award assemblies which parents will be invited to attend.

Student academics and discipline is tracked in Infinite Campus and available to parents through the parent portal. Teachers are required to update grades weekly to ensure parents have up-to-date information on their children.

Specific concerns are relayed to parents either through phone calls or "Parent Alert" notes in the student's daily planner. Teachers are encouraged to also communicate to parents when students display positive behavior to help reinforce positive behaviors.

- (5) Describe how the school plans to align staff and students around high expectations for student behavior.

ALA - NLV will align students and staff around high expectations for student behavior through explicit communication of expectations, culture, and strict enforcement of school policy.

Prior to opening, the school will publish a student handbook that clearly outlines the student code of conduct and progressive discipline plan. Parents will be required to certify that they have read the handbook and agree to abide by it prior to their student's acceptance. Once school begins, the policies outlined in the handbook will be strictly enforced.

One of the primary methods for ensuring high expectations for student behavior is to closely monitor dress code observance. Dress code observance is a sort of "gateway drug" when it comes to poor behavior. Specifically, students that are prone to behavior issues typically first manifest their disrespect for rules with failure to observe the dress code. If you can draw the line at the dress code, many of these students will not progress to more deviant behaviors. In many cases, these students are seeking attention and do not differentiate between positive and negative attention. By strictly enforcing the dress code, they get the attention they are looking for while only committing a minor offense.



ALA - NLV will align staff to high standards of student conduct by frequently monitoring classroom environment and the enforcement of policy by each teacher. Teachers that fail to hold students to a high standard will receive lower ratings on their staff evaluations.

- (6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

School culture is measured through observation and stakeholder feedback. Observations for school culture include school and classroom décor, utilization of shared vocabulary, frequency and participation rates for school events, promotion of school culture during school events, etc. Additionally, the school will collect two stakeholder feedback surveys during the school year. The surveys will include specific language addressing school culture and satisfaction with school culture. The Parent Advisory Council will also be asked their feedback on the status of school culture and how it may be improved.

- (7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

ALA - NLV will use a Therapeutic Alliance scale to measure and identify student's social and emotional needs. Therapeutic Alliance is a measure utilized in therapy to measure the strength of the relationship between the therapist and the patient. Studies have shown that higher measures of Therapeutic Alliance correlate with more positive patient outcomes²⁶.

ALA - NLV will seek to apply this same measure to the student-teacher relationship to identify students at-risk of academic and emotional failure. In brief, it is the belief of ALA - NLV that a strong positive relationship between a teacher and his/her student may be the best single predictor of student success.

This concept has some basis for acceptance in the educational setting. Dr. Michael Valenti has implemented the Therapeutic Alliance measure in Pressley Ridge Schools to great success. In his publication, *Promoting the Therapeutic Alliance in Schools*²⁷, Dr. Valenti outlines the case study of Bryan. Bryan came to Pressley Ridge with a troubled past and was highly disrespectful and noncompliant. Through the development of a strong bond between Bryan and his teacher, Bryan was able to overcome his negative behaviors and move on to a productive life.

²⁶ Ardito, R. B. & Rabellino, D. (2011). Therapeutic Alliance and Outcome of Psychotherapy: Historical Excursus Measurement, and Prospects for Research. Retrieved online on 12/7/2015 from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3198542/>

²⁷ Valenti, M. Promoting the Therapeutic Alliance in Schools. Retrieved online on 12/7/2015 from: http://cayci.osu.edu/wp-content/uploads/2015/03/MHEDIC-Mtg-Fall-2011_Promoting-Therapeutic-Alliance-in-Schools.pdf



A strong relationship between student and teacher must be accompanied by high expectations between the teacher and the student, and some measure of flexibility. Dianna Baumrind, a clinical and developmental psychologist, identified authoritative relationships as the type of relationships to yield the best outcomes for children²⁸. An authoritative relationship is characterized by high expectations with high levels of support. ALA - NLV will seek teachers capable of providing an authoritative environment for students to ensure student success.

Students with low measures of alliance and low academic performance are those most likely to exhibit behavioral and emotional concerns. Where social and emotional needs are identified, the school will counsel with parents to ensure that the appropriate supports are in place. Students that qualify for special services will be cared for by a contracted school psychologist to ensure positive student outcomes.

ALA - NLV will measure the success of our emotional remediation efforts by measuring the number of disciplinary referrals as well as the exit rate of students participating in school-provided psychological services.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

ALA - NLV will utilize a progressive discipline policy. Discipline and consequences will be assessed to the severity of the offense ranging from minor (yellow) to severe (red). Minor infractions include behaviors that disrupt the learning atmosphere but pose no substantial threat to the student or to others. Severe offenses include behaviors that constitute a major disruption to the learning environment and/or places the student or other in risk of danger.

All discipline is documented with yellow and red cards as well as in Infinite Campus. Copies of the infraction cards are given to the parents and school administration. The staff member issuing the yellow card is responsible for contacting the parents. The receipt of a third yellow card constitutes a more serious offense and will result in the student receiving a red card.

Students will be given red cards for major offenses. The discipline for red cards may vary depending upon the severity of the offense but may include in-school suspension, out-of-school suspension, and expulsion.

Teachers are expected to retain the primary responsibility for disciplining students up and until the student is recommended for suspension or expulsion.

Each primary-grade teacher will maintain a behavior board in their classroom. Students will start each day in the middle of the board and progress positively or negatively based on behavior.

²⁸ Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior, *Child Development*, 37(4), 887-907



Students will be responsible for adjusting their behavior status to provide kinesthetic and visual confirmation of status. The student's behavioral status at the end of each day will be recorded in the student's planner as a way to help the student visualize their behavior over several days and communicate to parents how their child is acting in the classroom.

Students that demonstrate positive behavior will be rewarded both at the classroom and school level. Teachers will be empowered to create their own reward program for their classroom. Many teachers utilize a "treasure box" or other similar reward system for younger grades. Beginning in sixth grade, students that demonstrate consistent positive behavior and academic progress will be invited to participate in a reward event such as a field trip, ice cream party, or movie viewing.

- (2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

When a student is recommended for expulsion a hearing officer designated by the Board of Directors will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will hear the evidence both for and against the student and make an expulsion determination.

If the parents of the child do not agree with the hearing officer's determination, they may appeal to the Board of Directors. Again, meeting notice will be given in writing in advance. The Board of Directors will conduct the meeting in executive session unless the parents request for the meeting to be public. After hearing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action.

- (3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The school Director is responsible for implementing the school's discipline policy for his/her campus. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. The Dean of Students will assist the Director in managing student discipline and counseling. All clerical and instructional staff will be trained in how to record behavioral events in Infinite Campus. Paper copies of yellow card and red cards will be maintained in each student's cumulative folder for the space of one year. Disciplinary data reports will be generated by the school's office manager and provided to the SPCSA as necessary.

The office manager will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. The campus Director, Assistant Director, and Dean will work together to develop plans for improving school culture based on trends in the data.

- (4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?



ALA - NLV believes in holding all students to a high standard and believes that all students can achieve a high standard. School administration will have latitude to flex the school's discipline policy to accommodate specific student's needs on a case by case basis.

(5) Describe the core principles of the school's proposed parent grievance policy.

The core principles that drive the proposed parent grievance policy are:

1. Parents are the stewards of their child's education and the school is partners with parents in the fulfillment of their responsibility.
2. Treat every grievance as valid. Parents know their children and most parents won't reach out to administration until they are certain there is a problem. Don't be dismissive to parents' concerns, there is almost always an element of truth to their concerns that must be addressed.
3. The children are our moral center. Schools exist to educate students and to help them develop. Often, school administrators become too focused on protecting staff or the organization at the peril of the students. School administration has the responsibility to hear complaints in an unbiased manner for the benefit of all parties.
4. Be humble and seek first to understand. When hearing a grievance, seek to put yourself in the shoes of the parent and try to understand their point of view. When at fault, don't be afraid to admit it and move on.
5. Work together to find a resolution. Parents can provide excellent ideas on how to resolve concerns that their children are facing. Administrators should seek parents' feedback and create a plan to resolve their concerns in a mutually agreeable fashion, where possible.
6. Follow up. After meeting with a concerned parent, create calendar reminders to follow-up with the parent at one week and one month to ensure that the parent's concern has been fully addressed. Additional follow-up may be required, depending on the situation.

(6) Discuss any required dress code or uniform policy.

ALA will utilize a conservative dress code policy. All students will be required to wear red, white, gray, or blue polos with the school's logo over the heart. Additionally, pants shall be khaki, navy blue, or black. Hair, jewelry, accessories, makeup, perfumes, and other elements of personal attire will be required to be very conservative. All students will dress modestly and avoid bare midriffs, low-cut blouses, and bottoms that do not reach knee-length.

By enforcing a strict dress code, ALA - NLV will create a professional environment that is conducive to and focused on learning. Uniform clothing helps eliminate socio-economic differences, minimizes distractions, and helps students mentally dedicate themselves to the task at hand: learning.

Each Friday, students will be permitted to dress down by wearing conservative jeans and a school-approved t-shirt or university t-shirt. This helps students display their personality in a controlled setting while also emphasizing higher education.



SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

ALA - NLV will have 180 days of instruction each school year. The school year will begin in August and terminate in early June of the following year. The exact dates of the first and last day of school vary on based on the calendar year. The school will observe Labor Day, Nevada Day, Veteran's Day, Thanksgiving, Winter Break, Martin Luther King, Jr. Day, President's Day, Spring Break, and Memorial Day.

The school will work to create calendars that are friendly to family circumstances. For example, ALA - NLV will not be in session the day prior to Thanksgiving to provide families time to travel before Holiday celebrations. This helps minimize absenteeism, supports the family, and preserves instructional time for other days where it will be more effective.

ALA - NLV will have several half-days throughout the school year to provide professional development opportunities to school staff pursuant to the school's professional development plan. Additional half-days will be scheduled for parent-teacher-conferences.

ALA - NLV's calendar reflects the needs of the student population by preserving time for recreation and family activities while also providing sufficient time for both instruction and remediation during the school day.

- (2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The academic school day begins at 8:00am each day and runs till 3:00pm. This schedule was chosen to provide ample time for instruction while also minimizing the time at school. ALA - NLV seeks to minimize the time at school to preserve time for family, extra-curricular participation, and recreation in the evenings.

Each school day begins with the Pledge of Allegiance, the school's Leadership Pledge, and then announcements. The student government is responsible for making the announcements each morning as a function of their leadership responsibilities. Each Friday, all students will participate in a short school assembly. These assemblies help galvanize school culture, provide leadership opportunities for students, and serve as a forum to drive home important announcements or school initiatives.

During the school day, core subjects are given the bulk of the time to ensure all students are learning the facts and concepts required of them. Additional Response to Intervention time is



embedded into the school day to provide both remediation and extensions for all students based on their performance in math and reading.

Time is also given to specials such as music, physical education, art, and leadership to break up the periods of core subjects and provide opportunity for students to relax their minds before re-engaging in core topics. These specials also help create more well-rounded students and give additional form to the school's liberal arts core through the study of form, movement, and beauty.

The daily time spent per subject area is as follows:

Subject	KG	1	2	3	4	5	6	7	8
Mathematics	60	60	60	60	60	60	55	55	55
English Language Arts	120	120	120	150	120	120	55	55	55
Science	30	30	30	22.5	22.5	22.5	55	55	55
History	30	30	30	22.5	22.5	22.5	55	55	55
SUBTOTAL	240	240	240	255	225	225	220	220	220
Response to Intervention	60	60	60	60	90	90			
Specials (Music, Art, PE, Leadership)	60	60	60	45	45	45			
Latin							55	55	55
Electives (Technology, PE, Dance, Music)							110	110	110
SUBTOTAL	120	120	120	105	135	135	165	165	165
Recess, Lunch	60	60	60	60	60	60	30	30	30
Announcements, Pledge	15	15	15	15	15	15	15	15	15
SUBTOTAL	75	75	75	75	75	75	45	45	45
TOTAL	435	435	435	435	435	435	430	430	430

- (3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

American Leadership Academy North Las Vegas has established a 95% attendance rate as its goal attendance rate. This goal will be achieved through the implementation of a positive attendance rewards program and well as a progressive communication plan to alerts parents of chronic truancy and absenteeism.

Students that maintain perfect attendance will be recognized at a quarterly awards ceremony and given a certificate of perfect attendance. Students that maintain perfect attendance through the school year will be put in a drawing to earn prizes such as a new bicycle.

Attendance will be tracked in Infinite Campus. Reports will be run daily to identify students with three, six, nine, and twelve or more absences. The Office Manager for each campus is responsible for generating these reports and taking the necessary action. Parents will be notified of absences through an automated attendance dialer on the day that they happen. Attendance will also be reflected on the Parent Portal of Infinite Campus. When students reach the milestones listed above,



the school will send home letters, contact the parents via telephone, require an in-person meeting, and require an attendance contract, respectively. Students that exceed 10% absenteeism for a given school year may not be granted credit for that school year and will be referred to a student retention committee for consideration. The student retention committee will take into account situational factors prior to making retention or promotion determinations.

A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

Jason, an elementary student arrives to school at 7:40 where he is helped out of his car by a friendly teacher. It isn't Jason's teacher, but she knows Jason's name because she helps him out of his car every morning. As Jason begins to run for the playground he hears the teacher call his name. He turns around to realize he has left his backpack in the car and that the teacher has noticed it. He thanks her as he hurries back and grabs his bag.

Jason plays on the playground until 7:50 when the first bell rings. He makes his way to class and gets his backpack and self situated prior to the bell ringing at 8:00am. He quietly works on bell work while the teacher takes attendance and the class awaits morning announcements. Moments later, the voice of the student body president rings through school and everyone stands to recite the Pledge of Allegiance and Leadership Pledge. As they take their seats, another voice comes over the speaker to announce an upcoming school carnival and to remind students about the canned food drive they are doing.

Soon, the announcements end and the teacher steps to the front of the classroom. She welcomes everyone to class and jumps right into the daily math meeting. Jason and his classmates review the calendar and participate in a skip counting exercise together. After the math meeting, they spend an additional fifty minutes learning a new math concept and working on problems in class.

After math, Jason and his class head to recess for a quick fifteen-minute break. Jason plays on the playground with his best friend Michael until the teacher calls them back to class.

Once back in their classroom, Jason's teacher begins the language arts block. They start with the skills section and the teacher helps them learn a new phonogram. They practice using the phonogram several times and then move onto other activities. Jason likes learning how to read, but his favorite part of the language arts block is the listening and learning section. Soon, the teacher asks the class to put their skills workbooks away and to look to the front of the class while she narrates a story. Jason feels a shiver of excitement crawl up his back as she begins to narrate the story. They have been reading a book about astronomy. Jason loves space ships and hopes to be an astronaut some day.

Throughout the reading, the teacher stops and asks several questions to the class. Jason doesn't mind, he has all of the answers and excitedly waves his hand in the air after each question. After



reading, the class is instructed to make a drawing of the horizon on a piece of paper. As Jason finishes his drawing, he feels his stomach begin to rumble.

As if in response to song of Jason's bowels, the teacher announces that is time for lunch and everyone lines up before marching to the cafeteria for lunch. After eating, Jason and his friends play on the playground again. Jason leaves a little early to use the restroom and get a drink of water before going back to class.

Once back in class, Jason's class jumps right into science. Some days they learn about history instead of science, but today they are learning about the solar system. The teacher shows an animation of the Earth circling the sun. They learn about the other planets and study pictures of each one. They complete an activity as a class and as they finish, the teacher announces that it is time for RTI time.

During RTI time, Jason works with a small group of his classmates to complete a math worksheet. The teacher comes to their table for a few minutes to see how they are doing, but spends most of the time helping another group solve some math problems. Jason and his group are pretty good at helping each other and they get the worksheet done just in time.

Finally, the best part of the whole day: specials! Yesterday they had PE and the day before they had art. That means that today they have music. The class lines up and they make their way to the music room. They stay in the music room singing songs and clapping with the beat until the end of school.

Mark, an eighth grader, arrives to school on his bicycle shortly before class begins. He hurriedly chains the bike to the bike rail before running to class. Mark swings his backpack around him to grab his homework out as he enters class. He leaves his math homework in the bin at the back of the classroom before sitting down and beginning work on the problems on the board. The speaker crackles and the voice of Mark's best friend Logan rings through the room.

Math class lasts fifty-five minutes. In fact, all of Mark's classes last fifty-five minutes. After math he heads to PE, then English, science, Latin, history, and art. Between science and Latin, Mark enjoys a warm lunch in the school's cafeteria.

This is Mark's second year in Latin and though he didn't like it much at first, he has actually found it very helpful. Best of all, he was able to use what he learned in Latin to define a word that his dad didn't understand. Mark still complains about it, but silently he thinks it is actually pretty cool and looks forward to showing up his dad again the next time they play scrabble.

After school, Mark heads back to his science classroom. Though he is typically eager to get home, today the robotics club meets. Mark's team is nearly finished with their robot and Mark can't wait to see it in action.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Mrs. Sowell arrives to school just before 7:30am and navigates herself to her classroom. As she makes her way down the hallway, she greets several of her peers and shoots a smile through the



window in the door of another teacher's classroom. She sets her things down and writes the bell work assignment on the whiteboard before heading back out to the rear of the school for drop-off duty. From 7:35 to 7:50 she opens doors and greets dozens of students. Today she even notices that Jason from first grade left his backpack in the car and stops him before he runs to far away. Jason's mother shares an appreciative glance back at Mrs. Sowell before driving off.

When the first bell rings at 7:50am, Mrs. Sowell heads back to her classroom and greets students as they come in. She reminds the students to take their seats and begin bell work. After students enter the room, Mrs. Sowell takes attendance on her computer while the students busily complete their bell work. She stand and recites the pledges and then makes her way to the classroom calendar in anticipation of the daily math meeting.

After instructing students in math she leads her students to the playground where they are supervised by a recess aid. She has just enough time to grab a drink and a quick snack before picking up her class again and beginning language arts instruction. Most of her instruction is delivered explicitly and she spends a lot of time in front of the class. She constantly interacts with the students and uses a variety of classroom management techniques to keep students engaged and on-task.

After the first block language arts, an art teacher enters the room and begins art instruction. Mrs. Sowell heads a few classrooms over to participate in a PLC meeting with the other teachers in her grade level. They discuss where they all are on the pacing map and the upcoming units they will be doing. After sharing a few resources, they discuss the most recent test data for their students. Mr. Barney is worried about a few students in his class and petitions some assistance. The other team members give him some suggestions and resources before the end of the meeting.

After PLC, the students are at lunch so Mrs. Sowell heads to the teacher's lounge to heat up her lunch before heading back to her classroom to eat and check her emails. Shortly, the time has come to pick up her students from lunch and begin the second block of language arts.

After language arts, it is time for RTI time. Today she is focusing on reading and has created some extensions for her advanced group, some on-level readers for her average group, and will be reviewing skills with her struggling group. After separating the groups and making sure they are all on track, she settles in with the struggling group to review some challenging concepts. She stays with the below-average group for about half an hour before she feels comfortable they can work independently. She then heads to the above average group to see how they are doing on the worksheets she gave them at the beginning of class.

After RTI, Mrs. Sowell continues her history unit on Mesopotamia. She loves that historical concepts were embedded in today's language arts lesson and is able to build upon those concepts in greater depth in her history unit. At 2:55pm, she has all of the students clean up and prepare to leave. The bell rings at 3:00pm and her classroom clears except for a few students. Today is Mrs. Sowell's day to tutor and she stays in her classroom helping the students until 3:30pm.



- (3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

Upon receipt of Ruby's application and IEP, the school's case manager would initiate a thorough review of the IEP. The Case Manager would work with school administration to secure additional resources and personnel, if needed. The Case Manager would also notify related service providers of Ruby and any additional services that may be required of them. If the Case Manager needed additional assistance in developing a plan to serve Ruby's needs, he or she could reach out to the EMO's Special Education Director to receive the necessary assistance. The Case Manager will also reach out to the parents to learn from them what Ruby's needs are and how they have been serviced at previous schools and at home.

To ensure minimal delay between enrollment and the start of services, the Case Manager would work to reallocate and reschedule existing personnel and resources until additional ones can be acquired. ALA - NLV will follow the IEP, as written, as closely as possible.

Within the first thirty days of enrollment, the Case Manager will schedule a Transfer meeting with the members of the IEP team. The purpose of this meeting will be to determine whether the school will continue Ruby's IEP, as written, or write a new IEP. If it is determined in that meeting that a new IEP would best serve Ruby's needs, the appropriate evaluations would be performed and the process of writing a new IEP would begin.

- (4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alejandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alejandra's?

American Leadership Academy - North Las Vegas is committed to faithfully serving the needs of our ELL population. Based on Alejandra's test scores, she will need additional assistance in writing and reading. Utilizing the WIDA RtI² Model, Alejandra would receive Tier I services in listening and speaking and Tier 2 services in Writing and Reading. Tier 2 services include targeted remediation during the imbedded RTI block in a small group or one-on-one setting. While all teachers at ALA - NLV will receive training in ELL services, one teacher per grade level will be designated as the ELL remediation specialist and will work more intensively with ELL students during the RTI block.

If Alejandra fails to demonstrate adequate improvement through Tier 2 services, she will be escalated to Tier 3 services and receive one-on-one tutoring during the school day to help improve her English language proficiency. The grade level ELL specialist would provide one-on-one services during specials and before or after school, as possible. If a sufficient number of ELL students require



intensive remediation, an ELL specialist will be hired to serve students throughout the school. As WIDA points out in their informative document, *RtI²: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention for English Language Learners*²⁹, “if a culturally and linguistically responsive Tier 2 has been created for students, very few students would need to receive Tier 3 support.”

ALA – NLV’s Core Knowledge Language Arts Program would likely benefit Alejandra as it differentiates between Listening & Learning and Skills Development as a core element of the program. It is very common for a child’s listening and speaking skills to exceed their writing and reading skills. The CKLA program recognizes this and seeks to challenge students in both domains. By explicitly differentiating these two domains, the program could help Alejandra continue to develop her listening and speaking skills while receiving more targeted assistance in reading and writing.

ALA – NLV will seek to hire at least one bilingual member to the office staff team. If additional assistance is required, translation services are available through existing employees of the EMO. Students whose parents do not speak English will be identified and important school communications will be translated prior to being sent home.

(5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

- (a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0

²⁹ WIDA Consortium (2013). *RtI²: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention for English Language Learners* Retrieved online on 12/9/2016 from: <https://www.wida.us/get.aspx?id=601>



	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

To properly interpret this data additional contextual information would be required. First, the overall school population is declining each year. What factors are leading to the decline in student population? Second, the percentage of students with disabilities in this school is extremely high, but declined dramatically in 2014. What is leading to the high percentage of students with disabilities and why has the percentage declined in the most recent school year? How transient is the population? What is the re-enrollment rate? What is the school's success rate in increasing student performance over multiple years?

The other piece of information that would need to be investigated is what happened during 2013? In 2012, 26% of SWD achieved proficient or advanced scores in math and 34.7% in reading. In 2013, however, not a single SWD achieved a score of proficient or advanced. That appears to be a catastrophic failure for the school. It begs an additional question: what is the median growth percentile for the SWD?

In 2014, the scores for SWD improve over 2013, but anything is better than zero. Unfortunately, the percentage of SWD scoring below basic seems to be increasing every year in math; indicating that the students that are furthest behind are only falling further behind.

To properly diagnose and resolve the problem, ALA – NLV would start by collecting additional data. The Director, Assistant Director, and Office Manager would work together to collect, analyze, and interpret the additional data. If necessary, an academic consultant from the EMO would be secured.

The research process would take three different paths to explore all possibilities: student data, teacher data, and curriculum data. Student data would seek to provide context for the variation in student scores including student disability and service levels, student exit rates, student growth percentiles, enrollment date and time at the school, attendance rates, and so on.

Teacher data would seek to provide information on the delivery of content and the quality of instruction. Essential questions would be: how long has the teachers been with the school, what is the teacher turnover ratio, what training has the teacher received on the curriculum, what services are being provided to the students, how many observations have been performed in the teacher's classroom, what were the results of formal and informal evaluations, what parent feedback has been provided on the teacher, and so on.

Finally, the school would seek to understand the efficacy of the curriculum. The data shows that reading scores have declined for non-students with disabilities and that a very low percentage of students overall are scoring in the advanced category: why? The essential questions related to an investigation of the curriculum are: is the curriculum aligned to the standards that are being



assessed, when are given standards being taught, are teaching keeping pace with established curriculum maps, is the curriculum being taught with fidelity? Given the fact that nearly 87% of students without disabilities are failing to obtain proficiency in reading, there is likely a severe problem with the curriculum and/or its implementation.

When data from all three domains is analyzed and combined, Administration should be able to get a clear picture of what is happening and take the necessary steps to remediate the problem.



OPERATIONS PLAN

LEADERSHIP TEAM

- (1) Describe the proposed organizational model; include the following information:
 - (a) Organizational charts for year one and one for when the school is at full capacity
 - (b) Job descriptions for each leadership role (provide as Attachment 2)
 - (c) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2017-18 school year.
 - (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

The Board of Directors of American Leadership Academy North Las Vegas will develop all policy for the school. The CEO/Superintendent reports to the Board of Directors and will be responsible for creating procedures for the successful implementation of Board policy.

During the first year of operation, the CEO/Superintendent will act as the Director of the school to economize on expenses and ensure that the culture of the school is developed in accordance to the mission and vision of the school.

The CEO/Superintendent may suggest policy to the Board of Directors for their consideration. The Board of Directors will comply with all open meeting laws and other applicable laws and statutes.

The Director of each school campus is responsible for the overall operations of the campus. The Director oversees community relations, acts as the face of the school, participates in the evaluation of teachers, evaluates all support staff, ensures implementation of Board policy, performs marketing operations, guides all campus staff, and bears responsibility for ensuring adequate school enrollment.

The Assistant Director of the campus oversees the academic performance of the school. The Assistant Director coaches teachers, develops intervention plans, participates in the formal and informal evaluation of instructional staff, assists in marketing efforts, oversees the school assessment plan, and ensures the academic success of the student body.

The Business Manager is responsible for keeping the school's books and overseeing the financial affairs of the organization. The Business Manager proposes a budget for Board approval each year and monitors expenses against the budget throughout the school year. The Business Manager reports to the CEO/Director.

The Office Manager is responsible for overseeing the enrollment of students, collecting and safeguarding student records, managing the Infinite Campus Student Information System, and



ensuring that each person that contacts the school receives an exceptional customer service experience.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

The prospective school leader, Jeremy Christensen, helped develop the school model that will be replicated by American Leadership Academy – North Las Vegas. During his time with American Leadership Academy, Inc., Mr. Christensen has served as an Assistant Director for a K-12 campus, a K-8 Campus, and a 9-12 campus. He has also served as a Board Member, Curriculum Director, Accreditation Lead, Assessment Coordinator, Interim IT Director, Trainer, Substitute Teacher, Director of Compliance, and Business Manager. Mr. Christensen is well versed in all aspects of the school model. If additional assistance is necessary, ALA – NLV may rely upon the additional expertise of the EMO staff.

Mr. Christensen grew up in Las Vegas and attended Jo Mackey sixth grade center and subsequently the Community College of Southern Nevada (now the College of Southern Nevada) in North Las Vegas. Mr. Christensen's extended family resides in the target market, providing him important insight into the community.

The prospective Assistant Director for ALA – NLV, Brittany Mormann, has served as a teacher at American Leadership Academy, Inc. in Arizona for three years. Mrs. Mormann has differentiated herself as a natural leader who consistently wins parent, student, and peer praise. Her leadership has earned her the position of Lead Teacher within her grade level and enabled her the opportunity to complete ALA, Inc.'s Administrator Development Program. Mrs. Mormann consistently maintains or exceeds expected growth and achievement in her students. As a high-performing teacher, Mrs. Mormann is very well versed in the school's curriculum and culture and will be a vital resource in helping replicate the program in North Las Vegas.

Prior to joining American Leadership Academy, Inc., Mrs. Mormann completed her education at the University of Nevada Las Vegas and lived in Las Vegas for seven years. As such, she is also familiar with the community and has a network of friends and family in the target market.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

The CEO/Superintendent is responsible for school leader coaching and training. Mr. Christensen, the proposed CEO/Superintendent, helped develop the current ALA, Inc. staff development process and has overseen the process in the past including determining PD course offerings, scheduling



providers, scheduling participants, tracking course completion, evaluating PD effectiveness, and coordinating logistics for PD such as food, janitorial services, training supplies, audio-visual, etc. The CEO/Superintendent may rely on the EMO for additional training support, as necessary, to select and train leadership candidates.

Since Mr. Christensen is already well versed in the school's model and processes, the training he will require prior to opening school relates primarily to the laws and processes specific to the Nevada context.

Training for the proposed Assistant Director of ALA – NLV has already begun. As a current teacher at ALA, Inc. in Arizona, the proposed Assistant Director of ALA – NLV, Brittany Mormann, is already proficient in the school's curriculum and culture. Mrs. Mormann has completed an Administrator Development Course with ALA, Inc., the EMO, prior to being identified as the prospective Assistant Director for ALA – NLV. Mr. Christensen has already begun working with Mrs. Mormann to further extend her preparation through a rigorous book study regimen.

- (4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

American Leadership Academy North Las Vegas will leverage the resources of the EMO to recruit employees. These resources include HR personnel, advertising channels, existing employees of the EMO looking to relocate, and participation in various recruitment events around the nation. EMO HR personnel will determine candidate qualifications and conduct preliminary phone interviews. HR personnel will also facilitate background checks as required by Nevada law. Candidates that pass the initial screening will be referred to the campus Director of American Leadership Academy North Las Vegas.

The Director will be responsible for interviewing each candidate to determine their alignment with the school's mission and vision and their skills. Each teacher will be required to demonstrate teaching proficiency by providing a teaching sample and passing a thorough interview.

The Assistant Director collaborates with the Director in the recruitment and hiring process. Both administrators will attend recruitment events and actively network to find new teachers.

American Leadership Academy requires all teachers to go through an aggressive training regimen prior to the beginning of school. Teachers receive training in school culture, policies, and curriculum. After school begins, teachers participate in regular in-service professional development opportunities. These opportunities are based on deficiencies identified through observation and assessment during the school year and are designed to help keep staff on-track and ensure the academic success of the students.

American Leadership Academy also has programs to support first year teachers as well as teachers seeking to advance to administration. First year teachers participate in a mentoring program and receive regular coaching and assistance from the Assistant Director to ensure that they are keeping their head above water and meeting expectations. The program is designed to help new teachers



make the difficult transition into full-time teaching, which helps retain teachers that might otherwise give up on teaching due to the difficult nature of the profession.

American Leadership Academy has as its stated mission to provide an exceptional educational experience to as many students as possible. In practical terms, this means that the school is always expanding. This expansion creates exciting personal development and advancement opportunities for teachers who otherwise might never be given the opportunity to advance their careers. To help aspiring teachers prepare for the possibility of stepping into administrative roles, ALA operates a leadership development program. Teachers that participate in this program receive specific guidance and instruction on all aspects of leadership including personal development, interpersonal skills, customer service, school philosophy, crucial conversations, delegation, team building, and more. This program helps create a pipeline of potential administrators while also helping retain teachers through actively engaging them in personal growth opportunities.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

The Director is responsible for communicating school culture to all employees. This process begins during the interview for employment. Candidates for employment are encouraged to share their own educational philosophies and how they align with the school's stated mission and vision. Those that are in alignment and meet all other qualifications are offered employment.

As stated above, prior to school beginning, all staff participates in two to three weeks of staff training. During this training, extensive time is spent outlining school philosophy and culture and ensuring staff buy-in. Components of school culture are embedded into the everyday language and décor of each school. For example, every classroom is required to have a leadership display as well as a display of the student's best work. Additionally, hallways are decorated with inspirational leadership quotes that embody the school's emphasis on leadership instruction.

When the organization grows beyond one campus, the Director of the original campus will become the CEO/Superintendent and a new Director will be hired. The CEO/Superintendent will still continue to be a careful guardian of school culture and will manage all campus Directors. All administrators will be required to complete a reading list of books that expound the foundation of American Leadership Academy's mission and vision. The CEO will lead group discussions on the texts during weekly administrative meetings to ensure that school culture is always on the administrator's minds.

The Assistant Director will act as the primary provider of instructional guidance to staff. Once the school grows to multiple campuses, a Chief Academic Officer will be promoted from an existing Assistant Director or hired from outside the organization. The CEO/Superintendent oversees the work of the CAO to ensure that it is in alignment with the school's mission, vision, and educational philosophy. The CAO, in turn, oversees the work of each Assistant Director and makes frequent visits to each campus to ensure that all campuses are in alignment with the school's mission and vision.



- (6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

To ensure redundancy in leadership, all administrative personnel are cross-trained on one-another's roles. Administrative personnel meet frequently to coordinate efforts and collaborate on ongoing projects. The Office Manager is also trained on Administrative tasks so as to be able to assist in times of need. Once additional campuses are built, District-level personnel will be able to step in for campus-level administration, as needed.

To ensure redundancy in academic leadership, grade-level or subject-level lead teachers are chosen and given leadership opportunities. Lead teachers meet with administration weekly to establish goals and provide feedback. This structure helps ensure that there is an additional level of leadership that can assume responsibility, as needed, to help ensure the success of the school.

As a function of American Leadership Academy North Las Vegas' licensing contract with the EMO, they can request business, operational, or academic consultation and support at no additional cost. This additional measure of support provides the assurance that ALA-NLV will be able to succeed at achieving their mission and vision.

LEADERSHIP FOR EXPANSION

- (1) Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

The EMO, American Leadership Academy, Inc, does not operate like a typical EMO in the sense that it only has a licensing agreement with American Leadership Academy North Las Vegas. Under the licensing agreement, the school provides its own leadership but has access to EMO resources, as needed. The EMO will provide start-up assistance in human resources, finance, staff development, business development, legal counsel, marketing, and academic advisement to ensure that ALA-NLV starts off strong and establishes proper culture. After the initial start-up year, however, ALA-NLV will reduce its reliance on the EMO and begin putting into place the personnel necessary to manage its own operations. It is anticipated that ALA-NLV will continue using some EMO services, such as human resource and payroll personnel, to achieve economies of scale and avoid unnecessary overhead.

With that context in mind, the resources that American Leadership Academy, Inc. needs to support ALA-NLV are minimal and can initially be handled by personnel that are already in-place. As both organizations grow, American Leadership Academy, Inc. will need to slowly increase its back-office support staff to handle the additional workload. American Leadership Academy, Inc. incubates academic leadership from within its current operations and promotes qualified candidates as necessary. Highly specialized business personnel for human resources and payroll can be hired from external candidates, as needed.



It is the current plan of ALA-NLV to add additional campuses through the submittal of additional charter applications. If approved, the schools would share "District" resources through an interlocal agreement or cooperative agreement pursuant to NRS §277.045.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 5). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

(a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 5) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (*Regional Director, Executive Director, etc.*) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such schools.

ALA - NLV will provide its own leadership team.

Jeremy Christensen will serve as the Director of ALA-NLV and as the CEO/Superintendent of the organization when it expands beyond one campus. Mr. Christensen currently works for American Leadership Academy, Inc. and has helped build that organization from five hundred students to over five thousand. If the charter application is approved, Mr. Christensen will resign as an employee of American Leadership Academy, Inc., move to Las Vegas, and manage ALA-NLV.

Prior to working at American Leadership Academy, Inc., Mr. Christensen served as a partner in a charter school facility development company. During his time at this company, Mr. Christensen gained significant experience helping design, finance, and build charter school facilities. Mr. Christensen's primary function at the organization was to specify and purchase the furniture, fixtures, and equipment necessary for a new school to operate. Mr. Christensen also spent a significant amount of time assisting in other parts of the organization such as finance and marketing.

Mr. Christensen left the charter school development company to join American Leadership Academy, Inc. in 2009. Since joining that organization, Mr. Christensen has served as Assistant Director three different times, secured accreditation for the organization's high school program through AdvancEd, served as interim IT Director, Curriculum Director, Business Manager, and Director of Compliance. Mr. Christensen has played a significant role in drafting all of the organization's handbooks and was recognized as Employee of the Year in 2013.

Mr. Christensen has been recognized as a problem solver and has repeatedly proven his ability to quickly teach himself nearly anything in order to solve complex problems. Mr. Christensen's



passion for learning and extensive experience in nearly all aspects of charter operation have earned him a position on the Board of Directors for American Leadership Academy, Inc.

An example of Mr. Christensen's capacity to learn and solve problems can be derived from the early days of American Leadership Academy, Inc. The school was performing well but wanted to take its academic performance to the next level. An outside consultant with great references and a substantial education pedigree was hired to achieve the desired results. Unfortunately, the tactics implemented by the consultant (many of which are widely accepted in Education) actually had a negative effect on student growth and achievement and after a year the school's test scores had plummeted. The consultant was removed and Mr. Christensen was tasked with the job of taking the school from where it was to a high-performing school. Mr. Christensen went to work and with his team of Assistant Directors, developed a plan to improve student performance across the school. In one academic school year the school improved dramatically and became an "A"-rated school district. One campus went from just a few points above a "D" to an "A" school. Other campuses experienced a nearly thirty-percent increase in math performance in certain grades.

Since helping establish American Leadership Academy, Inc.'s first campus in Gilbert, Arizona, Mr. Christensen has participated in the opening of an additional six campuses. Mr. Christensen knows what it takes to open a school and make it succeed.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Management Organization Positions						
HR Specialist	.5	.5	.5	.5	.5	.5
Payroll Clerk	.25	.25	.25	.25	.25	.25
Academic Consultant/Trainer	1	1	.5	0	0	0
Marketing Consultant	.25	.25	.25	.25	.25	.25
Graphic Designer	.25	.25	.25	.25	.25	.25
Lawyer	.1	.1	.1	.1	.1	.1
Financial Consultant	.25	.25	.1	0	0	0
IT Support/ Infinite Campus Setup	.25	.25	.25	0	0	0
Total Back-Office FTEs	2.85	3.6	2.2	1.5	1.5	1.5
School Staff						
CEO/Superintendent	0	.50	.33	.20	.20	.17
Chief Financial Officer/Business Manager	0	.50	.33	.20	.20	.17



Chief Academic Officer	0	0	.33	.20	.20	.17
Director	0	1	1	1	1	1
Assistant Director	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Dean of Students	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1
Health Aide	1	1	1	1	1	1
Cafeteria	1.5	1.5	1.5	1.5	1.5	1.5
Custodian & Maintenance	2	2	2	2	2	2
Regular Ed Teachers	35	35	35	35	35	35
Specials Teachers	12	12	12	12	12	12
Aides	7	7	7	7	7	7
Special Ed Teachers	3	3	3	3	3	3
Paraprofessionals	4	4	4	4	4	4
SPED Director	0	0	.33	.20	.20	.17
SPED Assistant	0	0	0	.20	.20	.17
School Psychologist	0	0	0	.20	.20	.17
Federal Program Director	0	0	0	0	.20	.17
Accounting Clerk	0	0	0	.20	.20	.17
Registrar	0	0	0	.20	.20	.17
Compliance Officer	0	0	0	.20	.20	.17
Title I Reading Interventionist	0	1	1	1	1	1
Title I Math Interventionist	0	1	1	1	1	1
Total FTEs at School	70.5	74.5	74.82	75.3	75.5	75.2

Network

	Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Number of elementary schools		1	2	3	4	4	5
Number of middle schools		1	2	3	4	4	5
Number of high schools					1	1	1
Total schools		1	2	3	5	5	6
Student enrollment		990	2070	3150	5060	6340	7590
Management Organization Positions							
HR Specialist		0.5	1	1	1.5	1.5	1.5
Payroll Clerk		0.25	.5	.75	1	1	1
Academic Consultant/Trainer		1	1	.5	0	0	0
Marketing Consultant		0.25	.5	1	1	1	1
Graphic Designer		0.25	.25	.5	.5	.5	.5
Lawyer		0.1	.1	.1	.25	.25	.5
Financial Consultant		0.25	.25	.1	0	0	0
IT Support/ Infinite Campus Setup		0.25	.5	.25	0	0	0
Total Back-Office FTEs		2.85	4.1	4.2	4.25	4.25	4.5
Shared Leadership							



CEO/Superintendent	0	1	1	1	1	1
Chief Financial Officer/Business Manager	0	1	1	1	1	1
Chief Academic Officer	0	0	1	1	1	1
Executive Director	0	0	0	0	0	1
SPED Director	0	0	1	1	1	1
SPED Assistant	0	0	0	1	1	1
School Psychologist	0	0	0	1	1	1
Federal Program Director	0	0	0	0	1	1
Accounting Clerk	0	0	0	1	1	1
Registrar	0	0	0	1	1	1
Compliance Officer	0	0	0	1	1	1
Total Shared FTEs	0	2	4	9	10	11
Elementary School Staff						
Director	.5	1	1.5	2	2	2.5
Assistant Director	.5	1	1.5	2	2	2.5
Office Manager	.5	1	1.5	2	2	2.5
Dean of Students	.5	1	1.5	2	2	2.5
Receptionist	1	2	3	4	4	5
Health Aide	.5	1	1.5	2	2.5	3
Cafeteria	1	2	3	4	4	5
Custodian & Maintenance	1	2	3	4	4	5
Regular Ed Teachers	25	50	75	100	100	125
Specials Teachers	4	8	12	16	16	20
Aides	4	8	12	16	16	20
Special Ed Teachers	2	4	6	8	8	10
Paraprofessionals	3	6	9	12	12	15
Total FTEs at Elementary Schools	43.5	87	130.5	174	174.5	218
Middle School Staff						
Director	.5	1	1.5	2	2	2.5
Assistant Director	.5	1	1.5	2	2	2.5
Office Manager	.5	1	1.5	2	2	2.5
Dean of Students	.5	1	1.5	2	2	2.5
Receptionist	1	2	3	4	4	5
Health Aide	.5	1	1.5	2	2.5	3
Cafeteria	.5	1	1.5	2	2.5	3
Custodian & Maintenance	1	2	3	4	4	5
Regular Ed Teachers	10	20	30	40	40	50
Specials Teachers	8	16	24	30	30	36
Aides	3	6	9	12	12	15
Special Ed Teachers	1	2	3	4	4	5
Paraprofessionals	1	2	3	4	4	5
Total FTEs at Middle Schools	28	56	84	110	111	137
High School Staff						
Executive Director	0	0	0	1	1	1



Assist Director	0	0	0	3	3	3
Dean of Students	0	0	0	1	1	1
Student Counselor	0	0	0	1	1	1
Office Manager	0	0	0	1	1	1
Admin Assistant	0	0	0	1	1	1
Receptionist	0	0	0	3	3	3
Health Aide	0	0	0	2	2	2
Attendance Clerk	0	0	0	1	1	1
Cafeteria Manager	0	0	0	1	1	1
Cafeteria Worker	0	0	0	3	3	3
Janitorial	0	0	0	2	2	2
Grounds & Maintenance Workers	0	0	0	3	3	3
Coaches	0	0	0	5	5	5
Regular Ed Teachers	0	0	0	22	28	30
Specials	0	0	0	6	7	10
Aides	0	0	0	3	4	5
Special Ed Teachers	0	0	0	4	5	5
Paraprofessionals	0	0	0	3	4	5
Total FTEs at High Schools	0	0	0	66	76	83
Total Network FTEs	74.35	147.1	219.7	358.75	371.25	448

HUMAN RESOURCES

- (1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

The recruitment of teachers will begin as soon as the charter for American Leadership Academy – North Las Vegas is approved. ALA – NLV will utilize several strategies to recruit teachers including: advertising for teachers on ALA – NLV's website and the EMO's website

- Posting job on online forums and recruitment portals.
- Attendance at education career fairs at various colleges throughout the United States.
- Solicitation of current teachers at the EMO that are interested in relocating or know teachers in North Las Vegas.
- Collaboration with colleges and universities to market job openings to recent and upcoming graduates.
- Solicitation for teacher referrals from school stakeholders.

ALA – NLV will leverage its relationship with the EMO to perform recruitment and hiring tasks. Since ALA – NLV will replicate the model developed by the EMO; both organizations are looking for roughly the same qualifications and skill sets. This permits the two organizations to work together to maximize efficiency and obtain a far greater reach than they could alone.



ALA – NLV will utilize the application and interview process developed and proven by the EMO. First, an applicant submits an application. The application is reviewed by a member of the EMO Human Resources staff to ensure that the applicant possesses all of the qualifications for the position they are seeking. A phone interview is performed with the applicant to verify qualifications and seek any clarification on questions derived from the application. References are checked and copious notes are recorded throughout the process. If the phone interview and reference check are positive, the applicant is elevated to the next phase of the application process: the in-person interview.

In-person interviews are conducted by the school Director and Assistant Director. During the interview, applicants are asked a variety of questions to determine their alignment with school mission and values, their teaching experience, and skill set. All instructional applicants are required to either provide a video teaching sample or perform an in-person teaching sample to demonstrate teaching proficiency. Teachers that excel during the interview process will be offered employment contracts contingent upon the completion of a background check through the Nevada Department of Public Safety.

Upon execution of the contract, Human Resources will be responsible for entering the new employee's information into the payroll and benefits software. The employee will be required to create a login to the HR portal to complete any more required documentation, review and accept the employee handbook, and obtain access to benefit and tax election information.

All employees will participate in open enrollment for benefits during the month preceding the beginning of the school year, or upon hiring if the employee is hired after the initial open-enrollment period.

The final hiring decisions for teachers of ALA – NLV will be made by the Director of the school.

- (2) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.
 - Explain the school's strategy for retaining high-performing teachers.

The salary range for teacher at American Leadership Academy – North Las Vegas is anticipated to be from \$36,000 to \$44,000, depending on education, experience, and demonstrated proficiency. ALA –NLV understands that there is a significant teacher shortage in Nevada and will adjust the pay schedule accordingly to secure a sufficient quantity of quality teachers.

Pursuant to Nevada Law, ALA – NLV will participate in the Nevada Public Employee Retirement System.

ALA – NLV will offer benefits to its full time employees. ALA - NLV will leverage the cost pool of its EMO to secure better plans and rates for its employees.

The Governing Board of ALA – NLV may authorize incentives and or bonuses to attract and retain quality instructional staff and school leadership. All incentives will be considered within the context



of the organization's financial position and debt obligations to ensure the ongoing fiscal health of the organization.

The CEO/Superintendent may propose salary increases for high performing teachers to the Board of Directors. If approved, salary increases may be granted to certain high-performing teachers regardless of teaching experience or educational attainment. As such, ALA - NLV will create a culture that rewards performance and merit and encourages all teachers to strive for excellence.

Excellent teachers will also be provided advancement opportunities as the school expands and seeks administration candidates from within the organization. Teachers identified as potential administrative candidates will be invited to participate in administrator development groups pursuant to the school's staff development plan.

- (3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

American Leadership Academy - North Las Vegas seeks to establish a culture of transparency and access to leadership. During the initial year of operation, senior staff will be on-site serving as campus administration. When growth necessitates the removal of senior management from campus-level operations, employees will maintain access to senior management through a variety of communication avenues.

First, senior management will be required to visit each campus on regular intervals to ensure the school's mission and vision are being obtained. Each campus will be audited to ensure proper implementation of the school's program of instruction, compliance with school policy, and the proper development of school culture. These audits provide visibility and contact with senior administrative personnel.

Second, senior management will be responsible for providing professional development to staff during summer training and as required throughout the school year. These opportunities help employees become familiar with senior management and provide occasions for interaction.

Finally, any member of staff may submit feedback to senior management through direct contact. Contact points include emails, phone calls, and in-person discussions. Employees will be apprised of these opportunities during professional development and encouraged to reach out, as appropriate.

ALA - NLV recognizes the value of employee feedback and seeks constructive participation from all employees. ALA - NLV also recognizes the importance of local control and will encourage employees to first provide feedback to their immediate supervisor prior to seeking audience with senior-level administration.

ALA -NLV will maintain a 21:1 student to teacher ratio in Kindergarten and a 30:1 student to teacher ratio in all regular education classrooms thereafter. Special Education Case Managers providing services to students with severe disabilities will not exceed a ratio of 22:1, pursuant to



NAC 388.150. The overall adult to student ratio for the school is estimated to be approximately 1:15.

- (4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Upon submission of an application, a member of the EMO human resources team reviews the application to determine if the applicant has the proper education, certification, and other requirements for the position for which they are applying. The applicant's references are also checked. The HR employee will call the applicant to complete a phone interview and ask any additional questions pertaining to the candidate's qualifications and work history. If the candidate has all of the necessary requirements or will have all of the necessary requirements prior to the first day of employment, the application and notes are passed to the Director of the campus to schedule an in-person interview.

During the in-person interview the applicant is probed to discover if their educational philosophy aligns with the school's educational philosophy. Each instructional applicant is asked to demonstrate proficiency in teaching by completing a teaching sample live or submitting a video of themselves teaching. The applicant is scored on qualifications, demonstration of skills, and alignment with school values. Exceptional candidates will be probed on desired salary and provided an offer of employment. All offers of employment are contingent upon the completion of a clean criminal background check. HR will review the results of background checks and applicants with any significant issues will be disqualified from employment. The Board of Directors must approve applicants with minor criminal history reports after seeking advisement of legal counsel.

School personnel that are subject to dismissal will be notified by their direct manager. Prior to dismissal, management must contact human resources to obtain approval prior to dismissal to ensure that all of the proper paperwork is in place and that school procedure has been followed. Following notification of dismissal by the employee's direct manager, the employee will be contacted by Human Resources to schedule an exit interview and obtain any necessary paperwork. Each terminated employee may appeal their termination to the CEO/Superintendent who will make a final employment determination after hearing all evidence.

- (5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 6, as well as any supporting protocols or documentation.

Teachers receive extensive professional development both before and during the school year. Prior to the school year beginning, each teacher participates in two to three weeks of professional development, depending on their position. First year teachers are assigned to a new teacher mentoring program that helps new teachers adjust to the rigor of teaching and provides resources and coaching throughout the school year. Additional professional development opportunities are provided throughout the school year based on observed needs and school goals. ALA - NLV has scheduled several half-day professional development days throughout the school year to facilitate ongoing professional development. Additional courses may be made available electronically to



accommodate new teachers or those that were unable to complete previous professional development courses. Excelling teachers may be invited to participate in an administration development group and receive advanced training in preparation for potential leadership roles.

Teachers are evaluated both formally and informally throughout the school year. Each teacher is evaluated informally at least six times a year and formally on a biannual basis. To begin the formal evaluation process, certified instructional staff will have the opportunity to meet with administration prior to the lesson observation for 30 minutes to preview the lesson that will be delivered.

During this pre-conference meeting, administration will ask guiding questions and provide suggestions for lesson improvement prior to the observation.

During the observation, administration will observe a full lesson and utilize the Danielson Framework to identify areas of strength and deficiency. The Danielson Framework is fully aligned to the INTASC standards and divides teaching into four domains (Planning, Instruction, Classroom Environment and Professional Development), which are then divided into 22 sub-components and then divided again into 76 smaller elements. Due to the specificity of the rubric, administrators are able to easily identify areas of strengths, areas of improvement, and suggested professional development for each teacher using data from their evaluation.

After the observation is complete, administration will provide each certified instructional staff member with ratings in each of the rubric domains and will invite the staff member to a post-conference meeting to debrief the lesson. During this meeting, administration will ask the staff member to self-reflect on the instruction and student learning and they will provide the staff member with their ratings. Goals related to the areas of identified deficiency are set during the post-conference and in-house or third-party professional development opportunities are recommended as needed.

In-between the fall and spring formal evaluation process, each K-8 special education, bilingual education & general education teacher will be informally observed a minimum of six times per year using Domains Two and Three (Classroom Environment & Instruction) from the Danielson Framework. During these informal observations, staff members are provided with specific feedback on instruction, classroom environment, and student learning.

American Leadership Academy – North Las Vegas will also contract with third-party curriculum consultants to observe instruction on each campus and provide one-on-one feedback to each observed teacher, specialist or paraprofessional on their overall implementation of the curriculum. The curriculum consultants that will be invited to observe will represent Saxon, Core Knowledge Language Arts, and SRA (McGraw Hill). During the observations, the curriculum consultants will identify campus trends and present this information to campus administration. Additional whole group professional development may be scheduled by campus administration to address the areas of identified deficiency as well as follow-up visits.



In addition to classroom observations, teachers on each grade level, subject and specialty team will be selected to serve as team leads. The role of the team lead will be to monitor the team's compliance with school, district, state and federal requirements and provide support as needed. Additionally, team leads will be required to meet with each teacher on their team once per month at minimum. These mentor meetings will allow for the each teacher to develop a one-on-one professional relationship with their team lead and receive ongoing guidance and support on the areas measured by the Danielson Framework. Team leads will be selected based on education, experience, compliance with policies & procedures and quality of instruction.

- (6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 7, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

First-year administrators at ALA – NLV will be required to complete the following training modules within the first six months of their hire date:

- School law
- School finance
- Health and safety
- Accountability
- Open meetings
- Student confidentiality
- Infinite Campus Administrator Training
- Saxon Administrator Training
- Core Knowledge Sequence Administrator Training
- Core Knowledge Language Arts (CKLA) Administrator Training
- SRA Administrator Training
- The 7 Habits of Highly Effective People Training

Training will be provided by third-party providers, the EMO, and the CEO/Superintendent. Please refer to the financial workbook for the costs associated with these professional development opportunities.

Administration will receive ongoing professional development during weekly or bi-monthly meetings with the CEO/Superintendent for ALA – NLV and the EMO (as a part of the licensing agreement) or other best value partners, as needed. Mini professional development opportunities and topics will be selected by the CEO during these meetings.

In addition to recurring administrator meetings, administrators will also participate in a bi-monthly book study and leadership training with the CEO/Superintendent over the course of the school year. During this leadership training, administrators will review and discuss professional literature and seek guidance from the leadership team on issues faced at each campus.



Administrators will be evaluated individually on their performance throughout the year and will be provided feedback by the ALA – NLV CEO/Superintendent. The Board of Directors will evaluate the CEO/Superintendent.

In addition to formal evaluations, the ALA – NLV CEO/Superintendent will utilize the EMO to conduct quarterly audits of the administrative team on each campus as a part of the licensing agreement. The quarterly audits are intended to verify completion of key tasks specific to the oversight and management of the campus academic program. During the quarterly audits, Directors and Assistant Directors receive one-on-one coaching and support to aide in the completion of all job-related tasks, as needed.

In addition to quarterly audits, Directors and Assistant Directors are evaluated annually based on their performance in all areas of their job responsibilities. Additional professional development may be recommended based on evaluation results and is recommended by the ALA – NLV CEO/Superintendent.

- (7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

ALA – NLV will replicate the proven staffing model developed by its EMO, American Leadership Academy, Inc. This model provides adequate operational support without overwhelming the financial resources of the school. Support positions include Business Manager, Office Manager, Receptionists, Health Aide, SPED Paraprofessionals, Cafeteria staff, Janitorial and maintenance staff, specials teachers, and instructional aides.

Each of these positions provides essential support to the instructional and/or operational success of the school. For example, specials teachers and instructional assistants provide crucial down time for core teachers to meet in PLC teams and complete other non-instructional classroom tasks. The maintenance and grounds crew ensure a safe and clean environment for learning. The front office staff help address student and parent needs and facilitate communication. Back office staff helps ensure compliance with federal, state, and SPCSA mandates. Altogether, these staff members ensure that teachers can remain focused on teaching.

ALA – NLV will also leverage the resources of the EMO to obtain economies of scale and minimize administrative overhead. The EMO will perform several important support functions such as human resources, payroll, academic consulting, legal counsel, SPED consultation, and much more. The EMO already has trained professionals in each of these fields and is able to provide immediate support. This frees school administration to focus on fulfilling the school's mission and vision.

- (8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

As mentioned in previous sections, ALA – NLV anticipates ongoing growth through the addition of sister campuses. In order to ensure qualified administrative candidates for new campuses, ALA – NLV will perform ongoing administrator development opportunities.



Participating in the administrator development program is by invitation only. Participants are selected from high performing teachers with demonstrated leadership capacity. Participants will complete a book study with one or more members of administration to learn important concepts of school pedagogy, leadership, customer service, business, and law. In addition to the book study, participants will be given additional leadership opportunities such as leading event committees, serving as lead teacher, serving as a mentor teacher, leading a professional development course for other teachers, etc. Teachers seeking advancement to administration will also be encouraged to complete a graduate-level degree in education, educational leadership, business, or another related field.

Participants that complete the requirements of the program and continue to demonstrate superior instructional and leadership skills will be given priority status when new administrative positions are available.

The EMO operates a similar leadership development program and may provide additional administrative candidates, as needed.

- (9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

ALA – NLV will seek to minimize leadership and teacher turnover through proactive hiring, training, and evaluation procedures. However, administrative and instructional performance will be monitored and changes made, as necessary to ensure the success of the students and the organization.

When deficiencies in administrative or instructional staff are observed, the direct manager of the person in question bears the responsibility for assessing the situation and providing remediation. Staff will be notified of deficiencies in a loving but straightforward manner. The direct manager of the person in question will develop an improvement plan with the person and set milestones for improvement. If additional resources are necessary to ensure success, reasonable efforts will be made to secure those resources. The manager will follow up with the staff member at regular intervals to provide support and measure progress against established milestones. When sufficient progress is not maintained, the employment of the staff member in question may be terminated. All termination determinations must be made in conjunction with senior leadership and human resources to ensure compliance with applicable laws and school policy. The timing of terminations should also be considered to minimize the negative impact on students and their families.

Since ALA – NLV will provide extensive training to its staff, turnover may pose a significant cost to the organization. When one considers the additional cost of staff recruitment activities, potential loss of students, and the administrative burden dedicated to these activities it is likely that the cost of turnover for a teacher is nearly \$3000 or more and an administrator \$5000 or more.

It is the goal of ALA – NLV to minimize teacher and administrator turnover.



(10) Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.

It is anticipated that ALA – NLV will utilize the ADP Total Source HRIS. This platform is currently in use by the EMO and has proven successful.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

ALA – NLV will utilize the services of its EMO, American Leadership Academy, Inc., to perform core Human Resources functions. ALA, Inc. will provide recruitment, qualification verification, background checks, benefits management, payroll, and disciplinary support to ALA – NLV. ALA, Inc. will provide these services in concert with ADP Total Source to ensure a comprehensive HR solution for ALA – NLV.

This arrangement permits ALA – NLV access to a far larger benefits pool, minimizes overhead, and permits ALA – NLV to focus on its core competency of providing quality instruction. As the network of schools in Nevada expands and they are better able to efficiently manage these services in-house, the EMO's HR services will no longer be required.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.

ALA – NLV will leverage both the school's resources and the EMO's resources to scale to new sites. As discussed above, school leadership candidates will be developed by both the EMO and ALA – NLV. All candidates will be interviewed and the best candidate selected for the job.

Additional staff will be drawn from the shared pool of candidates between both organizations. This permits a far greater applicant pool that spans several states and leverages existing relationships with colleges and other recruitment sources.

It is anticipated that a second campus will be opened in Northwest Las Vegas in the 2018-19 school year. It is further anticipated that this campus will operate under its own charter, American Leadership Academy – Centennial Hills. If this charter is approved, ALA – NLV will enter into an interlocal agreement ALA – Centennial Hills to share regional resources and personnel. Initially, both charters will share the same Board of Directors and maintain licensing agreements with the EMO, American Leadership Academy, Inc.

When an additional campus is opened, the Director of ALA – NLV will assume the role of CEO/Superintendent and a new Director will be appointed to the ALA – NLV campus. The Business Manager will also become a shared resource and provide services to both schools. As additional campuses are added, additional regional staff will be added to provide oversight and ensure



alignment with the school's mission and vision. Anticipated shared resources include the CEO/Superintendent, Chief Financial Officer, Chief Academic Officer, Registrar, Special Education staff, and Federal Programs Director.

Legal counsel will be sought to draft the proposed interlocal agreement within the guidelines of applicable law. It is anticipated that each school will contribute financially to the agreement proportionate to their revenue. A conflict resolution procedure will also be outlined in the agreement as it is anticipated that the Board of Directors for additional charters may not be comprised of the same individuals.

Since ongoing growth is anticipated, the activities of recruitment and development will be ongoing. The CEO/Superintendent will oversee the development of new campuses with the accompanying processes of charter approval, facilities development, staff recruitment, student recruitment, purchasing, training, finance, and so forth. The proposed CEO/Superintendent of the school has assisted in the growth of the EMO from one campus serving 500 students to several campuses serving over 5500 students and is very familiar with the processes required for continued growth.

Schools that operate under different charters will operate on separate budgets. The start-up costs for each new school will be included in the facility lease agreement for that school and will not be the responsibility of existing schools. Costs for shared resources, such as back-office personnel, will be shared between the separate charters in proportion to utilization.

- (2) If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.

ALA - NLV will follow a similar growth path to that of its EMO, American Leadership Academy, Inc. (ALA, Inc.). ALA, Inc. began operations in 2009 when it took over a small charter school serving 180 students. Within weeks of assuming control of the school, enrollment grew to over 500 students. Since then, the school has grown seven additional campuses and now educates over 5500 students in grades K-12. ALA, Inc. has an additional campus approved for 2016-17 and continues to grow year over year.

ALA - NLV seeks to grow one campus per annum. Initially, all campuses will serve grades K-8. In year four, however, it is anticipated that the organization will open a full K-12 campus to provide the full range of grades to our stakeholders. All growth is contingent upon the success of previous campuses and may be delayed or accelerated based on market demand, organizational capacity, and performance.

In contrast to ALA, Inc., ALA - NLV and its affiliate schools will have the benefit of experience and support. Growth necessitates the coordination of several complex processes. ALA, Inc has refined these processes through its own growth and will now share its processes and support with ALA - NLV.

- (3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.



The fundamental features of the ALA – NLV school model are Core Knowledge, leadership instruction, and providing an exceptional educational experience in a moral and wholesome environment. These features will be incorporated through explicit careful staff recruitment, training and professional development, and ongoing evaluation and audit.

Implementing the fundamental features of the chosen model begins with staff selection. All staff must be aligned with the mission and vision of the school: including administrators, teachers, and support staff. When all staff are aligned for a common cause, everything else falls into place.

ALA – NLV recognizes that its model requires significant staff buy-in and specific skills. For this reason, ALA – NLV will utilize a rigorous professional development plan. Staff will be instructed in both the philosophy of the school as well as the knowledge and skills necessary to implement its program of instruction.

Finally, ALA – NLV will employ both internal and external audits to ensure that all aspect of the school are aligned with the chosen school model. Internal audits will be overseen by the CEO/Superintendent of ALA – NLV. Audits will measure all aspects of the school including legal compliance, décor, cleanliness, culture, academics, stakeholder satisfaction, and compliance with school policy & procedure. External audits by the EMO will be performed on an annual basis to ensure that the model is being implemented faithfully and that the American Leadership Academy brand is consistent.

- (4) Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.

The EMO will provide the following services during the start-up period of ALA - NLV:

- Academic Consultation
- Professional Development
- Student Information System support
- Human Resources (Including recruitment, qualification verification, background checks, benefits management, payroll, and disciplinary support)
- IT Help Desk
- Legal Counsel
- Marketing
- Finance Consultation
- Special Education Consultation

- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 13. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to



non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.

ALA – NLV will enter into a licensing agreement with American Leadership Academy, Inc. The licensing agreement provides ALA – NLV rights to ALA, Inc. handbooks, logos, processes, and back office personnel. In addition to the intellectual property outlined above, ALA – NLV also receives the services outlined in question four of this section. The anticipated cost of the licensing agreement is two percent of the school’s base income from the state, or \$130 per student. Therefore, if the school obtains enrollment of 1000 students, the anticipated cost of the agreement would be \$130,000 per annum. A comparison against other EMO’s and CMO’s rates reveals that this price is very competitive and fair for the services being rendered. Specifically, Doral Academy of Northern Nevada indicated fees of \$450 per student due to their CMO while Legacy Traditional School of Henderson indicated costs of \$1072 per student paid to their management organization. It is recognized that the services provided under each of these agreements varies and that the comparison is not exact. Yet, the information is sufficient to determine that the fees paid to the EMO are minimal and fair.

- (6) Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual’s activities by school employees or the board?

The EMO, ALA, Inc., will provide limited consultation and back office support. All key personnel for the school, including administrative personnel, will be the employees of the school and not the EMO. The primary positions provided by the EMO will be in Human Resources. ALA – NLV will have access to additional personnel for consultation purposes to ensure the success of the school. The EMO will perform periodic reviews of ALA – NLV to provide feedback, guidance, and assistance.

The relationship between ALA – NLV will be managed by the CEO/Superintendent of ALA – NLV under the supervision of the Board of Directors. The CEO/Superintendent of ALA – NLV will provide regular reports to the Board of Director on the activities of the EMO and identify any potential conflicts or corrections necessary.

- (7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Supports the school in achieving its performance goals.	Sets performance goals.	Recommends goals to the Board.



Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Curriculum	Provides outline of proven curriculum and supporting documents. Supports the school.	Selects school curriculum.	Recommends curriculum to the Board and implements the selected curriculum.
Professional Development	Supports the school leader.	Delegates to School Leader.	Develops a professional development plan and implements it.
Data Management and Interim Assessments	Supports the school.	Establishes policy.	Implements policy.
Promotion Criteria	Supports the school.	Establishes policy.	Implements policy.
Culture	Supports the school.	Establishes policy.	Implements policy.
Budgeting, Finance, and Accounting	Supports the school.	Establishes policy.	Implements policy.
Student Recruitment	Supports the school.	Establishes policy.	Implements policy.
School Staff Recruitment and Hiring	Supports the school leader.	Delegates to School Leader.	Develops a recruitment plan and implements it.
HR Services (payroll, benefits, etc.)	Provides comprehensive HR services under the supervision of the School Leader.	Establishes policy that is followed by the School Leader and EMO.	Oversees services provided by EMO.
Development/ Fundraising	Supports the school leader.	Delegates to School Leader.	Creates a development/fundraising plan and implements it.
Community Relations	Supports the school.	Delegates to School Leader.	Represents the organization under direction of the Board.
IT	Provides support services under the direction of the school leader.	Establishes policy.	Proposes policy and implements established policy through the EMO.
Facilities Management	Supports the school.	Establishes policy.	Implements policy and manages daily oversight.
Vendor Management / Procurement		Delegates to School Leader.	Manages vendors and purchasing.
Student Support Services	Supports the school.	Delegates to School Leader.	Manages student support services and reports to Board.



Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Other operational services, if applicable		Delegates to School Leader.	

(8) Provide, as Attachment 8, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO’s role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

See Attachment 8 in the appendix.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

American Leadership Academy – North Las Vegas (ALA – NLV) will employ a rigorous marketing plan to ensure that enrollment targets are met and all community demographics receive appropriate notice and outreach. Initial marketing efforts are already underway and include the creation of a school website and Facebook account. Upon approval of the charter, a coordinated grass-roots effort will be launched to gain community awareness. This effort will begin with cottage meetings held in the homes of potential applicants. During these cottage meetings, small groups get the chance to interact with school leadership and learn about the school’s mission and vision. The goal of each cottage meeting is to secure the support of those in attendance and schedule additional cottage meetings in their homes. Though time-intensive, this method helps community members



learn about the school in a comfortable, non-intimidating setting and helps create ties between school administration and the community.

Additional marketing efforts include mailer campaigns to the neighborhoods surrounding the school, email campaigns, social media campaigns, flier campaigns at local supermarkets, community events, campus tours (when possible), and much more. When available, ALA - NLV will also seek to work with local media outlets to bring community awareness to the school and highlight its mission and vision.

Through its licensing agreement with the EMO, ALA - NLV has access to professionally designed marketing materials that can be modified for use in Nevada. ALA - NLV will leverage these resources as well as the marketing know-how of the EMO and proposed school leader to ensure that enrollment targets are met.

ALA - NLV will reach out to economically disadvantaged families, ELL families, special education students, and other at-risk groups by specifically addressing the needs of these groups on the school website and on marketing materials. Where possible, marketing materials will be made available in Spanish also to ensure equal access to information on the school.

- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

ALA - NLV will begin open enrollment January 2, 2017. Notification will be sent to all households within 2 miles of the school no later than November 15, 2016 pursuant to Nevada law. Notification will also be made upon the school's website in both English and Spanish to ensure English language learners are not discriminated against. ALA - NLV's enrollment policy, including prohibitions on discrimination against families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure, will be posted on the school website and also on the online student application.

The open enrollment period for the school will extend from the first Monday in January till the last Friday in March. At this time a determination will be made if a lottery is necessary based on the number of applications received. If a lottery is necessary, one will be performed during the first week of April and the results disseminated to school stakeholders. Enrollment priority will be established through the lottery process and seats backfilled throughout the year based on the established priority. Applications received after the lottery will be placed at the end of the wait list based upon date and time received.

- (b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The target starting enrollment for the first school year is 92% enrollment or 990 students. The school Director will track progress towards this goal. The target re-enrollment rate is 75% based on



unavoidable student attrition such as eighth grade students moving to high school (8%) and families moving out of the area (12%). The school anticipates losing another 5% of students to other schools. The school will seek to obtain full school enrollment, 1080 students, during the first school year.

- (c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

The best way to avoid staff error is to remove them from the equation. ALA – NLV will employ an online enrollment portal that will clearly state that the school does not discriminate against special populations. The school's website will also have a page dedicated to special populations to outline the school's commitment to serving all students. Online applications will be monitored by school administration and enrolled based on lottery determinations. Additionally, the initial enrollment form will seek to avoid the collection of information that could lead to discrimination to avoid the possibility of such discrimination. After enrollment priority is established through the lottery, all accepted applicants will have a two-week time frame to complete a more comprehensive application that will contain all of the remaining relevant student information.

All staff will learn about the school's non-discrimination policies during staff training. These policies will be contained in the staff handbook, which all staff are required to read and agree to abide thereby. Staff specifically handling enrollment will receive earlier training to ensure that all school policies are followed throughout the enrollment process.

- (2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

ALA – NLV recognizes the importance of ongoing marketing and recruitment throughout the school year. ALA – NLV also recognizes that existing stakeholders are the best form of marketing. As such, our first priority is to provide a fantastic educational experience to all existing students. If students and parents love the school, they will naturally talk to their friends and families about it.

To this end, ALA – NLV will treat every interaction with parents as an advertising opportunity. School events will be well planned and executed with particular attention paid to how stakeholders will be affected by the event. ALA – NLV will also continually remind stakeholders of the great things that are being accomplished by the students at the school through short videos and pictures posted on social media and in school newsletters.

Most importantly, the students must succeed. ALA – NLV will develop positive community support by focusing on helping students perform academically and grow as individuals. When students grow, the school can also.

In summary, the marketing strategy for ALA – NLV changes after opening from telling people what we can do for them to doing what we told them we would do and telling them we did it. As we fulfill our promises and provide value to our stakeholders, recruitment will effectively take care of itself.



As ALA - NLV is a growth model organization, more traditional forms of advertising such as mailer, email, flier, and social media campaigns will continue throughout the school year to ensure adequate enrollment in subsequent campuses. Campus tours will also be offered on a weekly basis to help potential applicants observe the school setting and learn about the school's unique philosophy.

- (3) Complete the following tables for the proposed school to open in 2017-18. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2017.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	-	-	-	-	-	-
K	66	66	66	66	66	66
1	90	90	90	90	90	90
2	90	90	90	90	90	90
3	90	90	90	90	90	90
4	90	90	90	90	90	90
5	90	90	90	90	90	90
6	60	60	60	60	60	60
7	60	60	60	60	60	60
8	60	60	60	60	60	60
9						
10						
11						
12						
Total	696	696	696	696	696	696

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3	120	120	120	120	120	120
4	120	120	120	120	120	120
5	120	120	120	120	120	120
6	90	120	120	120	120	120
7	90	120	120	120	120	120
8	90	120	120	120	120	120
9						
10						
11						



12						
Total	990	1080	1080	1080	1080	1080

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K						
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3	120	120	120	120	120	120
4	120	120	120	120	120	120
5	120	120	120	120	120	120
6	120	120	120	120	120	120
7	120	120	120	120	120	120
8	120	120	120	120	120	120
9						
10						
11						
12						
Total	1080	1080	1080	1080	1080	1080

- (4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

There are two primary reasons why American Leadership Academy – North Las Vegas (ALA – NLV) has chosen to open such a large campus. First, ALA – NLV is confident that its educational model will provide a superior educational experience to the North Las Vegas community and desires to increase its impact and fulfill its mission by providing this experience to as many students as possible. Second, larger campuses provide important business and financial advantages that are necessary to ensure the success of the school.

ALA - NLV is replicating a high performing model that has been tested and proven in various demographics in Arizona. The model has been helped American Leadership Academy, Inc., the EMO, obtain a LEA-wide rating of an “A” District by the State of Arizona. The model has proven very portable and even new campuses operating in lower SES demographics have been able to obtain substantial student growth and performance. With such a mature, proven model in place, ALA – NLV is confident that the educational experience it will provide to students will far exceed that of existing schools in the target demographic. As such, ALA – NLV desires to provide this educational experience to as many students as possible. The target maximum enrollment of 1080 provides a



school large enough that a robust educational product can be provided while avoiding becoming too large and losing the desired school climate and culture.

Fulfillment of the school's mission and vision is dependent upon applying sound business principles. Managerial accounting helps the school understand the fixed and variable costs allocated to each student educated. Carefully managing these costs will enable the school to provide the educational product it desires and fulfill its mission and vision. The relationship between mission and vision, business principles, and school size is hierarchical. The process begins by identifying the inputs necessary to fulfill the mission and vision of the school. Inputs include curriculum, staff, contractors, facilities, administrative overhead, and so forth. Once the inputs necessary to fulfill the mission and vision of the school are identified, then business principles are applied to determine how those inputs can be obtained in an economically viable manner. Fixed costs and variable costs are analyzed against revenue projections to determine the ideal balance necessary to operate the school. The outcome of this analysis is the realization that a larger campus is necessary to offset projected fixed costs, minimize variable costs through economies of scale, and ensure the financial viability of the school.

ALA – NLV understands that this is a large start-up campus and has planned for the challenges this project represents. First, ALA – NLV is replicating a proven educational model that is scalable and successful in various demographics. Second, the school has a robust marketing strategy to attract both students and teachers. Third, the school will employ a school leader with experience with both the proposed model and school start-up and growth. Finally, ALA – NLV will partner with its EMO to secure additional bandwidth and support in completing all of the tasks and processes necessary for starting and operating a school.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The Board of Directors exists to “ensure, on behalf of the public, that students are learning, money and resources are well stewarded, and the organization passionately pursues greatness, while modeling the highest legal and ethical principles³⁰.” The Board of Directors for ALA- NLV will operate in an open and transparent manner: accepting community feedback while fastidiously working to preserve the culture and identity of the school.

The Board will accept stakeholder feedback through public comment time provided at the beginning of each Board Meeting and through the CEO/Superintendent of the school who will be responsible for meeting with stakeholders and reporting to the Board of Directors.

The Board will receive regular updates from the CEO/Superintendent relating to the status of the school's academic, financial, and organizational health. Though the Board verifies the success of the

³⁰ Groenner, J. (2015). Presentation: Governing for Greatness. National Charter Schools Institute. Retrieved online from <https://nationalcharterschools.org/presentation-governing-for-greatness-ohio-nov-13-2015/>



school in relation to these aspects, Board members shall not interfere with the daily operations of the school or micromanage school personnel. The Board members only have power when in quorum and exercise that power through the development of policy as a body.

- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The Board of Directors for ALA – NLV, hereafter referred to as “the Board,” shall be comprised of no less than five members. Board members shall all have equal voting rights and authority. The Board shall elect officers including President, Vice President, Secretary, and Treasurer. The Board shall be comprised of two current or former educators to provide oversight of the educational program of the school, two business professionals to provide financial and organizational oversight of the school, and a parent to represent the needs and desires of the community.

The Board will be responsible for adopting policy and setting organizational goals. The school leader (campus Director when just one campus and CEO/Superintendent when the school grows) will be responsible for developing procedure for implementing the policy adopted by the Board. The school leader will report to the board at the beginning of each board meeting and offer recommendations for policy, provide for accountability, and answer any inquiries from Board members. The Board shall evaluate the school leader on an annual basis and provide feedback, as applicable.

The structure of the Board follows the guidelines established by Nevada Law for the Committee to Form a charter school. These guidelines were determined by the legislature of the State of Nevada to provide a board composition sufficient to oversee the school and school leader, ensure the operational success of the school, and provide for the active and effective representation of key stakeholders.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 9). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

The members of the Board of ALA – NLV are Michael Montandon, Kyle Bybee, Makeli Scholer, Melissa Hardman, and Megan Curtis.

Mr. Montandon is the former Mayor of the City of North Las Vegas and a former gubernatorial candidate for the State of Nevada. Mr. Montandon received his degree in Finance from Arizona State University and currently works as a commercial real estate broker in the target market. Mr.



Montandon brings to the Board of ALA – NLV considerable community insight and connections as well as valuable business, development, and finance experience.

Mr. Scholer resides in the target market and owns an insurance brokerage. Mr. Scholer's business acumen and knowledge of the target market make him a valuable addition to the Board of ALA – NLV. Mr. Scholer also serves as the parent of potential students of American Leadership Academy – North Las Vegas.

Mrs. Hardman resides in North Las Vegas and formerly worked as a teacher in Nevada. Mrs. Hardman is passionate about improving educational choice in her community and brings knowledge of teaching and the community to the Board of ALA – NLV.

Mrs. Curtis is a current teacher at a charter school in Nevada. Mrs. Curtis has taught for over five years and is passionate about education. Mrs. Curtis has family attending American Leadership Academy in Arizona and is excited to help bring a campus to her community. Mrs. Curtis also resides in the target market and will bring a knowledge of teaching and the community to the Board of ALA – NLV.

Mr. Bybee is a successful business professional. He is a certified public accountant who previously worked with PricewaterhouseCoopers. Mr. Bybee currently serves as the CEO and CFO of various organizations under the umbrella of Yamagata Enterprises Family Offices. Mr. Bybee is a resident of Henderson and Las Vegas native.

- (4) Provide, as Attachment 10, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Please see Attachment 10.

- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

The Committee to Form of American Leadership Academy – North Las Vegas includes the full founding Board of Directors.

- (6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 11, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The Board's ethical standards require Board members to exemplify the virtues espoused by the school, ensure the success of the organization, avoid conflicts of interest, and ensure the fulfillment of the mission and vision of the school.

Prior to the school opening, all board members will receive training in various subjects, including conflicts of interest. When a board member suspects him/herself to have a conflict of interest, they shall immediately state the potential conflict of interest and recuse themselves from voting on the



subject. If a board member suspects another member of the board may have a conflict of interest, they shall politely outline the potential conflict and provide the member the opportunity to recuse himself or herself.

To see the board's conflict of interest policy and code of ethics, please see attachment 11.

- (7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

The Committee to Form has worked to ensure that no conflicts of interest exist on the Board of Directors. Members of the CTF that will work for the school will not participate on the Board. The members of the Board will not provide services to the school.

The proposed school leader and member of the CTF, Jeremy Christensen, does work for the EMO and currently serves on their Board of Directors. Mr. Christensen will resign from both positions upon being hired by ALA - NLV as the school leader. This arrangement has been forthrightly disclosed to the Executive Director of the SPCSA, Patrick Gavin, to avoid any perceived conflicts of interest.

There are no other existing conflicts of interest at this time.

- (8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

The Governing Board may add additional members, up to seven, to meet the needs of the organization. Individuals with qualifications and expertise that may be valuable to the school may be invited to participate on the Board upon a majority vote of the Board to do so.

Upon approval of the charter application and completion of the Board, all Board members will receive training relating to the duties and obligations of the members of the Board of Directors. Training will be provided by the EMO using publicly available materials from the National Alliance for Charter Schools, the Colorado Department of Education, and other such organizations. Training will be provided on an ongoing basis as needs are identified.

Board membership will change over time to reflect the growth of the school and the increasing demands of Board members. Board members may resign or be removed from the board by a majority vote.

- (9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Table 1, below, outlines the training that will be provided to Board Members of American Leadership Academy - North Las Vegas. Additional training opportunities will be made available, as necessary.



TABLE 1: BOARD OF DIRECTOR TRAINING

Course Topic	When Delivered	Mode of Delivery	Requirements for Participation
Board Member duties and obligations (Organizational chart, Board member roles, oversight duty, charter contract)	Upon appointment	Online or in-person.	Appointment to BOD.
Conflict of Interest	Upon appointment	Online or in-person.	Appointment to BOD.
Code of Conduct, Ethics	Upon appointment	Online or in-person.	Appointment to BOD.
School Finance (Chart of accounts, funding formula, grants management, cash controls, budgeting, annual audit, asset management, etc)	May, 2017 or upon appointment thereafter.	In person	Appointment to BOD.
School Law (FERPA, IDEA, Open Meeting Law, Records Retention, Student Discipline & Safety, Other topics as applicable)	May, 2017 or upon appointment thereafter.	In person	Appointment to BOD.
Robert's Rules of Order & Effective Meeting Techniques	January, 2017.	In person	Appointment to BOD.
Promoting the Mission & Vision of the School	February 2016 or upon appointment thereafter.	In person	Appointment to BOD.
Administrator Evaluation	May, 2017 or upon	In person	Appointment to



	appointment thereafter.		BOD.
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(10) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or academic reports.

The Board of Directors of American Leadership Academy – North Las Vegas will operate in a guidance and oversight capacity only. The Board will establish academic, operational, and financial policy and goals and delegate implementation and achievement of said policy and goals to the CEO/Superintendent of the school. The CEO/Superintendent will manage school staff as well as the services provided by the EMO under the supervision of the Board.

The Board of Directors will receive quarterly reports outlining student academic achievement, school enrollment, and school finance from the CEO/Superintendent. Any significant changes in staffing, attendance rates, or community perception will also be presented to the Board.

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

ALA – NLV will not utilize advisory bodies or councils. Instead, concerned stakeholders will be encouraged to provide meaningful feedback during regularly scheduled board meetings, through online forms and surveys, or to the Director of the campus their child attends.

It is the experience of the EMO that when advisory bodies are formed that contention and strife soon follow. This does not mean that feedback is not elicited or applied, ALA – NLV will avidly seek stakeholder feedback through other channels such as those listed above.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Should a parent have an objection to a governing board policy, administrative procedure, or practice at the school, they may submit their concerns in writing to the CEO/Superintendent (electronically or on paper), address the Board during the public comments portion of the Board Meeting, or meet with the school CEO/Superintendent or campus Director in person.

Concerns that can be addressed by the CEO/Superintendent shall be managed at that level. Concerns that require a change in school policy will be elevated to the board and addressed in their regularly scheduled meetings.

Due to open meeting laws and notification requirement, items that are brought up during the public comments portion of a board meeting cannot be acted upon during that meeting unless they were



already included on the agenda. Such items will be tabled for future board meetings and discussion and action taken at that time should it be necessary.

ALA - NLV will employ an open door policy to provide parents and other stakeholders access to administration. ALA - NLV will also have an online form posted on their website to enable stakeholders to submit their feedback electronically. Additionally, ALA - NLV plans on distributing stakeholder surveys on a biannual basis to assess stakeholder perceptions in relation to the school. Finally, ALA - NLV will utilize branding software that scans the internet and social media for references to the school. This software will enable the school to find out what people are saying about the school on various platforms and address concerns as they arise.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure
Obtain full enrollment	Ensure economic viability of school while fulfilling the mission of the school.	Full enrollment.
Ensure the fulfillment of the mission and vision of the school.	Maintain alignment of the campus with states school values. The mission and vision of the school have been proven effective and should guide all that the school does.	High academic performance as rated by Nevada assessment results, full enrollment, and demonstration of leadership capacity of students during site visits and community events.
Improve education and provide educational choice in the target market	Enable families in the target market to excel academically.	Student growth and performance measures exceed that of neighboring schools on Nevada examinations.
Ensure the financial stability of the school and compliance with sound accounting principles.	Maintain the long-term viability and ethical operation of the school.	Annual third-party audit results. Accumulation of financial reserves.
Ensure compliance with the Charter Contract	The charter contract outlines the terms by which the school is authorized to operate. Non-compliance with the contract could lead to the revocation of the charter and jeopardize the school.	Ongoing obtainment of high scores on SPCSA academic and operational framework metrics.
Support a school culture of character development, hard work, leadership, and excellence.	Part of ALA - NLV's vision is to change the world. This process must begin at the school where we engender in students the character, skills, and knowledge necessary to	Minimal negative behavioral referrals, observation of school culture during school audits.



	truly make a difference in their homes, community, and the world.	
Embody the values of American Leadership Academy – North Las Vegas.	Board members are visible representatives for the school and should embody the values that the school represents.	Demonstrated personal character and leadership in the community. Avoidance of criminal violations or scandals.
Actively participate in board meetings through proactive preparation, thoughtful debate, and development of solutions.	Board members direct the policy and direction of the school. As such, they should take their roles seriously.	Attendance at board meetings. Proficiency in meeting materials. Solutions-based discussion.

Removal from the board can happen one of three ways: term expiration, voluntary removal or forced removal. Term expiration is governed by the bylaws of the organization. Voluntary removal occurs when a board members resigns from the board for any reason. Forced removal occurs when a board member is removed from the board through a vote of his/her peers. Removal from the board may be due to misconduct or failure to fulfill the goals outlined above. Forced removal may also occur when the remaining board members feel that a more qualified board member should take the place of an existing board member who does not desire to resign from the board. ALA-NLV will not employ term limits.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 12.

Please see Attachment 12.

- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

The proposed school leader, Jeremy Christensen, comes to ALA – NLV with seven years of charter school administrative experience. Mr. Christensen helped develop the model that ALA – NLV is replicating and is extensively versed in the culture, curriculum, and procedures of the school. As such, Mr. Christensen does not require additional training on these items.

In order to ensure a smooth transition to the Nevada school context, Mr. Christensen will receive training and development on subjects pertaining specifically to Nevada including: Nevada Revised Statute, Nevada Administrative Code, Nevada State Public Charter School Authority guidelines, Nevada Department of Education procedure and guidelines, and other applicable State and local guidelines and procedures. Where possible, Mr. Christensen will seek training from qualified third-party providers such as the Nevada Department of Education, the Charter School Association of



Nevada, Nevada PERS, and others providers, as identified. Where specific formal training cannot be obtained, Mr. Christensen will directly seek learning and direction through websites, online documents, contact with qualified professionals, and other self-driven avenues. Mr. Christensen is an avid learner with a demonstrated capacity for self-teaching.

As a function of the licensing agreement with the EMO, the proposed school leader can also obtain training and guidance from EMO staff. This staff includes education and business professionals with expertise in all areas of charter school operations.

- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The proposed school leader, Jeremy Christensen, will work on a full-time basis developing the school beginning in January, 2017. From the time of charter approval till January, 2017, Mr. Christensen will work on a part-time basis to continue the processes necessary to begin the school. Compensation for Mr. Christensen will be included in the start-up funds provided by the facility lease with Schoolhouse Development, LLC.

It is anticipated that the Assistant Director and Office Manager for ALA – NLV will also begin employment prior to the opening of the school to ensure the successful enrollment of students and the hiring of staff. Compensation for these employees is also included in the start-up funds provided by Schoolhouse Development, LLC.

SCHOOL MANAGEMENT CONTRACTS

- (1) How and why was the EMO selected?

The EMO was specifically approached by community stakeholders desiring an American Leadership Academy campus in their community. These community members all have school-age children that attend the only charter school currently serving the target market. After learning about the model that American Leadership Academy has built, these concerned citizens traveled to Arizona and visited an American Leadership Academy campus. They were impressed with what they saw and eagerly petitioned American Leadership Academy to find a way to open a campus in North Las Vegas, their community.

After the visit from these community members, the leadership of ALA, Inc. began discussions on how they might expand to Nevada and answer the petitions of these community members.

Due to conflict of interest concerns, these community members were not permitted to participate on the Board of Directors or the Committee to Form. They were instrumental, however, in identifying potential board members who would also appreciate the model developed by ALA, Inc. Once a sufficient number of board members were identified and recruited, the Board ratified the decision to move forward with ALA, Inc. as the EMO.



- (2) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

The governing board is the authoritative body of the charter school. The EMO provides services and intellectual property rights to ALA - NLV. The governing board may cancel the contract with the EMO pursuant to Nevada law and the EMO may also cancel the contract, if it so desires.

The licensing agreement between ALA - NLV seeks to gain the resources of the EMO while also minimizing the control that the EMO exerts on the organization. As such, ALA - NLV will employ its own leadership and many of its own back office staff. As outlined in other sections of this documents and in the agreement itself, the licensing agreement enables ALA - NLV the opportunity to replicate the existing model, utilize existing intellectual property, and receive consultation, guidance, and auditing services. Where economies of scale can be obtained, such as in Human Resources, the EMO will perform these services.

The CEO/Superintendent will be the primary party interacting with the EMO. The CEO/Superintendent shall report to the governing board the activities of the EMO and any potential recommendations pertaining thereunto.

- (3) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

The proposed CEO/Superintendent of ALA - NLV, Jeremy Christensen, is currently employed by the EMO. The proposed Assistant Director of ALA - NLV is also currently employed by the EMO. Both individuals will resign from the EMO prior to officially commencing employment with ALA - NLV. No members of the Board of Directors have any relationship with the EMO.

- (4) Please provide the following in Attachment 13:



- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see attachment 13.

- (5) Provide, as Attachment 21, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Please see Attachment 22, the EMO is not organized as an independent entity. The EMO is the charter holder and directly manages the AZ schools. Therefore, attachments 22 and 23 are the same.

- (6) Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 23.

Please see Attachment 23.

- (7) Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 23.

Please see Attachment 23.



- (8) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 22.

Please see Attachment 22.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

American Leadership Academy will not service grades 9-12 at this time. Therefore, this section is not applicable.

- (1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- (3) Discuss the scope of the services and resources that will be provided by the college or university.
- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (7) Provide as Attachment 14, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

SERVICES

- (1) Provide, as Attachment 15, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does not serve as a barrier to enrollment or ongoing attendance.

ALA – NLV will not provide transportation services outside of that mandated in IEP's or required by the McKinney-Vento Act. This will be communicated to parents during the application process to avoid any unnecessary frustration to the school's stakeholders.



In order to minimize the impact of not providing transportation, ALA – NLV will seek to locate its facility centrally within the target community and within walking distance to residential developments. Additionally, ALA – NLV will operate a carpool Facebook page to provide parents with the platform necessary to coordinate transportation. The group will be closed and only confirmed parents will be permitted to join the group.

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does not serve as a barrier to enrollment or ongoing attendance.

ALA – NLV will operate its own cafeteria. Kitchen staff will initially include one full-time employee and one part-time employee. If additional staff are necessitated due to increased enrollment, they will be added. The kitchen equipment necessary will be provided with the facility and included in the facility lease. The Kitchen Manager will work with the local authorities to obtain all necessary permits and licenses.

The EMO will work with the Kitchen Manager to provide an annual calendar of meals, recipes, purchasing guidelines, a kitchen handbook, and guidance on establishing and maintaining a sustainable cafeteria program. The EMO will also provide an annual audit of the kitchen to ensure that the kitchen is operating in a healthy and efficient manner.

ALA – NLV will not participate in the Free and Reduced Lunch program to ensure the school maintains full control over its program of instruction. The cost for operating the kitchen will be offset by revenues generated by selling warm lunches to students. Students that lack adequate lunches will be provided low-cost lunches by the school. ALA – NLV will seek community sponsors to help offset the cost of these lunches and ensure all students receive adequate nutrition.

(c) Facilities maintenance (including janitorial and landscape maintenance)

As ALA – NLV will be operating in a new facility; maintenance tasks are anticipated to be minimal. Building defects related to construction will be covered by a facility warranty. A school-employed custodian and maintenance worker will handle regular janitorial and maintenance tasks. It is anticipated that the school will need \$10,000 in equipment to support landscape maintenance activities and an additional \$10,000 in janitorial supplies, which are reflected in start-up costs. Although it is more economical to outsource these services in the short-term, ALA – NLV seeks to maintain control over these activities and provide long-term savings by managing these services in-house.

(d) School health and nursing services

The school will employ its own health aide to care for the daily medical needs of students. Additional staff will be secured to meet the needs of students with severe disabilities that need more elaborate services. The EMO will help establish the nurse's office by providing a health aide manual that outlines recommended procedures, applicable laws, and resources. The EMO will also provide an annual audit of the health office to ensure that records are being kept, procedures followed, and the health of the students properly cared for.



(e) Purchasing processes

The CFO/Business Manager will be designated as the purchasing agent for ALA - NLV. The CFO/Business Manager must abide by the budget established by the Board of Directors. In the event of a necessary deviation, the purchasing agent shall seek special authority from the Board of Directors.

The Campus Director may approve expenditures less than \$500. The business manager will be responsible for obtaining competitive bids to ensure that the organization obtains the best pricing possible. ALA - NLV will utilize the existing vendors of the EMO, where possible, to obtain the best pricing available.

(f) Safety and security (include any plans for onsite security personnel)

ALA - NLV will incorporate safety features into the construction of the facility including: security cameras, magnetic entry doors, fencing, interior locking classroom doors, smoke and fire alarms, and perimeter lighting. These features, in conjunction with safety policies and training will help ensure the safety of both staff and students. ALA - NLV will not hire specific security personnel for the school. Instead, all staff members will work together to ensure a safe and secure environment. Local law enforcement agencies will also be utilized, as necessary, to ensure the safety of the students.

- (2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

The facility for ALA - NLV will be constructed with the proper technology infrastructure to support the needs of the school well into the foreseeable future. This infrastructure includes: cat-6 cabling to each classroom, a wireless network with several access points throughout the campus, a high bandwidth connection to the internet (preferably fiber, depending on availability), a dedicated computer lab with all of the necessary cabling and equipment, VoIP phone server and phones for each classroom, a large format managed switch, projectors in each classroom with the necessary cabling, computers for each teacher and administrator, cash registers for the front office and cafeteria, a robust firewall, a bell and announcement system, and more. The infrastructure will be included in the cost of the facility lease.

ALA - NLV will also utilize the EMO for technology support. The EMO will provide access to help desk IT support and consult on the IT infrastructure for the school. The EMO will also provide sample technology use agreements, policies, and procedures to help ALA - NLV establish a safe and functional IT infrastructure.

As necessary, ALA - NLV will partner with a local provider to perform IT services. Services include on-site support, device imaging, cabling, troubleshooting, hardware repair, etc. The provider for these services has not yet been identified.



ALA – NLV will utilize the Google Apps for Education suite for email, intranet, and calendar applications. Google Apps for Education complies with FERPA and other national laws regarding student privacy and is used by thousands of K-12 schools and Universities across the nation. The account with Google Apps for Education will be established following the approval of the charter contract. An add-on archiving service will be secured to ensure that all information is retained in accordance to Nevada record retention guidelines.

- (3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

American Leadership Academy, Inc, the EMO, currently utilizes the Infinite Campus Student Information System to track and report all of its student information. ALA, Inc. is its own LEA and is responsible for managing all aspects of the system without state assistance. As such, the EMO is very proficient in setting up and operating within the IC software. The EMO will support ALA – NLV in operating the system as well as training staff on how to utilize the system.

In addition, the proposed CEO/Superintendent of ALA – NLV is proficient in Infinite Campus and has completed training in various aspects of the system including the fundamentals of IC Database, which enables Mr. Christensen to write SQL queries against the database.

Upon approval of the charter application, the CEO/Superintendent and representatives of the EMO will more fully familiarize themselves with the reporting requirements of the Nevada Department of Education and the Nevada State Public Charter School Authority. Training will be sought through the Nevada Department of Education, the Nevada Charter School Association of Nevada, and any other reliable source that is identified. Once the Business Manager and Office Manager for the school are hired, they will also undergo training. Where possible, ALA – NLV will seek to hire individuals that are already familiar with Nevada law and reporting requirements.

The Office Manager will be responsible for ensuring the accurate input and reporting of student data. The Business Manager will audit the work of the Office Manager on a quarterly basis to ensure all data is accurate and that all reporting requirements are being met.

- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

Student information will be carefully safeguarded to ensure compliance with local and national laws. Student files will be maintained in locking filing cabinets inside a locking office. Only authorized personnel will have access to student files.



All requests for student information will be sent to the Office Manager for ALA – NLV. The office manager will authorize the dissemination of information only upon established school policy and in compliance with applicable law.

All staff will be trained in FERPA compliance to ensure that personally identifiable information is not released inappropriately. The EMO will provide ALA – NLV with a list of policies and procedures that have been designed with legal counsel to ensure compliance with both FERPA and records retention laws.

FACILITIES

- (1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

American Leadership Academy will construct new, purpose-built facilities for their campus. It is anticipated that ALA will work with Schoolhouse Development, LLC. to secure facilities. Schoolhouse Development has built dozens of educational facilities across America and has a proven record of excellence.

Schoolhouse Development, LLC. will assume the responsibility for finding land, financing, designing, and building the school's facilities. Upon completion of the facility, American Leadership Academy will lease the facility from Schoolhouse Development until American Leadership Academy is able to purchase the facility through bond financing.

The committee to form has already begun scouting land availability in the target market and in so doing has created relationships with various landowners and developers. ALA is confident that sufficient land can be acquired to build the school and a price that is reasonable.

ALA has also secured a commitment from the City of North Las Vegas to facilitate the building permit process to ensure there are no delays or setbacks to construction.

Schoolhouse Development will be responsible for managing the construction timeline to ensure that ALA has access to the completed facilities no later than July 15, 2017.

- (2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility. Please include the organization's plans to finance the facility, including:



- (a) Total project cost
- (b) Financing and financing assumptions
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.



As stated above, ALA - NLV will lease facilities from Schoolhouse Development.

It is estimated that land costs will be approximately \$2 million. Construction costs are estimated at just over \$7.5 million with an additional \$3 million anticipated for onsite and offsite expenses and \$1.25 million in start-up capital to be included in the facility lease. In total, it is estimated that the facility will cost \$13.75 million. Schoolhouse Development has agreed to lease the facility to ALA at an annual lease cost of nine percent of the total cost of the facility, or an estimated \$1.24 million. At full enrollment of 1080 students, this represents seventeen percent of the school's state revenues. At an enrollment of 990 students, the lease cost is still only nineteen percent of the school's state revenues.

ALA will enjoy limited maintenance costs on the facility as it will be new. Schoolhouse Development will also offer a new facility warranty that covers any deficits in construction quality. ALA - NLV will employ two full-time janitors/maintenance men to handle all school maintenance needs. Outside providers will only be requisitioned on a special project basis.

Utilities are estimated to be approximately \$267,750 annually and are included in the budget.

- (3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to



10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

ALA has already begun working with Schoolhouse Development to design a facility that meets the schools needs. It is estimated that the facility will have 76,500sf of educational space including a large gymnasium, over 40 classrooms, a cafeteria, a media room, several offices, and a playground.

The facility will be located in North Las Vegas in the area surrounding Decatur and the 215 freeway. Several potential lots sufficient to house the facility have been identified. The Department of Economic Development for the City of North Las Vegas has been instrumental in helping identify potential school sites. Negotiations on the exact lot will not begin until following the approval of the charter application.

The facility developer will be responsible for ensuring the new facility complies with all county and municipal guidelines for educational facilities.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The proposed Director of ALA, Jeremy Christensen, has previously served as a partner in a charter school facilities development company prior to entering charter school administration. As a school administrator, Mr. Christensen has helped open six additional campuses that were all built from the ground up. Mr. Christensen is very familiar with the processes and timelines involved in facility acquisition.

As an administrator, Mr. Christensen has also participated in the management of existing school facilities to ensure that they remain not only operational, but in top shape. Maintenance staff is given detailed instructions to keep the facility clean and all of the systems in the school fully operational and well maintained.

As necessary, ALA will be able to rely on American Leadership Academy, Inc. for support and consultation services regarding facility concerns as a part of their licensing agreement.

(5) Explain the organization's plan to maintain the independent facility.

ALA - NLV will employ its own custodian and maintenance worker to clean and maintain the facility. The custodian will complete all janitorial tasks based on a regular schedule of tasks that must be completed in order to fulfill the school's mission of providing the best educational experience possible. All instructional staff will be required to help maintain the cleanliness of their own classrooms through student participation and their own efforts in order to minimize the workload of the custodian.

The maintenance worker will be responsible for maintaining the grounds and facilities of the school. This individual will perform regular maintenance tasks to ensure the long-life of facility systems such as air conditioners, water heaters, and other hardware.



Both employees will work together to ensure that the campus is clean and operational at all times. When additional assistance is required, qualified temporary labor will be hired. All vendors and employees will be required to pass a background check or be escorted by a school employee if working on campus during school hours to ensure student safety.

(6) Will the EMO's operations be run out of a school site or out of another facility?

The EMO will operate out of their current facilities in Arizona and will not require any space at the school.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

The Campus Director will be responsible for the development of an emergency response plan in coordination with local authorities. The proposed Director of the campus, Jeremy Christensen, has already developed an emergency response plan for the organization he currently works for and has also completed several FEMA courses as a function of his current role. Mr. Christensen has also worked with the local law enforcement in his area to carry out training drills and share his organization's emergency response plan.

ALA will build in safety measures into their facilities. Safety measures include fencing surrounding the entire campus, heavy-gauge locks, magnetic locking entry doors, and security cameras.

Additional security measures include staff training on how to respond to various threats. All staff will be required to display a name badge while on campus and all visitors will be required to check in at the front office. Visitors will also be required to display a temporary name badge indicating that they are a visitor, the date, and their destination.

Fire escape routes as well as emergency response flip charts will be placed by the door of each classroom. This allows the teacher to quickly review how to respond to a given problem in a quick and effective manner.

The school will also set up an emergency mass messaging system to notify parents and stakeholders of any situations or safety concerns on campus. Multiple school employees will be trained on how to utilize the mass messaging system to ensure redundancy in the event of a crisis situation.

To develop the Emergency Response Plan, the school Director will form a School Safety Team comprised of selected school staff. Together, the team will collaborate to create a complete emergency response plan. The team will also be responsible for ensuring that necessary supplies are secured to ensure student safety in the event of a crisis. The team will coordinate with local law enforcement to share, revise, and implement their plan. Where possible, local law enforcement will



be asked to help perform safety drills and provide feedback. Where vulnerabilities are identified, the School Safety Team will work to revise the plan and remediate the concerns.

- (2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see attachment 17.

ALA will build in safety measures into their activities.



FINANCIAL PLAN

- (3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

ALA - NLV will employ its own Business Manager to manage school accounting and purchasing. Accounting will be accomplished using a reputable government accounting software platform such as Infinite Visions or Blackbaud. The Business Manager will be trained on the Nevada State chart of accounts for school finance and will follow GAAP and GASB standards. All purchase requests will be handled by the Business Manager to ensure school policy is followed and that optimal pricing is secured. The school Director may expend up to \$500 without prior authorization insomuch as the expense is in alignment with school priorities and receipts submitted. The Business Manager shall account for all monies received and expended and make regular reports to the CEO/Superintendent.

All bank accounts, credit cards, and debit cards will be obtained in the name of the school. The Business Manager shall be responsible for establishing and maintaining all school accounts. Where necessary, the EMO will be given access to certain school accounts to complete payroll transactions.

Payroll will be handled by the EMO as a part of their licensing contract. The EMO currently processes payroll for over 500 employees and have established the procedures and processes necessary to ensure the accurate and timely completion of payroll. All payroll information shall be maintained in the hosted software to ensure visibility between ALA - NLV and the EMO. The CEO/Superintendent shall authorize payroll expenditures prior to releasing funds.

A qualified third-party CPA will be secured to perform an annual financial audit of the school to ensure compliance with GAAP, GASB, and school policy. The CPA shall submit a report to the Board of Directors at the completion of the audit to establish accountability of school leadership.

The EMO shall also conduct an annual audit of school finance and operations to ensure all school policies are being followed and that the school is in good operational standing.

- (4) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 18. Include the following:



- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Please see attachment 18.

- (5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Please see Attachment 19

- (6) Submit, as Attachment 20, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Please see Attachment 20

- (7) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

ALA - NLV will procure an independent third-party auditor to evaluate the financial and administrative operations of the school, pursuant to NAC 387.625 and NAC 387.775. The school shall comply with GASB, GAAP, and the Nevada Chart of Accounts for public school accounting.

The governing board of ALA - NLV shall adopt financial control policies prior to the commencement of the first fiscal school year. The EMO shall provide potential policies for adoption including cash control policies, purchasing policies, credit card policies, petty cash policies, expense reimbursements, deposits, etc. All policies will comply with Nevada Law and Authority guidelines.

The Director shall be responsible for implementing the policies of the Board, including the policies pertaining to school finance. The Director shall oversee the Business Manager to ensure all policies are followed with exactness.

- (8) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 22.



Please see Attachment 22

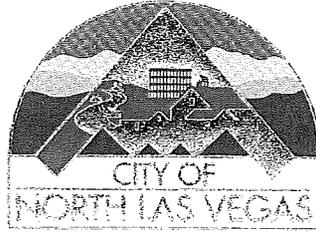
- (9) Complete the audit data worksheet in Attachment 23. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 22.

Please see Attachments 22 and 23

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

Mayor
John J. Lee

Council Members
Anita G. Wood
Pamela A. Goynes-Brown
Isaac E. Barron
Richard J. Cherchio



City Manager
Dr. Qiong X. Liu, P.E., PTOE

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Department of the Mayor and City Council

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www.cityofnorthlasvegas.com

January 5, 2016

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

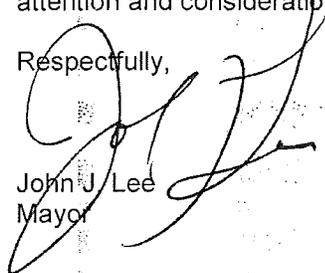
Dear Nevada State Authority Members,

On behalf of The City of North Las Vegas, I am pleased to write this letter in support of the charter application for American Leadership Academy – North Las Vegas (ALA – NLV). ALA – NLV's mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment.

The School is replicating a proven educational model that emphasizes leadership development, civic engagement, and academic excellence. This model has been recognized as one of the top-performing models in the State of Arizona and has been ranked in the top five percent of all school Districts in that state.

The addition of their school to our community offers a much needed additional educational choice. Your attention and consideration to their application is appreciated.

Respectfully,


John J. Lee
Mayor

Mayor
John J. Lee

City Manager
Dr. Qiong X. Liu, P.E., PTOE

Council Members
Anita G. Wood
Pamela A. Goynes-Brown
Isaac E. Barron
Richard J. Cherchio



Economic and Business Development

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www.cityofnorthlasvegas.com

January 5, 2016

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706

Dear Nevada State Authority Members,

On behalf of The City of North Las Vegas, I am pleased to write this letter in support of the charter application for American Leadership Academy – North Las Vegas (ALA – NLV). ALA – NLV's mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment.

The School is replicating a proven educational model that emphasizes leadership development, civic engagement, and academic excellence. This model has been recognized as one of the top-performing models in the State of Arizona and has been ranked in the top five percent of all school Districts in that state.

The addition of their school to our community will bring tremendous value to our residents and an additional educational choice. Your consideration and attention to their application is appreciated.

Respectfully,

A handwritten signature in black ink, appearing to read "Gina Gavan", is written over the word "Respectfully,".

Gina Gavan
Director of Economic & Business Development



Creating Technology to Promote Learning

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GalileoInfo@ati-online.com
ati-online.com

1/11/2016

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV. 89706

Dear Nevada State Authority Members,

On behalf of Assessment Technology Incorporated, I am pleased to write this letter in support of the charter application for American Leadership Academy – North Las Vegas (ALA – NLV). ALA – NLV's mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment and their vision is to "Learn. Lead. Change the world."

American Leadership Academy – North Las Vegas is replicating a proven educational model that emphasizes leadership development, civic engagement, and academic excellence. This model has been recognized as one of the top-performing models in the State of Arizona and has been ranked in the top-five percent of all school Districts in that state.

I have observed the organizational effectiveness and business practices of the model that is being replicated and feel that ALA – NLV will operate in a responsible and efficient manner. As such, I encourage the Nevada State Public Charter School Authority to approve their application.

Respectfully,

A handwritten signature in black ink that reads "Steven E. La France". The signature is fluid and cursive, written over a light grey background.

Steven E. La France
Senior Field Services Coordinator

Assessment Technology Incorporated
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Tucson, Arizona 85710
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1/4/2016

Nevada State Public School Charter Authority
1749 N. Stewart Street, Suite 40
Carson City, NV. 89706

Dear Nevada State Authority Members,

On behalf of Crystal & Co., I am pleased to write this letter in support of the charter application for American Leadership Academy – North Las Vegas (ALA – NLV). ALA – NLV's mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment and their vision is to "Learn. Lead. Change the world."

I have worked with ALA for 6 years and they have shown time and again they have a model that brings value to the community, students, parents, and teachers. They bring the best educational options to kids in areas that may have limited school choices. I am proud to know the leadership and staff of ALA and consider them an asset to our educational future.

American Leadership Academy – North Las Vegas is replicating a proven educational model that emphasizes leadership development, civic engagement, and academic excellence. This model has been recognized as one of the top-performing models in the State of Arizona and has been ranked in the top five percent of all school Districts in that state.

I have observed the organizational effectiveness and business practices of the model that is being replicated and feel that ALA – NLV will operate in a responsible and efficient manner. As such, I encourage the Nevada State Public Charter School Authority to approve their application.

Respectfully,



Aaron Zetterower
Charter School Practice National Director



ATTACHMENT 2 – ADMINISTRATIVE JOB DESCRIPTIONS

CEO/SUPERINTENDENT

Job Summary

The Superintendent shall be the Chief Executive Officer (CEO) of the Organization. He/She is responsible for the effective operation of the Organization; general administration of all instructional, business or other operations of the Organization; and for advising and making recommendations to the Board of Directors with respect to such activities.

Primary Activities

The Superintendent shall possess the following powers and be charged with the following duties:

- A. To be the chief executive officer (CEO) of the Organization, with the right to speak on all matters before the Board, but not to vote
- B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

Responsibilities

- Keep the Board informed of the condition of the Organization's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to Organization employees and receive from all school personnel any communications directed to the Board.
- Prepare the agenda for Board meetings. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- Develop and recommend to the Board objectives of the educational system; see to the development of internal objectives which support those of the Board.



- Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, and the appropriate use of Organizational facilities, and see to the development of long-range plans which are consistent with Board objectives.
- See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- See to the execution of all decisions of the Board.
- See that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- Be directly responsible for news releases and/or other items of public interest emanating from all employees that pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with employees.
- Provide for the optimum use of the staff of the Organization. See that the Organization is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.
- See that appropriate in-service training is conducted. Summon employees of the Organization to attend such regular and occasional meetings as are necessary to carry out the educational programs of the Organization.
- Prior to action by the Board, recommend the appointment, discipline or termination of employment of the administrators of the Organization.
- Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching personnel of the Organization.
- See to the development throughout the Organization of high standards of performance in educational achievement, use and development of personnel, public responsibility, and operating efficiency.



- See that effective relations with employee organizations are maintained, assume ultimate responsibility for collective negotiations with employees of the Organization
- See that the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Prepare the annual proposed budget and submit it to the Board by March 1 or at such earlier date as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.
- See that all funds, physical assets, and other property of the Organization are appropriately safeguarded and administered.
- File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
- Establish and maintain liaison with community groups which are interested or involved in the educational programs of the Organization.
- Establish and maintain liaison with other school Organizations, BOCES, the State Education Department, colleges and universities, and the U.S. Department of Education.
- Act on own discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

Qualifications

- Master Degree or Higher
- Extensive Business or Administrative experience.
- Previous leadership experience with a background in implementing sound business practices as evidence by highly effective and efficient operations.



ATTACHMENT 2 – ADMINISTRATIVE JOB DESCRIPTIONS

CHIEF ACADEMIC OFFICER

Job Summary

The Chief Academic Officer works closely with campus administration, the district academic team, the School Governing Board, and the Executive Leadership Team to ensure that all state and federal academic mandates are adhered to and that the set academic program at each campus fully prepares each student to be successful beyond their K-12 experience.

Responsibilities

- Meet with campus Assistant Directors on a weekly basis. Meetings consist of topics and deadlines related to curriculum, professional development, assessment, and instruction.
- Oversee the identification of Title 1, Gifted, SPED, ELL and 504 students within Infinite Campus. Oversee the maintenance of all Title 1, Gifted, SPED, 504 and ELL files at the district level.
- Oversee the training of administrators and teachers on each of the following programs:
 - Title 1
 - Gifted
 - SPED
 - ELL
 - 504
- Coordinate district professional development opportunities for monthly PD half days.
- Update the district website on a monthly basis with upcoming district academic events, program updates, parent resources, and other pertinent academic information.
- Based on academic goals set at the beginning of each year, track progress towards goals in each academic area, and adjust action plans based on progress.
- Based on all actions listed in the continuous improvement plan, work with the CEO and campus administration to ensure full implementation.
- Collaborate with the Special Education Director, ELL Coordinator, Curriculum Specialists, Title 1 Director & Gifted Director to discuss the



performance of each program in relation to: program quality (staffing), professional development, curriculum, assessment data, and instruction.

- Audit the academic program on each campus with information provided from the Curriculum Specialist, ELL Coordinator, Title 1 Director, Gifted Director, and Special Education Director. Observe each campus during school hours on a quarterly basis.
- Oversee the scheduling of all internal benchmark assessments.
- Analyze all assessment information provided by DIBELS and Galileo each quarter.
- Compare teacher evaluation data to internal student performance data to determine the effectiveness of ALA's teacher evaluation tool.
- Assist ALA in the research of and development of new grant opportunities, programs, policies and procedures for compliance purposes.
- Upon the release of state assessment data, conduct a year-over-year comparison and use the data to adjust the instructional model as needed.
- Assist in the revision of the student and staff handbook based off of academic policy changes.
- Assist with Parent Informational Nights related to academic initiatives or updates.
- Provide feedback to the Executive Leadership Team and Governing Board on upcoming state/district assessment dates and teacher training dates for the creation of the calendar for the following school year. Provide feedback on dates for parent teacher conferences, curriculum events, and other academic events.
- Oversee the uploading of data from Infinite Campus to Galileo, DIBELS, and other student databases. Assist in the updating of these systems based on new enrollment throughout the school year.
- Act as the district test coordinator for all state mandated assessments.
- Collaborate with campus administration to complete all requirements for the AdvancEd accreditation process.



- Collaborate with the CFO & CEO to oversee the following expenditures throughout the school year and operate within the adopted budget:
 - Curriculum
 - Professional Development
 - Staffing (Teachers, Paraprofessionals, Campus Administrators, District Personnel)
 - Technology
 - Academic-related extracurricular costs (tutoring, gifted enrichment, STEM camps)
 - Regional academic competitions
 - District competitions (spelling bee, science fair)
- Oversee the creation or revision of pacing guides and curriculum maps for the new school year. Pacing guides and curriculum maps must be created for each grade level and subject.
- Work with the Executive Leadership Team and other district staff to create a professional development plan for new and returning administrators.
- Analyze Comprehensive Needs Assessment survey data as well as trends in teacher evaluation data to determine learning needs amongst instructional staff.

Qualifications

- K-12 classroom experience
- Management experience in education or related field
- Master's degree in Education or related field
- Knowledge of all state and federal academic mandates
- Knowledge of state funding for all academic programs



CHIEF FINANCIAL OFFICER/ BUSINESS MANAGER

Job Summary

The CFO will have primary day-to-day responsibility for planning, implementing, managing and controlling all financial-related activities of ALA NLV. This will include direct responsibility for budget preparation, financial forecasting, accounting operations, financial reporting, revenue management, cash flow analysis, banking services, loan portfolio management, internal controls and compliance (including testing and reporting), information technology, procurement, and security.

Responsibilities

- Provide leadership to continuously evaluate short and long-term strategic financial objectives.
- Provide executive management with advice on the financial implications of business activities.
- Provide recommendations to strategically enhance financial performance and business opportunities.
- Provide hands-on leadership to develop timely and accurate analysis of budgets, financial trends and forecasts.
- Direct and oversee all aspects of the finance and accounting functions of the organization.
- Direct and oversee the activities of the service bureau charged with operating and maintaining the general ledger and the monthly financial reporting.
- Develop and maintain an insurance portfolio that reduces, addresses and manages the impact of known potential operating and financial risk.
- Oversee the conduct of the annual financial statement audit and all required compliance reporting as delineated by the Nevada Charter School Authority as well as grant and loan requirements.
- Ensure that effective internal controls are in place and ensures compliance with GAAP and applicable federal, state and local regulatory laws and rules for financial audits, as well as tax reporting regulatory compliance reporting for the organization.



- Establish procurement policies and procedures to ensure the effective use of financial resources and an efficient process for purchases.

Qualifications

- Bachelor of Science in Accounting, MBA and/or CPA
- Previous experience in financial leadership and operating roles
- History of and/or demonstrated ability to supervise and manage finance and information technology staff
- Demonstrated ability to oversee and conduct internal controls and compliance activities



ATTACHMENT 2 – ADMINISTRATIVE JOB DESCRIPTIONS

EXECUTIVE DIRECTOR

Job Summary

The Executive Director is responsible to provide leadership to achieve strategic goals established by the Board and ensure fidelity to the ALA model amongst all of the ALA NLV schools which they have been assigned to supervise. The Executive Director will directly supervise campus administration and will assume all operational responsibilities, maintain a culture of high expectations and accountability, develop and maintain a positive image, and cultivate support within the community. The Executive Director is responsible for ensuring compliance with the pertinent state and federal laws.

Responsibilities

- Implement and communicate internally and externally the mission, vision, values, core beliefs, strategic plan, and goals of ALA NLV.
- Provide leadership and support to the CEO and Board in the development of a long range strategic plan.
- Submit to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions.
- Report periodically on all operations of the schools which he/she supervises within the ALA NLV charter school network.
- Ensure that policies, procedures and school rules are implemented with integrity and consistency, promoting a healthy culture and environment.
- Provide oversight for student recruitment, lottery and retention process, ensuring full enrollment.
- Oversee the management of all programs outside of the educational day to include school athletics and extra-curricular activities.
- Identify adverse financial issues and submits recommendations to the Board for alternative actions.
- Work to preserve and increase the school's development income. Implements fund raising programs that meet the goals established by the Board.
- Monitor quality and other outcome indicators.



- Model and enforce integrity in reporting.
- Communicate potential risk issues to the Board.
- Ensure risk prevention and management practices are comprehensive, systematic and effective to protect resources and assets, be they human, physical or financial.
- Ensure that job descriptions for all staff are developed, remain current, and serve as a basis for the evaluation of all school personnel.
- Supervise and evaluate, directly or indirectly, all employees of the school.
- Maintain appropriate staffing levels, resources and a productive work environment to accomplish ALA NLV goals.
- Develop and implement strategies to attract and retain highly qualified staff.
- Provide high level oversight of all day-to-day activities of the school.
- Secure contracts and provide oversight of all indirect services provided on a day-to-day basis to include transportation of students, food service, maintenance and technology services.
- Develop specific administrative procedures and programs to implement Board policies, directives, and formal actions.
- Supervise the maintenance of records for the school, including a system of financial accounts, business and property records, personnel and student records and scholastic records. In addition, acts as custodian of such records and contracts, documents, Board policies, and other Board documentation.
- Intervene swiftly to provide course corrections if activities or performance veer away from the mission, goals or values of the school.
- Provide suitable instructions and regulations to govern the use and care of school facilities and properties for school purposes.
- Provide oversight of the development & marketing plan activities and the successful achievement of targeted goals.
- Maintain and promote a positive and professional image within the local community.



- Cultivate effective relationships with constituents, community and business leaders, public officials, relevant professional organizations and potential contributors.
- Participate in school events as well as local, regional, and national activities relevant to ALA NLV.
- Serve as an articulate and knowledgeable spokesperson for ALA NLV.
- Approve all news releases and/or other items of public interest emanating from all school-related incidents or events.

Qualifications

- Master's Degree
- Previous leadership experience with a background in implementing sound business practices as evidence by highly effective and efficient operations.



ATTACHMENT 2 – ADMINISTRATIVE JOB DESCRIPTIONS

DIRECTOR

Job Summary

The Director is the chief executive of a school campus. He/She is responsible for the effective operation of the campus; general administration of all instructional, business or other operations of the campus; and for advising and making recommendations to the CEO/Superintendent with respect to such activities.

Responsibilities

- Directly supervises campus Assistant Director(s), Dean of Students, and Office Manager.
- Oversees hiring and recruitment efforts at the campus level
- Ensures that the school program is compatible with legal, financial and organizational requirements
- Ensures that instructional objectives for a given subject and/or classroom are developed
- Oversees the evaluation of student progress in the instructional program
- Orients and assists new staff and new students and provides opportunities for their input
- Manages, directs, and maintains records on school materials, supplies and equipment
- Interprets the school program for the community, and builds communication with community members
- Maintains inter-school system communication and seeks assistance from best value partners as needed
- Conceptualizes the broad goals of the school and plans accordingly

Qualifications

- Bachelor's degree in education, business, or related field



- At least three year of previous experience in a management position



ATTACHMENT 2 – ADMINISTRATIVE JOB DESCRIPTIONS

ASSISTANT DIRECTOR

Job Summary

The Assistant Director works closely with the Campus Director, Chief Academic Officer, parents, students, and teachers to ensure that all state and federal academic mandates are adhered to and that the set academic program at their campus fully prepares each student to be successful beyond their K-8 experience.

Responsibilities

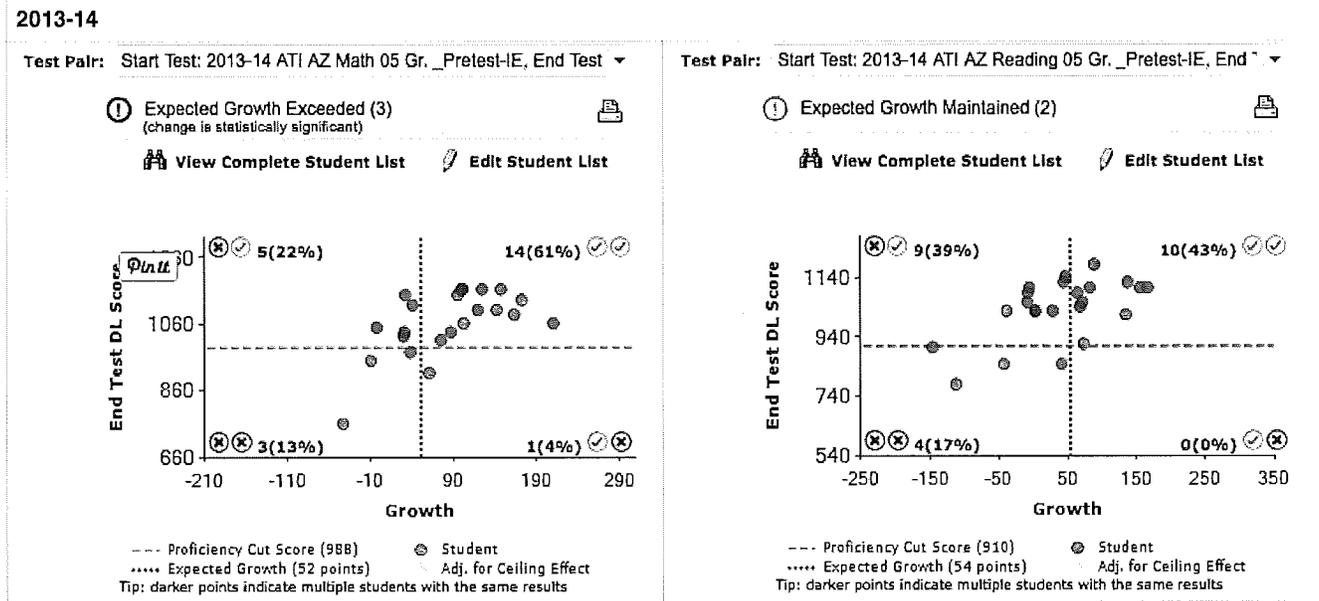
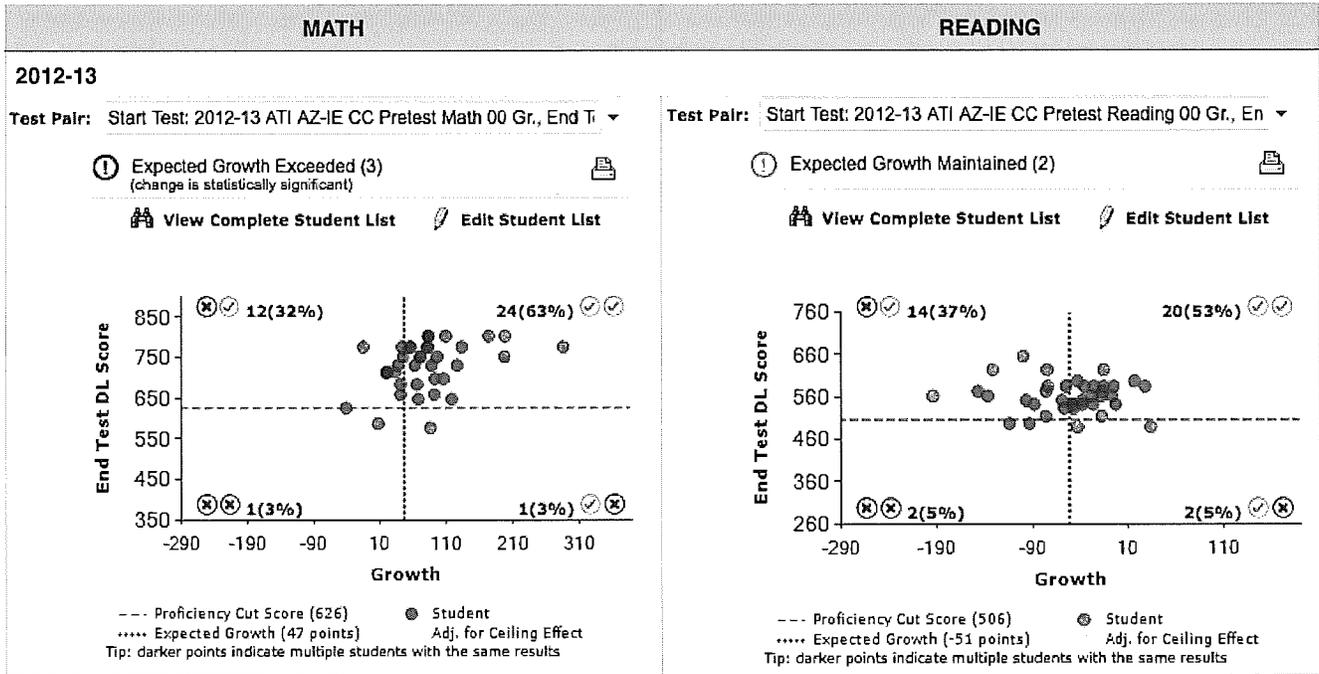
- Directly supervises all teaching staff as well as the campus administrative assistant
- Formally and informally evaluates all instructional staff
- Reviews the crucial components of each teacher's lesson plan on a weekly basis and provide feedback
- Meets with each grade level and subject teams on a weekly basis to review student data and create plans
- Leads campus professional development opportunities
- Oversees the completion of grades, PLC agendas, lesson plans, and other compliance matters
- Oversees all internal and external assessment efforts
- Assists with campus-level hiring and recruitment efforts
- Oversees the school's academic program and make adjustments as necessary using student performance
- Oversees the school's continuous improvement process

Qualifications

Bachelor's degree in education or related field

At least three years of previous experience in a teaching position

Attachment 3 - Student Achievement Data



* Data taken from American Leadership Academy's Internal Assessment System, Galileo. The x-axis represents growth and the y-axis represents achievement. Anything above the green dotted line represents high achievement while anything right of the red dotted line represents high growth. Mrs. Mormann has obtained expected growth or exceeded expected growth in both Math and Reading since teaching at American Leadership Academy.

MATH

READING

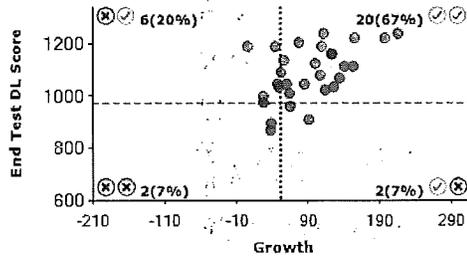
2014-15

Test Pair: Start Test: 2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE, E

Expected Growth Exceeded (3)
(change is statistically significant)

Growth Expectation: Research-based Growth Standard
Average Growth: 91

View Complete Student List Edit Student List



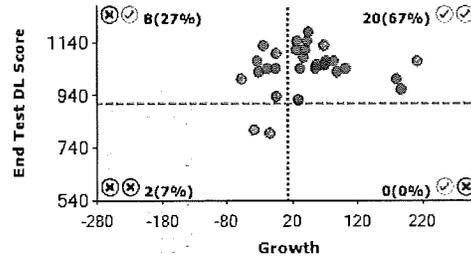
--- Proficiency Cut Score (972) ● Student
..... Expected Growth (51 points) Adj. for Ceiling Effect
Tip: darker points indicate multiple students with the same results

Test Pair: Start Test: 2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE, Er

Expected Growth Exceeded (3)
(change is statistically significant)

Growth Expectation: Research-based Growth Standard
Average Growth: 43

View Complete Student List Edit Student List



--- Proficiency Cut Score (908) ● Student
..... Expected Growth (14 points) Adj. for Ceiling Effect
Tip: darker points indicate multiple students with the same results

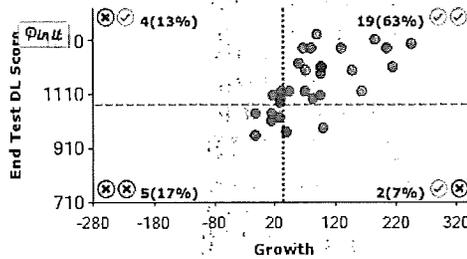
2015-16

Test Pair: Start Test: 2015-16 ATI AzMERIT Math 06 Gr. _Pretest-IE, Ei

Expected Growth Exceeded (3)
(change is statistically significant)

Growth Expectation: Research-based Growth Standard
Average Growth: 84

View Complete Student List Edit Student List



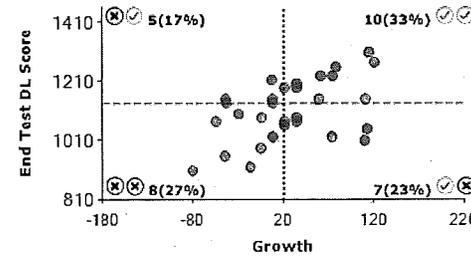
--- Proficiency Cut Score (1073) ● Student
..... Expected Growth (34 points) Adj. for Ceiling Effect
Tip: darker points indicate multiple students with the same results

Test Pair: Start Test: 2015-16 ATI AzMERIT ELA 06 Gr. _Pretest-IE, En

Expected Growth Maintained (2)

Growth Expectation: Research-based Growth Standard
Average Growth: 28

View Complete Student List Edit Student List



--- Proficiency Cut Score (1136) ● Student
..... Expected Growth (21 points) Adj. for Ceiling Effect
Tip: darker points indicate multiple students with the same results

* Data taken from American Leadership Academy's Internal Assessment System, Galileo. The x-axis represents growth and the y-axis represents achievement. Anything above the green dotted line represents high achievement while anything right of the red dotted line represents high growth. Mrs. Mormann has obtained expected growth or exceeded expected growth in both Math and Reading since teaching at American Leadership Academy.

JEREMY CHRISTENSEN

PROFILE

Jeremy Christensen joined American Leadership Academy in 2009 where he has helped build the school from 500 students to over 5500 students. He attended and graduated Brigham Young University achieving a Bachelors of Science in Marriage, Family, and Human Development with a minor in Business. He also studied psychology with an emphasis on organizational behavior and leadership. He completed his MBA at Grand Canyon University in 2015. Jeremy married his wife Kathleen in 2005 and they have five children.

EXPERIENCE

DIRECTOR OF COMPLIANCE 2015-CURRENT
American Leadership Academy, Chandler, AZ

Maintain oversight of school policies and procedures to ensure compliance with all applicable state and federal rules and regulations. Perform intermittent internal audits of all aspects of the organization to identify threats and provide recommendations for improvement. Oversee district Emergency Response Plan and drills. Manage Board of Director agendas and documentation under the supervision of the Director of the Board. Propose school policy to ensure compliance with local, State, and National laws. Collaborate with legal counsel to resolve challenging compliance concerns. Complete special projects, as assigned. Provide assistance on school website, SIS, and other technology assets. Train all instructional staff on how to create and maintain teacher websites.

BUSINESS MANAGER 2013-2015
American Leadership Academy, Chandler, AZ

Managed the enrollment process to reduce paperwork and provide greater analytics. Assumed responsibility for various reporting requirements and completed special projects. Analyzed tens of thousands of data points to resolve an extremely complicated and ambiguous attendance discrepancy with the State of Arizona. Was recognized as "Employee of the Year" for 2013.

CURRICULUM DIRECTOR 2012-2013
American Leadership Academy, Chandler, AZ

Responsible for refining and implementing curriculum within the American Leadership Academy School District. Oversaw review and adoption of new curriculum, development of pacing guides and curriculum maps, and alignment of curriculum with state standards. Responsible for maintaining the educational vision of the institution. Developed a primary source document based history curriculum for high school students. Also acted as the District Testing Coordinator overseeing AIMS and Stanford 10 Testing across all schools in the district. Developed and implemented an internal assessment plan. In one year, changed the school's state letter grade from just above a "D" to an "A."

INTERIM IT DIRECTOR 2012-2012
American Leadership Academy, Chandler, AZ

Served as the Interim Information Technology Director. Evaluated organization IT infrastructure needs and worked with suppliers to develop a strategic plan. Specified and purchased over \$400,000 of IT equipment. Migrated the organization to Google Apps for Education and provided training to staff.

ASSISTANT DIRECTOR 2011-2012
American Leadership Academy, Queen Creek, AZ

Served as the Assistant Director in the school's high school program. Lead the accreditation process for the school, resulting in obtaining school accreditation through AdvancEd. Helped establish school culture and philosophy.

ASSISTANT DIRECTOR 2009-2011
American Leadership Academy, Gilbert, AZ

Developed school, teacher, and student handbooks. Designed and implemented reporting procedures. Assisted in teacher recruitment and professional development. Conducted school tours and information nights. Assisted School Director in achieving the mission of the school.

VICE PRESIDENT 2008-2009
US Charter Group, Spanish Fork, Utah

Oversaw the creation of vital organizational documents. Assisted in land acquisition and funding procurement. Coordinated with clients and suppliers to furnish facilities with furniture, fixtures, & equipment.

VICE PRESIDENT 2008-2009
Show and Sell Realty, Spanish Fork, Utah

Co-founded & funded company. Procured office fixtures. Coordinated with partner to accomplish business related initiatives.

FROM THE DESK OF
JEREMY CHRISTENSEN

VICE PRESIDENT

Property Investment and Management Partners, Spanish Fork, Utah

2008-2009

Co-founded & Funded Company. Evaluated investment opportunities and authorized allocation of funds.

DATA ANALYST

1-800 Contacts, Draper, Utah

2006-2007

Worked in the Workforce Management Team. Instituted a uniform method for reporting study results. Designed, performed, and reported the results of a number of studies relating to business initiatives. Provided quantitative and qualitative data along with recommendations to decision makers.

VOLUNTARY REPRESENTATIVE

Sao Paulo, Brazil

2001-2003

Provided service to citizens of Brazil. Coordinated with residents to provide ecclesiastical support to population. Oversaw the finances of the mission, including the finances of over 200 other voluntary representatives. Served in leadership positions over several other voluntary representatives.

EDUCATION

GRAND CANYON UNIVERSITY

Phoenix, Arizona - Master of Business Administration

BRIGHAM YOUNG UNIVERSITY

Provo, Utah — BS Marriage, Family, & Human Development, Minor Business

SKILLS

Research & Analysis experience. Microsoft Office & Apple iWorks proficient. Graphic design & marketing. Fluent in Portuguese. Experience with various curricula. Purchasing agent for educational institutions. Logistics and management experience.

Brittany Mormann

31599 N. Mesquite Way, San Tan Valley, AZ 85142

Cell: 702-589-6606

bmormann@alchools.org

Teaching Experience **2013-Present** **American Leadership Academy** **Queen Creek, AZ**
Kinder, 5th, and 6th Grade Teacher

- Student Council Lead Teacher
- Official mentor for 5th grade teachers
- 5th Grade Team Lead
- Highly requested teacher
- Saxon Trained
- Infinite Campus Trained
- DIBELS/Acuity Trained
- Galileo Trained
- Covey Signature Trained

2012-2013 **American Leadership Academy** **Queen Creek, AZ**
Kindergarten Grade Teacher, Team Lead

- Spalding, Level 2, trained
- DIBELS/Acuity training
- Hosted Curriculum Night for parents
- Worked closely with parents to ensure students thrive
- All students made tremendous growth: Data Notebooks

2011-2012 **Cumorah Academy** **Las Vegas, NV**
First Grade Teacher

- Taught first grade, self-contained classroom
- Showed tremendous growth in all areas
- Excellent parent communication
- Assessed students, grouping by abilities
- Taught reading using Guided Reading techniques and a basal reader

Education **May 2011** **University of Nevada Las Vegas** **Las Vegas, NV**

- Bachelor of Science Degree
- Majored in elementary education
- Graduated Summa Cum Laude

May 2009 **College of Southern Nevada** **Las Vegas, NV**

- Associate of Science Degree
- Completed general studies in preparation to finish teaching degree at UNLV

Professional Development

- Taking on leadership roles in all capacities
- SEI Endorsement
- Highly Qualified
- Saxon
- Dibles
- Covey Signature Trained
- Galileo
- Spalding 1 & 2
- Infinite Campus
- Differentiated Learning

Skills

- Curriculum design and development
- Differentiated instruction
- Cooperative learning
- Student motivation
- Experience at an Empowerment School
- Interactive learning
- Classroom management
- Student-centered learning
- Multi-cultural awareness
- Student assessment
- Whole group learning
- Computer skills: MS Word, Excel, Quick Books, Power Point, and Internet



American Leadership Academy – North Las Vegas Attachment 5 – Core Leader Competencies

Leadership competencies refers to the “underlying motives and habits—patterns of thinking, feeling acting, and speaking—that cause a person to be successful in a specific job or role.¹”

For American Leadership Academy – North Las Vegas, the leadership competencies that are required for administrative positions include: personal leadership, data driven focus, passion, achievement orientation, resourcefulness, charity, and integrity.

Personal leadership refers to the leader’s ability to hold self and others to high standards. It means that the leader embodies the traits that he/she wants their staff to possess. A person is a leader over themselves engages in continual self-introspection and evaluation and is committed to ongoing learning and improvement.

A leader with a data driven focus recognizes the importance of setting goals and accurately measuring progress towards those goals. They are able to look at numbers and spreadsheets and make sense of information. They quickly identify trends and make adjustments to ensure quality outcomes.

Leaders at American Leadership Academy – North Las Vegas must be passionate. They must be passionate about changing lives, classical education, leadership, and making a significant difference in the community and in the world. This passion must emanate from them in authentic and unsolicited ways.

Achievement orientations make reference to the unrelenting pursuit of excellence. Leaders at American Leadership Academy – North Las Vegas must not be content to meet standards, they must constantly seek to grow and to achieve at higher levels and require the same of all of those around them.

Resourcefulness is important for any educator. Resourcefulness refers to the ability to utilize the materials and assets around oneself or to find ways to generate additional assets for the purpose of achieving a goal. Leaders at ALA – NLV will demonstrate exceptional resourcefulness to fulfill the mission of the school.

¹ Steiner, L. & Hassel, E. A. (2011). *Using competencies to improve school turnaround principal success*. Charlottesville: University of Virginia Darden/Curry Partnership for Leaders in Education. Retrieved from www.DardenCurry.org



Charity is defined as the “benevolent goodwill or love of humanity.”² A leader at American Leadership Academy – North Las Vegas must possess an innate love of others that compels them to act in a selfless and altruistic manner. As they make the needs of others a priority, they will garner greater influence and lead from a place of authenticity.

A leader at American Leadership Academy – North Las Vegas must have integrity. Integrity is the personality characteristic of acting in a consistent manner both privately and publicly. At its core is the concept of honesty. Leaders at ALA – NLV will be honest and demonstrate integrity.

The proposed school leader, Jeremy Christensen, possesses all of the competencies listed above and seeks to make them a more central part of his character on a continual basis.

² Merriam-Webster Dictionary.

Formal TEACHER EVALUATION



Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	
Critical Attributes	<p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher's plans use inappropriate strategies for the discipline.</p>	<p>The teacher's understanding of the discipline is rudimentary.</p> <p>The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content.</p> <p>The teacher answers students' questions accurately and provides feedback that furthers their learning.</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher's plans reflect recent developments in content-related pedagogy. Students are asked to utilize primary source documents to evaluate the accuracy of recent developments.</p>	
Possible Examples	<p>The teacher says, "The official language of Brazil is Spanish, just like other South American countries."</p> <p>The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."</p> <p>The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.</p>	<p>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, and test on Friday.</p>	<p>The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurements.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>	<p>In a unit on 19th century literature, the teacher incorporates information about the history of the same period using primary source documents.</p> <p>Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.</p> <p>A teacher reviews the various planets and the most recent scientific publications. Historical scientific publications are also reviewed to evaluate the scientific findings over time.</p>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1b:</p> <p>Demonstrating Knowledge of Students</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>	
<p>Critical Attributes</p>	<p><i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i></p> <p><i>Teacher does not try to ascertain varied ability levels among students in the class.</i></p> <p><i>Teacher is not aware of student interests or cultural heritages.</i></p> <p><i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i></p>	<p><i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i></p> <p><i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i></p> <p><i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i></p> <p><i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i></p>	<p><i>The teacher knows, for groups of students, their levels of cognitive development</i></p> <p><i>The teacher is aware of the different cultural groups in the class.</i></p> <p><i>The teacher has a good idea of the range of interests of students in the class.</i></p> <p><i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i></p> <p><i>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i></p> <p><i>The teacher is aware of the special needs represented by students in the class.</i></p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p><i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i></p> <p><i>Student groups are fluid based on mastery of lesson content.</i></p> <p><i>The teacher seeks out information about their cultural heritage from all students.</i></p> <p><i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i></p>	

<p>Possible Examples</p>	<p>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.</p> <p>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols, and does not take into consideration teaching songs related to the four religions represented amongst his students.</p>	<p>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</p> <p>Lesson plans make only peripheral reference to students' interests.</p> <p>The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.</p>	<p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines students' previous year's data to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student interests.</p> <p>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher plans to review the World's major religions according to the Core Knowledge sequence the time of Christmas.</p> <p>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.</p> <p>Accommodation and modifications for all applicable students are listed in the teacher's lesson plan.</p> <p>The teacher groups students appropriately based upon their mastery of the content presented in the lesson.</p>	<p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <p>The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.</p> <p>The teacher regularly uses differentiated assessment materials for several students with learning disabilities.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1c: Setting Instructional Essential questions</p> <p>Essential questions are not posted, referred to and/or represent low expectations for students. Essential questions do not reflect the important learning in the discipline. Essential questions are stated as activities, rather than as student learning. Essential questions reflect only one type of learning and only one discipline or strand, and are suitable for only some students. Leadership language is not represented in any learning objective</p>	<p>Essential questions represent moderately high expectations and rigor and were referred to at the beginning and end of the lesson. Some reflect important learning in the discipline, and consist of a combination of skills, content, and activities. Essential questions reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the Essential questions are suitable for most of the students in the class based on global assessments of student learning. Leadership language is present in very few of the essential questions.</p>	<p>Most essential questions represent rigorous and important learning in the discipline. The Essential questions were referred to throughout the lesson and were used to assess student learning. All the instructional Essential questions are clear, written in the form of student learning, and suggest viable methods of assessment. Essential questions reflect several different types of learning and opportunities for coordination. Essential questions take into account the varying needs of groups of students. Leadership language is integrated into some of the essential questions.</p>	<p>All Essential questions represent rigorous and important learning in the discipline. Essential questions are referred to throughout the lesson, and the students are asked to define the vocabulary within the objective. The essential questions are clear, written in the form of student learning, and permit viable methods of assessment. Essential questions reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Essential questions take into account the varying needs of individual students. Leadership language is clearly and seamlessly integrated into all/most essential questions.</p>		
<p>Critical Attributes</p> <p>Essential questions were not posted or Essential questions lack rigor.</p> <p>Essential questions do not represent important learning in the discipline.</p> <p>Essential questions are not clear or are stated as activities.</p> <p>Essential questions are not suitable for many students in the class.</p> <p>Opportunities to incorporate leadership are completely missed.</p> <p>It is evident that the students talk little if ever about leadership during class.</p>	<p>Essential questions represent a mixture of low expectations and rigor.</p> <p>Some essential questions reflect important learning in the discipline.</p> <p>The objective was used to introduce and summarize the lesson.</p> <p>Essential questions are suitable for most of the class.</p> <p>Some of the objective may contain leadership language within.</p> <p>Leadership essential questions are completed separately from core instruction.</p>	<p>Essential questions represent high expectations and rigor.</p> <p>Essential questions are related to "big ideas" of the discipline.</p> <p>Essential questions are written in terms of what students will learn rather than do.</p> <p>Essential questions were used to introduce the lesson, assess student learning throughout the lesson, and to summarize the big ideas at the end of the lesson.</p> <p>Essential questions are suitable to groups of students in the class, differentiated where necessary.</p> <p>Some of the essential questions have leadership consciously built into them.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects essential questions to previous and future learning</p> <p>Essential questions are differentiated to encourage individual students to take educational risks.</p> <p>Vocabulary within the objective is defined by the students.</p> <p>Teacher plans integration of leadership in all/most other lessons.</p> <p>Integration of the essential questions throughout the lesson is natural.</p> <p>Essential questions are utilized to enhance the lesson and increase learning.</p>		

Possible Examples	<p>Objective is not posted and/or stated. A learning outcome for a fourth grade class is to make a poster illustrating a poem.</p> <p>All the essential questions for a ninth grade history class are factual knowledge.</p> <p>The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.</p> <p>Despite having a number of ELL students in the class, the Essential questions state that all writing must be grammatically correct.</p> <p>If asked, students cannot name or describe the 7 habits and classroom jobs were never assigned or used.</p> <p>The students cannot give examples of leadership within their class.</p>	<p>Essential questions consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The essential questions are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students struggle.</p> <p>The teacher introduced the lesson by stating the essential questions. The essential questions were not connected to previous learning. The essential questions were then revisited at the end of the lesson to summarize the lesson.</p> <p>Leadership essential questions are completed each week on the same day and time and never brought into other lessons.</p>	<p>One of the essential questions is for students to answer "What aesthetics existed in 18th century English poetry?"</p> <p>The essential questions for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</p> <p>The teacher reviews the project expectations and modifies some essential questions to be in line with students' IEP goals and/or an ELL student's ILLP goals.</p> <p>The teacher integrates the essential questions as tools to introduce the lesson, keep the lesson on track, and to summarize the lesson. Tier 2 and Tier 3 vocabulary are seen within the essential questions.</p> <p>The teacher consistently incorporates leadership language into several daily essential questions.</p>	<p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p> <p>Some students identify additional learning beyond the posted essential questions, and the teacher revised the essential questions to include the additional learning.</p> <p>The teacher frequently refers back to the objective, and asks the students to analyze the vocabulary within the objective.</p> <p>Students were asked to state synonyms and homonyms for Tier 2 and Tier 3 vocabulary within the objective.</p> <p>While teaching a history lesson, the teacher connects the essential question to previous learning and connects each question to the habit of "Beginning with the End in Mind."</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	

<p>Critical Attributes</p>	<p>The teacher only uses district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his/her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources with the school specialists.</p>	<p>The teacher uses materials in the school library, but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher utilizes Internet resources.</p> <p>Resources are multi-disciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p> <p>The teacher spends his/her vacation at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.</p> <p>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p>
<p>Possible Examples</p>	<p>For their unit on China, the students accessed all of their information from the district-supplied textbook.</p> <p>Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn how to teach fractions with such a busy schedule.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p>	<p>For a unit on ocean life; the teacher really needs more books, but his teammates only have three for him to borrow.</p> <p>The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p>	<p>The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</p> <p>The teacher took an online course on literature to expand her knowledge of great American writers.</p> <p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</p>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional Essential questions and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Teacher does not use major portions of the ALA curriculum map to guide instruction.	Some of the learning activities and materials are suitable to the instructional Essential questions, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional Essential questions, with an effort at providing some variety. The lesson or unit has a recognizable structure, with the progression of activities uneven, with most time allocations reasonable. Teacher uses the major portions of the ALA curriculum materials. Teacher is on pace enough to finish most of the curriculum map.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional Essential questions and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge. The lesson or unit has a clear structure with appropriate and varied use of instructional groups. Teacher uses all/most of the ALA curriculum materials correctly.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. Teacher creates coherent plans for differentiation while ensuring that all students have access to the same content according to the ALA curriculum map.	
Critical Attributes	<p><i>Learning activities are boring and/or not well aligned to the instructional goals.</i></p> <p><i>Materials are not engaging or do not meet instructional Essential questions.</i></p> <p><i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i></p> <p><i>Teacher disregards ALA curriculum in favor of others.</i></p> <p><i>Teacher is not on pace to complete most of the ALA curriculum map.</i></p> <p><i>Teacher discourages the use of ALA curriculum to colleagues or students.</i></p> <p><i>Teacher often uses the ALA curriculum material incorrectly.</i></p>	<p><i>Learning activities are moderately challenging.</i></p> <p><i>Learning resources are suitable, but there is limited variety.</i></p> <p><i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i></p> <p><i>Teacher often leave parts out of Saxon Math that he/she does not enjoy teaching.</i></p>	<p><i>Learning activities are matched to instructional Essential questions.</i></p> <p><i>Activities provide opportunity for higher-level thinking through the use of the Depth of Knowledge matrix or Bloom's Taxonomy.</i></p> <p><i>Teacher provides a variety of appropriately challenging materials and resources.</i></p> <p><i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i></p> <p><i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i></p> <p><i>An evaluator can observe that the teacher is where they should be on the curriculum map according to decisions made during PLC meetings.</i></p>	<p>In addition to the characteristics of "proficient,"</p> <p><i>Activities permit student choice. Learning experiences connect to other disciplines.</i></p> <p><i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i></p> <p><i>Lesson plans differentiate for individual student needs.</i></p> <p><i>Teacher shares newly found/created resources with colleagues.</i></p> <p><i>Teacher often helps other teachers with the correct usage of ALA curriculum materials.</i></p> <p><i>Teacher provides a direct instruction lesson on the Respiratory system. Students are able to demonstrate their learning through differentiated activities created using the Depth of Knowledge matrix.</i></p>	

Possible Examples	<p>After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.</p> <p>Teacher is overheard say that an ALA adopted curriculum is a terrible system and he/she will not use it.</p> <p>Teacher spends so long on his/her favorite unit in Science that several Social Studies units are not taught.</p> <p>Teacher has no idea how to use Saxon Math so he/she prints off math worksheets to do instead. Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.</p> <p>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.</p> <p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</p>	<p>After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>Teacher will complete most of the curriculum map but does not have time to finish final units.</p> <p>Teacher decides to spend 2 weeks covering an objective that is not on the curriculum map so he/she chooses things remove content without administrator approval. The teacher found an atlas to use as a supplemental resource during the geography unit.</p> <p>The teacher always lets students self-select their working groups because they behave better when they can choose who they want to sit with.</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p>	<p>The teacher reviews her learning activities with a reference to Tier 2 vocabulary and rewrites some of the activities to increase the challenge level.</p> <p>Revisions to the ALA curriculum map are made based on student data.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p> <p>The teacher plans for students to complete a history/science project in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</p>	<p>The teacher's unit on ecosystems lists a variety of high level activities in a menu, students choose those challenge them.</p> <p>The teacher often helps fellow teachers use the ALA curriculum more effectively.</p> <p>The teacher enriches the current curriculum map and materials by making contributions and recommendations for improvement of overall student learning.</p> <p>While completing research projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson Essential questions to those they previously learned.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>1f:</p> <p>Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional Essential questions; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative or summative assessments in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional Essential questions are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear or fully utilized. Approach to the use of formative and summative assessments is rudimentary, including only some of the instructional Essential questions. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional Essential questions; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative and summative assessments and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional Essential questions, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative and summative assessments is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>	
<p>Critical Attributes</p>	<p>Assessments do not match instructional Essential questions.</p> <p>Assessments have no criteria.</p> <p>No formative or summative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional Essential questions are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative or summative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning Essential questions have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative or summative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative and summative assessment data.</p> <p>The teacher has a clear plan to track student level data and is an active participant in the creation of common assessments during PLCs.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning Essential questions.</p> <p>Students are actively involved in collecting information from assessments and provide input.</p> <p>The teacher utilizes various forms of student data to increase student growth using action plans developed in PLC meetings.</p>	

Possible Examples

The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.

After the students present their research on Globalization, the teacher tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give."

The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"

The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."

The district goal for the Europe unit is for students to understand geographical relationships; the teacher plans to have the students memorize all the country capitals and rivers.

The teacher's students received their tests back; each one was simply marked with a letter grade at the top. The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.

A student says, "If half the class passed the test, why are we all reviewing the material again?"

Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.

Ms. M worked on a writing rubric for her research assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.

Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.

Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.

Mrs. T utilizes the grade level common assessments and compares her results with her grade level team to determine areas of needed improvement in her instruction.

To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.

Mr. J's students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.

After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their understanding of the activity for the next lesson.

Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.

Mrs. B frequently creates common assessments for her grade level team and ensures the team is utilizing the data to achieve growth for all students.

Domain 2: The Classroom Environment

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
2a: Creating an environment of respect and rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful. The teacher ensures that students do not sense favoritism in the class.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals</p>	
Critical Attributes	<p>Teacher uses disrespectful talk towards students.</p> <p>Student body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p> <p>The teacher strives to motivate students intrinsically through positive interactions.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct towards classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity</p>	

<p>Possible Examples</p>	<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud half-heartedly following a classmate's presentation to the class.</p> <p>Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p> <p>When disrespectful behavior is demonstrated by student to each other, the teacher does not utilize leadership principles.</p>	<p>Teacher greets students by name as they enter the class or during the lesson.</p> <p>The teacher gets on the same level with students, such as kneeling beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please/thank you, excuse me."</p> <p>When disrespectful behavior is demonstrated by students to each other, the teacher utilizes the opportunity to discuss leadership principles.</p>	<p>The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students say "Shhh!" to classmates while the teacher or another student is speaking.</p> <p>Students clap enthusiastically for one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting..."</p> <p>The teacher has established a polite signal to regain student attention.</p>
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	Unsatisfactory The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for earning reserved for only one or two students.	Basic The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	Proficient The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	Distinguished The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	Rating
2b: Establishing a culture for Learning					
Critical Attributes	<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral; indicating neither a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "Proficient,"</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>	

<p>Possible Examples</p>	<p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.</p> <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work and the teacher ignores it.</p> <p>Students have not completed their homework and the teacher does not respond.</p> <p>Almost all of the activities are "busy work."</p>	<p>Teacher says: "Let's get through this."</p> <p>Teacher says: "I think most of you will be able to do this."</p> <p>Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Some students get to work after an assignment is given or after entering the room.</p>	<p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.</p> <p>Students get right to work right away when an assignment is given or after entering the room.</p>	<p>The teacher says "It's really fun to find the patterns for factoring polynomials."</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <p>Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.</p> <p>Students work even when the teacher isn't working with them or directing their efforts.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2c</p> <p>Managing classroom procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p><i>Students not working with the teacher are disruptive to the class.</i></p> <p><i>There are no established procedures for distributing and collecting materials.</i></p> <p><i>Procedures for other activities are confused or chaotic.</i></p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p><i>Small groups are only partially engaged while not working directly with the teacher.</i></p> <p><i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i></p> <p><i>Classroom routines function unevenly.</i></p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p> <p><i>The students are productively engaged during small group work.</i></p> <p><i>Transitions between large and small group activities are smooth.</i></p> <p><i>Routines for distribution and collection of materials and supplies work efficiently.</i></p> <p><i>Classroom routines function smoothly.</i></p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p>In addition to the characteristics of "proficient,"</p> <p><i>Students take the initiative with their classmates to ensure that their time is used productively.</i></p> <p><i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i></p> <p><i>Students take initiative in distributing and collecting materials efficiently.</i></p>	
<p>Possible Examples</p>	<p><i>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.</i></p> <p><i>There are long lines for materials and supplies or distributing supplies is time-consuming.</i></p> <p><i>Students bump into one another lining up or sharpening pencils.</i></p> <p><i>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.</i></p> <p><i>Most students ask what they are to do or look around for clues from others.</i></p>	<p><i>Some students not working with the teacher are not productively engaged in learning.</i></p> <p><i>Transitions between large and small group activities are rough but they are accomplished.</i></p> <p><i>Students are not sure what to do when materials are being distributed or collected.</i></p> <p><i>Students ask some clarifying questions about procedures</i></p> <p><i>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</i></p>	<p><i>Students get started on an activity while the teacher takes attendance.</i></p> <p><i>Students move smoothly between large and small group activities.</i></p> <p><i>The teacher has an established timing device, such as counting down, to signal students to return to their desks.</i></p> <p><i>Teacher has an established attention signal.</i></p> <p><i>In small group work, students have established roles, they listen to one another, summarize different views, etc.</i></p> <p><i>Clean-up at the end of a lesson is fast and efficient.</i></p>	<p><i>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</i></p> <p><i>A student reminds classmates of the roles that they are to play within the group.</i></p> <p><i>A student re-directs a classmate to the table s/he should be at following a transition.</i></p> <p><i>Students propose an improved attention signal.</i></p> <p><i>Students independently check themselves into class on the attendance board.</i></p>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2d</p> <p>Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p> <p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>Positive student behavior is not recognized.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> <p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Positive student behavior is recognized inconsistently or very little.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent; sometimes very harsh; other times lenient.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is proportionate and respectful to students and is effective.</p> <p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>Positive student behavior is recognized most of the time.</p> <p>Student behavior is tracked consistently.</p> <p>Teacher's response to student misbehavior is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p> <p>In addition to the characteristics of "proficient,"</p> <p>Student behavior is entirely appropriate; no evidence of student misbehavior.</p> <p>It is evident that all students know that their teacher loves them and that they understand all behavior expectations.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>	
<p>Possible Examples</p>	<p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air without apparent teacher notice.</p> <p>Students are running around the room, resulting in a chaotic environment.</p> <p>Phones and other electronics distract students and the teacher doesn't do anything.</p>	<p>Classroom rules are posted, but neither teacher nor students refers to them.</p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her.</p> <p>To one student: "Where's your late pass? Go to the office."</p> <p>To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</p>	<p>Upon a non-verbal signal from the teacher, students correct their behavior.</p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.</p>	<p>A student suggests a revision in one of the classroom rules.</p> <p>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his/her classmates of the class rule about chewing gum.</p>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>2e:</p> <p>Organizing physical space</p>	<p>The physical environment is unsafe, distracts from the learning, or does not provide all students with access to the learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities and that items in the room enhance and celebrate the learning. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	
<p>Critical Attributes</p>	<p><i>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.</i></p> <p><i>The classroom is extremely cluttered and overall cleanliness poses a concern.</i></p> <p><i>Available technology is not being used, even if available and its use would enhance the lesson.</i></p>	<p><i>The physical environment is safe, and most students can see and hear.</i></p> <p><i>The physical environment is not an impediment to learning, but does not enhance it.</i></p> <p><i>The teacher makes limited use of available technology and other resources.</i></p>	<p><i>The classroom is safe, and all students are able to see and hear.</i></p> <p><i>The classroom is arranged to support the instructional goals and learning activities.</i></p> <p><i>The classroom is mostly organized and clean.</i></p> <p><i>All items in the classroom have an academic purpose.</i></p> <p><i>The teacher makes appropriate use of available technology.</i></p>	<p>In addition to the characteristics of "proficient,"</p> <p><i>Modifications are made to the physical environment to accommodate students with special needs.</i></p> <p><i>The room is a model example of organization and cleanliness.</i></p> <p><i>There is total alignment between the goals of the lesson and the physical environment.</i></p> <p><i>Students take the initiative to adjust the physical environment.</i></p> <p><i>Teachers and students make extensive and imaginative use of available technology.</i></p>	
<p>Possible Examples</p>	<p><i>There are electrical cords running around the classroom.</i></p> <p><i>There is a pole in the middle of the room; some students can't see the board.</i></p> <p><i>A white board is in the classroom, but it is facing the</i></p>	<p><i>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</i></p> <p><i>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</i></p>	<p><i>Students ask if they can shift the furniture to better suit small group work, or the discussion.</i></p> <p><i>A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.</i></p>		

	<p>wall, indicating that it is rarely, if ever, used.</p>	<p>portion of the lesson.</p> <p>Learning reference material and excellent student work are not seen posted in the classroom. Several motivational posters are seen at the front of the room.</p> <p>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.</p>	<p>Student work is seen in the classroom and learning reference materials are posted to enhance a current unit of study.</p> <p>A word wall, WIGS, classroom mission statement, and other curriculum resource materials are seen within the room.</p> <p>The use of an Internet connection enriches the lesson.</p>	<p>A student suggests an application of the white board for an activity.</p>
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Domain 3: Instruction

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3a: Communicating with students</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through careful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>	
<p>Critical Attributes</p>	<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused as to the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>The teacher's communications include errors of vocabulary or usage.</p>	<p>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</p> <p>Teacher must clarify the learning task so students can complete it.</p> <p>The teacher makes no serious content errors, although may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If appropriate, the teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>Teacher's explanation of content is clear, and invites student participation and thinking.</p> <p>Vocabulary and usage are correct and completely suited to the lesson.</p> <p>Vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class, or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>	

<p>Possible Examples</p>	<p>Vocabulary is inappropriate to the age or culture of the students.</p> <p>A student asks, "What are we supposed to be doing?" but the teacher ignores the question.</p> <p>The teacher states that to add fractions, they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson. Students become disruptive, or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms with an elementary class without explaining their meanings.</p> <p>The teacher says "ain't."</p>	<p>The teacher mis-pronounces "..."</p> <p>The teacher says: "And oh, by the way, today we're going to factor polynomials."</p> <p>A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.</p> <p>Students ask "What do I write here?" in order to complete a task.</p> <p>The teacher says: "Watch me while I show you how to ..." with students asked only to listen.</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher's explanation of content.</p>	<p>The teacher frequently checks for understanding and immediately corrects misconceptions.</p> <p>"By the end of today's lesson, you're all going to be able to factor different types of polynomials."</p> <p>During a math lesson, the teacher is seen asking the students to follow the problem solving process of "Know, Need, Plan."</p> <p>In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"</p> <p>The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.</p>	<p>The teacher says: "Here's a spot where some students have difficulty: ... be sure to read it carefully."</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When needed, a student offers clarification about the learning task to classmates.</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.</p> <p>The teacher says: "Who would like to explain this idea to us?"</p> <p>The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also mean the same thing.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3b: Using questioning / prompts and discussion</p>	<p>Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Leadership is not integrated into class discussions.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results. Leadership is rarely integrated into class discussions.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Leadership discussions are integrated into some lessons.</p>	<p>Teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. The teacher models and discusses leadership during all available opportunities.</p>	
<p>Critical Attributes</p>	<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p> <p>Leadership is not seen discussed during a lesson.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a small number actually participate in the discussion.</p> <p>When opportunities arise to discuss leadership, the teacher is not comfortable or the discussion feels forced.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher builds on uses student responses to questions effectively.</p> <p>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p> <p>The teacher appears comfortable when discussing leadership principles and is aware of the connection between the content to character and habits.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Students initiate higher-order questions as seen in a Socratic discussion.</p> <p>Students extend the discussion, enriching it by stating their opinion and linking it to evidence.</p> <p>Students invite comments from their classmates during a discussion.</p> <p>Teacher models leadership in all actions and incorporates leadership discussions into the majority of lessons frequently and naturally.</p>	

<p>Possible Examples</p>	<p>All questions are of the "recitation" type, such as "What is 3 x 4?"</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>The teacher only calls on students who have their hands up.</p>	<p>Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"</p> <p>The teacher asks: "Who has an idea about this?" but the same three students offer comments.</p> <p>The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher.</p> <p>The teacher has the students work on writing prompts that are leadership based, but does not ask the students to share their responses.</p> <p>When a leadership question arises the teacher gives a short answer and moves on quickly.</p>	<p>The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"</p> <p>The teacher uses the plural form in asking questions, such as: "What are some things you think might contribute to...?"</p> <p>The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.</p> <p>The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.</p> <p>When leadership questions arise the teacher takes the opportunity to begin a class discussion.</p> <p>The teacher has the students work on writing prompts that are leadership based, and takes the time to discuss responses with the whole class.</p> <p>When a leadership question arises, the teacher and students can give examples from real life.</p>	<p>A student asks "How many ways are there to get this answer?"</p> <p>A student says to a classmate: "I don't think I agree with you on this, because...."</p> <p>A student asks of other students: "Does anyone have another idea as to how we might figure this out?"</p> <p>A student asks "What if...?"</p> <p>While teaching a Saxon math lesson, the students are seen starting a discussion about the importance of homework as practice and how this embodies putting first things first.</p> <p>The students can be heard using leadership language while discussing concepts in class and discussions occur authentically without teacher prompting.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3c: Engaging students in learning</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional Essential questions, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional Essential questions but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional Essential questions and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional Essential questions. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	
<p>Critical Attributes</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students only to perform rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags, or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Student engagement with the content is largely passive, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson Essential questions.</p> <p>The materials and resources are partially aligned to the lesson Essential questions, only some of them demanding student thinking.</p> <p>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson Essential questions.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p> <p>The teacher utilizes a variety of techniques to keep the entire class engaged.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> <p>Students are asked to write an essay "in the style of Hemmingway."</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</p>	

<p>Possible Examples</p>	<p>Students are able to fill out the lesson worksheet without understanding what it's asking them to do.</p> <p>The lesson drags, or feels rushed. Students complete "busy work" activities.</p>	<p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle, and end to the lesson.</p> <p>Parts of the lesson have a suitable pace; other parts drag or feel rushed.</p>	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <p>Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</p> <p>There is a clear beginning, middle, and end to the lesson.</p> <p>The lesson is neither rushed nor drags.</p> <p>The teacher is seen utilizing choral responses, Socratic discussions, movement, and partner or small group opportunities to maintain engagement.</p>	<p>The teacher is seen providing mini-lectures that are broken up with choral responses, Socratic discussions or partner activities to ensure full participation.</p> <p>Students summarize their learning from the lesson.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3d: Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>	
<p>Critical Attributes</p>	<p>The teacher gives no indication of what high quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific, not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer-assessment.</p> <p>The teacher's attempts to adjust the lesson are partially successful.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance for at least three groups of students.</p> <p>The teacher attempts to engage students in self- or peer-assessment.</p> <p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources, including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p>	
<p>Possible Examples</p>	<p>A student asks: "How is this assignment going to be graded?"</p> <p>A student asks "Does this quiz count towards my grade?"</p>	<p>Teacher asks: "Does anyone have a question?"</p> <p>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</p>	<p>The teacher circulates during small group or independent work, offering suggestions to groups of students.</p> <p>The teacher uses a specifically-formulated question to elicit evidence of student understanding.</p>	<p>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</p> <p>While students are working, the teacher circulates providing substantive feedback to individual students.</p>	

	<p>The teacher forges ahead with a presentation without checking for understanding.</p> <p>The teacher says: "good job, everyone."</p>	<p>The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.</p>	<p>The teacher asks students to look over their papers to correct their errors.</p>	<p>The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.</p> <p>Students offer feedback to their classmates on their work.</p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</p>
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	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>3e: Demonstrating flexibility and responsiveness</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	
<p>Critical Attributes</p>	<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</p>	<p>Teacher successfully makes a minor modification to the lesson.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Teacher successfully executes a major lesson readjustment when needed.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</p>	
<p>Possible Examples</p>	<p>The teacher says: "We don't have time for that today."</p> <p>The teacher makes no attempt to adjust the lesson based on student confusion.</p> <p>The teacher says: "If you'd just pay attention, you could understand this."</p>	<p>The teacher says: "I'll try to think of another way to come at this and get back to you."</p> <p>"The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."</p> <p>The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.</p>	<p>The teacher says: "That's an interesting idea; let's see how it fits."</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>The teacher says: "Let's try this way," and then uses another approach.</p>	<p>The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."</p> <p>The teacher incorporates the school's upcoming championship game into an explanation of averages.</p> <p>The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."</p>	

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional. Essential questions, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional Essential questions were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions and can cite general references to support the judgement. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional Essential questions, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	
Critical Attributes	<i>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</i> <i>The teacher makes no suggestions for improvement.</i>	<i>The teacher has a general sense of whether or not instructional practices were effective.</i> <i>The teacher offers general modifications for future instruction.</i>	<i>The teacher accurately assesses the effectiveness of instructional activities used.</i> <i>The teacher identifies specific ways in which a lesson might be improved.</i>	In addition to the characteristics of "proficient," <i>Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.</i> <i>Teacher's suggestions for improvement draw on an extensive repertoire.</i>	
Possible Examples	<i>Despite evidence to the contrary, the teachers says, "My students did great on that lesson!"</i> <i>The teacher says: "That was awful; I wish I knew what to do!"</i>	<i>At the end of the lesson the teacher says, "I guess that went okay."</i> <i>The teacher says: "I guess I'll try x next time."</i>	<i>The teacher says: "I wasn't pleased with the level of engagement of the students."</i> <i>The teacher's journal indicates several possible lesson improvements.</i>	<i>The teacher says: "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</i> <i>In conversation with colleagues, the teacher considers different strategies for improving a lesson.</i>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.	
Critical Attributes	Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	The teacher's process for recording student work completion is efficient and effective; students have access to and inform about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. All ALA required records are maintained.	In addition to the characteristics of "proficient," Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class. Students regularly update their leadership notebooks to track their progress towards personal and class WIGS.	
Possible Examples	A student says, "I'm sure I turned in that assignment, but the teacher lost it!" The teacher says, "I misplaced the writing samples for my class but it doesn't matter - I know what the students would have scored." On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.	A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time." On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.	The teacher creates a link on the class website which students can access to check on any missing assignments. The teacher's grade book records student progress toward learning goals and complies with ALA grading expectations. The teacher creates a spreadsheet for tracking school lunch count. A teacher has consistently tracked DIBELS progress monitoring scores All PLC reports and lesson plans are up-to-date. Other reports or logs are maintained as assigned.	A student from each team maintains the database of current and missing assignments for the team. When asked about their progress in a class, a student proudly shows her leadership notebooks and can explain how the documents indicate her progress toward learning goals. When they bring in their permission slips for a field trip, students add their own information to the database.	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professionalism and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.	
Critical Attributes	<p><i>Little or no information regarding instructional program available to parents.</i></p> <p><i>Families are unaware of their children's progress.</i></p> <p><i>Lack of family engagement activities.</i></p> <p><i>Culturally inappropriate communication.</i></p>	<p><i>School or district-created materials about the instructional program are sent home.</i></p> <p><i>Infrequent or incomplete information is sent home by teachers about the instructional program.</i></p> <p><i>Teacher maintains school-required grade book but does little else to inform families about student progress.</i></p> <p><i>Teacher communications are sometimes inappropriate to families' cultural norms.</i></p>	<p><i>Information about the instructional program is available on a regular basis.</i></p> <p><i>The teacher sends information about student progress home on a regular basis.</i></p> <p><i>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</i></p>	<p>In addition to the characteristics of "proficient,"</p> <p><i>On a regular basis, students develop materials to inform their families about the instructional program.</i></p> <p><i>Students maintain accurate records about their individual learning progress and frequently share this information with families.</i></p> <p><i>Students contribute to regular and ongoing projects designed to engage families in the learning process.</i></p>	
Possible Examples	<p><i>A parent says, "I'd like to know what my kid is working on at school!"</i></p> <p><i>A parent says, "I wish I knew something about my child's progress before the report card comes out."</i></p> <p><i>A parent says, "I wonder why we never see any school work come home."</i></p>	<p><i>A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."</i></p> <p><i>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."</i></p> <p><i>Weekly quizzes are sent home for parent/guardian signature.</i></p>	<p><i>The teacher-sends weekly newsletter home to families through Infinite Campus, including information about upcoming homework, current class activities, community and/or school projects, field trips, etc.</i></p> <p><i>Teacher consistently posts grades by the deadline given and shares progress updates with families on a regular basis.</i></p> <p><i>The teacher ensures that the Missing Assignment and D's/F's message is sent out each week through Infinite Campus.</i></p>	<p><i>Student planners and homework slips describe daily learning and go home each week for a response from a parent or guardian.</i></p> <p><i>The teacher shares directions for accessing progress reports in Infinite Campus with families.</i></p> <p><i>The teacher developed the Academic Parent Team training PowerPoint for her grade level team.</i></p> <p><i>The teacher ensured that her grade level team completed all retention notices according to the ALA retention timeline.</i></p>	

Rating	Distinguished	Proficient	Basic	Unsatisfactory	
<p>4d:</p> <p>Participating in a Professional Community</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p>	<p>Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p>	
<p>Critical Attributes</p>	<p>In addition to the characteristics of "proficient,"</p> <p><i>The teacher takes a leadership role in promoting activities related to professional inquiry.</i></p> <p><i>The teacher regularly contributes to and leads events that positively impact school life.</i></p> <p><i>The teacher regularly contributes to and leads significant school district and community projects.</i></p>	<p><i>The teacher has supportive and collaborative relationships with colleagues.</i></p> <p><i>The teacher regularly participates in activities related to professional inquiry.</i></p> <p><i>The teacher frequently volunteers to participate in school events and school district and community projects.</i></p>	<p><i>The teacher has pleasant relationship with colleagues.</i></p> <p><i>When invited, the teacher participates in activities related to professional inquiry.</i></p> <p><i>When asked, the teacher participates in school activities, and school district and community projects.</i></p>	<p><i>The teacher's relationship with colleagues is characterized by negativity or combativeness.</i></p> <p><i>The teacher purposefully avoids contributing to activities promoting professional inquiry.</i></p> <p><i>The teacher avoids involvement in school activities and school district and community projects.</i></p>	
<p>Possible Examples</p>	<p><i>The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.</i></p> <p><i>The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.</i></p> <p><i>The teacher leads an annual school event.</i></p> <p><i>The teacher participates in more than one committee each year.</i></p>	<p><i>The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.</i></p> <p><i>The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.</i></p> <p><i>The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.</i></p> <p><i>The teacher enthusiastically represents the school during academic competitions.</i></p>	<p><i>The teacher is polite, but never shares any instructional materials with his grade partners.</i></p> <p><i>The teacher only attends PLC meetings when reminded by her supervisor.</i></p> <p><i>The principal says, "I wish I didn't have to ask the teacher to volunteer every time we need someone to chaperone the dance."</i></p> <p><i>The teacher only contributes to the assigned committee when requested by the principal.</i></p>	<p><i>The teacher doesn't share test taking strategies with his colleagues. He figures that if his students do well, it will make him look good.</i></p> <p><i>The teacher does not attend PLC meetings.</i></p> <p><i>The teacher does not attend any school function after the dismissal bell.</i></p> <p><i>The teacher says, "I work from 7:30 to 3:30 and not a minute more - I won't serve on any district committee unless they get me a substitute to cover my class."</i></p>	

	Unsatisfactory	Basic	Proficient	Distinguished	Rating
<p>4e:</p> <p>Growing and Developing Professionally</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p><i>The teacher is not involved in any activity that might enhance knowledge or skill.</i></p> <p><i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i></p> <p><i>The teacher ignores invitations to join professional organizations or attending conferences.</i></p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p> <p><i>The teacher participates in professional activities when required or when provided by the school district.</i></p> <p><i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i></p> <p><i>The teacher contributes in a limited fashion to educational professional organizations.</i></p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p> <p><i>The teacher seeks regular opportunities for continued professional development.</i></p> <p><i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i></p> <p><i>The teacher actively participates in professional organizations designed to contribute to the profession.</i></p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p> <p>In addition to the characteristics of "proficient,"</p> <p><i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i></p> <p><i>The teacher actively seeks feedback from supervisors and colleagues.</i></p> <p><i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i></p>	
<p>Critical Attributes</p>					

<p>Possible Examples</p>	<p>The teacher never takes continuing education courses, even though the credits would increase his salary.</p> <p>The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.</p> <p>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.</p>	<p>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</p> <p>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</p> <p>The teacher joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.</p>	<p>The teacher eagerly attends the school district summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</p> <p>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion.</p> <p>The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</p>	<p>The teacher desired additional feedback and so she has initiated an action research project in order to improve her own instruction.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.</p> <p>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</p>
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	<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>	<p>Rating</p>
<p>4f: Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	

<p>Critical Attributes</p>	<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students, but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally, but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>	<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs by fulfilling ALA tutoring expectations.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p> <p>The teacher uses professional language at all times, even amongst colleagues.</p> <p>The teacher consistently approaches administration when they have concern regarding a student, parent, colleague, or policy.</p>	<p>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students by tutoring students above the ALA expectation.</p> <p>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</p> <p>Teacher takes a leadership role in team and departmental decision making.</p> <p>Teacher takes a leadership role regarding school district regulations.</p> <p>The teacher is able to redirect negative conversations amongst colleagues and assist in looking for solutions.</p> <p>The teacher proposes solutions to administration when they have a concern.</p>
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<p>Possible Examples</p>	<p>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</p> <p>The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother can't afford daycare.</p> <p>The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</p> <p>When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</p> <p>The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer break.</p>	<p>The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her."</p> <p>The teacher considers staying late to help some of her students in afterschool daycare, but realizes it conflicts with her gym class so she decides against it.</p> <p>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.</p> <p>When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</p> <p>The teacher keeps his district required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</p>	<p>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</p> <p>Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</p> <p>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</p> <p>The English department chair says, "I appreciate when ... attends our after school meetings – he always contributes something meaningful to the discussion."</p> <p>The teacher learns the district's new online curriculum mapping system and writes in all of her courses.</p>	<p>When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.</p> <p>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after- school sessions.</p> <p>The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.</p> <p>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</p> <p>When the district adopts a new web based grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.</p>
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ALA - NLV Administrator Evaluation

Standard 1: Student Achievement

1. Students obtain student achievement goals established by the Board of Directors.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Student achievement falls shorts of performance goals by greater than 25%.	Student achievement falls shorts of goals by greater than 5%.	Students obtain achievement goals established by the Board of Directors within +/- 5%.	Students exceed academic achievement goals established by the Board of Directors.

2. Students obtain student growth goals established by the Board of Directors.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Student growth falls shorts of performance goals by greater than 25%.	Student growth falls shorts of goals by greater than 5%.	Students obtain academic growth goals established by the Board of Directors within +/- 5%.	Students exceed academic growth goals established by the Board of Directors.

3. ELL reclassification rate goals are obtained.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
ELL reclassification rate goals established by the Board of Directors falls shorts by greater than 25%.	ELL reclassification rate goals established by the Board of Directors falls shorts by greater than 5%.	ELL reclassification rate goals established by the Board of Directors are met within +/- 5%.	ELL reclassification rate goals established by the Board of Directors are exceeded.

4. IEP goal attainment rate goals are obtained.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
IEP goal attainment rate goals established by the Board of Directors falls shorts by greater than 25%.	IEP goal attainment rate goals established by the Board of Directors falls shorts by greater than 5%.	IEP goal attainment rate goals established by the Board of Directors are met within +/- 5%.	IEP goal attainment rate goals established by the Board of Directors are exceeded.



Standard 2: Instructional Leadership

1. Ensures that all teachers design effective and rigorous lesson plans aligned to ALA - NLV pacing maps and content standards.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor lesson plans. 50% or more of teachers do not complete quality lesson plans. Instruction is not aligned with school pacing maps. Lessons plans do not provide for rigorous instruction.	Irregularly monitors teacher lesson plans. Some teachers do not complete quality lesson plans. 25% or more of teachers are more than 2 weeks off the established pacing maps. Lessons are only partially effective.	Regularly monitors teacher lesson plans. Lesson plans follow the school's pacing map and provide for rigorous instruction.	All teachers submit quality lesson plans aligned with school pacing maps. The administrator provides meaningful feedback on lesson plans and helps organize resources to improve instruction.

2. Ensures that all instructional practices reflect the school's chosen pedagogy.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor instruction within the classroom. Does not produce evidence of teachers following the school's pedagogy.	While observing instruction, sometimes looks for evidence of school pedagogy. Expectations of school pedagogy are inconsistently applied.	While observing instruction, looks for and documents effective use of school pedagogy. Identifies a variety of teaching strategies to ensure effective instruction for diverse learners.	Ensures and documents consistent use of school pedagogy throughout the school. All classrooms demonstrate consistent implementation of school pedagogy appropriate for diverse learners.

3. Implements the School's Assessment Plan and ensures all teachers and students participate.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not communicate or monitor assessments. Student performance measures are inconsistent and left to individual teacher discretion. Does not obtain staff or student buy-in to ensure assessment goals.	Implements assessment suggestions that may be inconsistently applied throughout the school.	Establishes PLC teams in order to monitor assessment alignment and student growth. Assessments are organized.	Administrator efficiently organizes assessment materials and rallies support for required assessments. Facilitates team meetings that include consistent evaluation of informal and formal assessment within the classroom.



4. Analyzes and utilizes data obtained from formal and informal assessments to improve instruction and student performance.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not evaluate assessment data within the classroom and school. Student performance is not tracked.	Provides educators with assessment results. Suggests that PLC teams meet to discuss results.	Supports educators in meeting as PLC teams to evaluate student assessment results. Provides suggestions for adjusting classroom instruction to ensure student performance.	Provides planning time for PLC teams to evaluate student assessments. Is knowledgeable of assessment results and addresses identified concerns with the appropriate parties. Provides training in effective instructional practices to support student performance.

5. Provides meaningful instructional support to teachers.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not monitor instruction within the classroom.	Provides inconsistent supervision to supporting staff including custodial, support and education staff.	Establishes PLC teams to support educators and support staff. Provides resources for effective classroom instruction. Designates professional time for staff to evaluate and establish effective teaching practices.	Models effective teaching strategies. Rallies support for school instructional methods. Provides guidance to teachers as identified through classroom observations.

6. Identifies needs for professional development and provides effective PD opportunities for instructional staff.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Allows teachers to research and implement teaching practices within their own classrooms. Classrooms within the school demonstrate inconsistent application of teaching pedagogy. PD offerings are inconsistent or non-existent and do not align with school goals.	Inconsistently evaluates teachers within the classroom. Minimal documentation of areas for concern are present. PD offerings are somewhat aligned with school goals.	Establishes PLC teams to support educators within the classroom. Documentation of classroom evaluations includes communication with staff and suggestions for teaching practices to support diverse learners.	Supports teachers in completing training related to classroom content, pedagogy and educational expertise. Provides dedicated time for staff trainings and addresses the standards identified within classroom evaluations. PD offerings are dynamic and engaging and result in improved student performance.



Standard 3: Management & Operations

1. Maintains a clean and inviting campus aligned with school décor guidelines.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not organize the school in an effective and orderly manner. Inadequately supervises custodial and support staff resulting in a school that is not clean, welcoming and/or safe.	Provides inconsistent supervision of custodial and support staff. Allows varying level of cleanliness within the school.	Establishes and implements plans, procedures and routines that ensure consistency in cleanliness and décor throughout the campus.	Demonstrates and maintains an environment that is clean and welcoming to students, staff and parents. Takes personal responsibility for keeping the campus clean.

2. Develops and executes effective plans & procedures to ensure student safety, discipline and health.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Leaves discipline and student health to the discretion of individual staff members. Inconsistency within organization is evident.	Establishes plans and procedures for student safety including student drop-off, pick-up and class transitions. Routines are not consistently applied throughout the school. Discipline is inconsistent.	Establishes and implements procedures for student safety. Plans are practiced and perfected to ensure consistency and safety. Models effective student discipline and supports educators in upholding standards of high expectations for student behavior.	Models safety, discipline and health plans with both staff and students. Models consistent implementation of designated safety, discipline and health plans. Provides resources necessary for a safe environment within the school.

3. Provides for the orderly and efficient drop-off and pick-up of all students.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not provide direction to students, staff and parents in relation to drop-off and pick-up procedures. Is not present during the drop-off and pick-up time. No clear process or inefficient process. Pick-up and drop-off detract from the educational experience of students.	Establishes routines for drop-off and pick-up of all students. Urges the staff to ensure smooth drop-off and pick-up, but is not available to monitor or support these times. Partially communicates expectations.	Establishes routines for orderly and efficient drop-off and pick-up of all students. Regularly monitors and ensures consistency of the routines to ensure student safety.	Establishes clear processes for the efficient and safe pick-up and drop-off of students. Expectations are clearly communicated to all stakeholders. The school leader is visible during drop-off and pick-up and leads by example. Fosters a culture where drop-off and pick-up is positive and helps create an excellent educational experience for all students.



4. Ensures compliance with school financial controls and operates within established budgets.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates a lack of budget awareness.	Inconsistently manages budget.	Develops a process that ensures controls within the budget. Ensures that allocations are managed within the school's budget.	Carefully follows school policy regarding financial controls. Stays within established budgets and actively seeks to create value for the school through fundraising and eliminating waste.

5. Ensures necessary resources are secured in a timely and efficient manner.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not manage school resources.	Establishes routines for resource requests. Resources requests may be processed inconsistently.	Established routines for resource requests and demands. Regularly evaluates requests and ensures timely processing.	Provides support for school resources. Ensures that resources necessary are available consistently.

Standard 4: Staff Relations

1. Promotes and maintains a positive and professional working environment.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not establish expectations for staff performance, dress and conduct.	Establishes guidelines for staff conduct. Does not encourage consistent compliance with guidelines.	Builds community within the professional working environment. Ensures a positive environment on all levels.	Models positive interactions with all staff within the school. Ensures consistent staff compliance with positive and professional standards. Creates a team environment that engages staff and unites them in fulfilling the school's mission and vision.

2. Develops team unity in order to achieve school goals.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not support school goals.	Establishes school goals, but manages expectations of staff members inconsistently.	Establishes dedicated time for PLC meetings in order to support school unity. Gathers feedback and ensures consensus to develop school goals.	Earns staff buy-in and commitment to achieve school goals. Sets clear expectations for achievement of school goals. Models effective implementation and monitoring of school



			goals.
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3. Maintains high levels of staff satisfaction and retention.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Is not aware of staffing needs.	Encourages staff to continue employment. May collect data on staff satisfaction, but fail to evaluate and implement changes.	Establishes clear expectations for staff. Establishes on going relationships with staff to ensure retention. Consistently gathers and evaluates staff satisfaction.	Establishes clear expectations for staff. Ensures staff satisfaction through one-on-one communication.

4. Successfully recruits and hires quality staff in a timely and efficient manner.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not participate in recruiting processes.	Is aware of recruitment needs, but mostly delegates to others.	Establishes consistent routines for establishing recruits suitable to school needs. Implements routines to ensure timely hires.	Models successful recruiting routines. Continually monitors staffing needs, student ratios, etc. to ensure timely hiring.

Standard 5: Community Relations

1. Establishes ongoing relationships with community organizations, community members, and businesses. Works with them in a synergistic manner to improve the school and the community.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not include stakeholders within the school. The school functions as an individual entity without support from community.	Includes community in communication plan, but does not consistently implement concerns, suggestions and support.	Establishes relationships within the community. Communicates consistently and encourages partnerships within the school and community.	Models synergistic communication. Attends school and community events in support of a joint relationship between school and community.

2. Maintains high levels of parent satisfaction.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not respond to parent communication.	Accepts parent communication, but may respond inconsistently.	Encourages parent participation within the school. Designates time each week to speak with parents.	Involves parents in the community of the school through committees and ongoing communication. Collects and evaluates parent satisfaction regularly.

3. Organizes and executes quality community events to increase awareness of the school and create community unity.



Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not involve the community within the school. The school operates as an individual entity.	The school includes community events within its calendar. Events may not be held or attended consistently.	Establishes community events that include staff and community. Events showcase student performance and school mission. The community is aware of the school's presence.	Establishes teams to develop community events. Teams include students, staff and community members within the planning, implementation and review process. Community members express interest in the school and its role within the community.

4. Maintains high levels of visibility and accessibility to community members.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not promote the school. Community member may not be aware of the school's presence.	Establishes accessibility of the school, but does not encourage staff and community participation.	Identifies community outlets allowing school visibility and support to community. Is available to members of the community.	Leads community teams and communicates school mission, vision and accomplishments. Maintains positive, professional relationships with community members.

5. Quickly and appropriately responds to and resolves stakeholder concerns.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not acknowledge stakeholder concerns.	Receives stakeholder concerns, but does not resolve concerns in a consistent or timely manner.	Encourages stakeholder feedback in a positive environment. Seeks to understand and resolve all concerns.	Provides exceptional customer service to concerned stakeholders. Takes concerns seriously and implements appropriate interventions, as necessary. Demonstrates superior interpersonal skills in resolving difficult situations.

Standard 6: Personal Conduct

1. Embodies the values of the school both inside and outside of the workday.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not hold a regard for school values within the mission statement.	Embodies the values within the school mission statement inconsistently.	Encourages and exemplifies the values of the school.	Engenders support for and emulation of school values through impeccable personal conduct. Represents school values on all aspects of one's life.



2. Follows all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, student relations, dress code, etc.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Does not respond to concerns within the staff. Does not use appropriate approaches in speaking with staff.	Inconsistently applies school policies.	Establishes consistent implementation of school policies.	Meticulously follows and engenders support for all school policies pertaining to personal conduct, staff relations, harassment, non-discrimination, etc.

Standard 7: Enrollment

1. The school leader meets enrollment goals.

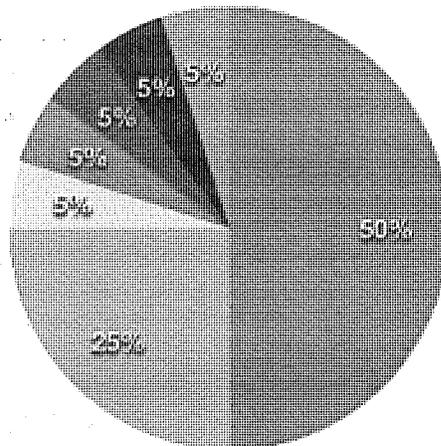
Unsatisfactory	Needs Improvement	Proficient	Exemplary
Enrollment falls short of goals by more than 25% or enrollment decreases by more than 25%.	Enrollment falls short of goals.	Enrollment targets are met.	Enrollment targets are exceeded.

Rating Rubric

Review your ratings above. For each standard, calculate the number of points earned and note the total below. Points shall be awarded according to the following rubric:

Unsatisfactory	Needs Improvement	Proficient	Exemplary
40%	60%	80%	100%

Performance Rating



- Achievement
- Enrollment
- Instructional Leadership
- Operations
- Staff Relations
- Community Relations
- Personal Conduct



ADMINISTRATOR RATING CALCULATIONS

ACHIEVEMENT			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	5	_____
2	_____ x	40	_____
3	_____ x	2.5	_____
4	_____ x	2.5	_____
TOTAL POINTS			<input type="text"/>

ATTENDANCE			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	25	_____
TOTAL POINTS			<input type="text"/>

INSTRUCTIONAL LEADERSHIP			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	0.83	_____
2	_____ x	0.83	_____
3	_____ x	0.83	_____
4	_____ x	0.83	_____
5	_____ x	0.83	_____
6	_____ x	0.83	_____
TOTAL POINTS			<input type="text"/>

MANAGEMENT & OPERATIONS			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	1	_____
2	_____ x	1	_____
3	_____ x	1	_____
4	_____ x	1	_____
5	_____ x	1	_____
TOTAL POINTS			<input type="text"/>

STAFF RELATIONS			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	1.25	_____
2	_____ x	1.25	_____
3	_____ x	1.25	_____
4	_____ x	1.25	_____
TOTAL POINTS			<input type="text"/>

COMMUNITY RELATIONS			
Indicator	Rating	Points Possible	Points Earned
1	_____ x	1	_____
2	_____ x	1	_____
3	_____ x	1	_____
4	_____ x	1	_____
5	_____ x	1	_____
TOTAL POINTS			<input type="text"/>

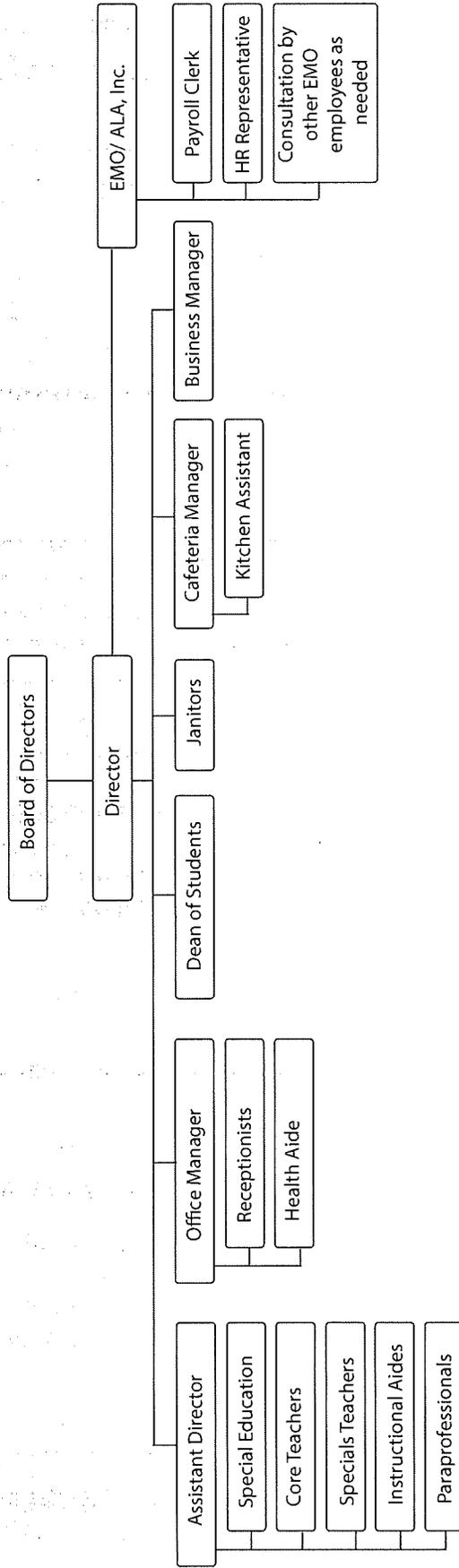
PERSONAL CONDUCT			
Indicator	Rating	Point Possible	Points Earned
1	_____ x	1.25	_____
2	_____ x	1.25	_____
TOTAL POINTS			<input type="text"/>

TOTAL POINTS	
0	

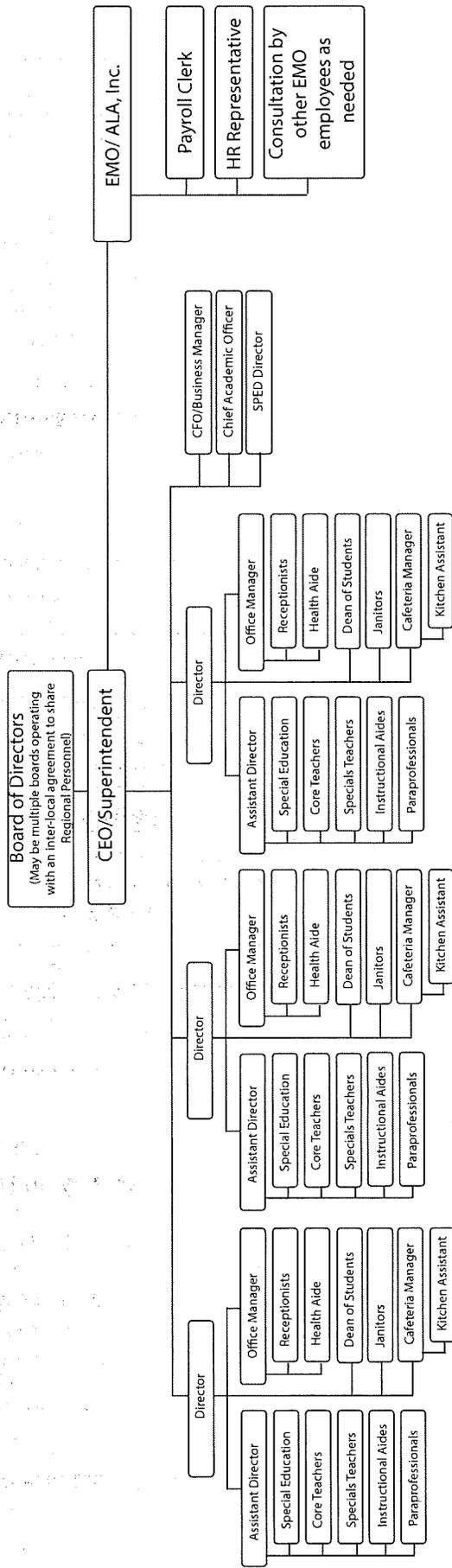


TOTAL POINTS	RATING
>80	Exemplary
>60	Proficient
>40	Developing
<40	Unsatisfactory

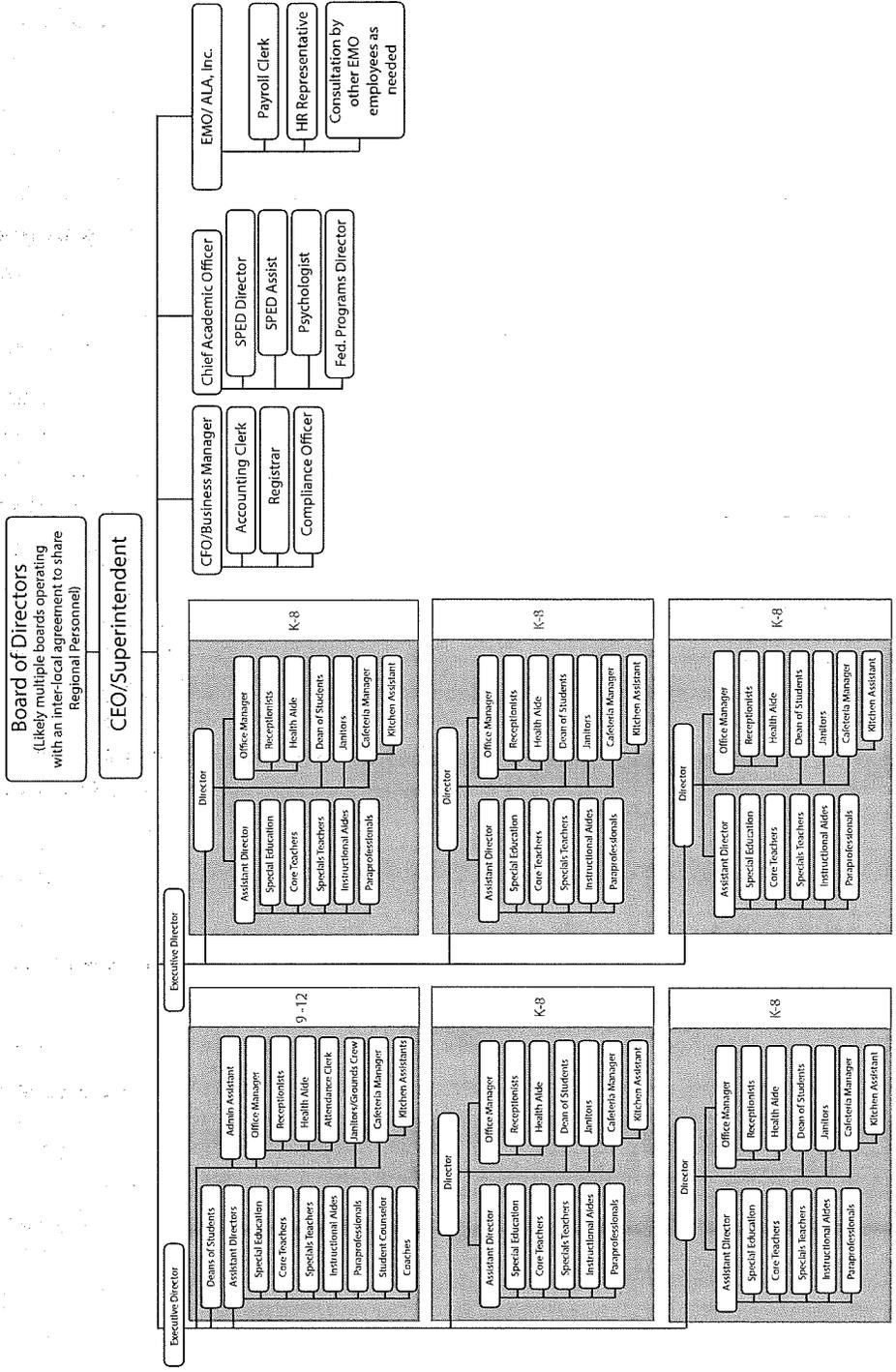
2017-18 Organization Chart, American Leadership Academy - North Las Vegas



2019-20 Organization Chart, American Leadership Academy - Nevada



2022-23 Organization Chart, American Leadership Academy - Nevada



Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve American Leadership Academy
2. Full name Kyle Myron Bybee
Home Address 724 Sandy Hook Ter, Henderson, NV 89052
Business Name and Address Yamagata Enterprises Family Office
6385 S. Rainbow Blvd, Ste 120, Las Vegas, NV 89118
Phone Number 702-994-4804
E-mail address kylebybee@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Brigham Young University – BA 2007 – Accounting
Brigham Young University – MA 2007 – Accounting and Taxation
PricewaterhouseCoopers – 2007 – 2013
Yamagata Enterprises – 2013 - Present
Texas CPA License – 2008 – 2014
Washington DC CPA License – 2009 - 2013
Nevada CPA License – 2013 - Present
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent

Start-Up Charter School Board Member Information

not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes

6. Why do you wish to serve on the board of the proposed charter school?

I believe in the value of a strong education for children, and the American Leadership Academy will bring. I look forward to bringing this school to Las Vegas.

7. What is your understanding of the appropriate role of a public charter school board member?

The role of a board member of a public charter school is to work with the board as a whole to accomplish the mission of the school and to safeguard the assets and public funds that have been committed to the school.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not previously served on a charter school board, but I currently work with various boards in my profession, and I understand how a board is intended to function.

9. Describe the specific knowledge and experience that you would bring to the board.

My background is accounting and finance, and I have been licensed as a CPA since 2008. I have audit experience, and I have worked directly with a Board of Directors. I also currently function as the CEO for two companies in Nevada, and I am the CFO for a technology company in Salt Lake City, Utah. I have managed dozens of projects and teams throughout my career. I bring a business knowledge that will help the board navigate the approval and registration process.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the American Leadership Academy is to provide the best educational experience to as many students as possible in a moral and wholesome environment. The mission is also to teach students the value of patriotism and civic engagement. The school's vision is stated as "Learn. Lead. Change the World."

2. What is your understanding of the school's proposed educational program?

The school will provide a classical education through use of the Core Knowledge Sequence and curricula aligned to the sequence and Nevada State Content Standards. Students will be expected to work hard, but will achieve greater academic proficiency. The school will use an accelerated curriculum that teaches math a year ahead and focuses on results.

3. What do you believe to be the characteristics of a successful school?

A successful school will not only teach the required curriculum, but also the values of hard work, dedicated study, honesty, and respect for fellow students.

Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?

The schools success will depend on how well the students perform academically, and how the Board and faculty meet the vision and goals of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The Board establishes policy and oversight of the school leader. The school leader manages the operations of the school.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful at the end of the full year if we reach full enrollment, if we have parent & community support, and if the students show strong academic performance.

3. How will you know at the end of three years of the school is successful?

Continued full enrollment, engaged staff with low turnover, engaged community, continued strong academic performance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board can provide meaningful oversight without getting involved in the daily activities of the school. The board should also support the school leader as well as rally community support for the school and school leader.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In this scenario, I would investigate the circumstances of the alleged unethical behavior. Depending on my findings, I may recommend removing that member from the board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

Start-Up Charter School Board Member Information

I have known Jeremy Christensen since we were both in elementary school. We have been close friends since we were very young.

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Start-Up Charter School Board Member Information

Does not apply to me, my spouse or family. Yes

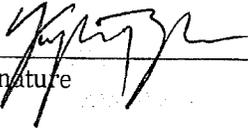
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Kyle Bybee, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for American Leadership Academy Charter School is true and correct in every respect.

Signature



Date

1/12/16

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, American Leadership Academy, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature]
Signature of Certifying Charter School Official

Kyle Bybee
Name Printed

Board Member
Title

1/12/16
Date

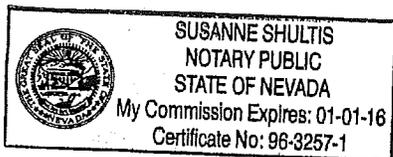
Subscribed and sworn to before me

State: Nevada
county of: Clark

This 12th day of January, 2016 by Kyle Bybee.
date month year

(Notary Public Seal)

Susanne Shultis
Notary Public



Kyle Bybee

724 Sandy Hook Ter, Henderson, NV 89052

CELL (702) 994-4804, kylebybee@gmail.com

- WORK EXPERIENCE**
- Yamagata Enterprises Family Office, Private Equity*** December 1, 2013 – Present
Las Vegas, Nevada
Tax Director
- Manage the preparation and filing of sales and use tax returns
 - Manage the tracking and payments of property taxes
 - Assist with due diligence on potential investment opportunities
 - Review Federal and state income tax returns
 - Assist with accounting and financial statements
- GYBB Recycling LLC, d.b.a. "BB Recycling"*** December 1, 2013 – Present
Las Vegas, Nevada
Director of Finance
- Manage the office and accounting personnel
 - Oversee the monthly preparation of financial statements
 - Plan monthly operations/strategy meeting with management team and board of directors
- GY Agemni LLC, d.b.a. "Agemni"*** March 1, 2014 - Present
Salt Lake City, Utah
CFO
- Oversee all accounting and finance activities
 - Prepare monthly financial statements for Board of Directors
 - Participate in monthly leadership and board meetings
 - Assist with company strategy planning
- GY RainSoil LLC, d.b.a. "Rainsoil"*** September 1, 2015 - Present
Las Vegas, Nevada
CEO, CFO
- Work with board of directors to establish the company's strategy
 - Develop corporate budget
 - Oversee the various departments in the company(accounting, R&D, sales, operations)
- GY SpillVak LLC, d.b.a. SpillVak*** September 1, 2015 - Present
Las Vegas, Nevada
CEO, CFO
- Work with board of directors to establish the company's strategy
 - Develop corporate budget
 - Oversee the various departments in the company(accounting, R&D, sales, operations)
- PricewaterhouseCoopers, LLP*** June 2007 – December 1, 2013
Las Vegas, NV
Tax Manager
- Supervised staff in the preparation of corporate and partnership tax returns
 - Consulted with multinational corporations on corporate structure and ways to reduce tax liability
 - Managed teams that reviewed and audited various clients' income tax provision
- Tax Senior Associate** Washington DC; Las Vegas, NV
- Assisted multinational corporations with tax legislation and consulting
 - Assisted clients with Federal and State tax return review and accounting method reviews
- Tax Associate** Dallas, TX
- Prepared and reviewed corporate tax return for firm's clients
 - Assisted with budget planning and review for several engagements
 - Worked on tax consulting assignments dealing with issues involving international tax, mergers and acquisitions, federal tax, and state and local tax
- Tax Intern** January 2006-April 2006
Salt Lake City, UT
- Prepared corporate, partnership, and individual tax returns for the firm's clients
 - Full-time job offer was extended for after graduation
- Abbott & Walker, Attorneys at Law*** September 2006-December 2006
Provo, UT
Legal Intern
- Worked with attorneys and clients on assigned cases
- The Church of Jesus Christ of Latter-day Saint Missionary Training Center*** October 2002-November 2004
Provo, Utah
Spanish Language Teacher
- Worked with a team to analyze needs of groups of missionaries and to maximize class effectiveness through preparation and delivery of customized lessons
 - Taught basic to advanced Spanish and brought individuals to functional level of speech, reading, and writing in less than nine weeks
 - Trained new teachers and colleagues on principles of effective teaching and oral presentation

Kyle Bybee

724 Sandy Hook Ter, Henderson, NV 89052

CELL (702) 994-4804, kylebybee@gmail.com

EDUCATION

Master of Accountancy, Tax **April 2007**
Brigham Young University, Marriott School of Management **Provo, Utah**

Bachelor of Science, Accounting **April 2007**
Brigham Young University, Marriott School of Management **Provo, Utah**

- Minor: Spanish
- Member of *Beta Gamma Sigma* 2004, 2005

LICENSES AND CERTIFICATES

Certified Public Accountant, Nevada **January 15, 2013 - Present**
Texas **October 3, 2008 – June 30, 2014**
District of Columbia **October 29, 2009 – December 31, 2014**

American Institute of Certified Public Accountants **November 30, 2008 - Present**

SERVICE ACTIVITIES

Boy Scouts of America, Las Vegas Area Council **March 2015 - Present**
Cub Scout Committee Chair **Henderson, Nevada**

- Work with Cub Scout leaders to plan effective program
- Ensure leaders are properly registered and trained for their respective positions
- Manage the committee to oversee the effective implementation of the local Cub Scout program

Boy Scouts of America, National Capital Area Council **October 2009-August 2011**
Committee Chair **Arlington, Virginia**

- Supervised the progress of approximately 15 boys, ages 12-19, in the *Boy Scouts of America* program
- Supervised the training of approximately 15 adult leaders in the *Boy Scouts of America* and ensure leaders deliver a quality program to local Boy Scouts

Boy Scouts of America, Utah National Parks Council **August 2003-May 2007**
Venture Advisor, Unit Commissioner **Provo, Utah**

- Supervised the progress of approximately 7 units consisting of 120 boys, ages 12-19, in the *Boy Scouts of America* program and the Church's program for youth
- Supervised the training of approximately 40 adult leaders in these 7 units in the *Boy Scouts of America* and assist them in administering the Church's program
- Trained youth and adults in effective youth leadership and assisted in planning weekly youth activities that taught physical fitness, citizenship, educational preparedness, and personal management
- Managed the organization's budget and planned and carried out yearly fund-raising activities



Kyle Bybee, CPA

Kyle Bybee wears many professional hats under the umbrella of the Yamagata Enterprises Family Office. In the family office, he has been the tax director since he joined the company in December 2013. He is currently the CEO/CFO of RainSoil, a company that uses the husk of the coconut as a soilless planting media. He is also the CEO/CFO of SpillVak, a company that also uses the husk of the coconut as an all-natural absorbent. For the last two years, he has been the CFO of Agemni, a Utah-based technology company. He is also the Director of Finance for Nevada-based BB Recycling, a position he has held for the last two years. Each of these companies is owned by the Yamagata Enterprises Family Office, and Kyle works directly with the executive board at the family office to help oversee each of these companies.

Prior to joining Yamagata Enterprises, Kyle worked for PricewaterhouseCoopers LLP in Texas, Washington DC, and Nevada from 2007 until late 2013. He specialized in corporate taxation and participated in financial statement audits. While in Washington DC, Kyle consulted with Fortune 500 clients on tax legislation, judicial and procedural changes that would impact their accounting and tax departments. In Las Vegas, Kyle worked closely with gaming and non-gaming clients on tax and audit projects. Throughout his career with PricewaterhouseCoopers, Kyle consistently was a high performer, and lead teams of various sizes.

Kyle attended Brigham Young University from 2002 to 2007 and earned a Bachelor's degree in accounting and a Master's degree in accounting and taxation. He also received a minor in Spanish. He held a CPA license in Texas from 2008 until 2014, as well as a CPA license in Washington DC from 2009 to 2014. He has been a licensed CPA in Nevada in January 2013. He is a member of the American Institute of Certified Public Accountants.

Kyle believes in giving of his time to his community. He has been involved with the Boy Scouts of America since he was a young man. He joined the Cub Scouts when he was 8-years old and participated until he was 18-years old in both Cub Scouts and Boy Scouts, receiving his Arrow of Light and Eagle Scout award, the highest youth awards given in those respective programs. As an adult leader, he has volunteered as a Venture Adviser, Unit Commissioner, and Boy Scout Troop Committee Chair and Member. He currently volunteers as a Cub Scout Pack Committee Chair and over sees two Cub Scout Packs. He has coached T-ball and baseball. He also completed a 2-year proselyting mission in Buenos Aires, Argentina for the Church of Jesus Christ of Latter-day Saints.

When Kyle is not working or volunteering his time, he enjoys spending time with his wife and five children. They enjoy outdoor activities such as running, biking, hiking, camping and boating.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve American Leadership Academy
2. Full name Michael L. Montandon
Home Address 719 Oakbridge Ct. North Las Vegas, NV 89032
Business Name and Address Providence Commercial, LLC
375 Stephanie, Suite 2211, Henderson 89014
Phone Number 702.327.5957
E-mail address montandon@cox.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. B.S. degree in Business, Finance major from Arizona State University. Completed Senior Executives in State and Local Government program at the Kennedy School of Government, Harvard. I spent 12 years as Mayor of North Las Vegas and have maintained a professional career in commercial real estate appraisal, construction, and brokerage.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes I served on the board of Southern Nevada Boys and Girls Club, Keystone Corporation, NAIOP, Civilian Military Council.

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school? I have long followed the options for public education in Nevada, not only for my own five children, but for everyone. Over the years, my children were in public schools, magnet programs, private schooled, and home schooled. I have had a few opportunities to join the board of a charter school, but this is the first time my career and time schedule align with the opportunity.
7. What is your understanding of the appropriate role of a public charter school board member? To make sure that operations stay consistent with both the mission of the school and the laws of the state.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served on several boards and policy making bodies. I currently serve on the board of directors for a NV state chartered bank. I recently left the board of NAIOP, the commercial real estate development trade association. I served there for many years and was president in 2014. I served as Mayor of North Las Vegas for 12 years.
9. Describe the specific knowledge and experience that you would bring to the board. I have a significant amount of career knowledge in real estate and financing. I also know how to lead and govern in a board of directors environment. I also bring a number of relationships throughout the state to the table.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? Our stated mission and vision are;

Mission: To Provide the best educational experience to as many students as possible in a moral and wholesome environment.

Vision: Learn. Lead. Change the World.

2. What is your understanding of the school's proposed educational program?

The school will provide a classical education through use of the Core Knowledge Sequence (that's not Common Core, BTW) and curricula aligned to the sequence and Nevada State Content Standards. Students will be expected to work hard, but will achieve greater academic proficiency. The school will use an accelerated curriculum that teaches math a year ahead and focuses on results.

3. What do you believe to be the characteristics of a successful school?

Students should want to come to school, and look back fondly at not only what they learned, but their experiences at school. A successful school reflects its leadership. A great principal is passionate about the institution, and the teachers and students feel it. The board should make sure that is happening.

Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?

The parents and students will let us know in a hurry. We will have some standard criteria for testing and feedback, but observation will be a key feature.

Governance

1. Describe the role that the board will play in the school's operation.

Much like the relationship between a City Council and the City Manager. The board will establish policy and modify it from time to time as necessary. The board will provide guidance to and receive feedback from the principal. The principal will handle all operations.

2. How will you know if the school is successful at the end of the first year of operation?

As a charter school, enrollment is a key measurement. As word gets around among parents, the school should have great demand if we have done it right. Academic achievement will be measured, and well as progress.

3. How will you know at the end of three years of the school is successful?

A number of items will be key indicators by the end of three years. Of course, enrollment. Also, a stable board of directors, leadership and teachers. Too much turnover would be an indication of problems.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Chief cheerleaders for the school in the community. Provide support for the things we put in place and know are right. Let the administration do their jobs.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I have been in that situation before and it is never comfortable or easy. I don't believe there is a "one size fits all" solution, but it would involve one-on-one discussion, possible outside legal counsel, and as a last resort, a board vote.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

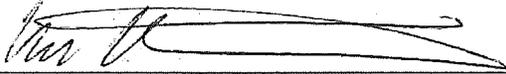
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

Start-Up Charter School Board Member Information

None. Yes

Certification

I, Michael Montandon, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for American Leadership Academy Charter School is true and correct in every respect.



Signature

1/9/2016

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, American Leadership Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Michael Montandon

Signature of Certifying Charter School Official

Name Printed

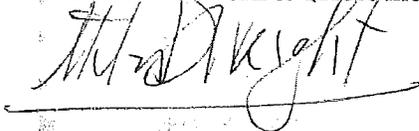
Board Member

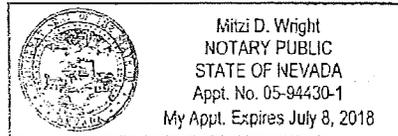
01/09/2019

Title

Date

Subscribed and sworn to before me





This 8 day of Jan 2016
date month year

(Notary Public Seal)

Mike Montandon, Broker

Background and Experience

Mike Montandon has over 25 years of experience in brokerage, management, construction, commercial appraisal and land planning in the commercial real estate industry and is currently the Broker and Owner of Providence Commercial, LLC.

Employment History

Current – Broker with Providence Commercial, LLC

2014-2015 – Vice President of Business Development and Government Affairs, DC Building Group.

2012-2014 - Managing Partner of Insight Investment Partners. Insight Investment Partners acquires syndicates and develops real estate assets.

2010-2012 – Managing Director, Voit Real Estate Services

2008-2010 – Director of Government Affairs, CORE Construction

1997-2009 – Mayor of the City of North Las Vegas. Elected to three terms. (term limited)

1998-2008 – Business Development, Nevada Construction Services

1992-1998 – Senior Appraisal Analyst, Bank of America

1985-1992 – Appraiser, Winus Montandon, Inc.

Professional Affiliations and Designations

Currently Mr. Montandon serves on the Board of Directors for Valley Bank of Nevada. He served on the Board of Directors for the Las Vegas Chapter of NAIOP, and was president in 2014. As Mayor, Mr. Montandon served on a number of local government boards and committees, including Commissioner for the Clark County Debt Management Commission, Chairman of the Civilian Military Council, a Board Member for the Las Vegas Convention and Visitor's Authority, Chairman of the Southern Nevada Regional Planning Coalition Federal Lands Subcommittee, Member of the Clean Water Coalition, and a Member of the Nellis Air Force Base Support Team.

Education

Mr. Montandon completed the Harvard University Program for Senior Executives at the John F. Kennedy School of Government and holds a Bachelor of Science in Finance from Arizona State University. Montandon holds a broker real estate license in the State of Nevada and was

previously a certified general real estate appraiser licensed in Arizona and Nevada.

Personal

Mr. Montandon is married to Antoinette and they have 5 children, Whitney, Grey, Lyndsi, Seth and Cheri.

Michael L. Montandon

Bio

January, 2016

Career Summary

Michael Montandon is Broker and owner of Providence Commercial, LLC, a commercial real estate brokerage. Professional career includes previous position as Vice President of Business Development and Government Affairs at DC Building Group, Managing Partner at Insight Investment Partners, focusing on the San Diego County, Phoenix, and Las Vegas markets for a diverse range of asset classes. Montandon was also previously Managing Director for Voit Real Estate Services Las Vegas office. Montandon, who served as Mayor of North Las Vegas for the 12 years of 1997 through 2009, was the Director of Government Affairs at Core Construction and has over 20 years of experience in management, construction, commercial appraisal and land planning. Prior to his tenure with Core Construction, Montandon worked for Nevada Construction Services and was a Senior Appraisal Analyst with Bank of America.

Affiliations & Education

In addition, Montandon serves on the Board of Directors for Valley Bank of Nevada and the Las Vegas Chapter of NAIOP. As Mayor, Montandon served on a number of local government boards and committees, including the Clark County Debt Management Commission, the Civilian Military Council, the Las Vegas Convention and Visitor's Authority (LVCVA), the Southern Nevada Regional Planning Coalition Federal Lands Subcommittee and the Nellis Air Force Base Support Team. He was also on the Clean Water Coalition board.

Montandon completed the Harvard University Program for Senior Executives at the John F. Kennedy School of Government and holds a Bachelor of Science in Finance from Arizona State University. He is married to Antoinette and has five children.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve American Leadership Academy
2. Full name ERIC MAKELI SCHOLER
- Home Address 9120 GRIZZLY ST. LAS VEGAS, NV 89131
- Business Name and Address 9960 W. CHEYENNE AVE. #240 LAS VEGAS, NV 89129
- Phone Number 702-217-2252
- E-mail address MAKELISCHOLER@GMAIL.COM
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school? As a parent and business owner, I feel I will have good input on helping steer the future course of this school.
7. What is your understanding of the appropriate role of a public charter school board member? To engage in board meetings, offer input and advice, help identify areas for improvement.

Start-Up Charter School Board Member Information

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have not served on a school board. I am active in my church and serve in a congregational leadership position. I am the co-owner of a local insurance agency employing 18 people. It is our role as owners to direct the affairs of our business. We have been in business for a little over 10 years with I believe a lot of helpful experience applicable to the role of board member.
9. Describe the specific knowledge and experience that you would bring to the board. My wife and I are the parents of 4 children so first and foremost I bring the knowledge and experience of a father. In addition, I bring 10+ years of business ownership/management experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? To Provide the best educational experience to as many students as possible in a moral and wholesome environment. Vision: Learn. Lead. Change the World
2. What is your understanding of the school's proposed educational program? The school will provide a classical education through use of the Core Knowledge Sequence and curricula aligned to the sequence and Nevada State Content Standards. Students will be expected to work hard, but will achieve greater academic proficiency. The school will use an accelerated curriculum that teaches math a year ahead and focuses on results.
3. What do you believe to be the characteristics of a successful school? A positive environment for teachers and staff that helps engender a positive teaching atmosphere for the students.
4. How will you know that the school is succeeding (or not) in its mission? Through observation of overall student performance. Paying attention to how parents view their child's experience. Parents are quick to share their feelings in social circles and on social media. It is important to strive to create the optimal environment for learning to help spread word to other parents that this is a school worthy of enrolling their children in.

Governance

1. Describe the role that the board will play in the school's operation. The Board establishes policy and oversight of the school leader. The school leader manages the operations of the school
2. How will you know if the school is successful at the end of the first year of operation? Full enrollment, parent & community support, strong academic performance.
3. How will you know at the end of three years of the school is successful? Continued full enrollment, engaged staff with low turnover, engaged community, continued strong academic performance.

Start-Up Charter School Board Member Information

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Provide meaningful oversight without getting involved in the daily activities of the school. Support the school leader. Rally community support for the school and school leader.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would seek greater understanding one-on-one with the Board Member. If I am convinced they are unethical, I may ask for a vote to remove that member from the Board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

Start-Up Charter School Board Member Information

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, ERIC MAKELI SCHOLER, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for American Leadership Academy Charter School is true and correct in every respect.


Signature

1-11-16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, American Leadership Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

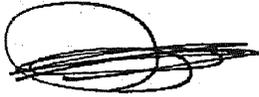
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



ERIC MAKELI SCHOLER

Signature of Certifying Charter School Official

Name Printed

School Board Member

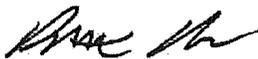
1 - 11 - 16

Title

Date

Subscribed and sworn to before me

This 11th day of January 2016
date month year



(Notary Public Seal)





E. Makeli Scholer

702-217-2252 makelischoler@gmail.com 9120 Grizzly Street Las Vegas, NV 89131

Profile

Happily married with 4 children is my greatest accomplishment. Co-Owner of AMS Insurance agency located in Northwest Las Vegas.

Experience

AGENCY PRINCIPAL, AMS INSURANCE; LAS VEGAS, NEVADA - 2005 - PRESENT

My business partner and I opened for business in September of 2005. We are an independent agency representing about 30 different insurance companies. A few of our areas of focus are personal auto and home, health, small business liability, and workers compensation.

FOUNDER/RACE DIRECTOR, LAS VEGAS ALOHA RUN; LAS VEGAS, NEVADA - 2012 - 2015

Started an annual 5K race supporting Three Square Food Bank. The race location is Floyd Lamb Park and is held each February.

SHIFT LEAD GONDOLIER, THE VENETIAN HOTEL AND CASINO; LAS VEGAS, NEVADA - 2001 - 2005

Probably the most fun I've had at a job. Duties entail rowing a Venetian-style gondola through the Grand Canal Shoppes speaking in an Italian accent and singing Italian songs.

MISSIONARY, LDS CHURCH; MEXICO CITY, MEXICO - 1998 - 2000

Spent two years in Mexico City as a proselyting missionary for The Church of Jesus Christ of Latter-Day Saints. Was able to learn to speak fluent Spanish as well as become closely acquainted with the Mexican culture.

Education

Medina High School, Medina, Ohio - HS Diploma, 1997

Catawba College, Salisbury, North Carolina - 1997 - 1998

Skills

Helped start 4 different lacrosse programs (Medina HS Men's lacrosse team 1995, Centennial HS Women's lacrosse team 2001, UNLV Men's lacrosse team 2004, Spring Valley HS Men's lacrosse team 2005).

References

Michael Gardner (Leaver and Gardner Orthodontics, LLC) - 702-234-5717

Andrew Kynaston (Kainen Law Group, PLLC) - 702-245-3137

Taylor Prince (Joe Taylor Group) - 702-328-7653

Makeli Scholer Biography



Makeli is an athlete, father, and business owner. Makeli co-owns and operates AMS Insurance, located in Las Vegas, Nevada. AMS Insurance is a Dave Ramsey endorsed local provider that provides auto, home, commercial, life, and health insurance services. AMS Insurance is invested in its community and has volunteered through community organizations such as Calvary Downtown Outreach.

Makeli enjoys athletics and has helped start four different lacrosse programs at both the high school and college level.

Makeli is involved in the community and fused his passion for fitness and community service by founding the Las Vegas Aloha Run, an annual 5K race supporting Three Square Food Bank.

Makeli is married with four children.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve American Leadership Academy
2. Full name Megan Lee Curtis
Home Address 3906 Champagne Wood Dr. North Las Vegas, NV 89031
Business Name and Address _____
Phone Number (435)231-2015
E-mail address mcurtisnvva@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school? I wish to serve on the board in order to provide more schools of choice to the students of southern Nevada.
7. What is your understanding of the appropriate role of a public charter school board member?

Start-Up Charter School Board Member Information

My understanding is that the role of a public charter school board member is to serve to advise school administration in providing the best education possible for our students.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I do not have any previous experience on a school board, but I have taught in southern Nevada for over six years in a public charter school. I understand the needs of our students and their parents in obtaining a high quality education.

9. Describe the specific knowledge and experience that you would bring to the board. I have been a teacher for a public charter school for over six years. I have also held the position as Department Chair in our high school, and as such I conduct weekly meetings and oversee a team of nine teachers.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding is that American Leadership Academy desires to promote a rigorous academic education through the teamwork of administration, teachers, and parents. ALA is committed to ensuring a safe and wholesome learning environment where students can develop leadership skills through a classical education that will enable today's students to be active in their community.

2. What is your understanding of the school's proposed educational program?

American Leadership Academy will provide a classical education through the use of the Core Knowledge Sequence and curricula aligned to the sequence of Nevada State Content Standards. The school will use an accelerated curriculum that teaches math a year ahead and focuses on results. This program will be rigorous, but it will provide students with academic opportunities that will make them competitive with their peers.

3. What do you believe to be the characteristics of a successful school?

A successful school demonstrates a true sense of community. Administration, teachers, and parents all work together to ensure that each student is provided with a high quality education that meets the needs of that student. Administration, teachers, and parents work in teams to find solutions and promote the success of the students.

4. How will you know that the school is succeeding (or not) in its mission?

A variety of tools are needed to measure a school's success. These tools include observation of teacher performance, student academic achievement, parental and stakeholder feedback.

Governance

Start-Up Charter School Board Member Information

1. Describe the role that the board will play in the school's operation.

The Board establishes policy and oversight of the school leader. The school leader manages the operations of the school. The Board serves to advise school administration in providing the best education possible for our students.

2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year of operation, the school should have full enrollment, have established a good rapport with parents, have community support, and should demonstrate strong academic performance.

3. How will you know at the end of three years of the school is successful?

At the end of three years of operation, the school should maintain full enrollment, have an engaged staff with low turnover, have a strong rapport with parents and the community, and should continue to demonstrate strong academic performance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will need to advise school administration and provide meaningful oversight without getting involved in the daily activities of the school. The Board will need to rally community support for the school and school leader.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If I were in a situation where I disagreed with the position or actions of another board member, I would first seek a different viewpoint from another board member. If I still believed that the actions were unethical, I might ask for a vote to remove that member from the Board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so,

Start-Up Charter School Board Member Information

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

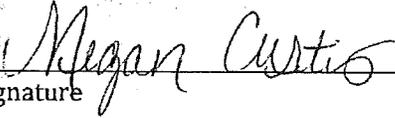
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Start-Up Charter School Board Member Information

Certification

I, Megan Curtis, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for American Leadership Academy Charter School is true and correct in every respect.


Signature

01/09/2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, American Leadership Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Megan Curtis
Signature of Certifying Charter School Official

Megan Curtis
Name Printed

Board Member
Title

01/11/2016
Date

Subscribed and sworn to before me,
Suzanne Alexander

Suzanne Alexander

This 11 day of January 2016.
date month year

(Notary Public Seal)



MEGAN L. CURTIS

3906 Champagne Wood Dr. | North Las Vegas, NV 89031 | (435) 231-2015 | mcurtisnvva@gmail.com

OBJECTIVE

Obtain part-time or full-time employment teaching English grammar and literature for grades 7-12

EDUCATION

Bachelors of Arts, English Education December 2008
Southern Utah University, Cedar City, Utah

Associates of Science May 2004
Dixie State College, St. George, Utah

VOLUNTEER EXPERIENCE

- World Book Night Giver – April 2013
- Newsletter Club Advisor, Nevada Virtual Academy – August 2009 to present
- LDS Family Services Adoption Luau Volunteer – November 2005 to present

HONORS & ACHIVEMENTS

- UNLV “A Teacher Who Inspires and Makes a Difference” Recipient – October 2013
- Member of the Sigma Tau Delta English Honor Society (top 10% of junior/senior classes at SUU)
- Editor-in-Chief of BYU-Hawaii campus newspaper, Ke Alakai’i (2004-2005)
- Editor-in-Chief of Dixie State College campus newspaper, Dixie Sun (2003-2004)
- State of Nevada Secondary Teaching License, English Endorsement (7-12) – #85201

EXPERIENCE

Teacher

Nevada Virtual Academy

Las Vegas, Nevada Aug. 2009 to Present

- Responsible for developing rigorous and relevant lesson plans to ensure student success; currently teaching Freshmen, Freshmen Honors, and Journalism
- Experienced also in teaching AP Literature, Senior English, Senior Honors, Junior English, Sophomore English, Creative Writing, and 7th Grade Language Arts
- Built strong, professional relationships with colleagues and students
- Maintained accurate records in grading, attendance, and student progress

Substitute Teacher, Long-Term

Iron County School District

Cedar City, Utah Aug. 2008 to May 2009

- Responsible for classroom management for 7th – 12th grade students
- Created and carried-out lesson plans for 7th – 12th grade English classes
- Graded and gave feedback on assignments while teacher was on leave

REFERENCES

- Orlando Dos Santos, Principal – Nevada Virtual Academy, (702) 407-1825 ext. 7011
- Janine Calhoun, Vice Principal – Nevada Virtual Academy, (702) 407-1825 ext. 7121
- Amy Whitlock, Math Teacher – Nevada Virtual Academy, (702) 407-1825 ext. 7029

Megan Curtis Biography

I was born and raised in a small town in southern Utah. I am the middle of 7 children. Over the course of my college career, I was editor in chief of two school newspapers (Dixie State and BYU-Hawaii). I graduated with my BA in English from Southern Utah University in 2008. My husband and I, who I met at school in Hawaii, have three children. I have taught high school English at Nevada Virtual Academy for the last six years.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve
American Leadership Academy
2. Full name
Melissa Ann Hardman
Home Address
113 W. La Madre Way
Business Name and Address

Phone Number
702-510-3661
E-mail address
Lvtwinmama@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4.
 Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?

Start-Up Charter School Board Member Information

3. What do you believe to be the characteristics of a successful school?

I believe a successful school is well rounded in its education. I believe all students need to be challenged and given basis to grow and learn where they are. A classical approach to education can help govern a school. If you also teach with moral standard this helps the children learn how to become leaders and be ready to make the world a better place.

4. How will you know that the school is succeeding (or not) in its mission?

You can tell if a school is succeeding in its mission by looking at the students coming out of the program. You also should be able to walk into any classroom and watch the students and teachers to see what the day to day life looks like. Can you see the school mission and vision in action? This will also be reflected in the academic achievement of each student and class.

Governance

1. Describe the role that the board will play in the school's operation.

The school board will establish policy and meet with the school leader whose job it is to oversee the day to day operations of the school.

2. How will you know if the school is successful at the end of the first year of operation?

We will know if the school is successful when we look at 3 major areas. 1- attendance: are we able to attract families looking for a better education for their children and fill our classrooms. 2-Look at the performance of students in the classroom to see if they are meeting expectations. 3-We have the support of the community and in return offer support to the community to improve the world around our students and families.

3. How will you know at the end of three years of the school is successful?

This is just an extension of the first year of operation but with higher performance as the students will have adjusted to the educational philosophy and will excel. We will have low student turn over with families returning each year. We will attract a staff who want to be in for the long haul and learn to teach a classical approach using a moral guideline in the classroom. The teachers will be there year after year and will learn the families and community of American Leadership Academy.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school board will need to set up great policies that will help the school run smoothly. They will need to support the school leader and let them do their job of

Start-Up Charter School Board Member Information

running the school. They need to help spread the word and be a community activist for the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I think the best way to avoid issues is to be open and upfront with communication. I think the first thing to do would be to talk to whoever you are having concerns about. If I still have concerns I would bring it up to the the whole board and see if we need to ask them to leave.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

I know Mike Montandon and have for several years.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.
- I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- None. Yes

Certification

I, Melissa Ann Hardman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for American Leadership Academy Charter School is true and correct in every respect.

Start-Up Charter School Board Member Information

Melissa Ann Hardman
Signature

1/12/2016
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ American Leadership Academy _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

Start-Up Charter School Board Member Information

- 5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
- 6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Handwritten Signature]

Melissa Hardman

Signature of Certifying Charter School Official

Name Printed

teacher

1/12/16

Title

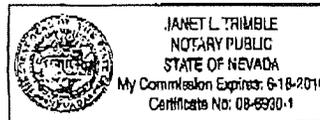
Date

Subscribed and sworn to before me

This 12 day of January, 2016
date month year

[Handwritten Signature]

(Notary Public Seal)



Melissa Ann Hardman

Objective: To obtain a teaching position.

Education: **B.S., Elementary Education**, degree obtained April 1999
Brigham Young University, Provo, UT
Emphasis: Teaching English as a Second Language (TESL)
Overall GPA: 3.23/4.0

Work: **First and Third Grade Teacher**, Omar Haikal Islamic Academy, Las Vegas, NV

Experience: Private Religious School

October 2004 – June 2009

- Taught first grade by adopting new curriculum to challenge students
- Improve testing school and class work at least one grade level above
- Implement differentiated curriculum in third grade to meet the needs of all students

Fourth Grade Teacher, Manchester Elementary School, Spring Lake, NC

Cumberland County Public Schools

August 2002 – June 2003

- Worked with the fourth grade team to plan curriculum
- Lesson planning across the curriculum based on state standards

Third Grade Teacher, Shawsville Elementary School, Shawsville, VA

Montgomery County Public Schools

August 1998 – May 1999

- Worked with the third grade team to plan curriculum
- Lesson planning across the curriculum based on State Standard of Learning

Third Grade Teacher, Sage Creek Elementary School, Springville, UT

Nebo School District

August 1998 – May 1999

- One year paid contract as an intern
- Worked with the third grade team to plan curriculum based on State Core

Kindergarten Teacher, Kindercare, Orem, UT

April 1997 - December 1997

- Private Kindergarten teacher (Sept-Dec) Summer Program teacher (April-Sept)
- Wrote lesson plans based on a curriculum and coordinated with other teachers

Lead Teacher- My School Preschool, Radford, VA

April - September 1996

- Preschool teacher (April - June) Schooler Lead Teacher (June- Sept)
- Ran Schoolers program, coordinated all activities, and organized multiple field trips

Teacher - Carousel Learning Center

September 1992 - May 1994

- K - 1st Teacher (Sept 1992 - June 1993), Pre K teacher (June 1993- May 1994)
- Co-op in High school to work at Carousel Learning Center after taking Child Care I & II

Professional Conferences: Virginia Society of Technology in Education State Conference - March 2001

Virginia State Reading Association State Conference - February 2001

Teaching Gifted and Special Education Children in the Regular Classroom - November 2000

Virginia Science Teacher Association State Conference - October 2000

Kagan Cooperative Learning Workshop - June 2000

Essential Elements of Instruction Seminar - September 1998

Melissa Hardman Biography

I have been working with children since 1992 when I worked in a preschool while in high school. I found my love of teaching kids and have never looked back. I have taught from 2 yr olds up through 4th grade. I love preschoolers, their thirst for knowledge, and how quickly they pickup on new learning. I have taught kids to read in day care, at private kindergarten, and my own children. I have two sets of twins who are 8 and 5. We have lived in Las Vegas since 2004. I have recently started a at home preschool as my youngest are getting ready to start Kindergarten.

**BYLAWS
OF
AMERICAN LEADERSHIP ACADEMY NORTH LAS VEGAS**

Article I: Name and Location

- 1.1** The name of the charter school shall be American Leadership Academy North Las Vegas, (hereinafter may be referred to as “ALA Las Vegas” or the “Charter School”).
- 1.2** The Charter School shall be located in the State of Nevada.

Article II: Purpose and Objectives

- 2.1 Educational Purposes and Powers.** The purpose of ALA Las Vegas is exclusively educational. The specific purpose of ALA Las Vegas is to create, develop and operate a charter school pursuant to Nevada Revised Statute Chapter 386, or applicable sections as contained in Nevada Revised Statutes.
- 2.2 Nondiscrimination Policy.** ALA Las Vegas will not practice nor permit any unlawful discrimination on the basis of sex, age, race, color, national origin, religion, physical handicap or disability, or any other basis prohibited by law.

Article III: Governing Body

- 3.1 General Powers.** The business, affairs, property and operation of the Charter School shall be managed by a Board of Directors (the “Board” or the “Director(s)”). The Board shall govern and maintain overall control of the Charter School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:
- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
 - (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees; and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School’s purpose and mission.
 - (c) To develop an annual School schedule of events and activities;
 - (d) To establish and approve all major educational and operational policies to the extent deemed necessary by the board;

(e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;

(f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;

(g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(h) To submit a final budget to the Nevada Department of Education pursuant to statute and regulation;

(i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, which inspection and audit shall show in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

(k) To ensure ongoing evaluation of the School and provide public accountability; The business and affairs of the Charter School shall be managed under the direction of the Governing Board (the "Board").

(l) To uphold and enforce all laws related to charter school operations;

(m) To improve and further develop the School;

(n) To strive for a diverse student population, reflective of the community;

(o) To ensure adequate funding for operation;

(p) To solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

(q) To critically evaluate the performance of any contractor for the School and select another contractor if the contractor is not performing his or her duties or services in a satisfactory manner; and

(r) To carry out such other duties as required or described in the School's Charter.

(s) The Board may decide to recognize a single Parent Teacher Organization for the School, subject to any rules, requirements and/or restrictions the Board may impose on that organization.

3.2 Creation of Board. The first Board formed after the approval of a charter issued pursuant to N.R.S. Chapter 386 shall consist of the Directors of the Committee to Form the School. At the first meeting upon formation of the Board, the Board of Directors shall elect officers. Those officers shall remain on the Board for four years. The other members (the Directors of the Committee to Form the School) shall remain on the Board for three years.

3.3 Number and Qualifications. The Board shall consist of a minimum of five (5) and maximum of ten (10) individuals, which shall include: (i) one member who is a teacher or other person licensed pursuant to Chapter 391 of N.R.S. or who previously held such a license and is retired, as long as his or her license was held in good standing; (ii) one member who is a teacher or other person licensed pursuant to Chapter 391 of N.R.S. or who previously held such a license and is retired, as long as his or her license was held in good standing, or who is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing; (iii) one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and (iv) two members who possess knowledge and experience in one or more of the following areas: accounting, financial services, law, or human resources. In addition, the Governing Board may include, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the Governing Board may represent the same organization or business or otherwise represent the interests of the same organization or business. A majority of the members of the governing body must reside in the State of Nevada.

Board members shall be fingerprinted according to the N.R.S. 386.588 procedures for employees of the school.

All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

3.4 Term, Vacancies, Resignation and Removal. The Board members shall serve three year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy needs to be filled. When the term of a Board member has expired or when a Board member resigns, the remaining Directors shall elect a new Director to fill the vacancy by the affirmative vote of a majority of the Directors present at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death, resignation, or removal shall be appointed for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed and qualified. A written resignation by a Director shall be effective upon receipt by the President.

Any Director may be removed by a majority vote of the members of the Board of Directors, whenever, in its judgment, the best interests of the Corporation would be served thereby.

The Charter School shall notify its sponsor within ten days of the selection of a new Board member and provide the sponsor with the new member's resume and affidavit as required by N.R.S. 386.549(3).

3.5 Annual Meeting. The annual meeting of the Board shall be held at the Charter School in May of each year, or such other month as the Board may determine. The annual meeting shall take the place of the regularly scheduled meeting. Written notice stating the date, time and location of the meeting shall be personally delivered or mailed to each Director at least three (3) business days prior to the date of the annual meeting. Notice shall comply with the Nevada Open Meeting Law. The annual meeting shall be for the purpose of appointing new Directors and for the transaction of such business as may come before the Board, including, but not limited to appointed teacher positions.

3.6 Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held at the Charter School. Special meetings of the Board may be called at any time by the President or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice shall comply with the Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each Director by first class mail at least three (3) business days before the date of the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice. Minutes of each Board meeting shall be taken and approved by the Board, and kept at the Charter School.

3.7 Agenda. An agenda must be produced for each board meeting in accordance with N.R.S. Chapter 241. In addition to previously requested agenda items, any Director may provide additional agenda items for the following meeting by providing the requested agenda item, via email, fax, or regular mail to the Charter School's supervising employee or administrator noting its appropriate place on the normal agenda format, and describing a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

3.8 Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of a majority of the members of the Board of Directors.

3.9 Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

3.10 Committees. The Board may designate from among its Directors, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. Committee reports shall be provide in written format

and unless the relevant committee or the Board request a recommendation for decision or substantial discussion the committee shall be given no more than ten (10) minutes on the agenda. The Board shall not be permitted to delegate the powers to contract, financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

3.11 Participation by Telephone. To the extent permitted by law, any Director or committee of the Board thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

3.12 Proxy Voting. Proxy voting is not permitted.

3.13 Compensation. Board members shall not be entitled to receive compensation for their services as a member of the Board; however, upon an affirmative vote of a majority of the Board, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting, as fixed by the Board, not to exceed payment for more than one meeting per month. The Charter School may reimburse any Director for reasonable expenses incurred in connection with authorized service on the Board.

3.14 Closed Sessions. Any Director may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except Directors may be excluded from such Closed Sessions at the discretion of the President. No action may be taken in a Closed Session.

3.15 Orientation/Training. Orientation and training will be optional.

3.16 Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Director is unable to attend a Board meeting, the Director shall contact the President, Administrator or designated supervising employee prior to the meeting.

3.17 Public Comment. Time shall be set aside at each Board and Committee meeting for public comment in accordance with the Nevada Open Meeting Law. After the speaker identifies his or her name, address and affiliations, public comment may be limited to the extent permitted by law.

3.18 Contracts. The Board may authorize any officer or officers, agent or agents, employee or employees to enter into any contract or other instrument on behalf of the Charter School, and such authority may be general or confined to specific instances. Except as herein provided or as authorized by the board, no officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

Article IV: Officers

4.1 Officers. The officers of the Charter School shall be elected by the Board of Directors at its regular annual meeting and shall comprise the offices of Chair, Vice-Chair, Secretary, Treasurer and such other officers as may be elected by the Board of Directors.

4.2 Election and Term of Office. As stated above, the officers of the Charter School shall be elected by the Board of Directors at the regular annual meeting of the Board of Directors. Officers shall be installed in office at such annual meeting to serve for a term of one year. Each officer shall hold office until his or her successor has been duly elected and qualified.

4.3 Removal. Any officer elected or appointed by the Board of Directors may be removed by an affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board, whenever, in its judgment, the best interests of the Charter School would be served thereby.

4.4 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, shall be filled by the Board of Directors by majority vote for the unexpired portion of the term.

4.5 Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the Charter School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

4.6 Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

4.7 Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

4.8 Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the

properties and business transactions of the Charter School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the Charter School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Article V: Finance

The fiscal year of the Charter School shall end on June 30, unless otherwise provided by the Board of Directors. All funds and money of the Charter School shall be deposited, handled, and disbursed, and all bills, notes, checks, and like obligations and endorsements, for deposit or collection shall be signed by the Treasurer, or such officers as the Board of Directors shall from time to time designate. Any officer or person performing said functions shall account therefore to the Treasurer as and when the Treasurer may require. All money funds, bills, notes, checks, and other negotiable instrument coming to the Charter school shall be collected and promptly deposited in the name of the Charter School in such depositories.

Article VI: Dissolution

If, at any time and for any reason, the Charter School's charter is revoked or the Charter School is dissolved, all assets of the Charter School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

Article VII: Amendments

These Bylaws may be altered, amended or repealed and new bylaws may be adopted from time to time by an affirmative vote of a majority of the Board of Directors at any meeting properly convened in accordance with these Bylaws.

Article VIII: Conflict of Interest Policy

Decisions of the Charter School and actions of the Directors shall be in accordance with applicable law and shall include:

- (i) The Board of Directors of the Charter School shall adopt a Conflict of Interest Policy to be followed by the members of the Board of Directors in executing their duties.
- (ii) The Conflict of Interest Policy must provide for disclosure of any duality of interest or possible conflict of interest on the part of any board member and be made a part of the record either through an annual procedure or when the interest becomes a matter requiring Board of Director action.

(iii) No Board of Director member having a duality of interest or possible conflict of interest shall vote or use his or her personal influence on the issue being decided. The minutes of any meeting where a conflict is present should reflect:

- (a) That the disclosure of the conflict was made;
- (b) That the board member with the conflict abstained from voting; and
- (c) Any other relevant facts necessary.

New Directors shall be informed and advised of the Board Conflict of Interest Policy prior to entering or assuming his or her duties.

American Leadership Academy North Las Vegas

Date: _____

By: _____

DRAFT
Name: _____
Its: Secretary



ALA CHARTER SCHOOLS OF NEVADA

CODE OF ETHICS

Article I Purpose

The purpose of the Code of Ethics is to protect the public interest of ALA Charter Schools of Nevada ("Organization") by requiring its administrators and officers to comply with the following standards in their dealings with the students, the public, public funds, and each other. This policy is intended to supplement but not replace any applicable state and federal laws governing the code of ethics applicable to Nevada public charter schools.

Article II Minimum Standards

The covenants in this Code of Ethics are considered to be the minimum operational standards by which ALA Charter Schools of Nevada and its administrators and officers will abide in the conduct of the business of ALA Charter Schools of Nevada.

Article III Code of Ethics

An official of ALA Charter Schools of Nevada, whether an officer or other administrator, is dedicated to the charter school he/she serves, which is a public entity. As a public servant, the official's professional behavior must conform to a code of ethics. A charter school official knows that their charter school belongs to the public and is bound by regulations set by the state and federal government. It is the responsibility of the charter school official to provide leadership and expertise regarding business matters while maintaining a professional and moral behavior. Their behavior is monitored by Nevada Department of Education, their Board of Directors, their external auditor, colleagues, superiors, families and the public as a whole. A charter school official agrees to follow the following set of standards.

1. With the resources available to their charter school, the official will conduct the business office in a way that will provide the highest quality of education possible to the students.
2. Conduct oneself with honesty and integrity in all professional roles.
3. Demonstrate good moral character and be worthy to supervise youth.
4. Obey all local, state and federal laws which govern the official's activities.
5. Implement the policies of the Nevada Public Charter School Authority and follow already established standards previously set forth.



6. Does not use the position in a charter school business office for personal gain.
7. Does not accept any gifts which will impair fair judgment or lend special advantage.
8. Continue to improve oneself and their business office through continuing education and training.
9. Honor all contracts until fulfilled or legally released.
10. Support the goals of their charter school.
11. Assist colleagues in fulfilling their obligations to the charter school when appropriate.
12. Build the best possible image of the charter school in the public's eye.
13. Refrain from publicly criticizing any person associated with the charter school. This includes, but is not limited to, the board members, colleagues, employees and students.
14. Manage all employees fairly and help them achieve their maximum potential.
15. Hold all board meetings in accordance with the Nevada Open Meetings law as described in N.R.S. §241
16. Does not attempt to influence, provide direction, or exert any individual authority over school staff or operations or over the staff or operations of any vendor of the school. The Board influences the organization only when united as a body in a properly noticed public meeting and at no other time. All board actions shall be recorded in minutes of the board.
17. Shall not serve as an employee of the school or of a vendor of the school for a period no less than thirty days following removal from the Board of Directors.
18. Shall not reveal confidential information concerning students or employees unless disclosure serves lawful professional purposes or is required by law.

Conflict of Interest Policy
of
American Leadership Academy – North Las Vegas

Article I: Purpose

The purpose of this Conflict of Interest Policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II: Definitions

2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (i) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement; (ii) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III: Procedures

3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the

determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was

present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

5.3 No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI: Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

These Bylaws were adopted at a meeting of the Board of Directors of American Leadership Academy – North Las Vegas on _____.

DRAFT
By: _____
Name: _____
President

By: _____

Name: _____
Vice-President

By: _____

Name: _____
Secretary

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2016-2017) to ensure that the school is ready for a successful launch in fall 2017. Feel free to add rows as needed.

<i>2015-2016 Planning Year Milestones (SMART Goals) by Work Stream</i>	Activity	Key Personnel	Milestone Date(s)
<i>INSTRUCTION</i>	Align all curriculum to Nevada Academic Content Standards	School Director, Assistant Director, EMO Academic Staff	Complete by March, 2017.
	Order Curriculum	School Director	Complete by June, 2017
	Schedule Academic Staff summer training	School Director, Assistant Director	Complete by June, 2017.
	Receive, inventory, and distribute curriculum materials	Assistant Director	July, 2017.
	Complete Summer Training.	All academic staff	August, 2017.
	Set Up Assessment Software	Director, Office Manager	August, 2017
	Set up SIS grading parameters	Office Manager, EMO staff	August, 2017.
	Identify educational service providers for special education.	Director, Assistant Director	January 2017 – August 2017.
<i>TALENT</i>	Begin advertising open positions on school website, job forums, and social media	Director	December 2016
	Attend Job fairs	Director, EMO HR Staff	December 2016 – June 2017
	Conduct phone interviews	EMO HR Staff	December 2016 – July 2017
	Conduct in-person interviews	Director, Assistant Director	January 2017 – July 2017
	Complete Back Office Staffing	Director	May, 2017
	Complete Front Office Staffing	Director	June, 2017
	Complete Support Staff hiring	Director	July, 2017
	Complete Instructional Staff Hiring	Director, Assistant Director	July, 2017.
	Complete summer training for all staff	Director, Assistant Director, EMO	August, 2017
	<i>OPERATIONS</i>	Execute management agreement	Board
Finalize facility design and location		Director.	December, 2016.

	Execute Lease Agreement with facilities developer.	Director.	December, 2016.
	Purchase land, submit plans to city, obtain permits	Developer	December 2016 – March 2017
	Break ground, begin construction	Developer	March 2017
	Establish on-site recruitment trailer	Developer, Director	March, 2017
	Specify school furniture, fixtures, and equipment.	Director.	April 2017
	Order school furniture, fixtures, & equipment	Director	May, 2017
	Identify service providers and execute contracts where appropriate	Director	January – August 2017
	Obtain “e” occupancy rating for educational use of facility.	Developer	June – July 2017
	Take possession of new facility	Director	July, 2017
	Ensure all utilities are connected and school is fully operational	Developer, Business Manager	July, 2017
<i>TECHNOLOGY</i>	Establish School website	Director, EMO	November 2016
	Establish school social media accounts	Director	November 2016
	Establish school internet network.	Developer, EMO	July, 2017
	Specify technology equipment and seek competitive bids	Business Manager	May, 2017
	Order technology equipment	Business Manager	May, 2017
	Establish school email and intranet. Assign Accounts	Business Manager	June, 2017
	Receive, inventory, and image new computers.	Business Manager	June, 2017
	Set up computer lab	Business Manager	June, 2017
	Set up School SIS	Office Manager	April, 2017 - June, 2017
	Install Projectors & Screens	Developer	June, 2017
	Set up HR Portal	EMO	April, 2017
	Set Up Accounting Software	Business Manager	June, 2017
	Train staff on technology	Director	August, 2017
<i>FINANCE</i>	Determine optimal school size by calculating fixed and variable costs versus revenues	Director	Complete
	Calculate cost of Facility Lease - Budget	Director	Complete
	Calculate cost of furniture, fixtures, & equipment - Budget	Director	Complete
	Calculate Start-Up Costs - Budget	Director	Complete
	Calculate Personnel Costs - Budget	Director	Complete
	Calculate Break Even Point	Director	Complete

	Establish DSA Accounts and State Funding Forms	Business Manager	May-July, 2017
	Establish Bank Accounts	Business Manager	January, 2017
	Apply for CSP Grant	Business Manager	Upon approval of charter
	Apply for Start-Up Loan	Business Manager	January, 2017
	Apply for 501(c)3	Director	January, 2017
	Establish necessary accounts with State of Nevada Department of Education	Business Manager	May-July, 2017
	Procure Finance Software for Government Accounting	Business Manager	March, 2017
	Apply for federal grants	Business Manager	March, 2017
	Provide estimated student counts to state	Office Manger	July, 2017
<i>PARENT & COMMUNITY ENGAGEMENT</i>	Create Website	Director	Complete
	Create Marketing Plan	Director, EMO staff	Complete
	Establish Facebook Account	Director	Complete
	Establish intent to enroll form, post on website	Director	Complete
	Begin holding cottage meetings	Director	Upon approval of charter
	Begin flier campaign	Director, EMO staff	November, 2016
	Begin email campaign	Director, EMO staff	November, 2016
	Establish on-site recruitment trailer	Director, EMO staff	March, 2017
	Begin Social Media Campaign	Director, EMO Staff	November, 2016
	Create & Distribute Press Release	Director, EMO Staff	December, 2016
	Distribute fliers to surrounding businesses	Director, EMO Staff	December, 2016
	Hold Groundbreaking Ceremony, pancake breakfast	Director, EMO Staff	December, 2016
	Publish Board Meeting Notices, hold meetings	Board	Ongoing
	Join Charter School Association of Nevada	Director	June, 2017
	Hold Community Information Meetings	Director	Ongoing
	Conduct Campus Tours	Director, Assistant Director	July onward

SCHOOL SYSTEMS & CULTURE	Train Board of Directors on school culture & pedagogy	Director, EMO	December 2015 onward
	Train Administration on school culture & pedagogy	Director, EMO	December 2015 onward
	Train Instructional Staff on school culture & pedagogy	Director, EMO	August, 2017
	Design school polos	Director, EMO	January, 2017
	Design school mascot	Director, EMO	Complete
	Decorate front office, school corridors	Director, Office Manager	July, 2017
	Hold Meet the Teacher Night	All staff	August, 2017
	Culture Week	All Staff	August, 2017
	Conduct Curriculum Nights	Director, Assistant Director	September, 2017
	Conduct 7 Habits of Highly Effective Families Training	Director, EMO Staff	Ongoing

SERVICES AGREEMENT

This SERVICES AGREEMENT ("Agreement") is made as of this _____ (the "Effective Date"), by and between American Leadership Academy, Inc., an Arizona non-profit corporation ("ALA") and American Leadership Academy North Las Vegas ("ALA Las Vegas"), a charter school located in the State of Nevada.

RECITALS:

WHEREAS, ALA, by and through its officers, employees, agents and representatives has expertise in the areas of business management, finance, marketing, technology, education, professional development, human resources, legal, strategy, curriculum and other services relating to the business of ALA Las Vegas;

WHEREAS, ALA Las Vegas desires to "outsource" certain administrative management services;

WHEREAS, The Board of Directors of ALA Las Vegas (the "Board") has determined that it is in ALA Las Vegas' best interests to enter into this Agreement with ALA in order to obtain the skilled services of ALA for a stated time period;

WHEREAS, the Board has determined that the amounts payable under this agreement likely will be less than ALA Las Vegas would otherwise pay to obtain the same or similar services from salaried employees of ALA Las Vegas;

WHEREAS, ALA is willing to provide certain administrative management services to ALA Las Vegas;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein and for other good and valuable consideration, the receipt, sufficiency and reasonableness of which is hereby acknowledged, the parties hereto intending to be legally bound, agree as follows:

ARTICLE 1.

RETENTION OF ALA; DUTIES & AUTHORITY OF ALA

- 1.1 Retention of ALA. ALA Las Vegas hereby engages and retains ALA to provide the specific services identified in this Agreement for the term of this Agreement, as set forth in Article 1 Section 1.2(b) ("Services"). Such services shall be provided at such location(s) as ALA and ALA Las Vegas mutually approve in writing. ALA agrees to provide such services in consideration of the payment of the Service Fee, as defined in Article 2 Section 2.1 on a quarterly basis.
- 1.2 ALA Duty and Authority.

- (a) General. All individuals used by ALA to provide Services shall be employees of ALA and not employees of ALA Las Vegas. ALA shall hire, train, license (to the extent required by local law), supervise, direct and discharge its employees as necessary, and at its discretion, for purposes of providing Services to ALA Las Vegas under this Agreement. ALA shall be the sole judge of the fitness and qualifications of such employees and is vested with absolute discretion in hiring, supervising, directing, discharging and determining the compensation and other terms of its employees' employment.
- (b) Services to be Provided by ALA. ALA will be responsible for providing the following services to ALA Las Vegas:
- i. Use of marketing materials, including, but not limited to, use of all ALA logos, crests, seals and mascots.
 - ii. Use of curriculum created and developed by ALA, including, but not limited to, ALA leadership curriculum.
 - iii. Academic Consultation
 - iv. Professional Development
 - v. Student Information System support
 - vi. Human Resources, including, but not limited to, recruitment, qualification verification, background checks, benefits management, payroll, and disciplinary support.
 - vii. IT Help Desk
 - viii. Legal Counsel
 - ix. Finance Consultation
 - x. Special Education Consultation

1.3 ALA's Intended Method of Providing Services. ALA maintains the right to select, at ALA's discretion, any individual(s) to perform the functions and maintain the service responsibilities ALA has contracted to provide under this Agreement. Any one or more of these employees may perform any or all of the contracted services at ALA's discretion. ALA need not obtain prior Board approval, nor ALA Las Vegas approval, in selecting the person(s) to serve in each position or in determining what functions each person performs under this Agreement. If ALA Las Vegas does not agree with ALA's selection of a

particular person for a particular task, ALA Las Vegas may request an arbitration hearing pursuant to Section 6.5.

ARTICLE 2.

SERVICE FEE

- 2.1 Reasonable Service Fee to be Rendered by ALA Las Vegas. ALA Las Vegas agrees to pay ALA a fee of 2% of ALA Las Vegas' annual state and local revenue, payable quarterly ("Service Fee") for the Services contracted for in this Agreement and for the term of this Agreement. The Parties further understand and agree that the Service Fee does not include any direct costs incurred by ALA for Services rendered. The Service Fee covers only those services contracted herein. If there is an increase in the complexity of the services provided, the Service Fee may be adjusted by a written agreement between the parties. The Service Fee shall be subject to renegotiation in connection with any renewal or extension of the terms of this Agreement. By paying such fee, ALA Las Vegas will receive the benefit of the contracted services and, through such fee, avoid larger salary expenses that ALA Las Vegas would otherwise likely incur.
- 2.2 Reimbursement for Expenses. ALA Las Vegas will reimburse ALA for all direct and indirect reasonable expenses that are in addition to normal business expenses, and that are incurred by ALA on behalf ALA Las Vegas.
- 2.3 Service Initiation. The employees selected by ALA will begin performing the functions and exercising the responsibilities set forth in the Agreement as of the Effective Date.
- 2.4 Change in Service Fee. During the term of this Agreement, and absent a material breach by ALA or ALA Las Vegas, the Service Fee designated in Section 2.1 shall not be varied without the prior written consent of both parties.

ARTICLE 3.

AGREEMENT TERM AND TERMINATION

- 3.1 Initial Term. The term of this agreement shall be for a term of one year from the Effective Date.
- 3.2 Subsequent Term(s). A month prior to each anniversary of the Effective Date, the parties shall enter into good faith negotiations to extend the term of this Agreement one additional year on mutually acceptable terms and conditions. If mutually acceptable terms and conditions cannot be reached, this Agreement shall terminate at the end of the then-current term.

- 3.3 Termination for Cause/Material Breach. If a material breach of this Agreement occurs and such breach is not corrected within ninety (90) days after the breaching party receives written notice describing such breach, the non-breaching party shall have the right to terminate this Agreement with the breaching party. If the breaching party does not agree that there has been an occurrence of breach or believes that the breach was corrected within ninety (90) days after receipt of written notice of such breach, the matter shall be referred to arbitration as set forth in Section 6.5 of this Agreement.
- 3.4 Delay in Providing Services. If ALA does not provide Services in a timely manner and the delay in providing such Services does not constitute a material breach, ALA and ALA Las Vegas agree to negotiate, in good faith, a reduction in the Service Fee payable to ALA to compensate ALA Las Vegas for ALA's failure to provide prompt Services. To the extent applicable, ALA Las Vegas shall be entitled to a pro-rata reimbursement of the quarterly Service Fee if the full compliment of Services required under this Agreement are not provided.
- 3.5 Delay in Providing Payment. If ALA Las Vegas does not provide payment within thirty days of the date such payment is due, interest will accrue at the annual rate of eight percent (8%) per annum.
- 3.6 Insolvency. Either party may terminate this Agreement by notice, in writing, if the other party admits insolvency, makes an assignment for the benefit of creditors, or has a trustee or receiver appointed over all or any substantial part of such party's assets.
- 3.7 Rights and Obligations After Termination. No termination of this Agreement shall affect the rights, obligations or claims of any party arising prior to the termination of the Agreement, including compensation due ALA for Services provided under the Agreement and prior to the termination date.

ARTICLE 4.

COMPLIANCE WITH NRS 386.562

- 4.1 ALA shall not have direct control of educational services, financial decisions, the appointment of members of the governing body, or the hiring and dismissal of an administrator or financial officer of ALA Las Vegas.
- 4.2 ALA Las Vegas shall not authorize the payment of loans, advances or other monetary charges from ALA which are greater than 15% of the total expected funding received by ALA Las Vegas from the State Distributive School Account.
- 4.3 ALA shall not require ALA Las Vegas to prepay any fees to ALA.

- 4.4 ALA shall not require ALA Las Vegas to pay ALA before the payment of other obligations of ALA Las Vegas during a period of financial distress.
- 4.5 ALA shall not be allowed to cause a delay in the repayment of a loan or other money advanced to ALA Las Vegas if that delay would increase the cost of repaying the loan or advance.
- 4.6 ALA Las Vegas shall not be required to enroll a minimum number of pupils for the continuation of this Agreement.
- 4.7 ALA shall not require ALA Las Vegas to request or borrow money from the State of Nevada to pay ALA for financial management consultation.
- 4.8 This Agreement shall not contain a provision which restricts the ability of ALA Las Vegas to borrow money from a person or entity other than ALA.
- 4.9 ALA shall not require ALA Las Vegas to reimburse ALA for any indirect cost.
- 4.10 ALA Las Vegas shall only authorize the payment of fees to ALA which are attributable to the actual services provided by ALA.
- 4.11 ALA Las Vegas shall not allow any money received by ALA Las Vegas from the State of Nevada or from the board of trustees of a school district of Nevada to be transferred to or deposited in a bank, credit union or other financial institution outside the State of Nevada, including money controlled by ALA.
- 4.12 This Agreement may not provide incentive fees to ALA, unless the incentive fees are based on the academic improvement of pupils enrolled in ALA Las Vegas.

ARTICLE 5. CONFIDENTIALITY

5.1 Agreements Concerning Confidentiality. To ensure the protection of Confidential Information from improper disclosure, ALA and ALA Las Vegas agree:

(a) That all Confidential Information of the other party shall be and remain the exclusive property of such other party;

(b) That, except for disclosure required by law, including, but not limited to, disclosure of public records, each party shall limit access to Confidential Information of the other party to individuals employed or retained by the first party who have a need to know the Confidential Information in order to perform the services set forth in this Agreement or other valid agreements between such parties; and

(c) That the use of Confidential Information will be limited only to purposes of complying with each party's obligations hereunder and for such other purposes as shall be agreed upon by the other party in writing.

5.2 Exceptions to Confidentiality. The obligations of the parties contained in this Article 4 shall not apply to any Confidential Information which:

(a) was legally in a party's possession on a non-confidential basis prior to receipt from or on behalf of the other party;

(b) was received in good faith on a non-confidential basis from a third party who is not subject to any confidentiality obligations;

(c) is now or later becomes publicly known through no breach of any obligations imposed by this Article 4 or elsewhere under this Agreement; or

(d) was developed without the developing person(s) using any Confidential Information.

ARTICLE 6.

WARRANTIES AND INDEMNITIES

6.1 Warranties. Each party represents and warrants that it:

(a) has all requisite power and authority and the legal right to enter into this Agreement and to perform its obligations hereunder;

(b) has taken all necessary action on its part to authorize the execution and delivery of this Agreement and the performance of its obligations hereunder;

(c) has duly executed and delivered the Agreement which, in turn, constitutes a legal, valid, binding obligation, enforceable against such party in accordance with its terms; and

(d) has approved this Agreement by a majority of each organization's board of directors, and such directors do not have a conflict of interest under this Agreement.

ARTICLE 7.

GENERAL PROVISIONS

- 7.1 Notice. Notice by any party to another party hereto shall be (a) in writing, delivered personally, (b) sent by worldwide overnight delivery service with charges prepaid, or mailed by certified mail, return receipt requested with postage prepaid.

If to ALA:

2350 East Germann Road, Suite 24
Chandler, AZ 85286

If to ALA Las Vegas:

Any Notice sent in the manner provided herein shall be deemed to have been duly given to and received by the party to whom it is directed upon actual receipt by such party, except that any Notice sent by facsimile or electronic mail transmission shall be deemed to have been given and received upon confirmation of transmission, provided that Notice so sent is promptly followed by duplicate Notice to that same party sent by certified mail, postage prepaid, or sent by recognized worldwide overnight delivery service with charges prepaid.

- 7.2 Waiver. No waiver of any breach of the terms of this Agreement shall be effective unless such waiver is in writing and signed by the party against whom such waiver is claimed. No waiver of any breach shall be deemed to be a waiver of any other or subsequent breach.
- 7.3 Severability. Any term or provision of this Agreement which is invalid or unenforceable in any jurisdiction shall, as to that jurisdiction, be ineffective to the extent of such invalidity or unenforceability without rendering invalid or unenforceable the remaining terms and provisions of this Agreement and without affecting the validity or enforceability of any of the terms or provisions of this Agreement in any other jurisdiction. If any provision of this Agreement is so broad as to be unenforceable, the provision shall be interpreted to be only as broad as enforceable.
- 7.4 Further Assurances. Each party shall provide further assurances as reasonably necessary or desirable to perform its obligations hereunder.
- 7.5 Governing Law; Dispute Resolution.

- (a) This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada, without applying any choice of law provisions of the State of Nevada, or any other jurisdiction.
- (b) Each party hereto mutually consents to the resolution by arbitration of all claims and controversies arising out of this Agreement or the transactions contemplated hereby, which either party may have against the other, except for claims by either party for injunctive or other equitable relief, including, without limitation, claims for unauthorized disclosure of confidential information, as to which each party understands and agrees that the other party may seek and obtain relief from a court of competent jurisdiction located in Las Vegas, Nevada.
- (c) The parties hereto mutually agree that, except as provided in this Agreement, any arbitration shall be in accordance with the then-current rules of the American Arbitration Association and the procedures to be mutually agreed upon by the parties hereto, before three arbitrators (the "Arbitrators"), one of whom shall be appointed by ALA, one of whom shall be appointed by ALA Las Vegas and one of whom shall be selected by the first two Arbitrators. The arbitration shall take place in Las Vegas, Nevada.
- (d) The arbitrators shall apply the substantive law (and the law of remedies, if applicable) of the State of Nevada, in accordance with this Section 6, in deciding the issues to be heard. Notice of any motions before the Arbitrators shall be given to the Arbitrators. The Arbitrators, and not any federal, state or local court or agency, shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability or formation of this Agreement, including, without limitation, any claim that all or any part of this Agreement is void or voidable and whether such provision is subject to arbitration. Any party may cause to be prepared at its expense a written transcription or electronic recording of such arbitration. The award of the Arbitrators shall be supported by written findings of fact and conclusions of law. The arbitration shall be final and binding upon the parties.
- (e) With respect to each matter not subject to the mandatory arbitration provisions of this Section 6, each of the parties hereby irrevocably and unconditionally consents to submit to the jurisdiction of the federal courts of the United States of America (located in Las Vegas, Nevada) or, if such federal courts do not have jurisdiction, to the courts of the State of Nevada (located in the City of Las Vegas) for any litigation arising out of or relating to this Agreement and the transactions contemplated hereby, and further agrees that service of any process, summons, notice or document by U.S. certified mail to the party's respective address set forth in this Agreement shall be effective service of process for any litigation brought against the party in any such court. Each of the parties hereby irrevocably and

unconditionally waives any objection to the laying of venue of any litigation arising out of this Agreement or the transactions contemplated hereby in the courts of the United States of America or the State of Nevada, in each case located in the City of Las Vegas, and hereby further irrevocably and unconditionally waives and agrees not to plead or claim that any such litigation brought in any such court has been brought in an inconvenient forum.

(f) Each of the parties hereby irrevocably agrees and acknowledges that any judgment (whether issued by a court, arbitrator, or other entity) which one party may have against any other party, and all other monetary claims which one party may have against any other party, may be enforced in any jurisdiction in which the party subject to the monetary obligation has assets.

7.6 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

7.7 Successors and Assigns. This Agreement shall be binding on and inure to the benefit of the parties and their respective successors and permitted assigns. Except as provided herein, this Agreement may not be assigned by ALA Las Vegas without the prior written consent of ALA, which consent shall not be unreasonably withheld.

7.8 Entire Agreement: Amendment. Except as expressly set forth to the contrary herein, this Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether oral or written, between the parties (and the Affiliates) with respect to the subject matter hereof. This Agreement may be amended only in writing signed by the parties.

7.9 No Benefit to Others. The representations, warranties, covenants, and agreements continued in this Agreement are for the sole benefit of the parties hereto and their successors and permitted assigns, and the Agreement will not be construed as conferring and is not intended to confer any rights on any other persons or entities.

7.10 Rights and Remedies. The rights and remedies provided by this Agreement are cumulative and the use of any one right or remedy shall not preclude or waive the right to use any or all other remedies. These rights and remedies are given in addition to any other rights, other than the right of partition, that the parties may have by law, statute, ordinance or otherwise.

7.11 Headings. The headings in this Agreement are inserted for convenience and identification only and are in no way intended to define or limited the scope, extent or intent of this Agreement or any provisions herein.

- 7.12 Recitals. The Recitals of this Agreement are hereby incorporated into this Agreement.
- 7.13 Construction. The parties agree that this Agreement was jointly developed and prepared and shall not be construed for or against either party by reason of the physical preparation of the Agreement.
- 7.14 Facsimile Signatures. The parties agree that if a duly authorized representative of one party signs this Agreement and transmits such Agreement to the other party via facsimile transmission, and a duly authorized representative of the other party then signs such transmission, this Agreement shall have been validly executed by both parties and such fully signed document, and the facsimile of such document bearing all signatures transmitted to the party that originally signed such document, shall be deemed original documents.
- 7.15 Relationship of Parties. The parties to this Agreement are not partners or joint venturers. This Agreement shall not constitute any party the legal representative or agent of the other, nor shall any party or any affiliate of any party have the right or authority to assume, create or incur any liability or obligation, express or implied, against, in the name of or on behalf of the other party.
- 7.16 Compliance with Fingerprinting Requirements. The parties shall fully comply with fingerprinting requirements in accordance with Nevada law, unless otherwise exempted.
- 7.17 Student Confidentiality. Both parties will ensure that the dissemination and disposition of educational records complies at all times with the Family Educational Rights and Privacy act of 1974 and any subsequent amendments thereto.
- 7.18 Compliance with Immigration Laws. The parties hereby warrant and represent to each other, that they are in compliance with Nevada state law, the Federal Immigration and Nationality Act (FINA), and all other federal immigration laws and regulations.
- 7.19 Scrutinized Business Operations. The parties hereby warrant and represent to each other that the parties and the parties' subcontractors do not have, and will not have a scrutinized business operation in either Sudan or Iran during the terms of this Agreement.
- 7.20 Compliance with Non-Discrimination Laws. The parties shall comply with all applicable state and federal non-discrimination laws. All persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities.

[Signatures on following page]

DRAFT

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective as of the Effective Date.

AMERICAN LEADERSHIP ACADEMY, INC,
an Arizona non-profit corporation

By: _____

Its: _____

AMERICAN LEADERSHIP ACADEMY
NORTH LAS VEGAS

By: _____

Its: _____

DRAFT



**American Leadership Academy - North Las Vegas
Goal Crosswalk & EMO Responsibility**

ACADEMIC FRAMEWORK		School Goal	EMO Responsibility
STUDENT PROGRESS OVER TIME			
2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading?	1. Students attending ALA - NLV will achieve median growth percentiles within the 60th to 63st percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year. 2. Students within the designated sub-groups of FRL, ELL, and IEP will achieve median growth percentiles within the 55th to 58th percentile in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	1. Provide consultation on professional development to ensure teacher preparation. 2. Perform Academic Audit of school to ensure alignment with school mission and model. 3. Provide Academic consultation and support, as requested.	
2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math?			
2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?			
2.1.d Are students making adequate growth based on the percentage of students meeting AGP in math?			
2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with traditional school that charter school students would otherwise attend?			
2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with traditional school that charter school students would otherwise attend?			
2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?			
2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math?			
STUDENT ACHIEVEMENT			
2.2.a Are students achieving proficiency on state examinations in reading?	3. Students attending ALA - NLV will achieve a minimum score of 78% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year. 4. Students within the designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 50% proficiency in both mathematics and reading as measured by the Smarter Balance assessment at the end of the first academic year.	1. Provide consultation on professional development to ensure teacher preparation. 2. Perform Academic Audit of school to ensure alignment with school mission and model. 3. Provide Academic consultation and support, as requested.	
2.2.b Are students achieving proficiency on state examinations in math?			
2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional school that charter school student would otherwise attend?			
2.2.d Using proficiency rates, are schools achieving proficiency in math when compared with the traditional school that charter school student would otherwise attend?			
2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?			
2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math?			
CAREER AND COLLEGE READINESS			
2.3.a Based on scores obtained from EXPLORE and PLAN (ASPIRE), are students making adequate growth points for being college ready by the time they graduate?	5. 95% of 8th graders will complete the ASPIRE summative assessment and 70% will score at or above the ACT Readiness Benchmarks in English (422 points), reading (424 points), and mathematics (425 points) to demonstrate adequate progress towards college and career readiness at the end of the first academic year.		
2.3.b Are students on target for being college ready by the time they graduate as measured by the EXPLORE and PLAN (ASPIRE) college readiness bench marks in English and Math?			
English			
Math			
2.3.c Are students graduating from high school?	N/A		
2.3.d Do students have the content and skill knowledge needed to succeed beyond high school?			
FINANCIAL FRAMEWORK		School Goal	EMO Responsibility
NEAR TERM MEASURES			
1. Current Ratio	Maintain a current ratio of 1.1 or greater		

	2. Unrestricted days cash on hand	Establish a reserve of 45 days cash on hand by end of year 1	Complete an annual finance and attendance compliance audit of ALA - NLV. Provide registry and financial consultation as requested.
	3. Enrollment forecast accuracy	Forecast enrollment with 95% or great accuracy	
	4. Debt default	Maintain all debts current (no delinquent accounts)	
SUSTAINABILITY MEASURES			
	1. Total Margin	Maintain a positive total margin	Complete an annual finance audit of ALA - NLV. Provide financial consultation as requested.
	2. Debt to asset ratio	Maintain a Debt to Asset Ratio less than 0.90 by end of year 1	
	3. Cash Flow	Maintain positive cash flow	
	4. Debt service coverage ratio	Maintain Debt Service Coverage Ratio equal to or greater than 1.10	
OPERATIONAL FRAMEWORK			
		School Goal	EMO Responsibility
EDUCATIONAL PROGRAM			
	1. Essential terms of the charter agreement	Maintain 100% compliance with the essential terms of the charter contract	Provide consultation and support for exceptional student services provided at ALA - NLV. Complete an annual compliance audit.
	2. Education requirements	Meet all educational requirements included in Nevada Statute	
	3. Students with disabilities	Serve students with disabilities in accordance with state and federal law. Provide an exceptional educational experience for students with disabilities. Meet 90% or more of IEP goals each school year	
	4. English Language Learner Students	Properly identify ELL students within 45 days of enrollment and ensure each is evaluated in accordance with Nevada Statute. Reclassify no less than 25% of ELL students to Full English Proficiency.	
FINANCIAL MANAGEMENT & OVERSIGHT			
	1. Financial Reporting and compliance	Maintain 100% compliance with state reporting guidelines including the timely submission of required reports and submissions.	Complete an annual finance audit of ALA - NLV. Provide financial consultation as requested.
	2. Financial management and oversight	Annual independent audit reveals no significant findings or deficiencies.	
GOVERNANCE & REPORTING			
	1. Governance and reporting	Maintain 100% compliance with Nevada Statute and Academic Code pertaining to board governance & composition , Open Meeting Law, required filings, and required reports.	Complete an annual compliance audit of ALA - NLV. Provide policy support and legal counsel as requested.
	2. Management accountability	Complete annual evaluation of school leadership and the EMO.	
	3. Reporting requirements	Complete 100% of required reports on time.	
STUDENTS & EMPLOYEES			
	1. Rights of students	Maintain attendance rates of 95% or greater.	Complete biannual attendance audits of ALA - NLV.
	2. Attendance goals		
	3. Staff credentials	Maintain an instructional staff of 90% or more Highly Qualified teachers.	Screen all potential applicants to ensure that proper qualifications are in place. Monitor expiration date of credentials and provide regular reports.
	4. Employee rights		
	5. Background checks		Refrain from authorizing a payroll disbursements for employees without first obtaining a background check assurance.
SCHOOL ENVIRONMENT			
	1. Facilities and transportation	Maintain a safe and inviting educational environment.	Complete an annual compliance audit of ALA - NLV. Provide health and IT support, as requested.
	2. Health and safety		
	3. Information management		
ADDITIONAL OBLIGATIONS			
	1. Additional obligations		



**American Leadership Academy – North Las Vegas
Attachment 14 – Dual Credit Partnerships**

American Leadership Academy – North Las Vegas will not offer dual credit partnerships at this time. As such, this attachment is not applicable to ALA – NLV.



American Leadership Academy – North Las Vegas Attachment 15 – Operational Support

The staffing required for the operations of the school has been determined based on experience of the EMO operating eight schools in Arizona. If conditions at ALA – NLV require adjustments to staffing, those changes will be made as budget allows. Where necessary, temporary personnel or outside vendors will be contracted to complete special projects and augment school staff.

The school Director is the person primarily responsible for overseeing operations on a given campus. When additional campuses are completed, network-level support will be put into place to ensure operational success.

Transportation

ALA – NLV will not provide transportation services except for those required by the McKinney-Vento Act and student's IEPs. As such, ALA – NLV will not require additional personnel for transportation services. Auxiliary services, such as coordinating the limited transportation that will be provided to the groups listed above and transportation for field trips and other school events, will be completed by the Business Manager.

Food Service

ALA – NLV will operate its own kitchen. The menu for the kitchen will be very simple and limited for each given day to minimize purchasing and staffing. ALA – NLV will inherit recipes and procedures developed by the EMO to ensure operational success. The kitchen will be staffed with a full-time Kitchen Manager and a part-time Kitchen Aide. The Aide will work during peak hours to ensure the timely completion of lunch service. The Kitchen Manager will arrive early to begin preparations for lunch service and stay till the end of school.

It is anticipated that many students at ALA – NLV will bring their own lunches, reducing the strain put upon the kitchen staff. ALA – NLV will not provide breakfast service.

Food service personnel will be evaluated on service times, stakeholder feedback, and internal compliance audits. A kitchen audit form is attached.

Facilities Maintenance

It is anticipated that facility maintenance will be completed by two full-time employees: a custodian and a maintenance worker. The maintenance worker will be responsible for completing grounds maintenance as well as general facility upkeep. The maintenance worker will also provide support to the custodian to ensure the cleanliness of the campus.

The custodian will be responsible for the interior cleanliness of the campus and shall perform all duties on a pre-determined schedule to ensure all parts of the campus are clean. All instructional staff will be trained to clean their own whiteboards and floors on a regular basis to minimize custodial workload.



Occasional projects, such as floor refinishing, will be contracted to third-party providers.

The custodian and maintenance worker will be evaluated by the school Director. The EMO will also complete an audit of the school to review campus cleanliness and maintenance standards. A facility audit form is attached.

School Health & Nursing

The school will employ one full-time Health Aide to care for the day-to-day medical needs of students. Teachers will be trained in the WOW method (water, oxygen, wait) to minimize health office referrals. Teachers will also receive training in bloodborne pathogen safety.

Back-up health aides will be identified to ensure continuity of care should the health aide be out of the office. All front office staff will receive generalized health office training in order to provide additional support, as required.

ALA - NLV will seek to obtain a AED device for its campus through philanthropic donation. The EMO has been able to secure AED devices for all of its campuses through institutional donations.

The Health Aide will receive training prior to the commencement of school from the EMO's Health Director. Following the commencement of school, the Health Aide will continue to have access to the EMO's Director of Health via telephone.

Office staff will help track immunization information as a part of the enrollment process.

The Health Aide will be evaluated by the campus Director and audited at least once a year by the EMO.

Purchasing Processes

As outlined in the application, the Business Manager will be responsible for institutional purchases. The Business Manager will have access to the EMO's network of suppliers through the EMO's CFO.

Purchase requests will be submitted to the Business Manager electronically. The Business Manager will be rated on purchasing effectiveness based on turnaround time, realized cost saving, budget compliance, and policy compliance.

Safety and Security

ALA - NLV will not have dedicated security staff. All school staff will be responsible for ensuring school safety.

Technology



Data security is incredibly important to ALA – NLV. For this reason, ALA – NLV will utilize a managed security infrastructure to provide firewall protection, content filtering, anti-malware protection, anti-phishing protection, and intrusion prevention. While the exact hardware will not be identified until closer to the commencement of the school year (technology changes quickly), a product such as the Cisco Meraki MX all-in-one appliance will likely be utilized. The Meraki MX has been designed specifically for K-12 schools and is used by many school districts across the nation. By utilizing a managed appliance, ALA – NLV eliminates the need to have a dedicated network administrator.

Help Desk services will be provided by a third-party provider. It is anticipated that the provider will be Cyber Trails. Cyber Trails provides managed IT services such as a 24/7 helpdesk. The services are scalable to fit the needs of the organization and may include managed backup services, hosting services, monitoring services, and more. It is anticipated that ALA – NLV will only utilize the help desk service initially. Specific on-site needs will be met by third-party contractors, as needed.

ALA – NLV anticipates a warranty on all new electronic equipment and will be able to receive warranty work through the manufacturer.

ALA – NLV will utilize Google Apps for Education and will purchase the add-on Vault feature to ensure information is stored according to Nevada Records Retention laws. Google Apps for Education provides email, intranet, cloud storage, calendaring, and various applications such as spreadsheets, text editors, etc. Google Apps for Education eliminates the need for costly school servers and maintenance, ensures 99.99% uptime, and access to information anywhere. ALA – NLV will adopt strict data policies that restrict the possession of confidential student information on personal devices. By utilizing Google Apps for Education, teachers can work in the cloud and avoid storing any student information on their personal devices.

ALA – NLV will not purchase cell phones. Select personnel may receive stipends for cell phones, but will be required to maintain their own phone plan.

Consultation and Support

One of the primary benefits of contracting with the EMO is that ALA – NLV will not be alone. The EMO is not seeking to manage or operate the school, but they want to ALA – NLV to succeed and to protect the American Leadership Academy brand. In order to fulfill these objectives, the EMO provides access to education and business professionals within their network including the Chief Executive Officer, Chief Financial Officer, Chief Academic Officer, Chief Operations Officer, Human Resources Manager, District Registrar, Lawyer, etc. The EMO is available for consultation at any time and eager to help ALA – NLV succeed. To begin this process, ALA – NLV will be sharing its manuals, guidelines, and checklists to help ALA – NLV get started. These resources represent hundreds of hours of work and years of experience. A select few of these resources, including a New School Checklist, Cafeteria Inspection Form, and Campus Inspection form have been included to demonstrate some of the value provided by this agreement.



New School Checklist

1. Drop-Off/Pick-Up

Traffic Flow Map	Person Responsible	Due Date
Where cars will enter the parking lot		
Where students will be picked up/dropped off		
Where cars will exit		

Traffic Flow Staff Assignments		
Using the traffic flow map, indicate where staff members will need to be stationed in order to maximize traffic efficiency and ensure student safety.		
Make staff assignments for who will monitor each station in the AM and in the PM.		
Train staff on philosophy and procedure		
Pick-up/drop-off is one of few contact points with parents. Staff members should be outgoing and cheerful.		
Staff should not congregate in groups and chat during pick-up/drop-off		
Traffic duty is part of each staff member's professional responsibilities.		
Staff at crosswalks and high-traffic areas should wear reflective vests		
Staff must be punctual in arriving for their stations.		
Indicate to staff where vests, stop signs, and the bullhorn will be located.		

Communication Plan		
Create a plan to disseminate the traffic flow to all parents prior to school beginning.		

2. Busing and Transportation (If applicable)

Coordinate with the transportation department to assess parent interest in transportation services		
Based on demand and available resources, establish bus routes		
Establish enrollment procedures for transportation services		



Establish a communication plan i. What routes will be offered? ii. What are the pick-up/drop-off times for each stop? iii. Who should parents contact with transportation concerns? iv. Transportation participation fee		
Establish payment and collection procedure		
Hire any necessary transportation staff		
Ensure proper clearance and certification		
Purchase/Lease Buses		

3. Recruitment & Staffing

Based on projected enrollment, determine the personnel requirements for each of the following positions:		
Administration <ul style="list-style-type: none"> ● Director ● Assistant Director(s) ● Dean of Students ● Officer Manager ● Registrar (HS Only) ● Receptionist(s) ● Health Office Staff ● Academic Counselor(s) (HS only) 		
Instructional Staff <ul style="list-style-type: none"> ● Teachers ● Special Education Case Manager(s) ● Paraprofessionals 		
Support Staff <ul style="list-style-type: none"> ● Janitor(s)/Maintenance ● Cafeteria Staff ● IT (if applicable) ● Lunch/Recess Monitors 		

Substitute Teacher List Prior to opening, begin collecting resumes and FCC cards for potential substitute teachers. Send all information to HR to establish an approved substitute teacher list.		
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Recruitment		
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<p>Establish a recruitment plan for attracting highly qualified personnel including but not limited to:</p> <ul style="list-style-type: none"> ● Job Fair attendance ● Online Postings ● On-Site Banners ● Referral Programs 		
<p>Establish time frames and metrics for staffing goals.</p>		
<p>Work with HR to facilitate the following processes:</p> <ul style="list-style-type: none"> ● Application process ● Interview Process <ul style="list-style-type: none"> ○ Resume Review ○ Telephone Interview ○ In-Person Interview and Teaching Sample ● Contract Negotiation & Signing Process 		
Compliance		
<p>Fingerprint Clearance Card or Background check (depending on position)</p>		
<p>Highly Qualified Teacher attestation forms for all instructional staff.</p>		
<p>Resume binder for all instructional staff</p>		
<p>Executed teacher contract on file with HR.</p>		
<p>Benefits Enrollment & Payroll</p> <ul style="list-style-type: none"> ● Payroll portal enrollment ● Benefits enrollment documentation completed ● Tax Information completed 		

4. Staff Training

Teacher Training		
<p>Logistics</p> <ul style="list-style-type: none"> ● Schedule & location of each course ● Signage for each classroom ● Assignment of staff to specific courses <ul style="list-style-type: none"> ○ New Teacher assignment ○ Returning Teacher assignment ● Communication of assignments/schedules 		
<p>Develop food service plan</p> <ul style="list-style-type: none"> ● Budget ● Menu ● Staff ● Purchasing ● Preparation 		



<ul style="list-style-type: none"> ● Cooking & Serving Meals 		
Presenters <ul style="list-style-type: none"> ● Schedule Presenters/Trainers ● Confirm & communicate expectations 		
IT Support Have each presenter indicate what presentation technology they will need and develop an IT support plan including: <ul style="list-style-type: none"> ● Projectors ● Extension cords ● AV Cables ● Sound Reinforcement ● Document Cameras ● Clickers ● Computers ● Ensure Wi-Fi access is available ● Ensure computer logins are known ● Ensure application logins are available as necessary (Google, IC, Galileo, etc). ● Copiers are online to make copies for hand-outs 		
Presentation Materials <ul style="list-style-type: none"> ● Paper for copies ● Butcher Paper ● Sticky Notes ● Easel Pads ● Whiteboard Eraser and Markers 		
Custodial <ul style="list-style-type: none"> ● Schedule appropriate custodial personnel ● Ensure custodial supplies are available 		
Content <ul style="list-style-type: none"> ● ALA-specific Curricula ● Teacher Evaluation ● ALA Pedagogy – Core Knowledge ● Student Assessment <ul style="list-style-type: none"> ○ DIBELS ○ Galileo ● Classroom Management <ul style="list-style-type: none"> ○ Classroom Layout ○ Explicit Instruction 		
Technology <ul style="list-style-type: none"> ● Email (Gmail) ● Student Information System (IC) ● Document Storage (Google Docs) 		



<ul style="list-style-type: none"> ● Galileo Assessment Software ● Technology Use Guidelines and information security ● HRIS Access & Use 		
Policies & Procedures <ul style="list-style-type: none"> ● Teacher Handbook ● Student Handbook 		
Safety & Emergency Preparation <ul style="list-style-type: none"> ● Bloodborne Pathogens ● Incident Command System ● School Emergency Response Plan ● WOW Method 		
ALA Mission & Vision <ul style="list-style-type: none"> ● Philosophy ● Customer Service ● Leadership 		
Administrative Training		
Emergency Response <ul style="list-style-type: none"> ○ Emergency Response Plan Development ○ Drill Procedure & Recording ○ Parent Reunification plan 		
Customer Service <ul style="list-style-type: none"> ● How to Win Friends and Influence People ● Crucial Conversations ● The ALA Way 		
Policies & Procedures <ul style="list-style-type: none"> ● Admin Handbook ● Teacher Handbook ● Student Handbook 		
Technology <ul style="list-style-type: none"> ● Email (Gmail) ● Student Information System (IC) ● Document Storage (Google Docs) ● Galileo Assessments ● HRIS System 		
Curriculum & Pedagogy <ul style="list-style-type: none"> ● The Schools We Need and Why We Don't Have Them ● The Knowledge Deficit ● School Culture <ul style="list-style-type: none"> ○ Shaping School Culture ○ Why Johnny Can't Tell Wright from Wrong 		
Health Aide Training <ul style="list-style-type: none"> ● CPR/First Aide 		



<ul style="list-style-type: none"> ● Bloodborne Pathogens ● Policies & Procedures ● Emergency Response Plan ● Infinite Campus Health Portal 		
Office Staff Training		
<ul style="list-style-type: none"> ● Infinite Campus – Deep look ● Policies & Procedures ● Enrollment ● Attendance Monitoring ● Customer Service ● FERPA ● Student Record Retention ● Volunteer Tracking ● Student Record Organization ● Emergency Response Plan 		
Special Education Training		
<ul style="list-style-type: none"> ● SRA ● Saxon Interventions ● Policy & Procedure ● Infinite Campus ● Parent Communication & Customer Service 		
Title 1 Training		
<ul style="list-style-type: none"> ● SRA ● Policy & Procedure ● Infinite Campus ● Google ● Galileo ● IC ● Parent Communication & Customer Service 		
Cafeteria Staff Training		
<ul style="list-style-type: none"> ● IC Food Service Portal ● Policies & Procedures ● Leadership ● Bloodborne Pathogens ● School Emergency Response Plan 		
Maintenance & Custodial Training		
<ul style="list-style-type: none"> ● Policies & Procedures ● Facility Systems Maintenance ● Cleaning Protocol & schedule ● Bloodborne Pathogens ● Leadership ● MSPS Sheets and Safety Protocol 		



<ul style="list-style-type: none"> • School Emergency Response Plan • OSHA Compliance 		
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5. Building Access

Ensure sufficient number of keys are available		
Ensure Keys are numbered		
Sign-out keys, obtain signed Key Policy Agreement form before issuing keys.		

6. FF&E and Campus Setup

School Furniture		
Budget <ul style="list-style-type: none"> • Administrative Furniture (By office) • Reception Furniture (By Building) • Classroom Furniture (By room) • Cafeteria Tables • File Cabinets • Outdoor areas (tables, trash receptacles) 		
Order <ul style="list-style-type: none"> • Obtain necessary approval • Order no later than 30 days prior to required delivery date 		
Receive <ul style="list-style-type: none"> • Truck drivers will not unload items. All items must be unloaded by school personnel & volunteers • Organize volunteer effort to unload furniture; include parents and future staff • Ensure water and snacks are available for volunteers • Ensure proper tools are available to move <ul style="list-style-type: none"> ○ Dollies/Hand Trucks • Schedule a dumpster. Furniture often comes in boxes and plastic and generates an overwhelming amount of waste. Recycle where possible, but realize that there is often enough waste to fill an entire 20' dumpster. 		
Inventory <ul style="list-style-type: none"> • Check materials received against shipping manifests • Take pictures of any damaged items and report them to Executive Director of Academics/Operations ASAP. 		



<ul style="list-style-type: none"> • Report full inventory to Finance 		
<p>Setup</p> <ul style="list-style-type: none"> • Ensure proper tools are available to assemble furniture <ul style="list-style-type: none"> ○ Box knives ○ Screw drivers ○ Rubber Mallets ○ Allen Wrenches ○ Power Drills 		
Office Supplies		
<ul style="list-style-type: none"> • Budget • Order • Receive • Distribute 		
Janitorial Supplies		
<ul style="list-style-type: none"> • Toilet Paper • Trash Receptacles • Brooms, Mops, & dust pans • Rags • Chariot Floor Cleaner • Consumables <ul style="list-style-type: none"> ○ Trash bags ○ Cleanser & Detergents ○ Hand Soap ○ Air Fresheners 		
IT Equipment		
<p>1. Specify & Budget</p> <ul style="list-style-type: none"> • Computers & Peripherals • Telephone System • Bell system • Sound Reinforcement • Network & Wireless (including full network infrastructure) • Scoreboards (if applicable) • Projectors • Document Cameras • Copiers/Printers 		



<p>2. Order IT Equipment</p> <ul style="list-style-type: none"> • Collaborate with Developer to ensure all installed systems are ordered, installed, and operational prior to staff training. • Order non-installed systems (computers, peripherals, document cameras) 		
<p>3. Receive IT Equipment</p> <ul style="list-style-type: none"> • Inventory all machines, compare against shipping manifest • Asset tag all machines • Image all machines with proper software 		
<p>4. Distribute or Install</p> <ul style="list-style-type: none"> • Sign out computers and peripherals to staff 		
<p>5. Systems Setup</p> <ul style="list-style-type: none"> • Infinite Campus <ul style="list-style-type: none"> ○ Establish Cloud Version ○ Setup School Calendar ○ Setup School Day ○ Setup Courses ○ Setup Grading Rubric ○ Create Ad-Hoc Reports ○ Upload Teacher Information and Assignments ○ Upload Student Information, from households ○ Setup Scheduling Wizard for Middle School ○ Generate Student Schedules • Google Apps for Education <ul style="list-style-type: none"> ○ Create Google Apps Account for the school ○ Upload school logo, set preferences ○ Connect "Vault" ○ Upload teacher information, create accounts ○ Disseminate account information ○ Create central filing structure ○ Create School Resources site • Galileo <ul style="list-style-type: none"> ○ Create Galileo Account ○ Setup Campus ○ Import Student Data ○ Setup Assessment Library ○ Import Staff Data • DIBELS <ul style="list-style-type: none"> ○ Create DIBELS account 		



<ul style="list-style-type: none"> ○ Import staff information ○ Import student information • State Reporting <ul style="list-style-type: none"> ○ Request access to necessary state reporting portals ○ Establish staff credentials for specific portals 		
Curriculum		
Budget <ul style="list-style-type: none"> • Based on estimated enrollment, determine the number of texts and supplies necessary for each curricula. 		
Order <ul style="list-style-type: none"> • No later than 6 weeks in advance of necessary date 		
Receive <ul style="list-style-type: none"> • Establish a drop zone where materials (VERY HEAVY) can be unloaded and inventoried. Note that this will take a significant amount of space. • Ensure a hand-truck is available. • Compare items against shipping manifesto • Document and report any damaged items. • Asset tag and Inventory all items • Report inventory to Finance. • Dispose of waste packaging materials 		
Distribute <ul style="list-style-type: none"> • Sign out texts and materials to teachers. • List all items checked out to teacher and clearly explain that all items belong to the school and not the teacher. 		
Cafeteria		
Cooking Supplies <ul style="list-style-type: none"> • Spatulas, Utensils, Can Openers, etc. • Food supplies • Aprons • Gloves • Rags 		
Serving Supplies <ul style="list-style-type: none"> • Plates/Utensils • Food Bins 		
Preservation Supplies <ul style="list-style-type: none"> • Plastic Wrap • Tin Foil 		



<ul style="list-style-type: none"> • Containers 		
Cooking Elements <ul style="list-style-type: none"> • Microwaves • Refrigerators • Freezers • Cooling Racks • Ranges & Ovens • Mixers • Pizza Oven • Etc. 		
Break Room <ul style="list-style-type: none"> ○ Refrigerator ○ Microwave ○ Snack/Soda Machine (If applicable) 		
Other		
American Flags <ul style="list-style-type: none"> • Classroom • Flag Pole • Cafeteria State Flag School Signage <ul style="list-style-type: none"> • Covey Quotes/Leadership Quotes • Leadership Pledge Parent Alert Stamps Lanyards for Staff Badges		
Traffic Supplies <ul style="list-style-type: none"> ○ Bullhorn ○ Hand-Held stop signs for all cross walks ○ Reflective vests ○ Traffic Cones ○ Signage (Enter Only, Exit Only, etc) 		
Athletics		
Create Budget for Each Team <ul style="list-style-type: none"> ○ Football <ul style="list-style-type: none"> ○ Pads ○ Helmets ○ Uniforms ○ Goal Posts ○ Training Supplies 		



<ul style="list-style-type: none"> o Track <ul style="list-style-type: none"> o Track Timing Gun, Timer, & Software o Hurdles o Shot Put 		
Basketball		
Baseball		
Softball		
Volleyball		
Physical Education		
Cheer		
Soccer		
Weight Room		
Athletic Training & First Aide		
Order supplies based on which are needed first by season play		
Where possible, seek fundraising opportunities to offset costs		

7. Seek Accreditation

Contact AdvancEd		
Begin Professional Development to learn process for Accreditation (it changes)		
Establish Accreditation Point Person and assign key tasks		
Schedule Accreditation Review Panel and Site Visit		

8. Athletics (HS)

Select & Recruit Coaches for various sports		
Join the Charter Athletic Association for first year campuses (HS)		
Begin process to join Athletic Association		
Advertise to attract players and begin developing a team		
Establish summer camp schedules		
Establish Try-out dates		
Begin scheduling season practices and games		



9. Enrollment/Marketing

Define the campus' target market	Director	
Perform a SWAT analysis	Director	
Develop a marketing plan including: <ul style="list-style-type: none"> • Website • SEO • Geofencing 	Director	
Social Media Campaigns	Director	
Flier Campaigns	Director	
Mailer Campaigns	Director	
Community Events <ul style="list-style-type: none"> • Open House • Ground Breaking • Cottage Meetings • Pancake Breakfasts • Movie Nights • Meet the Teacher 	Director	
Community Outreach <ul style="list-style-type: none"> • Local Businesses • Clubs • Councils • Chamber of Commerce 	Director	
Follow procedure for accepting and processing new enrollments	Director	
Provide up-to-date enrollment numbers by grade level.	Director	

11. Extra-Curricular

Based on demand, develop before school and after school programs with third-party providers or staff seeking to earn additional funds.		
For high school students, establish any trips that may occur during the year and create a plan for advertising, staffing, and successfully completing each trip.		

12. Course Catalogue and Scheduling

Work with the Executive Director of Academics & District Registrar to establish a course catalogue for the school year.		
For elementary campuses, assign students to classrooms following the classroom assignment procedure established by the Executive Leadership Team.		



For MS/HS campuses, work with the Executive Leadership Team.		
Registrar to set up the course selection portal in Infinite Campus.		
Establish plan for setting up IC accounts for new students		
Communicate course selection procedures		
Establish cut off dates for course selections <ul style="list-style-type: none"> ▪ Run the schedule wizard and make adjustments as necessary ▪ Repeat process, if necessary 		

13. Back to School/ Schedule Pick Up

Establish staging areas for each process		
Paying Fees		
Picking Up Schedule		
Purchasing uniforms (Regular and PE)		
Making Schedule Changes		
Logging into IC, obtaining guidance on IC portal		
Create signs to clearly guide families through the process		
Post campus maps to guide students to their classroom		
No later than 2 weeks prior to Back to School, disseminate the school supplies list.		
Ensure that cash registers and other necessary equipment is functional		
Secure light refreshments		

14. Academic Testing

During the summer, schedule times for kindergarteners to come to school and test. This will provide KG teachers guidance on placement, etc.		
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15. Culture Week

Environment of love and high expectations: "If your students don't know how much you love them, you probably don't" - Shelina Way		
Know Policies and Procedures		
Pick Up & Drop Off		
Bell Work		
Friday Assemblies		
Leadership Language		



Homework		
Lunch & Recess		

SCHOOL FACILITY INSPECTION FORM

School _____ Date _____
 Evaluators _____

Section A	Description	Yes	No	Location	Recommendations Made	Date Corrected
	General					
1.	Written Disaster Plan (fire, earthquake, hurricane, tornado, violence, as applicable)					
2.	Evacuation Plans posted					
3.	Two fire drills conducted during first month of school. One drill per month during the remainder of the school year					
4.	Fire alarm system tested during drills					
5.	Automatic sprinkler systems receive annual professional maintenance					
6.	Earthquake or other drills, as required by local jurisdiction					
7.	Dormitory fire drills conducted at least quarterly					
8.	Fire extinguishers properly placed and current tag. (Inspected and maintained annually by licensed technician)					
9.	School personnel visually inspect extinguishers monthly for adequate pressure or tampering					
10.	Lighting adequate					
11.	Good housekeeping					
12.	Doors in good repair					
13.	Exit doors open in direction of exit travel					
14.	All exit doors kept unlocked during occupancy					
15.	Main exit doors equipped with panic hardware					
16.	Locking and chain devices prohibited on panic hardware					
17.	Building free from signs of roof of pipe leakage					
18.	Windows free of cracks and breaks					
19.	Electrical wiring in good repair					
20.	Covered trash containers throughout					
21.	GFCI Protection within 6' of sinks, etc.					

Form adapted from: http://advnteducation.org/downloads/pdf/167_amschoolsafetychecklist.pdf

Section B	Electrical/Mechanical Rooms						
1.	Multipurpose fire extinguisher provided						
2.	Smoke/heat detectors provided						
3.	3-foot clearance maintained in front of and below electrical panels and equipment						
4.	Room is free of flammable and combustible storage						
5.	Access door fire rated and self-closing						
6.	Mechanical, electrical and air-conditioning systems inspected and serviced annually						
7.	Good Housekeeping						
8.	No holes in walls or ceilings (poke-throughs)						
Section C	Corridors/Hallways						
1.	Corridors, exits and stairs free of storage or other obstructions						
2.	All dead-end corridors properly labeled						
3.	Exit signs and lights in place and working properly						
4.	Smoke/fire doors kept closed						
5.	Emergency lighting in place/tested/operating properly						
6.	Fire extinguishers provided and tagged						
Section D	Walking and Working Surfaces						
1.	Floor surfaces, steps, etc. in good repair						
2.	Uniform step heights on stairs						
3.	Handrails at all steps						
4.	Handrails properly secured						
5.	Mid-rails on open sides of steps						
6.	Rails, mid-rails and toe boards for balconies and overhead storage						
7.	Floors free of tripping hazards and slippery surfaces						
8.	"Wet Floor" signs used after mopping operations						
9.	Carpets free of tears and wrinkles						
10.	Floor openings properly guarded						

	Yes	No	Description	Location	Recommendations Made	Date Corrected
11. Full-length glass doors and windows properly marked with trim or decals						
12. Proper lighting.						
Section E Cafeteria/Kitchen						
1. Hood and duct fire suppression with semi-annual service/ maintenance (tag current)						
2. Multi-purpose extinguisher provided/tagged						
3. Vents/filters cleaned regularly – documented						
4. Smoke/heat detectors in good repair						
5. Food is not stored on floors						
6. Food in coolers/freezers covered						
7. Safety latches on all coolers/freezers						
8. Floors kept clean/free of spills						
9. Portable signs used to indicate wet floors/hazards in kitchen and lunchroom						
10. All exits clearly marked with visible approved signs						
11. Tables and chairs in good repair						
12. Unused folding chairs and tables stored in racks – not leaned against walls						
13. Periodic knife sharpening						
14. Steel mesh gloves used when cutting foods						
15. Bowl lock handles operable and used on Hobart mixers						
16. Hot water tanks secured and equipped with pressure relief valves						
17. Hot Foods Held Above 140°F. (60YC.)						
18. Cold Foods Held Below 40°F. (4AYC.)						
19. Freezer At 0°F. (-17.8YC.)						
20. GFCI Protection within 6' of sinks, etc.						
Section F Offices/Workrooms						
1. Fire extinguisher available/tagged						
2. Electrical cords/plugs in good repair						

	Yes	No	Description	Location	Recommendations Made	Date Corrected
3. Aisles and lanes free of electrical cords, phone cords or other hazards						
4. No extension cords used (limited power strip use acceptable)						
5. Finger guards on paper cutters, and cutting arm stays up when raised and released						
6. Good housekeeping in storage rooms						
7. Good ergonomic positioning of computer workstations						
8. Adequate access to equipment						
Section G Science Rooms/Labs						
1. Heat/smoke detectors present where open flame used						
2. Non-asbestos fire blankets provided						
3. Emergency eyewash provided/tested regularly						
4. Emergency shower provided/tested regularly						
5. Safety goggles provided and used						
6. Fire Extinguisher with current tag						
7. First aid kit provided/maintained						
8. Chemical containers labeled and stored properly						
9. Material Safety Data Sheets (MSDS) for all chemicals						
10. Posted lab safety rules/procedures						
11. Good housekeeping						
12. Emergency gas shutoffs in each lab						
13. GFCI Protection within 6' of sinks, etc.						
Section H General Classrooms						
1. Aisles and lanes free of electrical cords, phone cords or other hazards						
2. Finger guards on paper cutters, and cutting arm stays up when raised and released						
3. Hazardous chemicals stored in locked cabinets or out of the reach of children						
4. Audiovisual equipment strapped to wide-base, stable carts						
5. Good housekeeping in storage closets						

Yes	No	Description	Location	Recommendations Made	Date Corrected
		6. GFCI Protection within 6' of sinks, etc.			
		7. No extension cords used (limited power strip use acceptable)			
		8. Evacuation Plans posted in each classroom			
		Section J Gymnasiums/Auditoriums			
		1. Emergency lighting provided and maintained			
		2. Lighted exit signs provided and maintained			
		3. Fire extinguishers properly located/tagged			
		4. Access to exits unobstructed			
		5. Bleachers/seating in good repair			
		6. Smoke/heat detectors over stage			
		7. Sprinklers over stage			
		8. Curtains/scenery treated with flame retardant			
		9. Access to catwalks/elevated stairs controlled			
		10. Fly weights ropes, cables in good repair			
		11. Electrical wiring for stage lights grounded/maintained			
		12. Storage of combustibles limited			
		13. Good housekeeping			
		Section K Locker Rooms			
		1. Emergency lights provided/maintained			
		2. Access to exits in good repair			
		3. Lockers secured to walls			
		4. Lighting fixtures sealed			
		5. GFCI Protection w/in 6' of sinks, etc.			
		6. Housekeeping is adequate			
		7. No lint buildup behind clothes dryers			

Yes	No	Description	Location	Recommendations Made	Date Corrected
		27. Ladders in good repair			
		28. Only fiberglass or wood ladders used near electrical exposures			
		29. Only rags and mops stored in covered containers.			
		30. Compressed gas cylinders properly secured			
		Section M Building Exterior			
		1. Sidewalks in good repair			
		2. Parking lots in good repair			
		3. Handrails provided on all steps			
		4. Weeds, trees, shrubs, trash adequately controlled			
		5. No broken windows			
		6. Brickwork in good condition			
		Section N Security			
		1. Employment applications required			
		2. Employee background checks performed			
		3. Facility access controlled (fenced and gated)			
		4. Key control measures in effect			
		5. Facility periodically re-keyed			
		6. Night watch			
		7. Lighting adequate			
		8. Written weapons policy			
		9. Shrubbbery trimmed to eliminate shadows/hiding areas			
		Section O Employee Safety			
		1. Adult and student employees trained and experienced for tasks/equipment operated, etc.			
		2. Training documented			
		3. Chemical/Hazardous Material training provided			
		4. Material Safety Data Sheets (MSDS) maintained for all chemicals			

Form adapted from: http://adventiseducation.org/downloads/pdf/167_amschoolsafetychecklist.pdf

5. Fall protection equipment used per OSHA standards									
6. Lockout/tagout policy in place									
Section P Transportation									
1. Scheduled maintenance of owned and non-owned vehicles used in school activities									
2. Vehicle maintenance documented									
3. Vehicles have current registration									
4. Vehicle use restricted only to official school activities									
5. Keys removed and vehicles locked when not in use									
6. Vehicles with a passenger capacity of 15 or more, and crossing state lines, registered with US Department of Transportation (state laws may vary)									
7. US Department of Transportation # posted prominently in applicable vehicles									
8. Seat belt policy strictly enforced for drivers and passengers									
9. Driver Training for vans with a passenger capacity of 15 or more (state laws may vary); busses; 1-ton trucks or larger; semi truck/trailer rigs									
10. Policy forbidding staff and/or students in back of pickups and/or trucks									
11. Drivers required to adhere to approved routes									
12. Drivers not allowed to carry unauthorized passengers									
13. Drivers complete daily vehicle check-off list									
14. Drivers complete a driver's application form									
15. Drivers at least 21 years of age									
16. Drivers in good health									
17. Driver's license current and suitable for the type of vehicle being driven									
18. No more than two traffic citations during the past three years									
19. No at-fault accidents during the past three years									
Section Q First Aid									
1. Specific area set aside for medical aid									
2. All medicines and equipment locked away and strictly controlled									
3. Each activity accompanied by adult supervisors certified in first aid									

Form adapted from: http://drventisteducation.org/downloads/pdf/167_armschoolsafetychecklist.pdf

4. First aid kits located throughout the school facilities									
Section R Playgrounds									
1. Playground complies with Consumer Product Safety Commission guidelines (Download free Handbook for Public Playground Safety at http://www.cpsc.gov)									
2. Resilient materials beneath equipment									
3. Adequate separation from equipment									
4. No splinters or projections									
5. Equipment and surfaces inspected and maintained									
6. Supervision present									
Section S Activities/Field Trips									
1. Field Trip Pre-Planning (See the Field Trip/Outing Planner at www.adventisrisk.org)									
2. Permission Slips obtained									
3. Medical Release Forms available in each vehicle									
4. Ample supervision provided for all activities									
5. Knowledgeable supervision for each activity									
6. Protective equipment used as required by specific activities									
7. Sports activities require warm up period									



Food Service Inspection Checklist

Date _____

Observer _____

Use this checklist once a week to determine areas in your operation requiring corrective action. Record corrective action taken and keep completed records in a notebook for future reference.

Personal Dress and Hygiene

	Yes	No	Corrective Action		Yes	No	Corrective Action
Employees wear proper uniform including proper shoes.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Hands are washed thoroughly using proper hand-washing procedures at critical points.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hair restraint is worn.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Smoking is observed only in designated areas away from preparation, service, storage, and warewashing areas.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Fingernails are short, unpolished, and clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Eating, Drinking, or chewing gum are observed only in designated areas away from work areas.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Jewelry is limited to watch, simple earrings, and plain ring.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Employees take appropriate action when coughing or sneezing.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hands are washed or gloves are changed at critical points.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Disposable tissues are used and disposed of When coughing/blowing nose.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Open sores, cuts, or splints and bandages on hands are completely covered while handling food.....	<input type="checkbox"/>	<input type="checkbox"/>	_____				

Food Storage and Dry Storage

	Yes	No	Corrective Action		Yes	No	Corrective Action
Temperature is between 50° F and 70° F.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	There is no bulging or leaking canned goods in storage.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
All food and paper supplies are 6 to 8 inches off the floor.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Food is protected from contamination.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
All food is labeled with name and delivery date.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	All surfaces and floors are clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
The FIFO (First In, First Out) method of Inventory is being practiced.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Chemicals are stored away from food and other food-related supplies.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Large Equipment

	Yes	No	Corrective Action		Yes	No	Corrective Action
Food slicer is clean to sight and touch.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	All other pieces of equipment are clean to sight and touch – equipment on serving lines, storage shelves, cabinets, ovens, ranges, fryers, and steam equipment.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food slicer is sanitized between uses when used with potentially hazardous foods.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Exhaust hood and filters are clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Refrigerator, Freezer, and Milk Cooler

	Yes	No	Corrective Action		Yes	No	Corrective Action
Thermometer is conspicuous and accurate.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	Proper procedures have been practiced.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Temperature is accurate for piece of equipment.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	All food is properly wrapped, labeled, and dated.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is stored 6 inches off floor in walk-ins.....	<input type="checkbox"/>	<input type="checkbox"/>	_____	The FIFO (First In, First Out) method of Inventory is being practiced.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Unit is clean.....

Food Handling

	Yes	No	Corrective Action
Frozen food is thawed under refrigeration or in cold running water.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is not allowed to be in the "temperature danger zone" for more than 4 hours.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is tasted using proper method.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is not allowed to become cross-contaminated.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
Food is handled with utensils, clean gloved hands, or clean hands.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Utensils are handled to avoid touching parts that will be in direct contact with food.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Reusable towels are used only for sanitizing Equipment surfaces and not for drying hands, Utensils, floor, etc.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Utensils and Equipment

	Yes	No	Corrective Action
All small equipment and utensils, including cutting boards, are sanitized between uses.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Small equipment and utensils are air dried.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Work surfaces are clean to sight and touch.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Work surfaces are washed and sanitized between uses.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
Thermometers are washed and sanitized between each use.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Can opener is clean to sight and touch.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Drawers and racks are clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Small equipment is inverted, covered, or otherwise protected from dust or contamination when stored.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Hot Holding

	Yes	No	Corrective Action
Unit is clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is heating to 165° F before placing in hot holding.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
Temperature of food being held is above 140° F.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food is protected from contamination.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Cleaning and Sanitizing

	Yes	No	Corrective Action
Three-compartment sink is used.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Three-compartment sink is properly set up for warewashing (wash, rinse, sanitize).....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Chlorine test kit or thermometer is used to check sanitizing rinse.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
The water temperatures are accurate.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
If heat sanitizing, the utensils are allowed to remain immersed in 170° F water for 30 seconds.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
If using chemical sanitizer, it is the proper dilution.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
The water is clean and free of grease and food particles.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
The utensils are allowed to dry.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Wiping cloths are stored in sanitizing Solution while in use.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Garbage Storage and Disposal

	Yes	No	Corrective Action
Kitchen garbage cans are clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Garbage cans are emptied as necessary.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Boxes and containers are removed from site.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
Loading dock and area around dumpster are clean.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Dumpster is closed.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Pest Control

	Yes	No	Corrective Action
Screens are on open windows and doors are in good repair.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

	Yes	No	Corrective Action
No evidence of pests is present.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Staff Qualifications

	Yes	No	Corrective Action
All cafeteria staff possess current food handlers card.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Latest cafeteria rating by Department of Health is prominently displayed.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
All cafeteria staff have completed a background check.....	<input type="checkbox"/>	<input type="checkbox"/>	_____

Cash Controls

	Yes	No	Corrective Action
No more than one person utilizes a cash register during service.....	<input type="checkbox"/>	<input type="checkbox"/>	_____
Cash registers are cashed out each day and accounted for with the Business Manager.....	<input type="checkbox"/>	<input type="checkbox"/>	_____



3115 East Lion Lane Suite 300
Salt Lake City, Utah 84121

January 11, 2016

ALA Charter Schools of Nevada, Inc.

Subject: Letter of Intent to Build Educational Facilities

Dear Mr. Christensen,

This Letter of Intent is entered into by and between Schoolhouse Development, LLC. ("Landlord") And ALA Charter Schools of Nevada, Inc. ("Tenant") for the purpose of memorializing and expressing the intent of the Landlord to provide the siting, design, construction, and financing of educational facilities for and in behalf of the Tenant and to lease the afore-mentioned facilities to the tenant upon completion.

Although this Letter of Intent is not a legally binding agreement, or an amendment to any existing agreement, it does contain some of the essential principles that would form the basis of a Facility Lease and Design and Construction Agreement ("Agreement") that would be entered into between the Landlord and Tenant.

This Letter of Intent is based on the following facts:

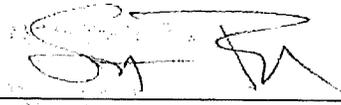
1. **Intent.** It is the desire of the parties to enter into negotiation of an Agreement based upon substantially the terms described in this Letter of Intent. The Tenant and Landlord will work to locate and construct educational facilities upon approximately 8 acres of land in North Las Vegas, Nevada or the surrounding cities.
2. **Facility Description.** The facility shall be approximately 76,500 square feet and contain no less than 40 classrooms, a gymnasium, administrative offices, and a warming kitchen. The facility shall comply with all applicable local building codes and obtain an "E" or Educational Use Certificate of Occupancy from the applicable authority. The facility shall also comply with all mandates and requirements of the Americans with Disabilities Act (ADA).
3. **Finance.** The Landlord shall be responsible for securing all necessary financing for the purchasing of land, design of facilities, permitting, and construction process. The Landlord also agree to provide to the Tenant financial support in the sum of \$1,250,000 (including \$401,250 in deferred lease payments during the first year of operation) for the purpose of providing sufficient start-up capital for school operations.

4. **Facility Lease.** The Tenant and Landlord agree to meet in good faith to negotiate a Facility Lease for the proposed facility which may include but is not limited to the following terms:
 - a. **Term.** The term of the proposed facility lease shall be 20 years following the completion of construction. The Tenant shall have the option to purchase the facility at any time during the course of the lease at fair market value.
 - b. **Rent.** The Tenant shall pay an annual lease equal to the amount of nine percent of the cost of the facility.
 - c. **Use.** The Tenant shall use the facility solely for educational purposes.
5. **Permits and Entitlements.** The Landlord shall be responsible for securing all necessary permits and entitlements through the applicable local authority.
6. **Design and Construction.** The Landlord shall complete the design and construction of the facility at its sole cost. The Tenant shall be provided the opportunity to consult on facility design and construction to ensure alignment with the school's needs.
7. **Ongoing Operation and Maintenance.** Operation and staffing of the facility shall be the sole responsibility of the Tenant. The Tenant shall also be responsible for all interior and exterior maintenance of the buildings and all associated site improvements.

The parties are in agreement with the foregoing as indicated by their signatures below. The parties agree that any modification from the principles expressed herein will be in writing and signed by the parties. The signatory below for the Landlord and for the Tenant in this Letter of Intent represents having authority to act on behalf of such party and entity. The Landlord understand that the Agreement requires the approval of the Tenant's Board of Directors.

SCHOOLHOUSE DEVELOPMENT, LLC.

ALA CHARTER SCHOOLS OF NEVADA, INC.



 Scott Brand, Manager



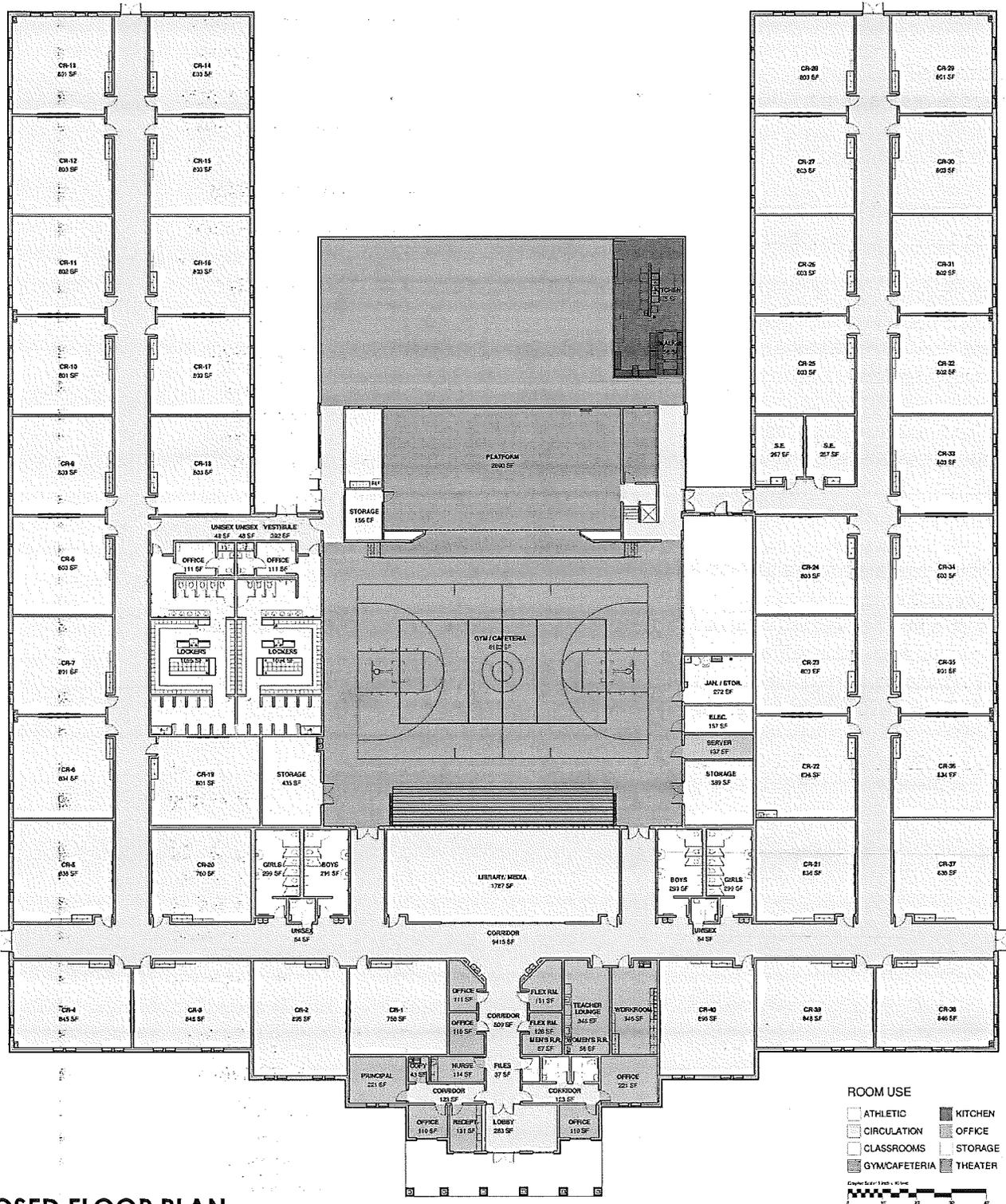
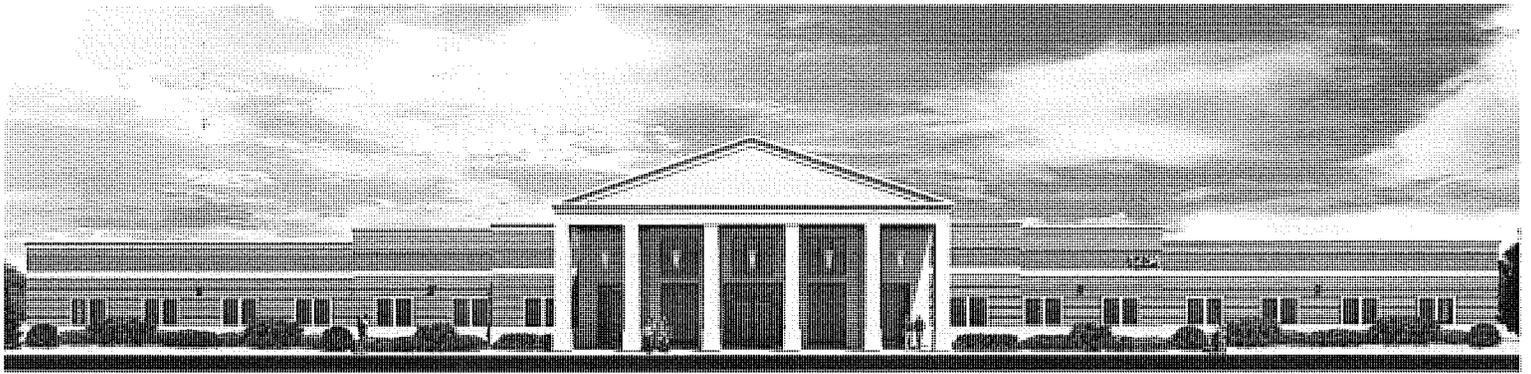
 Jeremy Christensen, CEO/Superintendent

1/11/16

 Date

1/12/2016

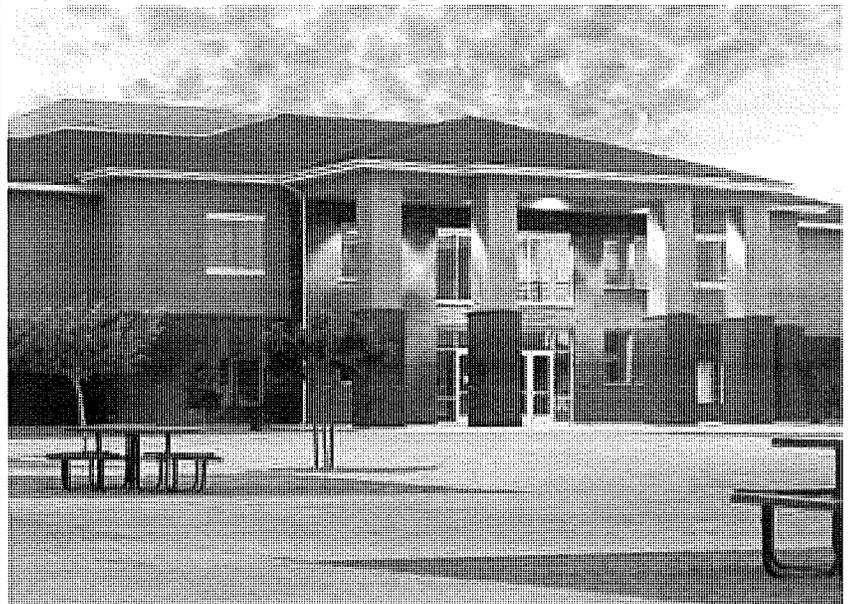
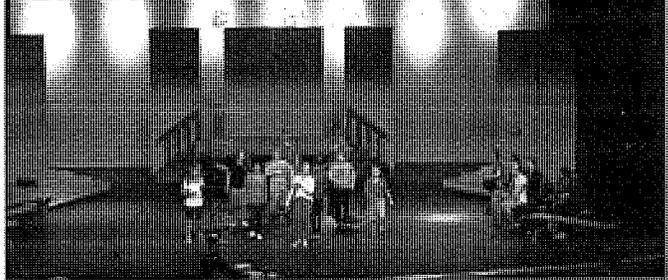
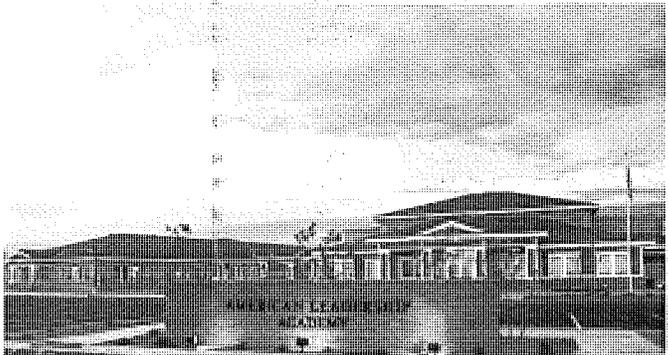
 Date



PROPOSED FLOOR PLAN



EXISTING AZ FACILITIES





American Leadership Academy – North Las Vegas Attachment 17 - Insurance Coverage

It is anticipated that ALA – NLV will purchase insurance through CrystalCo Insurance. CrystalCo currently services American Leadership Academy, Inc. and has several years experience working with numerous charter schools. The numbers included in the charter budget were derived from a quote provided by CrystalCo Insurance.

The types and amount of coverage that ALA – NLV will purchase is anticipated to be as follows:

Commercial Property: Coverage equal to the value of the facility, approximately \$12,000,000.

General Liability: Minimum of \$1,000,000 including coverage for molestation and sexual abuse. All current and former employees, volunteers, Directors, and employees of the Nevada State Public Charter School Authority to be listed as insureds.

Employee Benefits Liability: Minimum \$1,000,000 coverage.

Employment Practices Liability: Minimum \$1,000,000 coverage.

Worker's Compensation: \$3,500,000 Coverage.

Commercial Umbrella: \$10,000,000 Coverage.

Professional Liability/ Educator's Legal Liability: Minimum \$1,000,000 Coverage.

Sports & Athletic Participation: \$1,000,000 Coverage.

Errors & Omissions: \$1,000,000 Coverage.

Coverage amounts represent minimums and may be increased to provide greater protection for the school, as determined by school administration.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
1/13/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Frank Crystal & Co of TX, Inc. dba Crystal & Company 2000 West Loop S., #2150 Houston TX 77027	CONTACT NAME: Mabelle McKenzie PHONE (A/C, No., Ext): 713-627-2250 FAX (A/C, No.): 713-621-5425 E-MAIL ADDRESS: mabelle.mckenzie@crystalco.com
	INSURER(S) AFFORDING COVERAGE INSURER A : Catlin Insurance Company, Inc. NAIC # 19518 INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES CERTIFICATE NUMBER: 2061296511 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	Y	N	CNDAZEPP18743002	8/27/2015	8/27/2016	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$500,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$3,000,000 \$
A	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	N	N	CNDAZCAP18744002	8/27/2015	8/27/2016	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$	Y	N	CNDAZEEXL18746002	8/27/2015	8/27/2016	EACH OCCURRENCE \$10,000,000 AGGREGATE \$10,000,000 \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A A	Educators Legal Liability Crime	N N	N N	CNDAZELL18745002 CNDAZEPP18743002	8/27/2015 8/27/2015	8/27/2016 8/27/2016	Each Claim \$1,000,000 Aggregate \$1,000,000 Limite of Insurance \$250,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Certificate holder named as an Additional Insured with respect to the General Liability policy when required by written contract subject to the policy terms and conditions and as permitted by law.

CERTIFICATE HOLDER	CANCELLATION
For Information Only	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Crystal & Company</i>



American Leadership Academy - North Las Vegas Budget Narrative

(a) Per-Pupil Revenue

The per-pupil revenue for ALA – NLV was established by entering the total estimated enrollment for year one into the “County DSA” tab of the Authority-provided spreadsheet. The calculated per-pupil revenue was \$6,506. The DSA sponsorship fee amounts to 1.5% or \$97.56 per student leaving the net per-pupil revenue at \$6,408.44.

(b) Anticipated Funding Sources

ALA – NLV has a Letter of Intent from Schoolhouse Development in the amount of \$1,250,000 in start-up assistance funds. These funds include a four-month waiver of lease payments at the commencement of school. In order to reflect the reduced lease amount for the base year, the square footage of the facility was reduced in the spreadsheet. We recognize this change impacts the estimated utility costs, but the school projects surplus revenue sufficient to cover the difference in utility costs.

It is anticipated that ALA – NLV will also apply for the available \$250,000 start-up loan from the State of Nevada as well as submit an application for the NV Charter School Start-Up grant as soon as additional information is available. As these funds are not secured, they are not reflected in the budget.

(c) Anticipated Expenditures

Personnel

Costs for personnel were estimated utilizing the staffing plan included in the application. The staffing plan was developed to ensure adequate staffing given the estimated student enrollment. ALA – NLV will maintain a student to teacher ratio of 1:22 in kindergarten and 1:30 in all grades thereafter. In order to

The salary ranges for Administrators and teachers was established by comparing published Clark County School District salary scales, talking to current teachers in Nevada, and reviewing the numbers submitted by other charter schools which have received approval to open during the same school year as the ALA – NLV.

Benefits

Health care benefit rates were determined by utilizing current EMO medical coverage rates and participation percentages.

The FICA rate was determined by subtracting the Social Security rate from the published FICA rates for the State of Nevada. Pursuant to information received during the research process, schools are not required to pay Social Security since their teachers participate in NVPERS.



The state retirement rates were determined utilizing information obtained from the Nevada PERS website, discussions with current Charter School Operators, and a comparison of available charter school applications.

Professional Development

ALA - NLV is committed to providing comprehensive professional development both before and during the school year. For this reason, ALA - NLV has included \$30,000 in start-up cost for initial staff training and roughly \$20,000 each year thereafter. ALA - NLV will utilize school leadership and EMO personnel to complete much of staff training. Training for some programs is provided free of charge based on the size of the order.

The estimate for professional development is derived from historical professional development expenditures experienced by the EMO.

Recruitment & Marketing

ALA - NLV has allocated \$20,000 for student recruitment and marketing. This figure represents the cost of maintaining the school's website, printing fliers, sending email campaigns, conducting community events, and completing social media campaigns.

Curriculum

The cost of new curriculum for the school was established by determining the quantity of materials required for each grade level, based on anticipated enrollment, and then multiplying the quantity by the estimated cost of each product. ALA, Inc. has established relationships with the chosen curriculum vendors and is able to estimate pricing based on previous curriculum costs and published per-unit pricing.

Library Books

ALA - NLV will not operate a central library. The \$50,000 figure represents the estimated cost for purchasing grade-level libraries that will be stored in the classrooms. ALA - NLV recognizes the importance of literature and has including core literature selections in the cost of curriculum. An additional \$5000 is allocated each succeeding year to augment grade-level libraries.

Food Services

The majority of food service costs will be covered by revenues generated from selling lunches to students and staff. The \$20,000 figure listed here represents the anticipated cost of free lunches the school will provide to high-need families. Free lunches will be \$1 or less to ensure minimal financial impact on the school while also ensuring each student receives nutrition.

Office Supplies



ALA – NLV anticipates spending roughly \$15,000 in general office supplies to set the school up, then an additional \$15,000 throughout the school year. Office supplies include paper, pens, pencils, staples, post-its, tape, and various other office materials required to maintain an operational office.

Assessment Costs

ALA – NLV has allocated \$30,000 to assessment software and materials each year. This figure represents \$10,060 per student for Galileo, \$6,000 for DIBELS, \$10,000 for the ASPIRE assessments, and the remainder for CogAT and other smaller assessments. These numbers were derived using quotes and estimates from provider websites.

Contracted SPED

ALA – NLV seeks to meet the needs of all students. Since the exact needs of Special Education student cannot be determined until they are enrolled, this number is purposely estimated on the high side to ensure adequate resources are available to provide related services to our special education population.

Remaining General Operating Expenses

The remainder of general operating expenses were estimated using data from existing schools and best faith estimates.

Bus Contracting Costs

\$10,000 was included in the budget to account for transportation services required by IEPs and McKinney-Vento compliance.

Computer Costs

Computer costs were estimated based on the cost of a Mac Mini, monitor, and peripherals. The EMO has an existing relationship with both Apple and Dell to ensure access to favorable pricing.

Server

ALA – NLV will not own a local server. Instead, ALA – NLV will utilize cloud solutions to ensure data redundancy, access, and minimal overhead.

School Furniture

Estimates for school furniture were obtained through a quote by Hertz Furniture. The EMO has worked with Hertz in the past and sought a quote specific to this project. Costs for faculty furniture versus student furniture were broken out based on that quote.



- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

In the case of reduced revenue, ALA – NLV will immediately implement austerity measures to preserve limited financial resources. ALA – NLV will reduce staffing and purchasing to minimize overhead costs.

ALA – NLV has the support of the EMO and could petition the EMO for financial support. Additionally, ALA- NLV has access to lending institutions through the EMO that may be willing to extend credit based on the success of school model.

In order to prevent any deficiencies in funds, ALA – NLV will continuously seek funding opportunities. Although not included in the application, ALA – NLV will seek grants through the Charter Start up Program and other available funds. ALA – NLV will also seek a loan from the State of Nevada, as provided in Nevada statute. Finally, ALA – NLV will continuously develop business associations. These associations may help provide additional avenues for revenue.

- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

ALA – NLV has obtained a commitment to start-up funding from Schoolhouse Development that provides the school a smooth financial transition into the school year and will mitigate minor setbacks in state and local funding. ALA – NLV will seek to distribute curriculum and technology costs over several months through vendor negotiations to minimize the assets drained early in the school year and preserve operating capital.

- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

ALA – NLV is not relying on philanthropic revenue to open. In the event that Schoolhouse Development cannot fulfill the promise of start-up funds, ALA – NLV may need to delay the opening of the school.

CHARTER SCHOOL BUDGET
 American Leadership Academy, North Las Vegas

Name of School

2017

Base Year

REVENUE ASSUMPTIONS	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
	2016	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022
Number of grade levels	0	9	9	9	9	9	9	9	9	9	9	9
Number of classrooms	0	40	40	40	40	40	40	40	40	40	40	40
1st	0	120	120	120	120	120	120	120	120	120	120	120
2nd	0	120	120	120	120	120	120	120	120	120	120	120
3rd	0	120	120	120	120	120	120	120	120	120	120	120
4th	0	120	120	120	120	120	120	120	120	120	120	120
5th	0	120	120	120	120	120	120	120	120	120	120	120
6th	0	120	120	120	120	120	120	120	120	120	120	120
7th	0	90	90	90	90	90	90	90	90	90	90	90
8th	0	90	90	90	90	90	90	90	90	90	90	90
9th	0	90	90	90	90	90	90	90	90	90	90	90
10th	0	90	90	90	90	90	90	90	90	90	90	90
11th	0	90	90	90	90	90	90	90	90	90	90	90
12th	0	90	90	90	90	90	90	90	90	90	90	90
Total Student Enrollment	0	990	990	1080								
Title I (% of student body)	0%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
Special Education (% of student body)	0%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%	11%

	Base Year
Total Distributive School Account (funding per student)	\$6,506
Inflation adjustor	1.03
Special Education Weighted Funding	\$533
Title I	\$0
IDEA	\$0
Breakfast Program -- Federal Reimbursement	no
Breakfast Program	\$0
Lunch Program	\$0
School level fundraising	\$20
County where school is located	Clark

DSA Funding	\$0	\$6,440,940	\$7,237,274	\$7,454,393	\$7,678,024	\$7,908,365
DSA Sponsorship Fee	\$0	\$96,614	\$108,559	\$111,816	\$115,170	\$118,625
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$58,044	\$63,320	\$63,320	\$63,320	\$63,320
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up grant funds	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$19,800	\$21,600	\$21,600	\$21,600	\$21,600
Student fees	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising	\$848,750	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$848,750	\$6,622,170	\$7,213,656	\$7,427,497	\$7,647,774	\$7,874,660

EXPENSES	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
STAFFING COSTS	2016	2017	2018	2019	2020	2021
ASSUMPTIONS	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22

PLANNING

YR 1

YR 2

YR 3

YR 4

YR 5

	YR 1	YR 2	YR 3	YR 4	YR 5
Payroll Tax and Benefits					
Medical					
Single Coverage	\$494				
Family Coverage	\$7,400				
School's percentage of coverage	80%				
Assumed percentage of employees choosing single coverage	65%				
Weighted avg. cost for medical	\$2,911				
FICA	1.45%				
State Retirement - Certified	14.50%				
State Retirement - Non-certified	14.50%				
Life Insurance	0.36%				
GASB 45					
Unemployment Insurance	\$34				
Payroll Services					
Bonus Pool					
FTE - Total	3.0	71.0	72.0	73.0	73.0
FTE - Administrators	0.0	4.0	5.0	5.0	5.0
FTE - Office	0.0	3.0	3.0	3.0	3.0
FTE - Special Education/ELL Teachers	3.0	10.0	13.0	14.0	14.0
FTE - Grade Level Teachers	0.0	50.0	51.0	51.0	51.0
Instructional days per year	180				
Saturday schools per year	0				
Contractors required for Saturday School	0				
Price per contractor	\$0				

FTE Count

YR 1

YR 2

YR 3

YR 4

YR 5

	Start Year	Base Salary	FTE Count
(Input year or "NA")			
Administrators			
Director	2017	\$150,000.00	0.00
Director	2018	\$90,000.00	1.00
Assistant Director	2017	\$65,000.00	1.00
Dean	2017	\$50,000.00	1.00
Business Manager	2017	\$60,000.00	1.00
Total Administrators			5.00
Office Staff			
Office Manager	2017	\$45,000.00	1.00
Receptionist	2017	\$30,000.00	1.00
Health Aide	2017	\$35,000.00	1.00
Total Administrators and Office Staff			3.00
Special Education and ELL Teachers			
Case Manager	2017	\$50,000.00	1.00
Case Manager	2017	\$45,000.00	1.00
Case Manager	2017	\$45,000.00	1.00
Psychologist	2020	\$70,000.00	0.00
Paraprofessional	2017	\$22,000.00	1.00
Paraprofessional	2017	\$20,000.00	1.00
Paraprofessional	2017	\$18,000.00	1.00
Paraprofessional	2017	\$18,000.00	1.00
Custodian	N/A	\$25,000.00	0.00
Maintenance Worker	N/A	\$25,000.00	0.00
Kitchen Manager	N/A	\$25,000.00	0.00
CEO/Superintendent	N/A	\$75,000.00	0.00
Assistant Director	2016	\$32,500.00	1.00
Office Manager	2016	\$22,500.00	1.00
Chief Academic Officer	2019	\$100,000.00	1.00
Math Interventionist	2018	\$30,000.00	1.00
Reading Interventionist	2018	\$30,000.00	1.00

PLANNING

				YR 1	YR 2	YR 3	YR 4	YR 5
5	General	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
5	General	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
			N/A	0.00	0.00	0.00	0.00	0.00
JH	Math	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Math	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Reading	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Reading	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Latin	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Latin	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Science	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Science	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Social Studies	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Social Studies	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
			N/A	0.00	0.00	0.00	0.00	0.00
JH	Physical Education	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Physical Education	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Technology	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Technology	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
			N/A	0.00	0.00	0.00	0.00	0.00
JH	Choir	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Choir	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Art	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
JH	Art	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
			N/A	0.00	0.00	0.00	0.00	0.00
K-5	PE	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
K-5	PE	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
K-5	Music	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
K-5	Art	Grade Level Teacher	2017	1.00	1.00	1.00	1.00	1.00
			N/A	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers				50.00	51.00	51.00	51.00	51.00

SALARIES

Administrators	\$0	\$150,000	\$154,500	\$159,135	\$163,909	\$168,826
Director	\$0	\$0	\$92,700	\$95,481	\$98,345	\$101,296
Director	\$0	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Assistant Director	\$0	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Dean	\$0	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
Office Staff	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Office Manager	\$0	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Receptionist	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Health Aide	\$0	\$435,000	\$540,750	\$556,973	\$573,682	\$590,892
Total Administrators and Office Staff	\$0	\$435,000	\$540,750	\$556,973	\$573,682	\$590,892
Special Education and ELL Teachers	\$0	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Case Manager	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Case Manager	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Psychologist	\$0	\$0	\$0	\$0	\$76,491	\$78,786
Paraprofessional	\$0	\$22,000	\$22,660	\$23,340	\$24,040	\$24,761
Paraprofessional	\$0	\$20,000	\$20,600	\$21,218	\$21,855	\$22,510
Paraprofessional	\$0	\$18,000	\$18,540	\$19,095	\$19,669	\$20,259
Paraprofessional	\$0	\$18,000	\$18,540	\$19,095	\$19,669	\$20,259
Total Special Education/ELL Teachers	\$130,000	\$348,000	\$420,240	\$538,937	\$631,596	\$650,544

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Percentage of full-time FTE		4.00	4.00	4.00	4.00	4.00
Annualized salary	\$20,000	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
Input part-time employee						
Percentage of full-time FTE						
Annualized salary						
Input part-time employee						
Percentage of full-time FTE						
Annualized salary						
Input part-time employee						
Percentage of full-time FTE						
Annualized salary						

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PART TIME SALARIES	\$0	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
PERFORMANCE BONUSES	\$0	\$0	\$0	\$0	\$0	\$0
PAYROLL SERVICES	\$0	\$0	\$0	\$0	\$0	\$0

GENERAL OPERATING EXPENSES

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Instruction						
Professional development	\$30,000	\$20,100	\$21,300	\$21,600	\$21,900	\$21,900
Staff recruitment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Student recruitment and marketing	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Special Ed/Psychology Consultant	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
CMO Fee	\$0	\$0	\$0	\$0	\$0	\$0
Textbooks - initial costs	\$400,000	\$0	\$0	\$0	\$0	\$0
Textbooks - repurchase of new books	\$50,000	\$4,950	\$5,400	\$5,400	\$5,400	\$5,400
Library books	\$5	\$990	\$1,080	\$1,080	\$1,080	\$1,080
Food services	\$20,000	\$2,475	\$2,700	\$2,700	\$2,700	\$2,700
Music program	\$3	\$0	\$0	\$0	\$0	\$0
Management fees	\$0	\$128,819	\$144,745	\$149,088	\$153,560	\$158,167
Licensing fees	\$2,000	\$0	\$0	\$0	\$0	\$0
Charter application	\$15,000	\$14,850	\$16,200	\$16,200	\$16,200	\$16,200
Office supplies	\$30,000	\$29,700	\$32,400	\$32,400	\$32,400	\$32,400
Assessment costs	\$15	\$14,850	\$16,200	\$16,200	\$16,200	\$16,200
Supplies for students	\$0	\$0	\$0	\$0	\$0	\$0
Yearbook	\$0	\$0	\$0	\$0	\$0	\$0
School store	\$0	\$0	\$0	\$0	\$0	\$0
Contracted SPED	\$1,000	\$108,900	\$118,800	\$118,800	\$118,800	\$118,800
Instructional supplies - Teachers (just teaching faculty)	\$200	\$12,000	\$12,600	\$12,800	\$13,000	\$13,000
General office supplies	\$15,000	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400
School uniforms	\$0	\$0	\$0	\$0	\$0	\$0
School uniforms - returning students	\$0	\$0	\$0	\$0	\$0	\$0
General building decorum	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Health supplies	\$10,000	\$4,950	\$5,400	\$5,400	\$5,400	\$5,400
Bank fees	\$500	\$500	\$500	\$500	\$500	\$500
Athletic expenditures	\$5	\$5	\$5	\$5	\$5	\$5
Postage and shipping	\$2	\$1,980	\$2,160	\$2,160	\$2,160	\$2,160
Gifts & awards - students	\$5	\$4,950	\$5,400	\$5,400	\$5,400	\$5,400
Gifts & awards - faculty and staff	\$250	\$16,750	\$17,750	\$18,000	\$18,250	\$18,250
Dues and memberships	\$150	\$10,050	\$10,650	\$10,800	\$10,950	\$10,950

Assumptions

\$300	Per FTE
\$5,000	Per Year
\$20,000	Annual expense
\$35,000	Annual expense
\$0	Per Student
\$0	Per Student
5	Number of years use
\$5	Per student
\$1	Per student
\$3	Per Student
0%	% of S&L Revenues
2%	% of S&L Revenues
\$0	Per student
\$15	Per student
\$30	Per student
\$15	Per student
\$0	Per student
\$0	Per student
\$1,000	Per SPED student
\$200	Per instructional FTE
\$0	Per new student
\$0	Per returning student
\$2,500	Annual Exp
\$5	Per student per year
\$500	Annual Exp
\$5	Per Student
\$2	Per student
\$5	Per student
\$250	Per FTE
\$150	Per FTE

[[INSERT School Name]]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Travel and Meetings	\$2,500	\$6,700	\$7,200	\$7,200	\$7,300	\$7,300
Background checks		\$3,350	\$200	\$50	\$50	\$0
Accounting services		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Field trips		\$0	\$0	\$0	\$0	\$0
Field trips - out of state		\$0	\$0	\$0	\$0	\$0
Parent & staff meetings		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Saturday School (contractors for instruction)		\$0	\$0	\$0	\$0	\$0
Total Instructional Supplies	\$605,000	\$480,214	\$514,385	\$519,578	\$525,050	\$529,607
Per student	\$485	\$476	\$481	\$486	\$486	\$490

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Contracted Services		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Annual audit		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Legal funds		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Total Contract Services	\$2,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program		\$0	\$0	\$0	\$0	\$0
Breakfast		\$8,910	\$9,720	\$9,720	\$9,720	\$9,720
Lunch program		\$0	\$0	\$0	\$0	\$0
Snacks		\$0	\$0	\$0	\$0	\$0
Saturday food program		\$0	\$0	\$0	\$0	\$0
Total Food Costs	\$0	\$8,910	\$9,720	\$9,720	\$9,720	\$9,720

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TOTAL GENERAL OPERATING EXPENSES	\$607,500	\$496,624	\$531,605	\$536,798	\$542,270	\$546,827

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
ASSUMPTIONS	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Percentage of students transported	0%					
Students per bus	0					
Bus purchase price (used bus)	\$0					
Miles driven per bus per day	0					
Miles driven per bus per year	0					
Miles per gallon	0.00					
Gallons purchased per year	\$0.00					
Price per gallon	\$0.00					
Annual fuel costs per bus	\$0					
Maintenance costs per bus	\$10,000					
Annual maintenance costs per bus						
Bus Contracting Costs						
Number of students participating	0	0	0	0	0	0
Number of buses required	0	0	0	0	0	0
Bus purchasing costs	\$0	\$0	\$0	\$0	\$0	\$0
Fuel costs	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance costs	\$0	\$0	\$0	\$0	\$0	\$0
Bus Contracting Costs	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL TRANSPORTATION COSTS	\$0	\$0	\$0	\$0	\$0	\$0
Per student	NA	NA	NA	NA	NA	NA

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TOTAL EXPENSES	\$765,791	\$4,013,772	\$4,365,425	\$4,609,133	\$4,825,924	\$4,956,517

BUDGET SUMMARY

Name of School

Leadership Academy, North Las Vegas

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22

Number of Students	990	1080	1080	1080	1080
Number of Employees	67	71	72	73	73

REVENUE

DSA Funding	\$0	\$6,440,940	\$7,237,274	\$7,454,393	\$7,678,024	\$7,908,365
DSA Sponsorship Fee	\$0	\$96,614	\$108,559	\$111,816	\$115,170	\$118,625
State Special Education Funding	\$0	\$58,044	\$63,320	\$63,320	\$63,320	\$63,320
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0	\$0
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
R&E start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0	\$0
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$19,800	\$21,600	\$21,600	\$21,600	\$21,600
Private fundraising (foundations, corporate)	\$848,750	\$0	\$0	\$0	\$0	\$0
Private fundraising (Individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$848,750	\$6,422,170	\$7,213,636	\$7,427,497	\$7,647,774	\$7,874,660

EXPENSES

Personnel	\$158,291	\$3,517,098	\$3,833,820	\$4,072,335	\$4,283,653	\$4,409,689
General Operating Expenses	\$607,500	\$496,624	\$531,605	\$536,798	\$542,270	\$546,827
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$1,042,198	\$1,705,375	\$1,705,375	\$1,705,375	\$1,705,375
Technology & Equipment	\$3,894	\$376,626	\$116,598	\$99,566	\$99,784	\$100,634
TOTAL EXPENSES	\$769,685	\$5,432,546	\$6,187,398	\$6,414,074	\$6,631,083	\$6,762,526

SURPLUS/(DEFICIT)

Per student

	\$79,065	\$989,624	\$1,026,237	\$1,013,424	\$1,016,692	\$1,112,135
		\$1,000	\$950	\$938	\$941	\$1,030

Ending Fund Balance

	\$79,065	\$1,068,689	\$2,094,926	\$3,108,350	\$4,125,041	\$5,237,176
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School Name:

American Leadership Academy, North Las Vegas

Cash Flow Statement

2017-18

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October
REVENUES				
Type:				
Distributive School/ Acct	\$ 536,745.00	\$ 536,745.00	\$ 536,745.00	\$ 536,745.00
Donations				
State Special Ed	\$ 4,837.00	\$ 4,837.00	\$ 4,837.00	\$ 4,837.00
IDEA				
Fundraising				
Beginning Balance	\$ 79,065.00			\$ 10,000.00
Total Revenues	\$ 620,647.00	\$ 541,582.00	\$ 541,582.00	\$ 551,582.00
Total Revenues Y-T-D	\$ 620,647.00	\$ 1,162,229.00	\$ 1,703,811.00	\$ 2,255,393.00
EXPENDITURES				
Salaries & Benefits				
Salaries	\$ 241,250.00	\$ 241,250.00	\$ 241,250.00	\$ 241,250.00
Benefits	\$ 51,841.50	\$ 51,841.50	\$ 51,841.50	\$ 51,841.50
Total Salaries & Ben	\$ 293,091.50	\$ 293,091.50	\$ 293,091.50	\$ 293,091.50
Operating				
Supplies				
Rent				
Utilities	\$ 13,201.50	\$ 13,201.50	\$ 13,201.50	\$ 13,201.50
Contracts	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00
Textbooks				
Equipment				
General Operating Expenses	\$ 38,148.75	\$ 38,148.75	\$ 38,148.75	\$ 38,148.75
Insurance	\$ 6,773.33	\$ 6,773.33	\$ 6,773.33	\$ 6,773.33
Technology & Equipment	\$ 295,485.50	\$ 6,885.50	\$ 6,885.50	\$ 6,885.50
State Administrative Fees	\$ 8,051.17	\$ 8,051.17	\$ 8,051.17	\$ 8,051.17

Total Expenses	\$ 655,376.75	\$ 366,776.75	\$ 366,776.75	\$ 366,776.75	\$ 366,776.75
Total Expenses Y-T-D	\$ 655,376.75	\$ 1,022,153.50	\$ 1,388,930.25	\$ 1,755,707.00	\$ 1,755,707.00
Percent of Budget	33.23%	51.82%	70.42%		89.01%

Net change in Cash (F/B)	\$ (34,729.75)	\$ 174,805.25	\$ 174,805.25	\$ 184,805.25
Begin Cash Balance(F/B)	\$ -	\$ (34,729.75)	\$ 140,075.50	\$ 314,880.75
End Cash Balance (F/B)	\$ (34,729.75)	\$ 140,075.50	\$ 314,880.75	\$ 499,686.00

School Name: American Leadership Academy, North Las Vegas

PROJECTED		PROJECTED		Total Projected	Final Approved Budget	Variance
May	June					
\$ 536,745.00	\$ 536,745.00	\$ 6,440,940.00	\$ 6,245,760.00	\$ 195,180.00		
\$ 4,837.00	\$ 4,837.00	\$ 58,044.00	\$ 56,285.00	\$ 1,759.00		
		\$ 19,200.00	\$ 19,200.00	\$ -		
		\$ 79,065.00		\$ 79,065.00		
\$ 541,582.00	\$ 541,582.00	\$ 49,907,025.00	\$ 6,321,245.00	\$ 43,585,780.00		
\$ 6,055,667.00	\$ 6,597,249.00					
\$ 241,250.00	\$ 241,250.00	\$ 2,895,000.00	\$ 2,895,000.00	\$ -		
\$ 51,841.50	\$ 51,841.50	\$ 622,098.00	\$ 622,098.00	\$ -		
\$ 293,091.50	\$ 293,091.50	\$ 3,517,098.00	\$ 3,517,098.00	\$ -		
\$ 100,312.50	\$ 100,312.50	\$ 802,500.00	\$ 802,500.00	\$ -		
\$ 13,201.50	\$ 13,201.50	\$ 158,418.00	\$ 158,418.00	\$ -		
\$ 625.00	\$ 625.00	\$ 7,500.00	\$ 7,500.00	\$ -		
\$ 38,148.75	\$ 38,148.75	\$ 457,785.00	\$ 457,785.00	\$ -		
\$ 6,773.34	\$ 6,773.34	\$ 81,280.00	\$ 81,280.00	\$ -		
\$ 6,885.50	\$ 6,885.50	\$ 371,226.00	\$ 371,226.00	\$ (40.00)		
\$ 8,051.17	\$ 8,051.17	\$ 96,614.04	\$ 93,686.00	\$ 2,928.04		



**American Leadership Academy – North Las Vegas
Attachment 20 – Regional Network Level Budget**

As described in the application, American Leadership Academy – North Las Vegas will supply the vast majority of its own leadership. Through the licensing agreement, the services provided by the EMO, American Leadership Academy, Inc., are limited and only require a small staff. The budget below reflects the EMO's network budget for its operations in Nevada. The budget assumes that ALA – NLV grows campuses as outlined in the application.

	2017	2018	2019	2020	2021	2022
TOTAL REVENUE	\$128,819.00	\$273,564.00	\$422,652.00	\$705,031.00	\$750,305.00	\$901,634.00
EXPENSES						
Personnel	\$117,500.00	\$147,500.00	\$147,500.00	\$157,500.00	\$157,500.00	\$195,000.00
Travel	\$5,000.00	\$7,500.00	\$10,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Operating Expenses	\$5,000.00	\$30,000.00	\$40,000.00	\$60,000.00	\$65,000.00	\$75,000.00
TOTAL EXPENSES	\$127,500.00	\$185,000.00	\$197,500.00	\$232,500.00	\$237,500.00	\$285,000.00
NET INCOME	\$1,319.00	\$88,564.00	\$225,152.00	\$472,531.00	\$512,805.00	\$616,634.00

AMERICAN LEADERSHIP ACADEMY, INC.

**FINANCIAL STATEMENTS
(WITH INDEPENDENT AUDITOR'S REPORT)**

AS OF JUNE 30, 2013

AND

FOR THE YEAR THEN ENDED

**AMERICAN LEADERSHIP ACADEMY, INC.
FINANCIAL STATEMENTS
JUNE 30, 2013**

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Joel D. Huber, CPA, P.C.

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INDEPENDENT AUDITOR'S REPORT

The Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

Report on the Financial Statements

I have audited the accompanying statement of financial position of American Leadership Academy, Inc. (an Arizona nonprofit corporation) as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise American Leadership Academy, Inc.'s basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, I express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of American Leadership Academy, Inc., as of June 30, 2013, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

In accordance with *United States Government Auditing Standards*, I have also issued a report dated October 30, 2013, on my consideration of American Leadership Academy, Inc.'s internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *United States Government Auditing Standards* and should be considered in assessing the results of my audit.



Joel D. Huber, CPA, P.C.

Mesa, Arizona

October 30, 2013

Joel D. Huber, CPA, P.C.

Certified Public Accountant

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2013

Assets:

Current Assets	
Cash	\$ 1,259,782
Bond operating reserve (restricted)	299,820
Prepaid expenses	411,185
Employee advances and other current assets	3,900
Total Current Assets	<u>1,974,687</u>

Property and equipment, net of accumulated depreciation of \$901,952	12,582,796
---	------------

Other Assets	
Bond debt service reserve	952,860
Deposits	3,200
Note receivable	9,388
	<u>965,448</u>

Total Assets	\$ <u>15,522,931</u>
---------------------	-----------------------------

Liabilities and net assets:

Current Liabilities	
Accounts payable	\$ 184,183
Credit cards	24,944
Line of credit	100,000
Accrued expenses	467,652
Current portion of notes payable	60,767
	<u>837,546</u>
Total Current Liabilities	837,546

Notes payable long-term portion	355,776
San Tan bonds payable - A bonds	10,664,025
San Tan bonds payable - B bonds	454,025
	<u>11,474,826</u>
Total Liabilities	12,311,372

Net Assets:

Unrestricted	3,211,559
Temporarily Restricted	0
	<u>3,211,559</u>
Total Net Assets	3,211,559

Total Net Assets and Liabilities	\$ <u>15,522,931</u>
---	-----------------------------

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues, Gains, and Other Support:			
Equalization and governmental revenues	\$ 15,926,562	\$ 0	\$ 15,926,562
Grants and contributions	929,954		929,954
Other	320,540		320,540
	<u>17,177,056</u>	<u>0</u>	<u>17,177,056</u>
Expenses and Losses:			
Program services			
Instruction and operation	14,430,171		14,430,171
Supporting services			
Administration	845,695		845,695
	<u>15,275,866</u>	<u>0</u>	<u>15,275,866</u>
Increase (decrease) in net assets	1,901,190		1,901,190
Net Assets (deficit) at beginning of year	<u>1,310,369</u>		<u>1,310,369</u>
Net Assets (deficit) at end of year	<u>\$ 3,211,559</u>	<u>\$ 0</u>	<u>\$ 3,211,559</u>

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2013**

Cash flows from operating activities:	
Change in net assets	\$ 1,901,190
Adjustments to reconcile change in net assets to cash provided by operating activities:	
Depreciation	580,152
Increase in bond operating reserve	(10,471)
Increase in prepaid expenses	(170,259)
Decrease in employee advances, deposits, and other current assets	22,485
Decrease in accounts payable	(56,653)
Increase in accrued expenses	252,644
Increase in credit cards	11,539
Increase in line of credit	40,000
	<hr/>
Net cash provided by operating activities	2,570,627
 Cash flows from investing activities:	
Purchase of property and equipment	(1,761,367)
	<hr/>
Net cash used by investing activities	(1,761,367)
 Cash flows from financing activities:	
Proceeds from notes payable	31,718
Principal payments on notes payable	(40,166)
	<hr/>
Net cash used by financing activities	(8,448)
	<hr/>
Net increase in cash and cash equivalents	800,812
Cash and cash equivalents at beginning of year	458,970
	<hr/>
Cash and cash equivalents at end of year	\$ 1,259,782
	<hr/> <hr/>
 Supplemental disclosures of cash flow information:	
Interest paid	\$ 776,986
Income tax paid	\$ 0

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 1 - ORGANIZATION

American Leadership Academy, Inc. (School) is an Arizona not-for-profit corporation organized in 2009 to establish and operate a charter school which offers a strong academic foundation focusing on personal achievement and mastery; a recognition and appreciation for America's freedoms, history, and world contributions; and reverence for life cultivated through exposure to science, arts, service, and agriculture. The School operates under a Charter Contract with the Arizona State Board of Education which mandates policy and operational guidelines. During the fiscal year ending June 30, 2013, the School provided educational services to students in the kindergarten through twelfth grades in Gilbert, San Tan Valley, Mesa and Queen Creek, Arizona and was funded primarily through state equalization assistance.

The School is exempt from Federal and Arizona income taxes on its exempt function income under Section 501 (c) (3) of the Internal Revenue Code. The School does not receive any non-exempt income and is not a private foundation.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

BASIS OF ACCOUNTING

Assets, liabilities, support, revenues, and expenses are recognized using the accrual basis of accounting.

RECOGNITION OF DONOR RESTRICTED SUPPORT

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

PROPERTY AND EQUIPMENT

Land, buildings, and improvements with a cost of \$3,000 or more and vehicles, furniture, and equipment with both a cost of \$3,000 or more and an estimated life of one year or more are capitalized. Assets are stated at cost or fair market value at date of gift if contributed. Donations of property and equipment are recorded as support at their estimated fair values. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Depreciation of vehicles, furniture and equipment is provided on a straight-line basis over the estimated useful lives of the respective assets, ranging from 3 to 10 years. Buildings and improvements are amortized over 15 to 30 years.

DONATIONS

Donated services are recognized only if the services received either create or enhance nonfinancial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. A number of volunteers have made contributions of their time to the School to help with programs, provide clerical support, and assist with general maintenance. The value of this contributed time is not reflected in the financial statements since it does not meet the recognition criteria.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

USE OF ESTIMATES

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses.

CASH EQUIVALENTS

For the purposes of the statement of cash flows, American Leadership Academy, Inc. considers cash operating bank accounts, money market accounts and cash on hand to be cash or cash equivalents.

NOTE 3 - PROPERTY AND EQUIPMENT

The following classes of property and equipment are reflected in the accompanying financial statements at June 30, 2013:

Land, building and improvements	\$ 10,293,366
Furniture, equipment and other	2,923,469
Vehicles	<u>267,913</u>
	13,484,748
Less Accumulated Depreciation	<u>(901,952)</u>
	<u>\$ 12,582,796</u>

Depreciation expense for the year ended June 30, 2013 was \$580,152.

NOTE 4 - NOTES PAYABLE

The School is obligated under various payable. One for a telephone system that carries a balance at June 30, 2013 of \$8,235, The other three notes are all for vehicle purchases. At June 30, 2013 the balance was \$416,543. The estimated future minimum payments at June 30, 2013 are as follows:

Year ending June 30:

2014	\$ 89,556
2015	89,556
2016	89,556
2017	89,556
2018 and thereafter	<u>89,556</u>
Total payments payable	447,780
Less: interest	<u>(31,237)</u>
Present value of note payable	<u>\$ 416,543</u>

Interest expense associated with the notes totaled \$44,738 for the year ended June 30, 2013.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 5 - BONDS PAYABLE

In December 2011, to obtain capital for purchasing and building facilities for current and future students, the School entered into two bond agreements. The A bond series carried a debt balance at June 30, 2013 of \$10,664,025 and the B bond series carried a debt balance at June 30, 2013 of \$454,025. The bond agreements require the School to carry a bond operating reserve and a bond debt service reserve, at June 30, 2013 the balances, respectively, were \$299,820 and \$952,860.

Monthly payments for the bond debt service began in March 2012 and continue through July 2042. Interest only payments are required until July 2017, when yearly principal payments start in addition to the continued monthly interest payments. The estimated future minimum payments at June 30, 2013 are as follows:

Year ending June 30:	
2014	\$ 812,924
2015	812,924
2016	812,924
2017	812,924
2018 and thereafter	<u>25,456,042</u>
Total payments payable	28,707,738
Less: interest	<u>(17,589,688)</u>
Bond debt payable	<u>\$ 11,118,050</u>

Interest expense associated with the bonds totaled \$732,248 for the year ended June 30, 2013.

NOTE 6 - LEASE COMMITMENTS

The School has operating leases for use of the facilities at certain locations. The leases will each expire in approximately 20 years, around 2031 or shortly thereafter. Lease expenses for the year ended June 30, 2013 were \$1,162,928. The future minimum payments required under the lease terms are:

<u>For the Year Ended June 30,</u>	<u>Operating Leases</u>
2014	\$ 3,499,713
2015	3,632,842
2016	3,738,600
2017	3,847,446
2018	3,993,798
2019 and thereafter	<u>63,264,284</u>
Total minimum lease payments	<u>\$ 81,976,683</u>

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 7 - ECONOMIC DEPENDENCY

American Leadership Academy, Inc. receives a substantial amount of its support from a government contract. A significant reduction in the level of support from this source may have a material effect on the School's continuing operations.

NOTE 8 - FAIR VALUES OF FINANCIAL INSTRUMENTS

Unless otherwise indicated, the fair values of all reported assets and liabilities which represent financial instruments (none of which are held for trading purposes) approximate the carrying values of such amounts.

NOTE 9 - PENSION PLAN

The School participates in the State of Arizona Retirement System and other plans depending on the type of employee covered. Total contributions to the plans during the year ended June 30, 2013 were \$242,194.

NOTE 10 - CONCENTRATION OF CREDIT RISK

The School places its cash with high quality credit institutions. At times, such cash may be in excess of Federal Depository Insurance Corporation (FDIC) insurance limits.

SPECIAL AUDIT REPORT

Joel D. Huber, CPA, P.C.

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REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

I have audited the financial statements of American Leadership Academy, Inc. as of and for the year ended June 30, 2013, and have issued my report thereon dated October 30, 2013. I conducted my audit in accordance with United States generally accepted auditing standards and the standards applicable to financial audits contained in *United States Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing my audit, I considered American Leadership Academy, Inc.'s internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Leadership Academy, Inc.'s internal control over financial reporting. Accordingly, I do not express an opinion on the effectiveness of the Company's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be a material weakness, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether American Leadership Academy, Inc.'s financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and, accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance that are required to be reported under *United States Government Auditing Standards*.

This report is intended for the information and use of the Board of Directors, Management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Joel D. Huber, CPA, P.C.
Joel D. Huber, CPA, P.C.
October 30, 2013

Joel D. Huber, CPA, P.C.
Certified Public Accountant

AMERICAN LEADERSHIP ACADEMY, INC.

**FINANCIAL STATEMENTS
(WITH INDEPENDENT AUDITOR'S REPORT)**

AS OF JUNE 30, 2014

AND

FOR THE YEAR THEN ENDED

**AMERICAN LEADERSHIP ACADEMY, INC.
FINANCIAL STATEMENTS
JUNE 30, 2014**

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INDEPENDENT AUDITOR'S REPORT

The Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

Report on the Financial Statements

I have audited the accompanying statement of financial position of American Leadership Academy, Inc. (an Arizona nonprofit corporation) as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise American Leadership Academy, Inc.'s basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, I express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of American Leadership Academy, Inc., as of June 30, 2014, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

In accordance with *United States Government Auditing Standards*, I have also issued a report dated October 13, 2014, on my consideration of American Leadership Academy, Inc.'s internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *United States Government Auditing Standards* and should be considered in assessing the results of my audit.



Joel D. Huber, CPA, P.C.

Mesa, Arizona

October 13, 2014

Joel D. Huber, CPA, P.C.

Certified Public Accountant

2

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2014

Assets:	
Current Assets	
Cash	\$ 1,206,577
Bond operating reserve (restricted)	372,407
Prepaid expenses	<u>1,098,560</u>
Total Current Assets	2,677,544
Property and equipment, net of accumulated depreciation of \$1,865,406	13,441,508
Other Assets	
Bond debt service reserve	952,860
Construction in progress	212,471
Notes receivable	9,388
Loan to board member	6,500
Deposits	<u>3,200</u>
Total Assets	<u>\$ 17,303,471</u>
Liabilities and net assets:	
Current Liabilities	
Accounts payable	\$ 406,217
Credit cards	53,037
Accrued expenses	535,864
Current portion of notes payable	<u>356,003</u>
Total Current Liabilities	1,351,121
Notes payable long-term portion	1,793,840
San Tan bonds payable - A bonds	10,664,025
San Tan bonds payable - B bonds	<u>454,025</u>
Total Liabilities	<u>14,263,011</u>
Net Assets:	
Unrestricted	3,040,460
Temporarily Restricted	<u>0</u>
Total Net Assets	<u>3,040,460</u>
Total Net Assets and Liabilities	<u>\$ 17,303,471</u>

See accompanying notes to the financial statements

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2014

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues, Gains, and Other Support:			
Equalization and governmental revenues	\$ 19,073,431	\$ 0	\$ 19,073,431
Grants and contributions	399,454		
Other	482,554		482,554
Total Revenues, Gains, and Other Support	<u>19,955,439</u>	<u>0</u>	<u>19,955,439</u>
Expenses and Losses:			
Program services			
Instruction and operation	19,321,291		19,321,291
Supporting services			
Administration	805,248		805,248
Total Expenses	<u>20,126,539</u>	<u>0</u>	<u>20,126,539</u>
Increase (decrease) in net assets	(171,100)		(171,100)
Net Assets (deficit) at beginning of year	<u>3,211,560</u>		<u>3,211,560</u>
Net Assets (deficit) at end of year	<u>\$ 3,040,460</u>	<u>\$ 0</u>	<u>\$ 3,040,460</u>

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2014**

Cash flows from operating activities:	
Change in net assets	\$ (171,100)
Adjustments to reconcile change in net assets to cash provided by operating activities:	
Depreciation	974,125
Increase in bond operating reserve	(72,587)
Increase in prepaid expenses	(687,375)
Decrease in employee advances, deposits, and other current assets	3,900
Increase in loan to board member	(6,500)
Increase in accounts payable	222,034
Increase in accrued expenses	68,212
Increase in credit cards	20,852
Decrease in line of credit	(100,000)
	<hr/>
Net cash provided by operating activities	251,561
	<hr/>
Cash flows from investing activities:	
Increase in construction in progress	(212,471)
Purchase of property and equipment	(1,805,482)
	<hr/>
Net cash used by investing activities	(2,017,953)
	<hr/>
Cash flows from financing activities:	
Proceeds from notes payable	1,978,123
Principal payments on notes payable	(264,936)
	<hr/>
Net cash provided by financing activities	1,713,187
	<hr/>
Net decrease in cash and cash equivalents	(53,205)
Cash and cash equivalents at beginning of year	1,259,782
	<hr/>
Cash and cash equivalents at end of year	\$ 1,206,577
	<hr/> <hr/>
Supplemental disclosures of cash flow information:	
Interest paid	\$ 865,733
Income tax paid	\$ 0

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2014**

NOTE 1 - ORGANIZATION

American Leadership Academy, Inc. (School) is an Arizona not-for-profit corporation organized in 2009 to establish and operate a charter school which offers a strong academic foundation focusing on personal achievement and mastery; a recognition and appreciation for America's freedoms, history, and world contributions; and reverence for life cultivated through exposure to science, arts, service, and agriculture. The School operates under a Charter Contract with the Arizona State Board of Education which mandates policy and operational guidelines. During the fiscal year ending June 30, 2014, the School provided educational services to students in the kindergarten through twelfth grades in Gilbert, San Tan Valley, Mesa and Queen Creek, Arizona and was funded primarily through state equalization assistance.

The School is exempt from Federal and Arizona income taxes on its exempt function income under Section 501 (c) (3) of the Internal Revenue Code. The School does not receive any non-exempt income and is not a private foundation.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

BASIS OF ACCOUNTING

Assets, liabilities, support, revenues, and expenses are recognized using the accrual basis of accounting.

RECOGNITION OF DONOR RESTRICTED SUPPORT

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

PROPERTY AND EQUIPMENT

Land, buildings, and improvements with a cost of \$3,000 or more and vehicles, furniture, and equipment with both a cost of \$3,000 or more and an estimated life of one year or more are capitalized. Assets are stated at cost or fair market value at date of gift if contributed. Donations of property and equipment are recorded as support at their estimated fair values. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Depreciation of vehicles, furniture and equipment is provided on a straight-line basis over the estimated useful lives of the respective assets, ranging from 3 to 10 years. Buildings and improvements are amortized over 15 to 30 years.

DONATIONS

Donated services are recognized only if the services received either create or enhance nonfinancial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. A number of volunteers have made contributions of their time to the School to help with programs, provide clerical support, and assist with general maintenance. The value of this contributed time is not reflected in the financial statements since it does not meet the recognition criteria.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2014**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

USE OF ESTIMATES

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses.

CASH EQUIVALENTS

For the purposes of the statement of cash flows, American Leadership Academy, Inc. considers cash operating bank accounts, money market accounts and cash on hand to be cash or cash equivalents.

NOTE 3 - PROPERTY AND EQUIPMENT

The following classes of property and equipment are reflected in the accompanying financial statements at June 30, 2014:

Land, building and improvements	\$ 11,942,762
Furniture, equipment and other	3,083,580
Vehicles	<u>280,572</u>
	15,306,914
Less Accumulated Depreciation	<u>(1,865,406)</u>
	<u>\$ 13,441,508</u>

Depreciation expense for the year ended June 30, 2014 was \$974,125.

NOTE 4 - NOTES PAYABLE

The School is obligated under various notes payable. At June 30, 2014 the balance was \$2,149,843. The estimated future minimum payments at June 30, 2014 are as follows:

Year ending June 30:

2015	\$ 427,395
2016	761,117
2017	692,194
2018	492,664
2019 and thereafter	<u>1,402</u>
Total payments payable	2,374,772
Less: interest	<u>(224,929)</u>
Present value of note payable	<u>\$ 2,149,843</u>

Interest expense associated with the notes totaled \$66,662 for the year ended June 30, 2014.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2014**

NOTE 5 - BONDS PAYABLE

In December 2011, to obtain capital for purchasing and building facilities for current and future students, the School entered into two bond agreements. The A bond series carried a debt balance at June 30, 2014 of \$10,664,025 and the B bond series carried a debt balance at June 30, 2014 of \$454,025. The bond agreements require the School to carry a bond operating reserve and a bond debt service reserve, at June 30, 2014 the balances, respectively, were \$372,407 and \$952,860.

Monthly payments for the bond debt service began in March 2012 and continue through July 2042. Interest only payments are required until July 2017, when yearly principal payments start in addition to the continued monthly interest payments. The estimated future minimum payments at June 30, 2014 are as follows:

Year ending June 30:	
2015	\$ 812,924
2016	812,924
2017	812,924
2018	812,924
2019 and thereafter	<u>24,643,118</u>
Total payments payable	27,894,814
Less: interest	<u>(16,776,764)</u>
Bond debt payable	<u>\$ 11,118,050</u>

Interest expense associated with the bonds totaled \$799,071 for the year ended June 30, 2014.

NOTE 6 - LEASE COMMITMENTS

The School has operating leases for use of the facilities at certain locations. The leases will each expire in approximately 20 years, around 2031 or shortly thereafter. Lease expenses for the year ended June 30, 2014 were \$4,129,362. The future minimum payments required under the lease terms are:

<u>For the Year Ended June 30,</u>	<u>Operating Leases</u>
2015	\$ 3,632,842
2016	3,738,600
2017	3,847,446
2018	3,993,798
2019	4,177,607
2020 and thereafter	<u>59,270,486</u>
Total minimum lease payments	<u>\$ 78,660,779</u>

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2014**

NOTE 7 - ECONOMIC DEPENDENCY

American Leadership Academy, Inc. receives a substantial amount of its support from a government contract. A significant reduction in the level of support from this source may have a material effect on the School's continuing operations.

NOTE 8 - FAIR VALUES OF FINANCIAL INSTRUMENTS

Unless otherwise indicated, the fair values of all reported assets and liabilities which represent financial instruments (none of which are held for trading purposes) approximate the carrying values of such amounts.

NOTE 9 - PENSION PLAN

The School participates in the State of Arizona Retirement System and other plans depending on the type of employee covered. Total contributions to the plans during the year ended June 30, 2014 were \$312,176.

NOTE 10 - SUBSEQUENT EVENTS

Management has evaluated subsequent events thru October 13, 2014, the date the financial statements were prepared. The School has entered into a note with a local bank on July 24, 2014 for \$531,000. Monthly payments of \$15,791, which includes interest and principle are required through July 2017.

NOTE 11 - CONCENTRATION OF CREDIT RISK

The School places its cash with high quality credit institutions. At times, such cash may be in excess of Federal Depository Insurance Corporation (FDIC) insurance limits.

SPECIAL AUDIT REPORT

Joel D. Huber, CPA, P.C.

Certified Public Accountant

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

I have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *United States Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of American Leadership Academy, Inc. which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements and have issued my report thereon dated October 13, 2014

Internal Control Over Financial Reporting

In planning and performing my audit of the financial statements, I considered American Leadership Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Leadership Academy, Inc.'s internal control. Accordingly, I do not express an opinion on the effectiveness of the Company's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during my audit I did not identify any deficiencies in internal control that I consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether American Leadership Academy, Inc.'s financial statements are free from material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and, accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

This report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Joel D. Huber, CPA, P.C.
Joel D. Huber, CPA, P.C.
October 13, 2014

Joel D. Huber, CPA, P.C.
Certified Public Accountant

AMERICAN LEADERSHIP ACADEMY, INC.

FINANCIAL STATEMENTS

(WITH INDEPENDENT AUDITOR'S REPORT)

AS OF JUNE 30, 2015

AND

FOR THE YEAR THEN ENDED

**AMERICAN LEADERSHIP ACADEMY, INC.
FINANCIAL STATEMENTS
JUNE 30, 2015**

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Joel D. Huber, CPA, P.C.

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INDEPENDENT AUDITOR'S REPORT

The Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

Report on the Financial Statements

I have audited the accompanying statement of financial position of American Leadership Academy, Inc. (an Arizona nonprofit corporation) as of June 30, 2015, and the related statements of activities, and cash flows for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise American Leadership Academy, Inc.'s basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, I express no such opinion.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of American Leadership Academy, Inc., as of June 30, 2015, and the respective changes in financial position and cash flows thereof for the year ended June 30, 2015 in accordance with accounting principles generally accepted in the United States of America.

Other Matters

In accordance with *United States Government Auditing Standards*, I have also issued a report dated June 30, 2015, on my consideration of American Leadership Academy, Inc.'s internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *United States Government Auditing Standards* and should be considered in assessing the results of my audit.

Joel D. Huber, CPA, P.C.

Joel D. Huber, CPA, P.C.
Mesa, Arizona
August 24, 2015

Joel D. Huber, CPA, P.C.
Certified Public Accountant

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2015

Assets:

Current Assets

Cash	\$ 1,963,164
Bond operating reserve (restricted)	392,775
Prepaid expenses	<u>679,084</u>

Total Current Assets 3,035,023

Property and equipment,

net of accumulated depreciation of \$1,865,406 93,424,531

Other Assets

Bond debt service reserve	952,860
Construction in progress	17,692
Notes receivable	<u>2,478</u>

Total Assets **\$ 97,432,584**

Liabilities and net assets:

Current Liabilities

Accounts payable	\$ 236,102
Credit cards	48,818
Accrued expenses	843,598
Lines of credit payable	348,000
Current portion of capital leases payable	5,975,005
Current portion of notes payable	<u>109,821</u>

Total Current Liabilities 7,561,344

Capital leases payable

68,712,559

Notes payable long-term portion

2,086,591

San Tan bonds payable - A bonds

10,664,025

San Tan bonds payable - B bonds

454,025

Total Liabilities 89,478,544

Net Assets:

Unrestricted 7,954,040

Temporarily Restricted 0

Total Net Assets 7,954,040

Total Net Assets and Liabilities **\$ 97,432,584**

See accompanying notes to the financial statements

AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues, Gains, and Other Support:			
Equalization and governmental revenues	\$ 23,671,949	\$ 0	\$ 23,671,949
Grants and contributions	2,056,791		
Other	493,528		493,528
	<u>26,222,268</u>	<u>0</u>	<u>26,222,268</u>
Expenses and Losses:			
Program services			
Instruction and operation	20,023,283		20,023,283
Supporting services:			
Administration	1,285,405		1,285,405
	<u>21,308,688</u>	<u>0</u>	<u>21,308,688</u>
Increase (decrease) in net assets	4,913,580		4,913,580
Net Assets (deficit) at beginning of year	<u>3,040,460</u>		<u>3,040,460</u>
Net Assets (deficit) at end of year	<u>\$ 7,954,040</u>	<u>\$ 0</u>	<u>\$ 7,954,040</u>

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2015**

Cash flows from operating activities:	
Change in net assets	\$ 4,913,580
Adjustments to reconcile change in net assets to cash provided by operating activities:	
Depreciation	1,086,719
Increase in bond operating reserve	(20,368)
Decrease in prepaid expenses	419,476
Decrease in deposits	3,200
Decrease in loan to board member	6,500
Decrease in operating notes receivable	6,910
Decrease in accounts payable	(170,115)
Increase in accrued expenses	307,734
Decrease in credit cards	(4,219)
Increase in line of credit	348,000
	<hr/>
Net cash provided by operating activities	<u>6,897,417</u>
 Cash flows from investing activities:	
Decrease in construction in progress	194,779
Purchase of property and equipment	(6,374,938)
	<hr/>
Net cash used by investing activities	<u>(6,180,159)</u>
 Cash flows from financing activities:	
Proceeds from notes payable	597,622
Principal payments on notes payable	(558,293)
	<hr/>
Net cash provided by financing activities	<u>39,329</u>
 Net increase in cash and cash equivalents	 <u>756,587</u>
 Cash and cash equivalents at beginning of year	 <u>1,206,577</u>
 Cash and cash equivalents at end of year	 <u><u>\$ 1,963,164</u></u>
 Supplemental disclosures of cash flow information:	
Interest paid	\$ 986,074
Income tax paid	\$ 0

See accompanying notes to the financial statements

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 1 - ORGANIZATION

American Leadership Academy, Inc. (School) is an Arizona not-for-profit corporation organized in 2009 to establish and operate a charter school which offers a strong academic foundation focusing on personal achievement and mastery; a recognition and appreciation for America's freedoms, history, and world contributions; and reverence for life cultivated through exposure to science, arts, service, and agriculture. The School operates under a Charter Contract with the Arizona State Board of Education which mandates policy and operational guidelines. During the fiscal year ending June 30, 2015, the School provided educational services to students in the kindergarten through twelfth grades in Gilbert, San Tan Valley, Mesa and Queen Creek, Arizona and was funded primarily through state equalization assistance.

The School is exempt from Federal and Arizona income taxes on its exempt function income under Section 501 (c) (3) of the Internal Revenue Code. The School does not receive any non-exempt income and is not a private foundation.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

BASIS OF ACCOUNTING

Assets, liabilities, support, revenues, and expenses are recognized using the accrual basis of accounting.

RECOGNITION OF DONOR RESTRICTED SUPPORT

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

PROPERTY AND EQUIPMENT

Land, buildings, and improvements with a cost of \$3,000 or more and vehicles, furniture, and equipment with both a cost of \$3,000 or more and an estimated life of one year or more are capitalized. Assets are stated at cost or fair market value at date of gift if contributed. Donations of property and equipment are recorded as support at their estimated fair values. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted support. Absent donor stipulations regarding how long those donated assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired assets are placed in service as instructed by the donor. The School reclassifies temporarily restricted net assets to unrestricted net assets at that time. Depreciation of vehicles, furniture and equipment is provided on a straight-line basis over the estimated useful lives of the respective assets, ranging from 3 to 10 years. Buildings and improvements are amortized over 15 to 30 years.

DONATIONS

Donated services are recognized only if the services received either create or enhance nonfinancial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. A number of volunteers have made contributions of their time to the School to help with programs, provide clerical support, and assist with general maintenance. The value of this contributed time is not reflected in the financial statements since it does not meet the recognition criteria.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

USE OF ESTIMATES

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses.

CASH EQUIVALENTS

For the purposes of the statement of cash flows, American Leadership Academy, Inc. considers cash operating bank accounts, money market accounts and cash on hand to be cash or cash equivalents.

NOTE 3 - PROPERTY AND EQUIPMENT

The following classes of property and equipment are reflected in the accompanying financial statements at June 30, 2015:

Land, building and improvements	\$ 12,092,095
Capital lease buildings and land	80,096,053
Furniture, equipment and other	3,808,904
Vehicles	<u>529,803</u>
	96,526,855
Less Accumulated Depreciation	<u>(3,102,324)</u>
	<u>\$ 93,424,531</u>

Depreciation expense for the year ended June 30, 2015 was \$1,236,918.

NOTE 4 - NOTES PAYABLE

The School is obligated under various notes payable. At June 30, 2015 the balance was \$2,149,843. The estimated future minimum payments at June 30, 2015 are as follows:

Year ending June 30:

2016	\$ 761,117
2017	692,194
2018	492,664
2019	492,664
2020 and thereafter	<u>0</u>
Total payments payable	2,438,639
Less: interest	<u>(242,227)</u>
Present value of note payable	<u>\$ 2,196,412</u>

Interest expense associated with the notes totaled \$186,949 for the year ended June 30, 2015.

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 5 - BONDS PAYABLE

In December 2011, to obtain capital for purchasing and building facilities for current and future students, the School entered into two bond agreements. The A bond series carried a debt balance at June 30, 2015 of \$10,664,025 and the B bond series carried a debt balance at June 30, 2015 of \$454,025. The bond agreements require the School to carry a bond operating reserve and a bond debt service reserve, at June 30, 2015 the balances, respectively, were \$372,407 and \$952,860.

Monthly payments for the bond debt service began in March 2012 and continue through July 2042. Interest only payments are required until July 2017, when yearly principal payments start in addition to the continued monthly interest payments. The estimated future minimum payments at June 30, 2015 are as follows:

Year ending June 30:		
2015	\$	812,924
2016		812,924
2017		812,924
2018		812,924
2019 and thereafter		<u>24,643,118</u>
Total payments payable		27,894,814
Less: interest		<u>(16,776,764)</u>
Bond debt payable		<u>\$ 11,118,050</u>

Interest expense associated with the bonds totaled \$799,071 for the year ended June 30, 2015.

NOTE 6 - CAPITAL LEASE COMMITMENTS

The School has capital leases for use of the facilities at certain locations. The leases will each expire in approximately 20 years, around 2031 or shortly thereafter. Management expects to convert each to purchase contracts prior to expiration. Lease expenses for the year ended June 30, 2015 were \$4,129,362. The future minimum payments required under the lease terms are:

	For the Year Ended June 30,	Operating Leases
2016		\$ 3,738,600
2017		3,847,446
2018		3,993,798
2019		4,177,607
2020		4,399,074
2021 and thereafter		<u>59,270,486</u>
Total minimum lease payments		<u>\$ 79,427,011</u>

**AMERICAN LEADERSHIP ACADEMY, INC.,
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 7 - ECONOMIC DEPENDENCY

American Leadership Academy, Inc. receives a substantial amount of its support from a government contract. A significant reduction in the level of support from this source may have a material effect on the School's continuing operations.

NOTE 8 - FAIR VALUES OF FINANCIAL INSTRUMENTS

Unless otherwise indicated, the fair values of all reported assets and liabilities which represent financial instruments (none of which are held for trading purposes) approximate the carrying values of such amounts.

NOTE 9 - PENSION PLAN

The School participates in the State of Arizona Retirement System and other plans depending on the type of employee covered. Total contributions to the plans during the year ended June 30, 2015 were \$207,494.

NOTE 10 - SUBSEQUENT EVENTS

Management has considered potential significant subsequent events thru August 24, 2015, the date the financial statements were prepared.

NOTE 11 - CONCENTRATION OF CREDIT RISK

The School places its cash with high quality credit institutions. At times, such cash may be in excess of Federal Depository Insurance Corporation (FDIC) insurance limits.

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SPECIAL AUDIT REPORT

Joel D. Huber, CPA, P.C.

Certified Public Accountant

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Mesa, Arizona 85204
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Member of the American
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Accountants

Member of the Arizona
Society of CPA's

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
American Leadership Academy, Inc.
Gilbert, Arizona

I have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *United States Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of American Leadership Academy, Inc. which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements and have issued my report thereon dated August 24, 2015.

Internal Control Over Financial Reporting

In planning and performing my audit of the financial statements, I considered American Leadership Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of American Leadership Academy, Inc.'s internal control. Accordingly, I do not express an opinion on the effectiveness of the Company's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during my audit I did not identify any deficiencies in internal control that I consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether American Leadership Academy, Inc.'s financial statements are free from material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit and, accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

This report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Joel D. Huber, CPA, P.C.
Joel D. Huber, CPA, P.C.
August 24, 2015

Joel D. Huber, CPA, P.C.
Certified Public Accountant



American Leadership Academy – North Las Vegas

ATTACHMENT 22 – SCHOOL AUDITS

Please refer to Attachment 21. The EMO is the charter holder and operates all Arizona schools under the same non-profit corporation. As such, there is only one audit for all schools and the audit is the same for the EMO.

Charter School Name	Name of Campus (if more than one)	Year	Year	Year	Year	State
		Opened	Began	EMO	Mgmt	City
American Leadership Academy, Inc.	American Leadership Academy	2000	2009		Gilbert	AZ
	American Leadership Academy, Queen Creek	2011	2011		Queen Creek	AZ
	ALA San Tan Valley	2012	2012		San Tan Valley	AZ
	ALA QC Elementary	2013	2013		Queen Creek	AZ
	ALA Mesa	2013	2013		Mesa	AZ
	American Leadership Academy-Anthem South	2015	2015		Florence	AZ
	American Leadership Academy - Ironwood	2016	2016		San Tan Valley	AZ

School Contacts

Contact Name	Contact Title	Contact Email	Contact Phone
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101
Brent McArthur	CEO	bmcARTHUR@alashools.org	480-420-2101

The following table lists the contact information for the schools in the district. The contact information is provided for the CEO of each school. The contact information is provided for the CEO of each school. The contact information is provided for the CEO of each school.

Contact Email

whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov
whitney.chapa@asbcs.az.gov

Contact Phone

602-364-3080
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HEER INFORMATION

in the yellow cells with any additional notes necessary to explain the data

American Leadership Academy is a non-profit corporation. It holds the charter contract for all American Leadership Academy schools in Arizona. All Arizona campuses operate under the same charter. As such, the entire organization receives one unified external audit each year instead of each campus. Additionally, the school finance data is the same as the EMO finance data since they are the same entity.



**American Leadership Academy
Regional Director**

The EMO will not provide a Regional Director as leadership will be provided by ALA – NLV. As such, this Attachment is not applicable to ALA – NLV.

The EMO provides licensing and minor services. Please refer to the Operations Plan in the charter narrative and Attachment 13 for more information pertaining to the EMO – School relationship.

As outlined in the application, the initial School Director will become the CEO/Superintendent when an additional campus is provided. To see the resume of the proposed CEO/Superintendent, please refer to Attachment 4.